

Thank you for joining the New Directions Pre-Conference Webinar Series

The webinar will start shortly

Wednesday, 27th January 2021



Welcome!

New Directions in English Language Assessment Latin America Pre-Conference **Webinar #3**



Date:
Wednesday January
27th 2021



Time:
10.00am-11.00am
(Colombia time GMT-5)

TOPIC 3

Putting theory into practice:
Language Assessment in Latin America.



#NewDirectionsLatam

Useful information

The webinar will be recorded and published on our website next week

Attendance certificates are available on request

For any questions about the New Directions conference and to request your attendance certificate, contact us at:

newdirectionslatam@britishcouncil.org

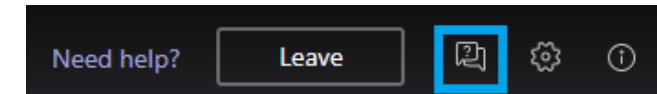
Question and answer (Q&A)

There is no chat function in Microsoft Teams

The Q&A is now open

Please ask questions that are relevant to the webinar

Access Q&A here



Topic	Presenters
Welcome and Introduction	Mina Patel Conference Chair
Assessment for Learning in Remote Teaching	Alberto Costa Cambridge Assessment English
Educators' General CEFR Knowledge: an informal study.	Erica Balazs British Council Global Assessment
Consolidating an Assessment as Learning Culture: Lessons Learned From a Dialogue Between Theory and Practice	Edgar Picón Universidad de Antioquia
Group Conversation and Questions	Alberto Costa Erica Balazs Edgar Picón
Thank you and wrap-up	Mina Patel Conference Chair

Speaker 1:

Alberto Costa

Senior Assessment Services Manager for Cambridge Assessment
English in the Americas

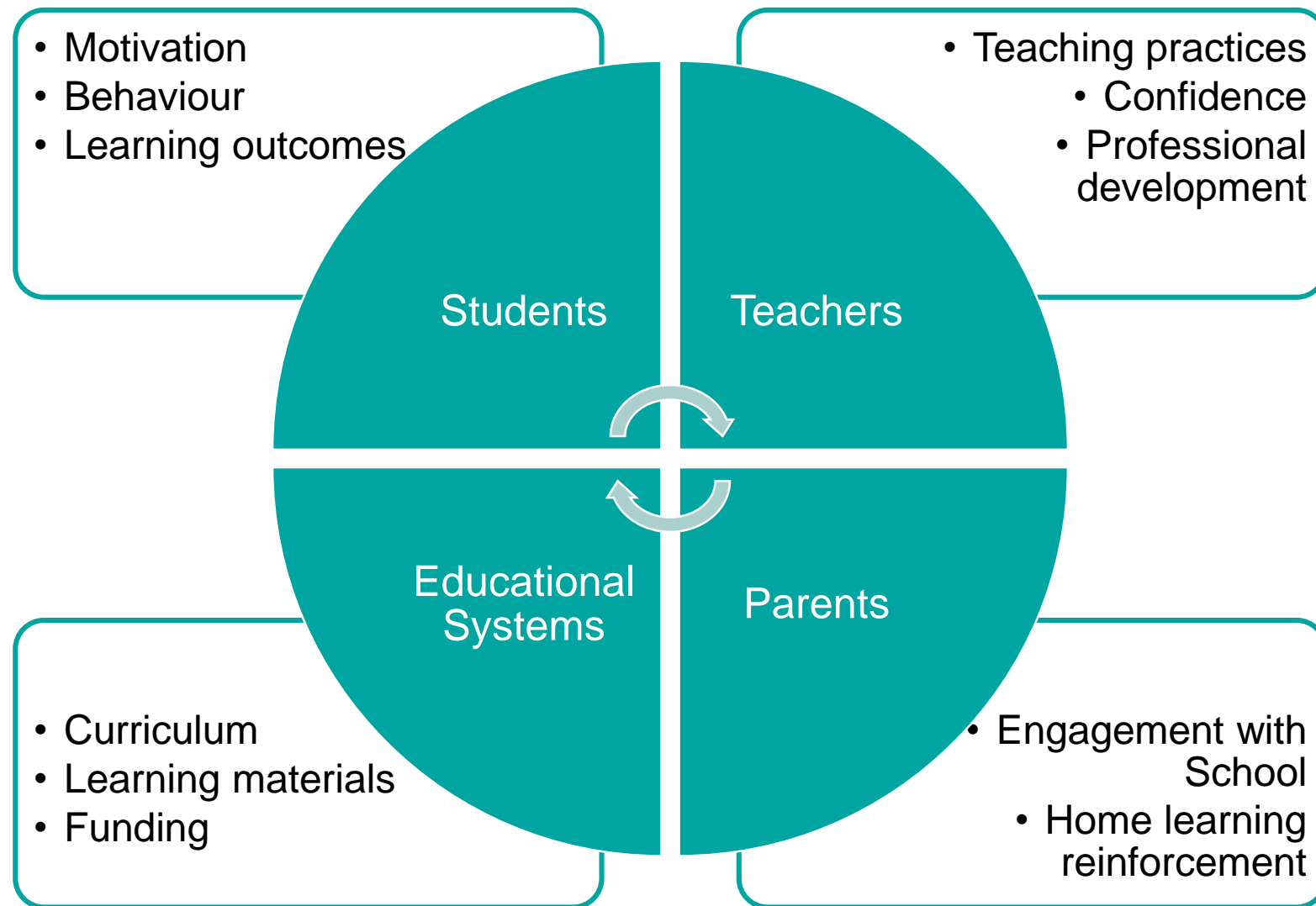
ASSESSMENT FOR LEARNING IN REMOTE TEACHING

