



Online Assessment For and As Learning



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Unpacking concepts



- Assessment
- Assessment of learning
- Assessment for learning
- Assessment as learning



Assessment



Assessment is the **systematic collection**, review, and use of qualitative and quantitative data to **improve student learning** and development. Simply speaking, assessment answers 3 questions:

- 1) what are our expectations for student learning?
- 2) how well does our students' performance match the expectations?
- 3) what we can do to improve students' learning so that they meet the expectations?

https://www.fullerton.edu/data/assessment/sla_resources/whatisassessment.php



What to do to bridge this gap



Arriving at one goal is the starting point to another. (John Dewey)

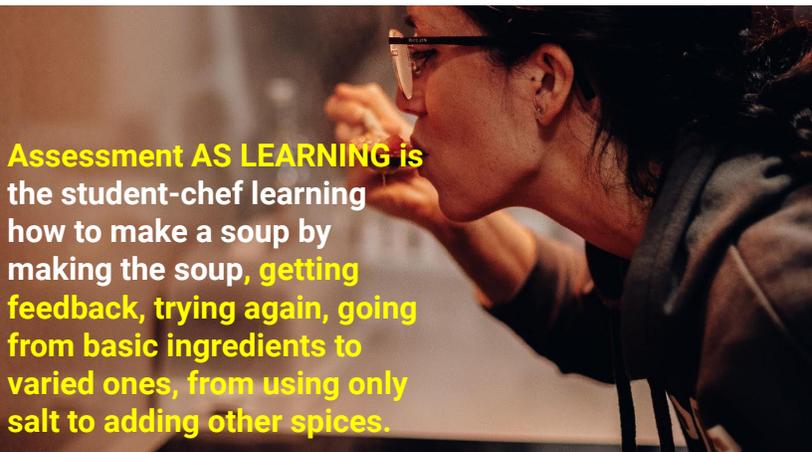
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Assessment is an integral component of learning and teaching.

Formative assessment (assessment for learning) is the chef tasting the food.

Summative assessment (assessment of learning) is the customer doing it.



Assessment AS LEARNING is the student-chef learning how to make a soup by making the soup, **getting feedback, trying again, going from basic ingredients to varied ones, from using only salt to adding other spices.**

Formative assessment and the regulation of learning



The teacher as an engineer of learning situations

The teacher, in planning the lesson, **creates questions, prompts or activities that evoke responses from the learners**, which the teacher can use to determine the progress of the learning, and if necessary, to make adjustments.



Traditional Assessment

Authentic Assessment

Traditional Assessment

Authentic Assessment

- . Exam-oriented
- . Focus on grading
- . Focus more on knowledge than on skills
- . Typically, by way of tests with selected-response items and some student-generated response, but generally limited to fill-in-the-blanks
- . Not authentic
- . Little focus on creativity and critical thinking
- . Standardised

- . Performance-oriented
- . Focus on learning and reporting of achievement of learning outcomes.
- . Focus on competencies.
- . Typically, by way of oral and written production at the discourse level
- . Authentic
- . Fosters creativity and critical thinking
- . Personalised

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Authentic Assessment



✓ Application of knowledge and skills, not just recall or recognition



✓ Open-ended tasks, with no single answer



✓ Authentic context for performance



✓ Evidence of understanding via transfer



✓ Multi-faceted approach



✓ Integration of 21st Century Skills (global skills)



✓ Performances on open-ended tasks assessed with established criteria and rubrics

STEPS IN INTEGRATING FORMATIVE AND AUTHENTIC ASSESSMENT TASKS

1

Write an
Assessment Outcome

2

Design a **Performance Task** that matches the
Assessment Outcome

3

Provide clear and
objective **Expectations of Performance**

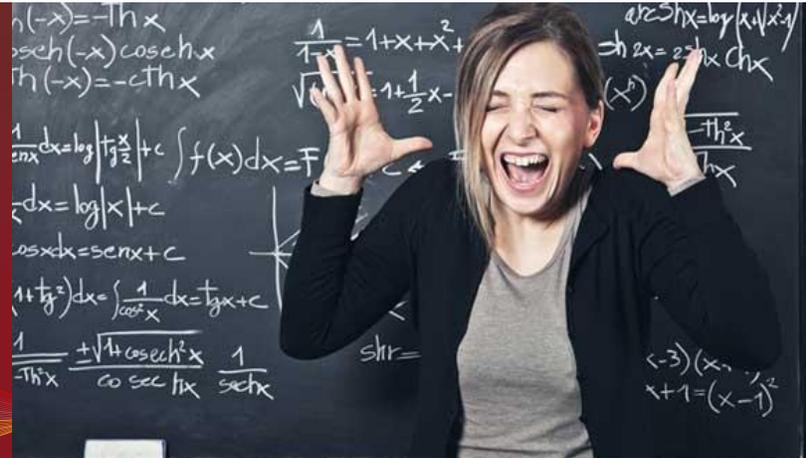
4

Take stock of where
current work is in relation
to the **Learning Target**



5

Give learners a chance to **act upon the feedback** received. If necessary, revise the grammar, vocabulary and discourse features needed to perform the task. Have them redo the task.



1. Outcome/Target

- ✓ Talk about your family
- ✓ Talk about appearance
- ✓ Describe family members and friends

2. Task

Talk about three people in your family. Teacher marked

Think about:

- appearance
- personality
- job
- age
- likes and dislikes

Select Record. Select Play to listen to your answer. Select Record to start again.

