



Building teachers' assessment literacy through structured video CPD

ELT Ireland

Sunday 18th February 2018

Ben Beaumont

TESOL Qualifications Manager

What we'll be looking at:

1. What happens in teacher education courses [in relation to assessment literacy] and why.
2. What's missing [in terms of assessment literacy]?
3. How can teachers fill the gaps in their knowledge?
4. Feedback from teachers and trainers.
5. Further support for teachers.

What is assessment literacy?

It's knowing:

- what assessment is;
- when different elements of it should be used;
- why different elements of it are used;
- how assessment is constructed; and
- how we can support those engaged in assessment (students, teachers, managers and policy makers).

Some teachers and assessments

1. *“I honestly think that one my weakest points as a teacher is student assessment (one of the reasons why I've always hated doing placement tests).”*
2. *“With all of the classes and extra responsibilities that we have to take on any given term, it can be easy to 'forget' about the overall aims of the course and just teach the lessons as they come.”*
3. *“I use tests but I don't know how to write questions. I can write open questions but I don't really know what's 'behind' them”*

What do teachers learn on ITE ELT courses?

What assessment techniques did you learn on your ITE course?

CertTESOL / CELTA

A basic training in:

- teaching
- reflection
- analysing learners strengths and weaknesses
- introductory language awareness
- lesson and materials design



What areas of assessment literacy are included?

What do teachers learn on L7 ELT courses?

DipTESOL / Delta

- teaching and the theory that underpins it
- critical evaluation of techniques, methods and approaches
- detailed knowledge of language relevant to learners' needs
- research skills
- understanding of assessment design and assessment practices

What areas of assessment literacy are included?

What do teachers learn on state sector* ITE courses?

Certificate in Education / PGCE / PG Dip

- teaching and teaching theory
- assessment theory
- reflection linked to theory
- analysing learners strengths and weaknesses
- lesson and materials design
- critical evaluation techniques
- research skills
- local and national government policy and practice

Assessment terminology: formative, summative, diagnostic and initial assessment, face/content/construct validity and more. But...

What don't teachers generally learn?

Assessment literacy

Many pre-service teacher education programs still cannot benefit from the research evidence that link professional standards with a critical reflection of assessment because they only offer short assessment courses that provides a general introduction to assessment.