Alberto Costa

Senior Assessment Services Manager Americas



A snapshot of potential assessment effects by stakeholder group



Survey in the Americas

What teachers and coordinators reported in August



Tools to help measure exam readiness/diagnostic tools

Academic support for teachers and students (e.g. support teachers with remedial work, lesson plans, more activities to do at home, in small groups, with parents)

Continuous support with webinars / online workshops / live sessions

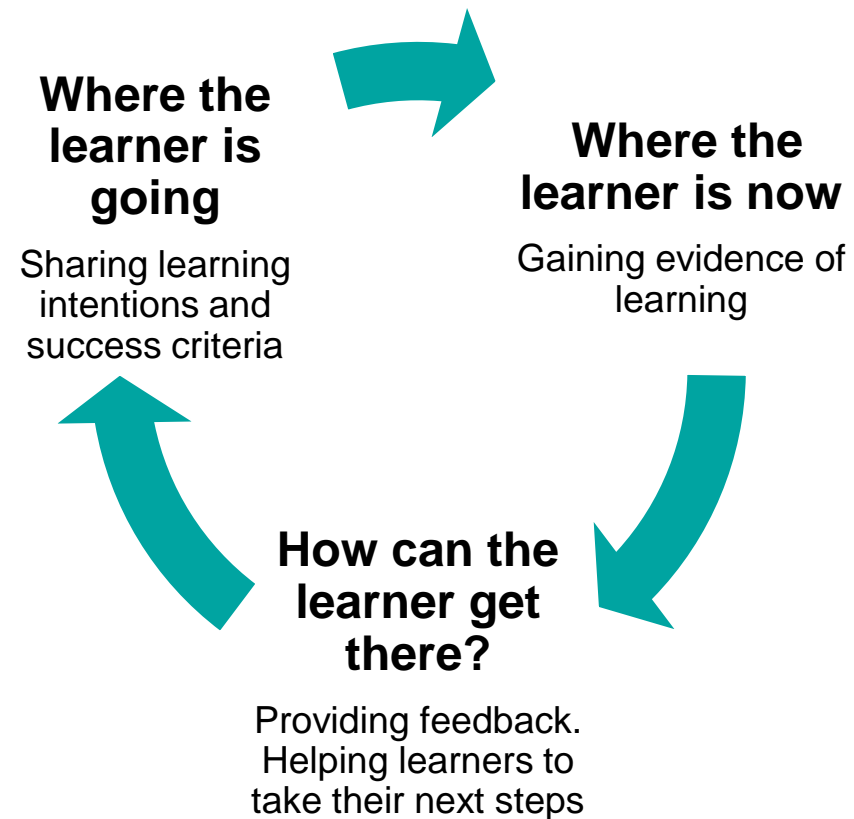
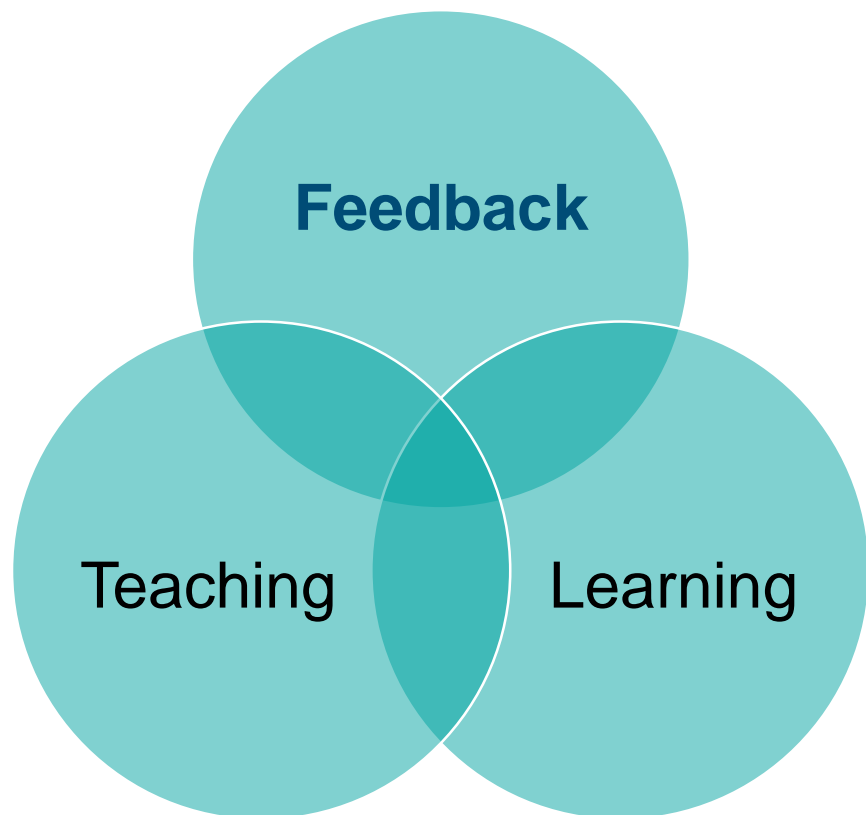
Effective continuous assessment practices

