A QUALITY MATRIX FOR CEFR USE: Examples of promising practices

1 OVERVIEW

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Country: Finland   **Institution:** Alppila Upper Secondary

Type of context: Classroom level

Educational sector: Upper Secondary

Main focus: Learning/Self-Assessment

SUMMARY

Name: Classroom motivation and learning to learn in upper secondary

Abstract: Upper secondary English: integrating the CEFR on a practical level: students choose their own levels and, with the guidance of the teacher, personalize their learning. Used tools: self- and peer-evaluation, mastery learning, flipped learning, team work. Besides English, students also acquire many 21st century skills.
Besides English, the students acquire ITC literacy: everything is online: the course platform (Google Classroom), the textbook is digital, lots of different online tools are used for exercises, testing and projects). They also practice team building skills, negotiating skills, self-evaluation skills, etc. etc. (all part of the 21st century skills).

Stage: Evaluation

Theme: Teaching; Assessment

CEFR aspects used: Strategies/learning to learn; Self-assessment

Main features of this example:
- Students choose their own level (activities, texts and tests of different levels are offered B1-B2)
- Making students aware of different language learning skills
- Teaching self-evaluation and peer-evaluation
- Enhancing communication skills through team work

Quality principles particularly demonstrated: Relevance, Inclusiveness, Sustainability

European Centre for Modern Languages of the Council of Europe
www.ecml.at/CEFRqualitymatrix

2 PROJECT DESCRIPTION

Background:
I have been developing personalised learning and self-assessment for as long as I've been teaching, 20 years. I actually participated in piloting the CEF back in 1999 (Department of Teacher Education, University of Helsinki, Research Report 215, 2000):

Stated aims:
The goal of the project was to systematically integrate personalised learning and self- and peer-assessment. Team work and a lot of formative assessment were also an integral part of the learning experience. Through systematic self-assessment, with the support of their peers and the teacher, the aim was to make students more aware of their own level, the level of the work they produce and ways to ensure more successful learning.

Two groups of 17-year-olds, English, Course 4 (2nd year out of 3 in upper secondary). Course 4 is a compulsory national course on society and the world around us. The groups have 26 and 28 students respectively. Each group has a couple of students whose English is excellent, but many are average or weak. There are also more problems with motivation than on average (truancy and assignments left undone). I have found that in previous courses, this method increases motivation, so I am hoping for the same result here. We are currently at the end of week 6, i.e. the only thing left is the final evaluation discussion during exam week.

Approach to Evaluation
I started the course by explaining that students learn better if they work during the course (3 x 75 minutes / week for a period of six weeks) and have no summative exam, rather than if they sit through the course – often passively, and then cram for the exam – as would happen with more traditional teaching. It is also fairer and representative of their true skills to take into account six weeks' worth of work than what they are able to produce in a couple of hours on exam day. Many youngsters are not motivated to work hard during the course as, in their opinion; it does not influence the final grade. We then went through the main evaluation sheet, which everybody copied for themselves in a shared Google folder. I used Google Classroom for instructions and as a place for students to hand in assignments.

<u>Evaluation sheet</u>   (blue= self/peer evaluation, red = evaluation by the teacher)
50% of the evaluation is done by the students themselves, 50% by the teacher.
When points are entered, they are automatically added up in the total box (excel). This increased motivation to complete assignments. The fact that they got awarded points for completing assignments on time also helped. My reasoning behind this form of external motivation is that eventually, it will lead to internal motivation through positive and encouraging feedback.

As a rule, students have to use English with each other and me, but when discussing evaluation (orally or in writing) they can use their mother tongue.

. SOCIETY & HEALTH CARE		2. HUMAN RIGHTS, apuverbit, indefiniittipronominit			3. CRIME & JUSTICE, relatiivipronominit			
oral) xercises	Writing 1	(oral) exercises	Exercises	Exercises	(oral) exercises	Exercises	Team writing 2	C te
elf- & peer ss.	Essay 150-250	self- & peer ass.	self- & peer ass.	self- & peer ass.	Socrative text 4	self- & peer ass.	Letter to the editor 150-250	se as
0-3	0-10	0-5	0-5	0-5	0-5	0-5	0-10	
3	7,8	4	4	3	2	1	7	

Stages

The course is divided in 5 sections (based on the textbook we are using). The first section is still pretty traditional, so as to easy in the students and not shock them too much with a completely different system. I am new at this school, so they do not know my methods yet.

Some assignments are in different levels: survival (level 5-6, very weak students), standard (level 7-8), expert (level 9-10)[1]. Students choose their own level. Naturally, if they elect to do survival level assignments, they should not expect to get expert grades. In the first courses, the students need the teacher's help to find their level (the realistic level). By year two, everybody knows their level.