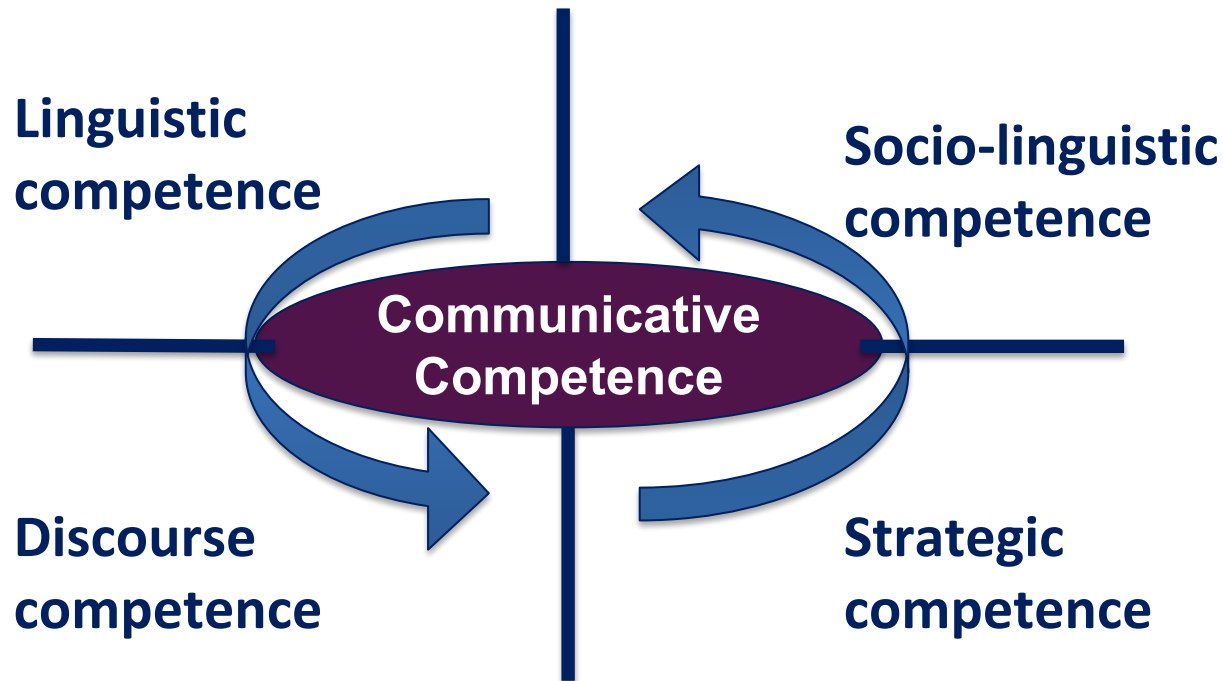
Greenberg & Walsh 2012

Why not on pre-service courses?

- There's too much to learn: something has to be left for future training. It is, after all, a pre-service, initial teacher education programme.
- Assessment literacy is tied up with specific exams, so which methodology / approach / system do you teach?

What do students need to succeed?

(Language Skills)



Bachman & Palmer (2010): communicative competence model

How to support learners' assessment success

Teachers need to know about exams, how they're marked and what makes good scores.

Transparency in everything. If it's a good test and the marking is standardised, there's nothing to fear. Why not show marking criteria?

Constructive alignment linked to evidenced-based awareness of what learners actually need to be effective communicators (for ELT) is key, and teachers need to know what this is and how this happens.

“A contextual understanding of AL may provide a more useful approach to teacher assessment education.”

Xu & Brown 2016

How to support learners' exam success

In-service teachers who have little time and limited opportunities for formal training may need to learn from on-line learning resources

Fan, et al, 2011

“Indeed, only when teachers become the main drivers of their own AL development will they make full use of classroom-based assessment as sites for learning engage in regular dialogues and collaboration with colleagues, and participate in assessment activities within communities of practice”

Xu & Brown 2016: 154.

How can teachers become the ‘drivers’ of their AL development?

A proposal for moving forward

Assessment literacy consists of three levels of mastery:

Xu & Brown 2016: 159

- 1) basic mastery of educational assessment knowledge, which includes the fundamental principles of the 'what', 'why', and 'how,'
- 2) an internalized set of understanding and skills of the interconnectedness of assessment, teaching, and learning. [i.e. constructive alignment]
- 3) a self-directed awareness of assessment processes and one's own identity as an assessor.

Such awareness allows teachers to accommodate and translate assessment policies and principles into their classroom realities and institutional contexts while driving them to reflect on their assessment practices and to gain new insights.

Start with a basic idea...

TRINITY
COLLEGE LONDON

Introduction to Assessment Literacy 1

About GESE

Alice and Anth

TRINITY
COLLEGE LONDON

Introduction to Assessment Literacy 2

The purpose of 'setting at ease'

Alice and Ben

TRINITY
COLLEGE LONDON

Introduction Assessment Li

The GESE interactive task

Alice and Anthea

TRINITY
COLLEGE LONDON

Introduction to Assessment Literacy 4

Introduction to 'washback'

Alice and Gemma



And give yourself more work!

- 1) basic mastery of educational assessment knowledge, which includes the fundamental principles of the 'what', 'why', and 'how,'

Xu & Brown 2016: 159

We'd create:

1. A series of basic, introductory videos, 10-15 minutes each.
2. Each video would raise initial awareness of an area of assessment literacy considered helpful for teachers and/or managers.
3. The videos would be divided into five sections, each last two-minutes each. This would enable 'bite-sized' use/delivery.
4. The videos would be followed by further reading, to help teachers with their professional development.