Better understanding of the functions of assessment

Assessment literacy



Assessment for Learning





Cambridge Assessment
English



MICHIGAN
LANGUAGE ASSESSMENT

Next step

Assessment For Learning

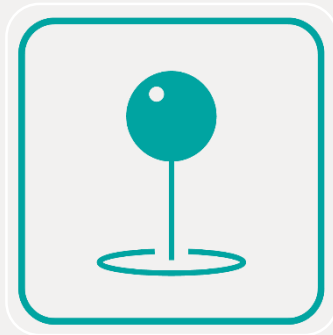


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You are here!



Setting the GPS

13 October 2020
Principles and
essentials of
Assessment for
learning (AFL)

Choosing your way

15 October 2020
Assessment for
Learning:
Techniques and
instruments

Finding your way

20 October 2020
Main differences
between
multilevel and
level-based
exams. Criteria
to consider for
selection

Enjoying the journey

22 October 2020
Standards in
assessment and
how to build
confidence
towards
summative
assessment

Packing your essentials

27 October 2020
Practical
resources and
tools for you,
whether you are
teaching your
classes online or
face-to-face

How can schools make the best use of assessment for learning?

- Ongoing professional development in AfL
- Review and develop the school's assessment policy and practice
- Written and oral feedback
- Teachers need support putting principles into practice
- Evaluate the impact of new strategies that are implemented

Assessment and teaching

Brown 2004

“Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student’s performance (...) A good teacher never ceases to assess students, weather those assessments are incidental or intended.”

References

- Brown, H. Douglas. Language Assessment: Principles and Classroom Practices. Pearson p. 4. 2004
- Celce-Murcia et al. Teaching English as a Second or Foreign Language. National Geographic Learning – Cengage Learning, p. 323, 2014
- Hartle, S. Combining formative and summative practices in higher education ELT: Implementing learning-oriented assessment. Research Notes, issue 77, p. 9-18, 2020. <https://www.cambridgeenglish.org/Images/580394-research-notes-77.pdf>
- Jones & Saville (2016) **Learning Oriented Assessment**. SiLT Volume 45. CUP. UCLES
- Getting started with Assessment for Learning (Cambridge International Education)
 - <https://cambridge-community.org.uk/professional-development/gswafl/index.html>
- Assessment for learning
 - <https://www.cambridgeinternational.org/Images/271179-assessment-for-learning.pdf>
- Inside the Black Box (Black & William, 1998)
 - https://www.researchgate.net/publication/44836144_Inside_the_Black_Box_Raising_Standards_Through_Classroom_Assessment
- **Playlist: the first four AFL webinars:** https://youtube.com/playlist?list=PLpmCHL8PnXq8LOFnk_gLmEMeNje2CFGVA
- **Fifth AFL webinar (on Facebook):** <https://www.facebook.com/880288625364093/videos/1041925256280987>

Thank you!

Costa.J@cambridgeenglish.org



Presenter 2:

Erica Balazs

Assessment Consultant for The British Council Global Assessment
team (Madrid, Spain)

An informal study across two contexts

Educators' General CEFR Knowledge

Erica Balazs | Assessment Solutions Consultant

Overview

Previous studies have shown that training around the CEFR can have a positive impact on washback and classroom teaching. However, in contexts where it is less familiar, a new framework can cause confusion and undesirable feedback from teachers.

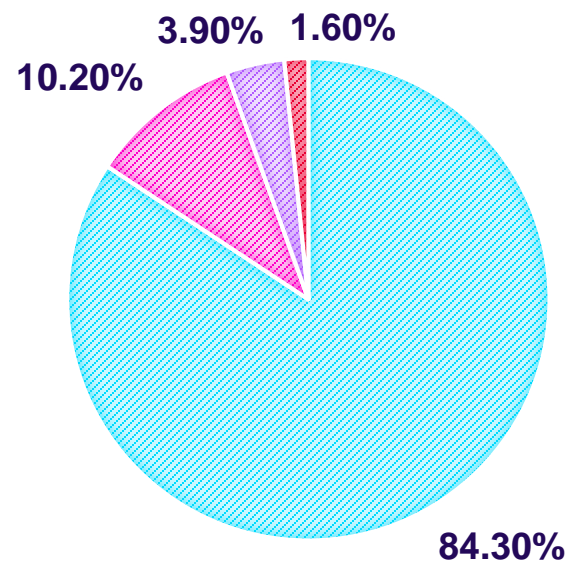
Spain



This year marks the 25th anniversary of the Bilingual Education Programme in Spain.