There are some examples of instructions below, both work instructions as well as instructions for self-assessment

Week 1

During the first week the students had a choice of 2 texts (unit 1). The book provided the levels (B2.1 and B1.2), and I explained the difference. I suggested survival-level students choose the easier text, expert students the more difficult one, and standard students to browse through both and decide which one they would like to start with. The students also formed teams (groups of 3-5). The instructions for week one were given in their entirety and students could decide what to work on themselves. The eBook provided the key for most exercises. The students were told to enlist my help if they got something wrong and nobody in the team could explain why. They were told that this stage is the most important, as this is when learning occurred. In other words, they were encouraged to ask for help and help each other.

At the end of the week, they had to write an essay (individually). The next writing assignment was two weeks later, so this gave me time to correct them and have them go through the mistakes before they started on the second essay.

Week 2

We started the week by going through the evaluation of week 1. I had made detailed instructions, which turned out to be a good thing. They started with an online grammar test (Google Forms) which gave instant feedback. They were awarded points for working well in class. Another test they had done the week before was a Quizlet online test. The teacher did not check any of these tests, rather, they had to discuss the results in their teams and decide together what this meant in terms of points. This effectively gave them the power of decision. In my experience, granting the students more responsibility is a very effective way of making them act more responsibly. Some of the phlegmatic students woke up at this point.

The evaluation of this week included an oral vocabulary test. Students chose 5 difficult words and entered them in AnswerGarden. This generated a word cloud where the words entered most were bigger in size. The task was to explain words in English, starting with the biggest. The grammar evaluation had online tests which could be redone as many times as the students liked. Some of the tests showed them their points, but not what went right or wrong, so they had to study each case carefully. The tests selected 10 questions from a battery of 30. This turned the test in a learning experience and many students did the tests until their score was considerably higher than the first time.

After they had completed a grammar section (before the evaluation), there was questionnaire which asked them whether they had studied the material well, how they did in the initial test (to determine their level), who they did in the final test (to check if they had mastered the grammar) and if they were happy with that result. If not, they had to think what were they going to do about it.

Week 3

The evaluation of week 3 had the only test they could do only once (Socrative). As students had to log in with their name, this allowed me to cross-reference their result with what they entered on their evaluation sheet.

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[1] Levels refer to the Finnish Scale of Language Proficiency, the levels of which relate to the CEFR

Some students were caught out. This, I hope, helped them realize they had to be truthful or at least more careful when awarding points.

For this week's grammar, I provided three online tests: survival, standard and expert. The more difficult the test, the easier it was to get points. Everybody could try out all tests in order to find one that suited their level. This also made some students go back to the grammar as they realised they had not mastered the standard level, for example.

In week three, they had to write a TEAM essay, a letter to the editor. Points were awarded by me, and the students had to fill out a questionnaire on how the team work went, how possible conflicts were resolved, if it was easier to find better argumentation as a team, if they thought everybody in the team deserved the same grade or not (and why), etc. (some screenshots below)
I also gave them the possibility to make a second version of the essay if they were not happy with their grade

Week 4
This was the more creative part of the course, where teams had to make an ad and pitch it in a Dragon's Den type of activity. A Socrative grammar exercise was open all week (do as many times as you like until you are happy with the result)

Week 5
Week 5 involved a short piece of writing (individually) and a team project. Based on this project, everybody had to write a paper (individually).

Week 6:
For the final evaluation, teams had to divide points between team members. Only one person gets the point (the functional team point being the exception), max. 3 bonus points per person.

BONUS POINTS	à 1p
Best team spirit builder	
Best peer teacher	
Best team writing contributor	
Best creative contributor	
Best presentation contributor	
Functional team point. If the team work went relatively smoothly and conflicts were resolved, everybody on the team gets a point.	

On exam day, teams come in to talk with me. I have allotted 15 minutes per team. We will discuss how they did, we will have a look at their evaluation sheets, they will have a chance to explain why/ how things went wrong/well etc. We will also discuss how they can raise their grade, e.g. by completing certain assignments or doing extra work. We will also discuss how they have learned in this course as opposed to a more traditional course, and what the effects of the constant self-evaluation are. I might also have them fill out an anonymous questionnaire on the subject.

Screenshots

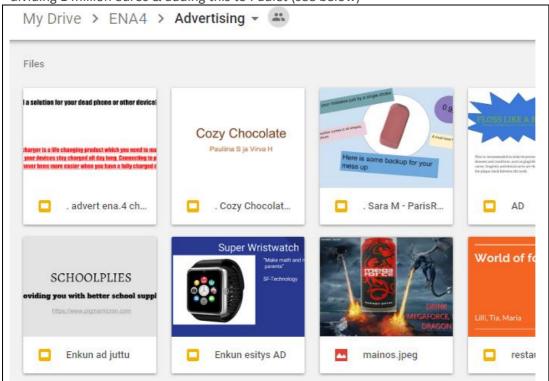## Classroom: oral vocabulary test:

AIHEET

01. Society & Health Care

02. Apuverbit

03. Human Rights

04. Indefiniittipronominit

05. Crime & Justice

06. Advertising

7. Utopia/Social Issues

8. Exam Day

Krista Kindt-Sarojärvi
23. lokak. (Muokattu 23. lokak.)