00:00 /

3. Success criteria



3. Success criteria



- Learner describes three people in their family,
- addressing all the topics specified,
 - using the simple present accurately,
 - using appropriate and varied vocabulary,
 - with appropriate pronunciation and intonation.

3. Where the learner is in relation to target

Learner describes three people in their family

- A** - addressing all the topics specified
 - using the simple present accurately
 - using appropriate and varied vocabulary
 - with appropriate pronunciation and intonation
- B** - addressing most of the topics specified
 - using the simple present mostly accurately (one or two errors)
 - using adequate vocabulary
 - with adequate pronunciation and intonation
- C** - addressing some of the topic specified
 - using the simple present inconsistently
 - with limited vocabulary
 - with rarely adequate pronunciation and intonation
- D** Very little or no evidence for assessment

4. What the learner needs to do to reach the target



Feed-up:
Where am I going?



Feedback:
How am I doing?



Feed-forward:
Where am I going next?

Feedback needs to be **task-involving** rather than ego-involving (Kluger & DeNisi, 1996).

Students should see the purpose of feedback as **helping them improve**, rather than simply judging their worth.

Students should aim at **mastery**, rather than a performance goal.

Students need to see **ability as incremental** rather than fixed (Dweck, 2000).



5

Give learners a chance to **act upon the feedback** received. If necessary, revise the grammar, vocabulary and pronunciation needed to perform the task. Have them redo the task.

American Language Hub Level 1 Online Assessment

Testing

Question source *

- Macmillan Education
- User generated

Question Bank

Personality

Appearance

Search

This search shows results for filtered questions

Select Questions

26 Questions

Find the error. Write the correct sentence.

- My uncle has a white hair. It is very long and covers his face. _____ It is very long and covers his face.

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Complete the sentence with one word.

- Our house is so _____. It's not messy at all.

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Complete the sentence with one word.

- That's not his sister. They're _____ and wife.

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Complete the sentence with one word.

- My sister's hair is curly, but mine is _____.

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Find the error. Write the correct sentence.

- **Example:** My best friend tells really neat jokes. _____
- Kelly never speaks. She's a very friendly person. Kelly never speaks. _____

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Find the error. Write the correct sentence.

- My aunt's children are my parents. _____

Question Type: **Gap fill**
Labels: **Family & friends, Personality, A2, Key focus: Vocabulary, Appearance**

Close Create new homework

Select students

1. Select students 2. Select activities 3. Information for students 4. Confirm

American Language Hub Level 1 All Classes



Talk about three people in your family. Teacher marked

Think about:

- appearance
- personality
- job
- age
- likes and dislikes

Select Record. Select Play to listen to your answer. Select Record to start again.

00:00 /



Voltar American Language Hub

American Language Hub Starter Level American Language Hub Level 1 American Language Hub Level 2

American Language Hub Starter Level
Data de vencimento da assinatura: 13 May 2024

- Macmillan Education Teacher app [Visualizar](#)
- Teacher's Resource Center [Visualizar](#)
- Test Generator [Visualizar](#)
- ePlanner [Visualizar](#)




peer assessment

multimedia artifacts

self assessment

using AI for feedback



Você
What are the current trends in assessment?

ChatGPT
As of my last update in January 2022, several trends were emerging in the field of assessment. While I don't have real-time data beyond that point, some of these trends are likely to have continued or evolved further. Here are some prevalent trends in assessment:

- Online Assessment:** With the advancement of technology, online assessments have become more prevalent. This includes various forms such as quizzes, tests, and exams conducted through online platforms. The COVID-19 pandemic further accelerated the adoption of online assessment methods.
- Adaptive Assessment:** Adaptive assessments tailor questions based on the respondent's previous answers. This approach optimizes the assessment process by providing more accurate measurements of a person's abilities while saving time.
- Performance-based Assessment:** This type of assessment focuses on evaluating practical skills and competencies through tasks that mirror real-world scenarios. Performance-based assessments often include projects, presentations, portfolios, and simulations.
- Formative Assessment:** Formative assessment involves evaluating student learning progress during the instructional process. It provides ongoing feedback to both students and teachers, enabling them to adjust teaching and learning strategies accordingly.



- Data-Driven Assessment:** Utilizing data analytics and learning analytics, educators and institutions are increasingly leveraging assessment data to gain insights into student performance, identify learning gaps, and inform instructional decisions.
- Competency-Based Assessment:** Competency-based assessment focuses on evaluating learners' mastery of specific skills or competencies rather than their performance in a standardized test format. This approach emphasizes personalized learning and skill development.
- Remote Proctoring:** With the rise of online assessments, remote proctoring technologies have become more sophisticated. These technologies use various methods such as video monitoring, screen sharing, and biometric authentication to ensure the integrity of online exams.
- Gamification of Assessment:** Gamified assessments incorporate elements of game design and mechanics into the assessment process to enhance engagement and motivation. This approach can make assessments more interactive and enjoyable for learners.
- Social and Emotional Learning (SEL) Assessment:** There's an increasing focus on assessing not just academic knowledge but also social and emotional skills. SEL assessments measure competencies such as self-awareness, social awareness, self-management, relationship skills, and responsible decision-making.
- Microcredentialing and Digital Badging:** With the growing importance of lifelong learning and skill development, microcredentialing and digital badging have gained traction as alternative forms of assessment. These credentials recognize specific skills or accomplishments and can be easily shared and verified online.





Thank
you



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