The British Council works with the Ministry of Education in Spain to support the implementation, development, and evaluation of bilingual education.

Q2 Familiarity with CEFR levels – Spain



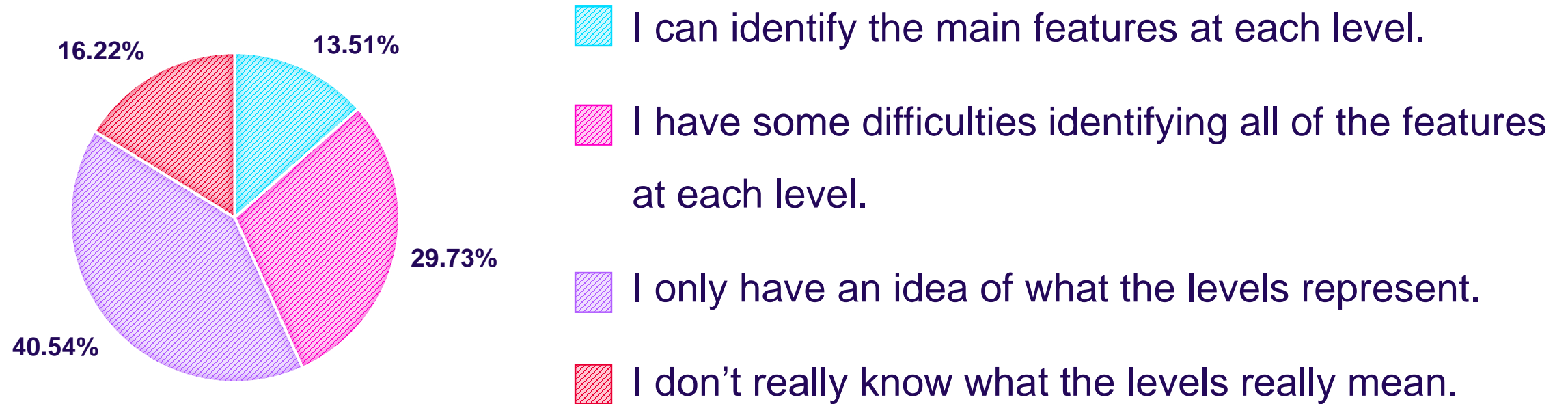
- I can identify the main features at each level.
- I have some difficulties identifying all of the features at each level.
- I only have an idea of what the levels represent.
- I don't really know what the levels really mean.

Malaysia

The English Language Education Reform in Malaysia Roadmap 2015-2025 stipulates that all English language option teachers should achieve a minimum proficiency level of CEFR C1 whilst officers and lecturers must achieve Level C2.

