Title	Assessment: actors, modalities and reasons

Objective(s)	Raising awareness about different types of assessment according to the CEFR

Keywords	formative/summative assessment – assessment by others / self-assessment – assessment on a scale / on a checklist

Ref to the guide	**Ref to the CEFR**
IV.8	4, 5, 9.3.5, 9.3.9, 9.3.13

Task A (∮ ∮ ∮)

The CEFR gives examples of grids, which can be used for summative or formative assessment, depending on the moment, the aims or the learning context. Below is an excerpt from p. 28, *qualitative aspects of spoken language use.* Read it carefully and underline the passages that help to target assessment (for example "without much conspicuous searching for words", "few noticeably long pauses"). Discuss it with your colleagues.

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions. There are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.

You will then work on some teachers' evaluations expressed in the form of a commentary. Although the form is different, the basic principle is the same : key aspects are highlighted in order to guide judgement. The form used can contribute to making the assessment more

personal.

Task B

Step 1 (👤 ou 👤👤)

Narrative evaluations can be used for summative assessment at the end of a course.

a) Read this text [1] about a student's skills in listening comprehension and oral production and take note of the different elements on which information is given.

> " Mayumi was a very good student. She demonstrated very good listening and speaking skills, and she participated well during class discussions. [...]-On tests of conversations skills, she demonstrated very good use of some phrases and excellent use of strategies she learned in class. She is skilled at getting her conversation partner to speak. On tape journal assignments, Mayumi was able to respond appropriately to a lecture in class, and she generally provided good reasons to support her opinions. She also demonstrated her ability to respond to classmates' opinions. When the topic is interesting to her, Mayumi is particularly effective in communicating her ideas. On the final exam, Mayumi was able to determine the main ideas of a taped lecture and to identify many details. In her final exam conversation, she was able to maintain a conversation with me and offer excellent advice on language learning and living in a new culture. Her pronunciation test shows that her stress, intonation, and fluency have improved since the beginning of the semester. [...]"

Draw on the CEFR to find more elements the assessment of listening and oral production could focus on.

b) Make a list of these elements and share it with a colleague.

Step 2 (👤)

Write a similar evaluation about one of your students' written production. If you are not teaching at the moment, refer to one of your (former) students. Draw on some scales of descriptors in chapters 4 (such as 4.4.1.2 and 4.4.1.3) and 5 (such as 5.2.1) of the CEFR in order to give as many details as possible.

Step 3 (👤 👤 👤)

These evaluations are summative and their purpose is to provide other people with information. However, they could be formative for students if they also aimed at providing information detailed enough to help them improve their learning.

Here is what the CEFR (9.3.5) states about formative assessment:

" Feedback only works if the recipient is in a position

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[1] Brown H. Douglas (2004), *Language Assessment : Principles and Classroom Practices,* White Plains, NY: Pearson Education

(a) *to notice*, i.e. is attentive, motivated and familiar with the form in which the information is coming,

(b) *to receive*, i.e. is not swamped with information, has a way of recording, organising and personalising it;

(c) *to interpret*, i.e. has sufficient pre-knowledge and awareness to understand the point at issue, and not to take counterproductive action and

(d) *to integrate* the information, i.e. has the time, orientation and relevant resources to reflect on, integrate and so remember the new information. This implies self-direction, which implies training towards self-direction, monitoring one's own learning, and developing ways of acting on feedback.

Such learner training or awareness raising has been called *évaluation formatrice.*

In groups, read the evaluations written by each teacher in step 2 and choose one of them. Discuss possible steps to ensure that this type of assessment is transparent and beneficial to the learners. Refer to concrete activities to be conducted with students throughout the learning process.

Example:

Ask learners to determine assessment criteria for a written task: it will raise their awareness, and help them internalise and use them to assess and improve their own production.

Task C

Step 1 (🧍 🧍 🧍)

In groups, agree on a list of assessment activities that can be used with learners. Insert them in the grid below (one per line). For example:

mark an assignment
comment on a written assignment
comment on someone's ability to take turns in spoken interaction
determine the content of a test
…

Step 2 (IW)

Indicate who carries out these activities most often in your classes, the teacher or the learners? If you are not teaching at the moment, refer to teaching situations you have experienced, either as a learner or a teacher.

You may indicate approximations of percentages. For example:

Activities	Carried out by…	
	The teacher	The students (on their own production)
mark an assignment	100% (always)	0% never
comment on a written assignment	80%	20%
comment on someone's ability to take turns in spoken interaction	50%	50%
determine the content of a test	60-%	40 %
…		

Task D (∮ ∮ ∮)

Discuss your results (task 2, step 2) with your colleagues. The following questions may help you:
- Who is responsible for most of the activities related to assessment, the teacher or the students? Why?
- Are there any marked differences in your practices? Discuss them and explain your choices and habits.
- As for teacher-conducted activities, could they be shared with students? Would that be beneficial? Why/why not?

Task E (∮) then (∮ ∮ ∮)

Think about assessment techniques in your own teaching practice. Do they serve mainly formative or summative purposes? Discuss reasons (You may find the following examples useful):

- Closed questions

- Essays

- Oral discussions

- Portfolios

- Observation

- ………….

Discuss your answers with your colleagues. Is it possible to use the forms implemented as summative assessment in a more formative way? Make a SWOT (strengths/weaknesses/opportunities/threats) analysis of the different options.