05. Crime & Justice

The 5 best HUMAN RIGHTS words you came across last week!
Feel free to check your book/notes/etc! (eBook: text 3 click ENGAGE under the picture; paper book p. 30)

Submit 1 word at a time!

AnswerGarden � ENA4 Human Rights...- Plant a Question, Grow Answers! Generate a live wo
https://answergarden.ch/560636

Lisää luokan kommentti...

Shared Google folder with the ads (Shark Tank / Dragon's Den):
- making an ad
- pitching the ad
- dividing 1 million euros & adding this to Padlet (see below)

My Drive > ENA4 > Advertising

Files

a solution for your dead phone or other device!

charger is a life changing product which you need to ma
your devices stay charged all day long. Connecting to p
never been more easier when you have a fully charged

. advert ena.4 ch...

Cozy Chocolate
Pauliina S ja Virva H

. Cozy Chocolat...

Here is some backup for your
mess up

. Sara M - ParisR...

FLOSS LIKE A

AD

SCHOOLPLIES
oviding you with better school suppl
https://www.pigmamicron.com

Enkun ad juttu

Super Wristwatch
"Make math and
parents"
SF-Technology

Enkun esitys AD

mainos.jpeg

World of f

Lilli, Tia, Maria

resta

Shared Google folder with evaluation forms (shared through Classroom):

Files

📄 !!! INSTRUCTIO…	📊 !!MODEL Insight…	📊 Alkio Into Insigh…	📊 António Rein…
📊 Hämäläinen Jes…	📊 Hannula Maiju I…	📊 Harju Markus In…	📊 Hauvonen Vi…
📊 Juva Mikael - TE…	📊 Kaarre Joonatan…	📊 Karra Aksel TEA…	📊 Kataia Marku…

Padlet:

Reine, Maiju, Tia and Julia

Cozy chocolate 1 000 000
- we support the idea of chocolate having actual benefits
- it would sell well to people from all ages -> our money would be in good use

Alexandra nea Noora Emmi

1. 500 000e to the pen company because it would be very helpful. The presentation was impressive.
2. 500 000e to the school library because we would really want a library in our school.

Karlotta, Aliisa

1. Only 350 000e for World of food because not a well thought out idea, otherwise a good business.
2. 350 000 for Cozy chocolate because there is a market for this. Very convincing business idea.
3. 300 000e for Super wristwatch because this is a good innovation for the ongoing market

Instructions for self-evaluation, some examples:

Examples of instructions:
Human Rights instructions
Crime & Justice instructions
Relative pronouns instructions, questionnaire
Auxiliary verbs:

FINAL TEST 1	FINAL TEST 2 (to pass: Survival 50%, Standard 70%, Expert 90%)
To pass: Survival (grades 5-6) 60%, Standard (grades 7-8) 80%, Expert (grades 9-10) 90%)	Your result will look like this. Make a screenshot or write down the result so you'll remember it later!

Exam day: Team discussion where we go through the evaluation sheet & discuss each student's final grade.

> We started to find arguments together and decided about the exact structure of our essay, after that we just divided the arguments that we should put into words and I did the introduction and about two arguments/examples. Aliisa did the the same amount of examples and the conclusion.
> It wasn't hard to divide any of the tasks. I'd say that we both were involved with the same amount of work.

> We chose two different issues so each of us could cover one, then added our text's together to make one letter.

> Tehtävä oli aika sekava aluksi, mutta kun tajusi mitä pitää tehdä niin homma sujui hyvin.

> The task was quite easy but there were some things that were slightly difficult. I don't there was a clear leader. We just distributed the task and worked by that.

> Dividing the tasks was easy although our writing ended up being made on the last possible moment.

> Jani wrote something to the beginning and I finished.

Team writing - questionnaire after the activity:
 -How did it go?
- Do all members in the team deserve the same grade?

> Yes (2)

> I think we both deserve the same grade because we both put much effort into the essay and we both worked hard/enough. Beside that, we both are about on the same level languagewise.

> I think we should, just two of us and we did half and half.

> Mielestäni ryhmässäni kaikkien pitäisi saada sama numero, koska me toimimme hyvin tiiminä kun jaoimme tehtävät toisillemme ja teimme ne. Jokainen hoiti oman osuutensa ja täydensimme toisiamme.

> I guess yes. We both put the same amount of time into it but we did different things. My partner did the little t (gave examples on what we should write about and made the docs file) but I wrote more to the text so the am of work we put in was kind of balanced.