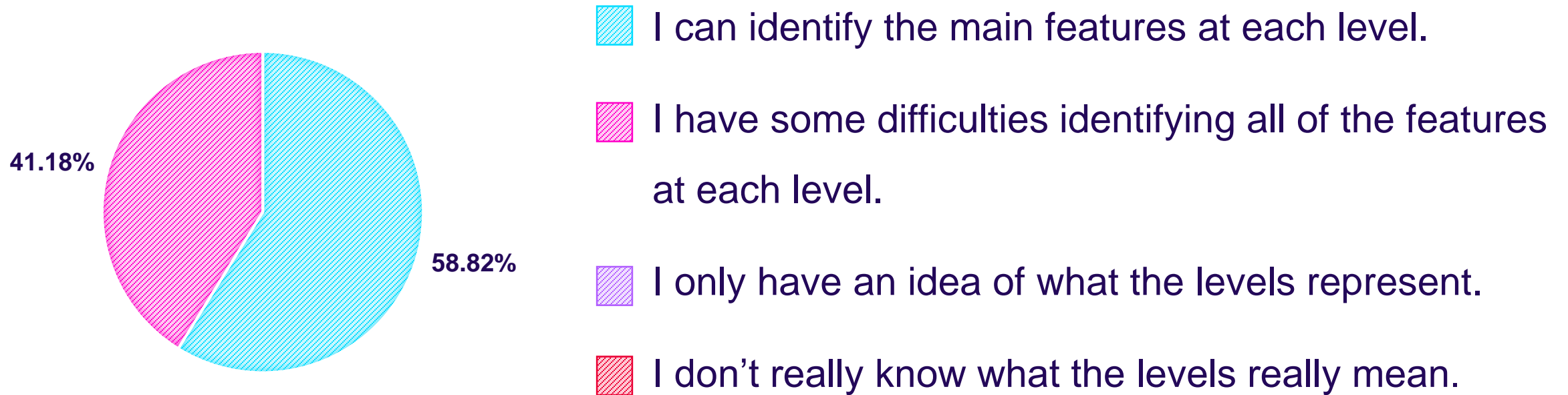


Q2 Familiarity with CEFR levels – Malaysia

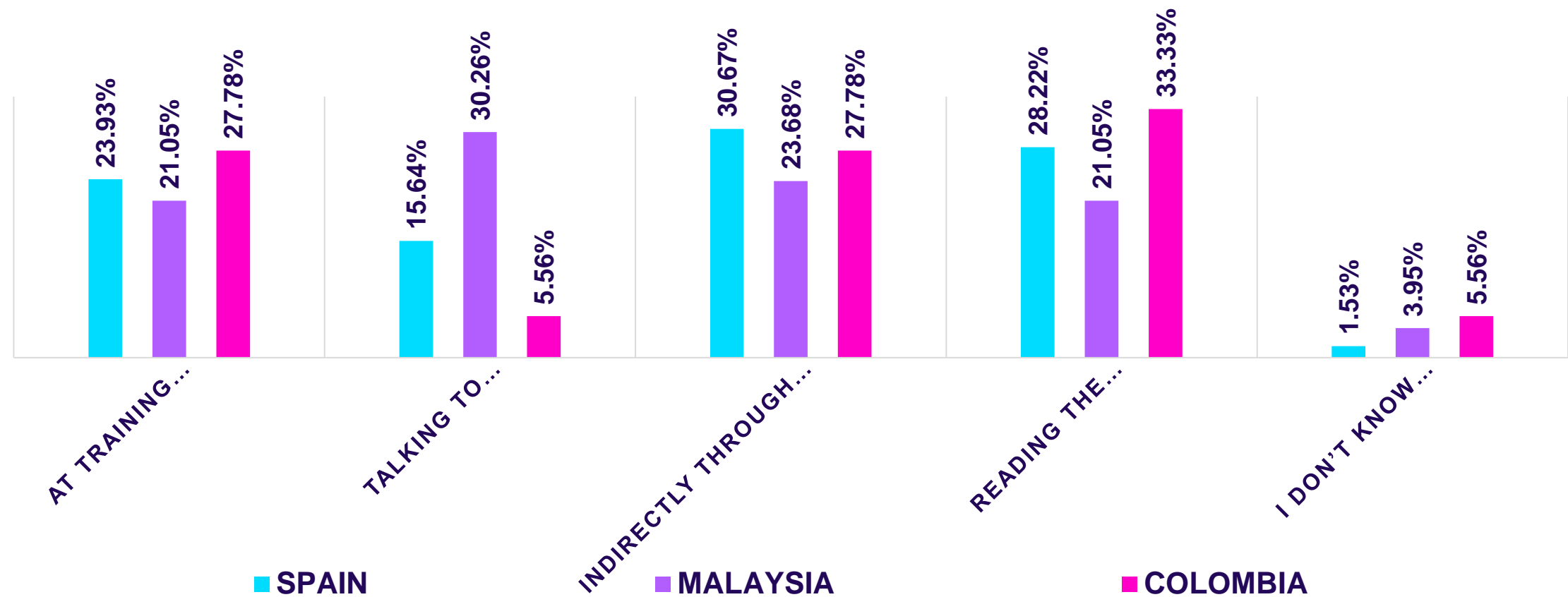


Colombia – preliminary snapshot

Q2 Familiarity with CEFR levels – Colombia



Q5 CEFR knowledge sources



Open-ended responses

What do you wish to learn about the CEFR?



EVERYTHING

I don't know

**Core aspects /
foundations**

**How it can help
students**

**Making materials for
the classroom**

**Creating
assessments /
exams**

What do you wish to learn about the CEFR?



**More training on the
CEFR**

**Easily accessible
information, e.g
videos**

**Time to read the
CEFR firsthand**

**CEFR training for
new and
experienced**

**Modular training on
practical aspects of
the CEFR**

**Better understanding of
student performance at
each level – banks of
samples**

Considerations going forward

Limited time and opportunities for professional development.

- Consider recorded training events that can be accessed or shared later.
- Include pre/post activities that learners can complete in their own time.

Utilise existing resources and communities of practice.

- Include the CEFR document or appropriate sections, related articles.
- Guide teachers to resources that can be accessed independently.

Training should be practical in nature.

- Once teachers are familiar with the core components of the CEFR, they are keen to implement these practices in the classroom.

Thank you

Presenter 3:

Edgar Picón

Professor and Research Coordinator, School of Languages,
Universidad de Antioquia (Medellin, Colombia).

Consolidating an Assessment as Learning Culture: Lessons Learned from a Dialogue Between Theory and Practice