Video content: www.trinitycollege.com/TESOL-AL

1. What is assessment literacy
 2. Types of assessment
 3. Constructive alignment
 4. Classroom assessment
 5. Assessment considerations
 6. Bloom's Taxonomy in assessment
 7. Assessment washback
 8. Affective filter
 9. Progress testing
 10. Diagnostic assessment for learner profiles
 11. GESE: overview
 12. ISE: overview
- 1.0 What is AL
 - 1.1 AL for students
 - 1.2 AL for teachers
 - 1.3 AL for managers
 - 1.4 AL for policy makers
 - 2.0 Overview
 - 2.1 Initial assessment
 - 2.2 Diagnostic assessment
 - 2.3 Formative assessment
 - 2.4 Summative assessment

Developing a knowledge base

Collectively, teachers need to participate in assessment-related activities (e.g., moderation, rubric development, assessment task design) within real or virtual communities.

Adie 2013

“The best kind of test preparation is test creation!”

Yvert de Souza

Feedback from teachers

1. *"I think putting these questions on the last slide in your powerpoint, for example, would be a great way to see how the students felt about the lesson over a myriad of levels.*

1) What was easy?

2) What was difficult?

3) Favourite part of the lesson? / Least favourite part?

I am going to try this with my next observed and see what kind of feedback I get."

2. *"John Biggs's article [on constructive alignment] and those videos will certainly help me plan better lesson and select activities with more caution."*

3. *"I liked his thoughts about 'hands up' assessments and how they are not that great. I think on a day when we are tired or its or last class of the day, it's easy to have students put their hands up and just choose whoever wants to answer."*

Regular, free CPD



TESOL News and information

December 2015

Supporting professional development

This e-newsletter shares news and information for English language teaching professionals from the Trinity TESOL team. You can also download it as a [PDF](#).

Teaching resources

Award-winning innovation

Trinity caught up with the British Council award winner Jamie Keddie, creator of [Lessonstream](#) (formerly TEFLclips), to find out about the latest innovations on his resource-filled site, see www.lessonstream.org.

- 88 lesson plans are now available - significantly more than in 2009 when they won an ELTon award
- Most of the lesson plans are based around short online videos
- The search facility now allows teachers to find activities according to level, learner type, time, activity, language aim, topic and materials.
- All resources remain free

Teachers can also subscribe to newsletter updates to be kept informed when new resources become available.

A popular type of activity that has evolved over the years is 'videotelling'. This is good old-fashioned, teacher-led storytelling! However, the difference from normal storytelling is that these stories come from the narratives of short online videos instead of from the teacher.

One of the reasons for the success of videotelling is the positive feedback it gets from students, which is partly down to the pleasant surprise they get when they eventually watch the video their teacher has been describing. See an example of videotelling entitled 'Splat' [here](#).



- bi-monthly
- focus on teacher development
- research element
- useful for in-house CPD sessions
- showcases helpful resources

www.trinitycollege.com/TESOL



References & further reading

- Adie, L. (2013). The development of teacher assessment identity through participation in online moderation. *Assessment in Education: Principles, Policy & Practice*. 20:1. 91-106.
- American Federation of Teachers, National Council on Measurement in Education, & National Education Association. (1990). Standards for teacher competence in educational assessment of students. *Educational Measurement: Issues and Practice*. 9:4. 30–32.
- Bachman, L., & Palmer, A. (2010). *Language assessment in practice*. Oxford: OUP.
- Cowie, B., Cooper, B., & Ussher, B. (2014). Developing an identity as a teacher-assessor: Three student teacher case studies. *Assessment Matters*. 7:1. 64-89.
- Fan, Y.-C., Wang, T.-H., & Wang, K.-H. (2011). A Web-based model for developing assessment literacy of secondary in-service teachers. *Computers & Education*. 57:2. 1727-1740.
- Greenberg, J. & Walsh, K. (2012). *What teacher preparation programs teach about K-12 assessment: A review*. Washington, DC: National Council on Teacher Quality.
- Xu, Y., & Brown, G. T. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*. 58:1. 149-162.

www.trinitycollege.com/TESOL-AL
ben.beaumont@trinitycollege.com