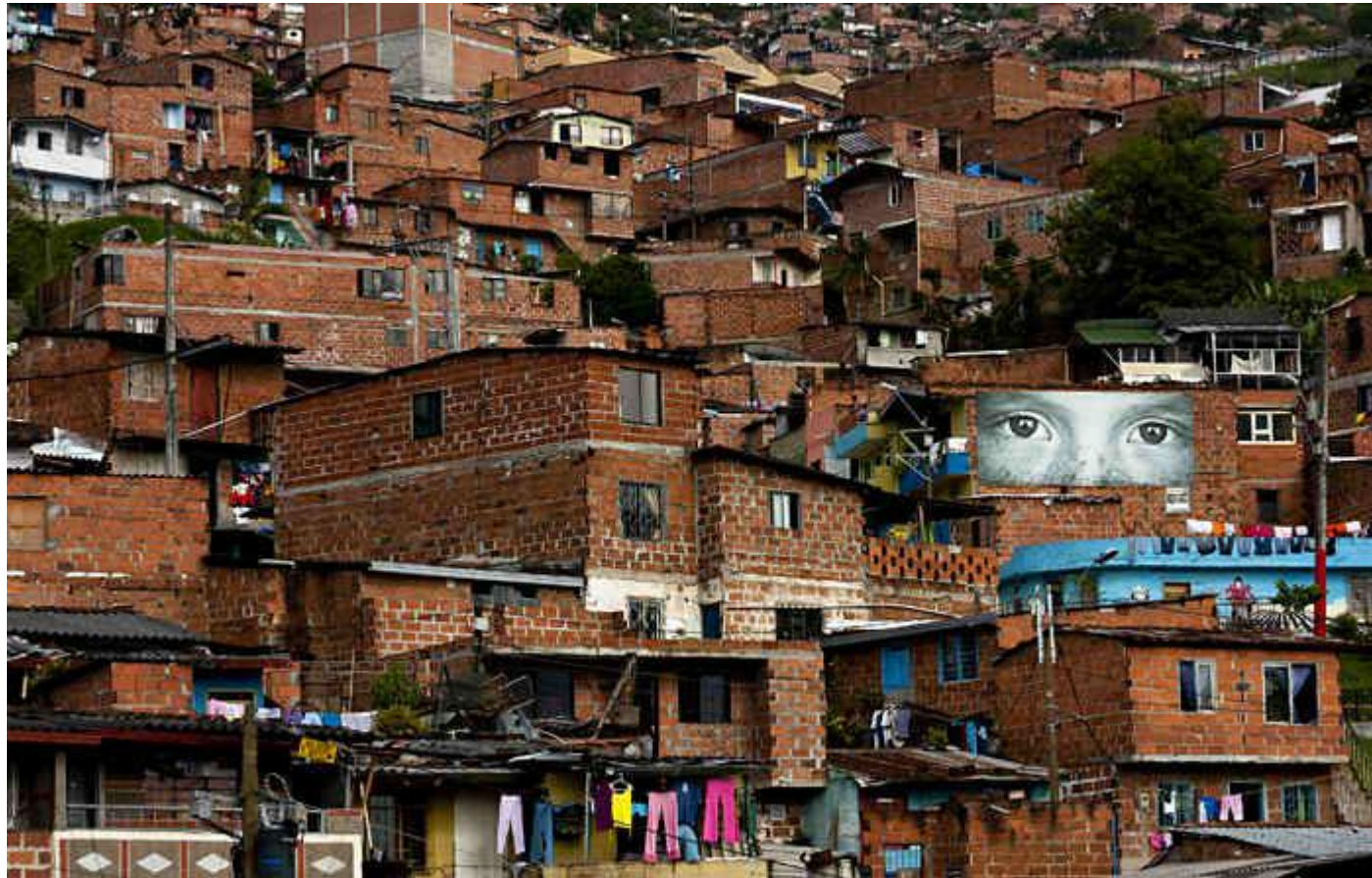
Edgar Picón Jácome

Universidad de Antioquia – Colombia
Grupo de Investigación Acción y Evaluación en Lenguas Extranjeras
(Action Research and Evaluation Group)

NEW DIRECTIONS LATIN AMERICA WEBINAR

JANUARY 27TH 2021





Theoretical basis

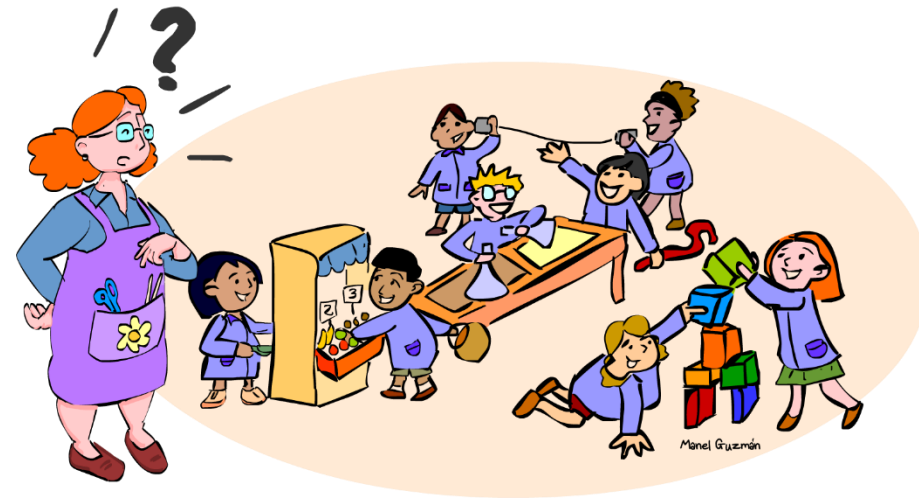
An assessment as learning culture refers to a system that supports a dynamic assessment approach, integrated to teaching, which articulates complementary procedures thought as a means to potentiate learning, and fed by the participants' development and exercise of their autonomy.

Dynamic

Constructed among the participants

Fosters learning, responsibility, honesty and critical thinking

Integrates mediation through teacher, peers and assessment instruments as resources



Integrated to teaching

Authentic

- Intended to value and integrate different teaching styles
- Continuous
- Embedded in the day to day practice



Complementary

Considers different procedures as a complement to increase the validity of assessing language.

Aims at articulating a multiple arrange of assessment possibilities through internal coherence between the what and the how.

Understands alternative assessment from a *Multiplism Perspective*



Autonomy fostering

Intends to foster on students abilities to exercise control over the learning process in different dimensions

- Technical: learning strategies and the use of assessment instruments
- Psychological: responsibility, honesty, reflection, critical thinking
- Political: participation in decision making

Aims at supporting the development and exercise of teacher autonomy

- As a knowledgeable professional
- As a reflective practitioner
- As a critical intellectual



Ethical and fair assessment practices

From a deontological perspective (Kant)

- Principle supported
- Professional

From a teleological perspective (Hobbes)

- Watches assessment impact
- Supports the learning process

From a dialogic perspective (Rawls/Habermas)

- Involves students and teacher in a constructive dialog
- Aims at maintaining equality, liberty and impartiality



As a culture, assessment as learning implies

Developing knowledge, abilities and attitudes

Professional development

Shared beliefs and common habits

LAL fostered through research



Lessons learned from research at UdeA

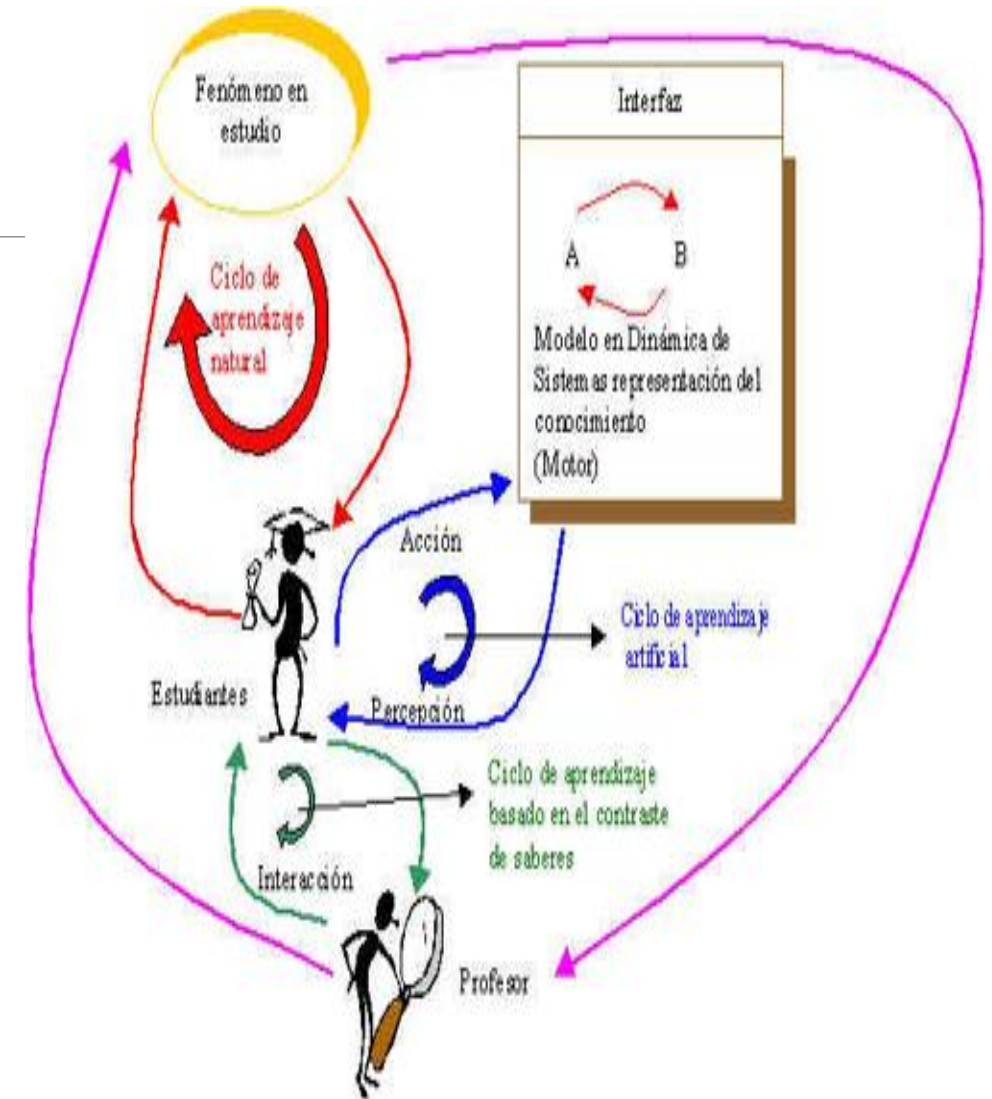
Action research

A pragmatic perspective

Theory-practice

Collaboration and participation

Classroom research



Studies

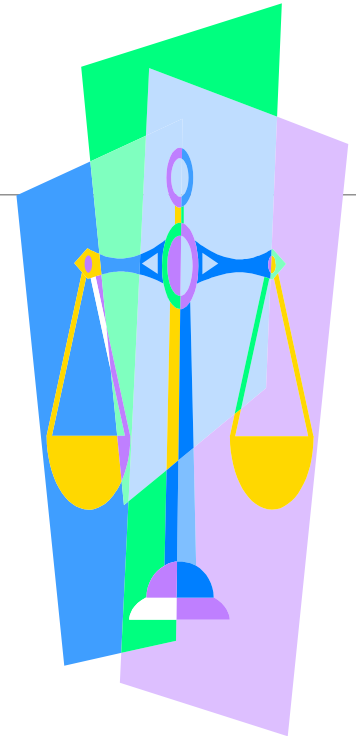


- Desarrollo de la autonomía de estudiantes y profesores (2002-2003)
- Teacher-Student Partnership Assessment on Foreign Language Writing (2005-2006)
- Definición de Criterios Comunes para la Evaluación de la Competencia Comunicativa en Programas de Inglés como Lengua Extranjera (2009-2011)
- Evaluación de la validez de un sistema de evaluación en un curso de contenido de un programa de formación docente en lenguas extranjeras (2014)
- Logros y Retos del Sistema de Evaluación del PIFLE-I (2018)

Lessons learned Regarding assessment procedures

Rubrics

- Transparent
- Provide support for dynamic assessment
- Serve as a valuable source for
 - Self regulation: planning, monitoring and evaluating learning
- Can foster democratic processes and constructive feedback
 - Negotiation of criteria
 - Teacher-partnership assessment
- Increase validity and reliability
- Demand clarity in the construct
- Rely upon teacher professional development



Lessons learned Regarding assessment procedures

Portfolios

- Foster learner autonomy
- Provide support for dynamic assessment
- Serve as a valuable source for
 - Self regulation: planning, monitoring and evaluating learning
- Help articulating complementary assessment procedures
- Can foster learner autonomy in a more political dimension
- Demand clarity in the construct
- Rely upon teacher professional development



Lessons learned Regarding teachers' practices

When there is lack of LAL

- Practicality over validity
- Lack of clarity in the discourse
- Contradiction between discourse and actual practice
- Confusion in the assessment construct
- Unclear promotion
- Lack of reliability



Lessons learned

Regarding teachers' autonomy

Teachers involved in assessment research

- Develop collegial dialog
- Collaborate among them towards a common goal
- Become more sensitive towards formative assessment
- Strengthen a theory-practice horizontal relationship
- Foster reflection upon practice
- Develop critical thinking
- Participate actively in informed curriculum shaping
- Develop a sense of belonging
- Increase validity and reliability in their practice
- Become more conscious of their students' development of autonomy



Practicality

At the
beginning

As teachers
gain experience

Lack of clarity

Lack of confidence

Negative feelings

Positive Feelings and
Attitude

Positive wash back

Transparency &
validity

Knowledge & Skills

Professional Development

Challenges

- Teachers need to be involved in decision making and the process of change
- Practicality is a big challenge
- ICTs needs to be integrated to assessment practices
- Teacher autonomy needs to be understood and fostered
- Teacher experience needs to be taken into account
- Research that allows to understand the day-to-day life of teachers is paramount
- Institutional policies that support such a culture are needed



Future Directions

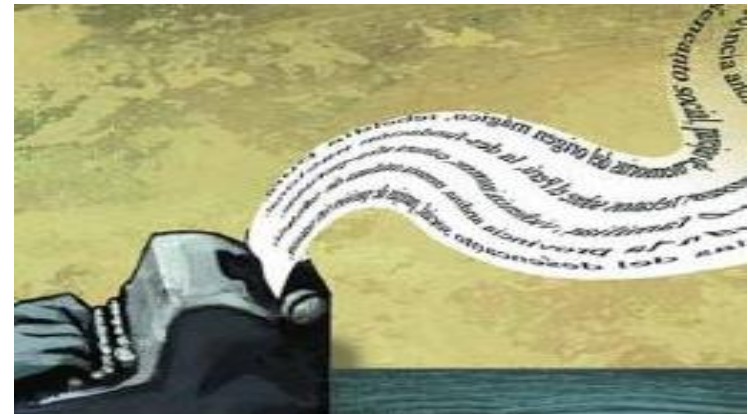
Systematization of a experience of ICTs integration to formative assessment

- Systematizing teacher experiences
- Exploration of open access platforms
- Production of material for LAL

Participative AR

- Virtual community of practice
- Experience sharing
- Reflection on practice
- Understanding teachers' appropriation of the institutional policy

Exploring teacher narratives as a form of professional development in LAL



Thanks!

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Thank you once again to our presenters!



**Before finishing the webinar we would like to
invite you to join the
main Conference from 1st- 3rd July 2021**

Thank you for joining us today

Get in touch if you have any questions:
newdirectionslatam@britishcouncil.org

See you in July!