

Regional webinar programme for teachers in  
MENA

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# **Webinar#8 Assessing learning in the remote delivery environment**

Feb 2020



# Ask Hala

Synchronous

Social Media

Asynchronous

Blended

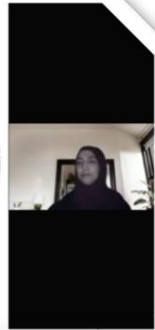
Motivation

Materials

Parents

Assessment

## British Council CPD Framework for teachers



## Strategies to increase learner motivation remotely

1. Give timely and sensitive feedback  
delayed feedback may result in the learners' sense of isolation and may even cause some serious deviations from the course.



2. Provide easy access to resources  
provide guidance on further reading and studying by giving links to free, easily accessible resources.



## Blended Learning?



## Treasure hunt

Click



- 1. Click on the link to learn about William Shakespeare's life and work.
  - What was Shakespeare's background?
  - Where was he born?
  - How did you describe his community in which he lived?
  - How did you feel about his life as a child and young man different from your experience?
- 2. Click on the link to learn about Shakespeare's works.
  - What was Shakespeare's most famous work?
  - What did you think about his works? How did you feel about his works?
  - Describe a famous Shakespearean play and explain its importance.
- 3. Click on the link to learn about Shakespeare's legacy.
  - Describe a famous Shakespearean play and explain its importance.
  - Describe the original Globe Theatre location and explain its importance.
  - Describe how the modern theatre has evolved from the original Globe Theatre.

What are the challenges of teaching and PD?  
What are the challenges of teaching and PD?  
What can we do by using them?  
What should we consider when using them?



# Where are you joining us from?

<https://www.menti.com/n21xq52kds>



# In today's webinar, we're going to look at:

- Key concepts of assessment
- Formative vs summative assessment
- Why formative assessment in the time of pandemics
- Assessment criteria and rubrics
- Self-assessment ideas
- Giving feedback
- Cheating and academic honesty

# British Council CPD Framework for teachers



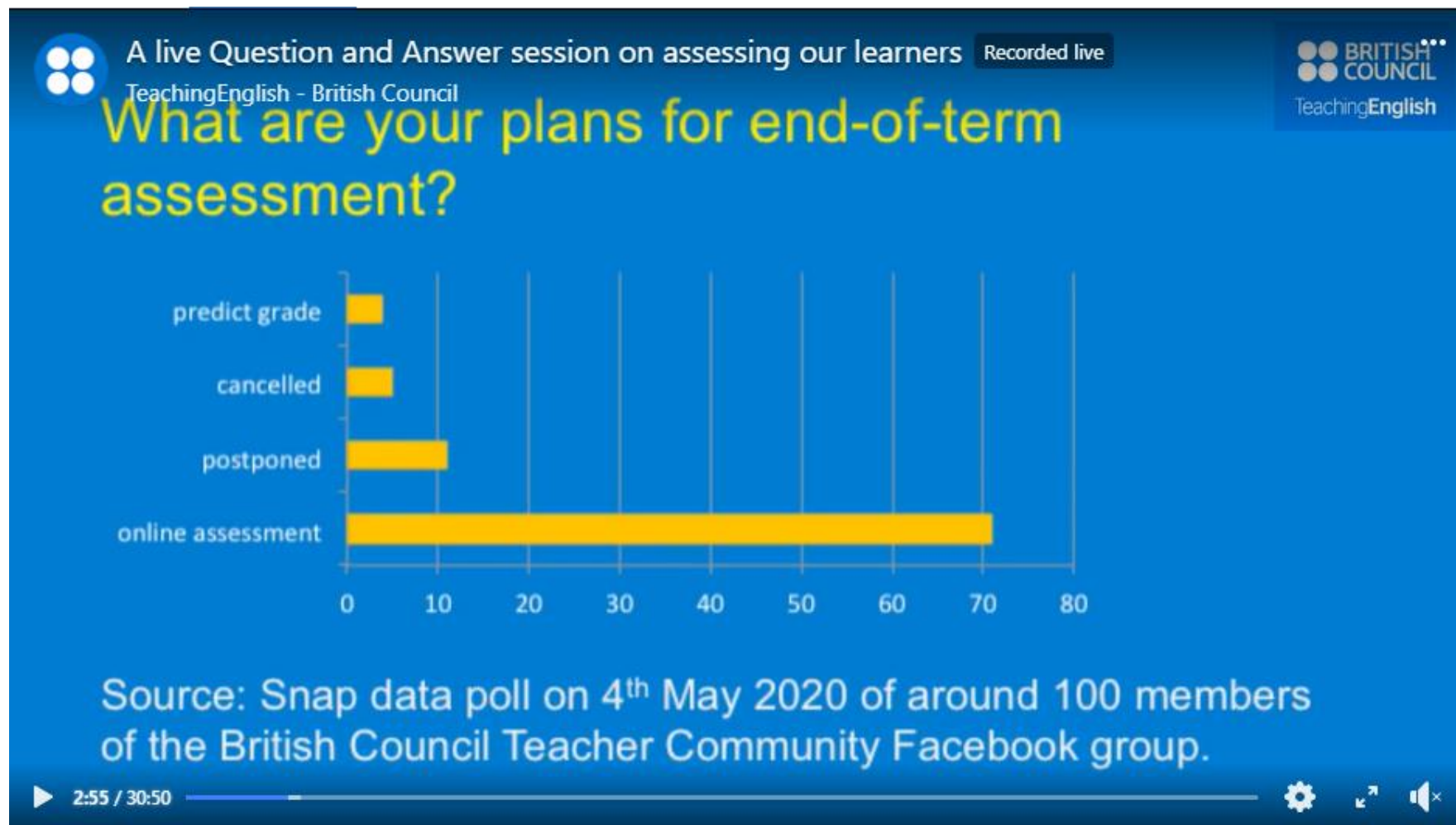
**Now, almost a year with schools closed, open then closed, how have you been assessing your learners' progress?**



Image: Edutopia



# What did teachers around the world say back in May? How far have you used online assessment? Is it any good?



# What did the pandemic teach us?

## Summative or formative?

According to a [UNESCO survey](#) in April 2020, strategies adopted by countries to manage examinations and assessments during school closures include

**rescheduling, postponement, maintaining exams, moving online and reducing the number of exams.**

Amongst the 11 countries that reported to have **cancelled** large-scale high-stake exams, **very few** countries (e.g. Norway and France) had the capacity to make fair and valid decisions on progression, graduation and admission based on **formative assessment**.



# First, let's clarify some concepts....

## Assessment vs Testing



## **'A' for Assessment**

**AoL**

**AfL**

**AaL**

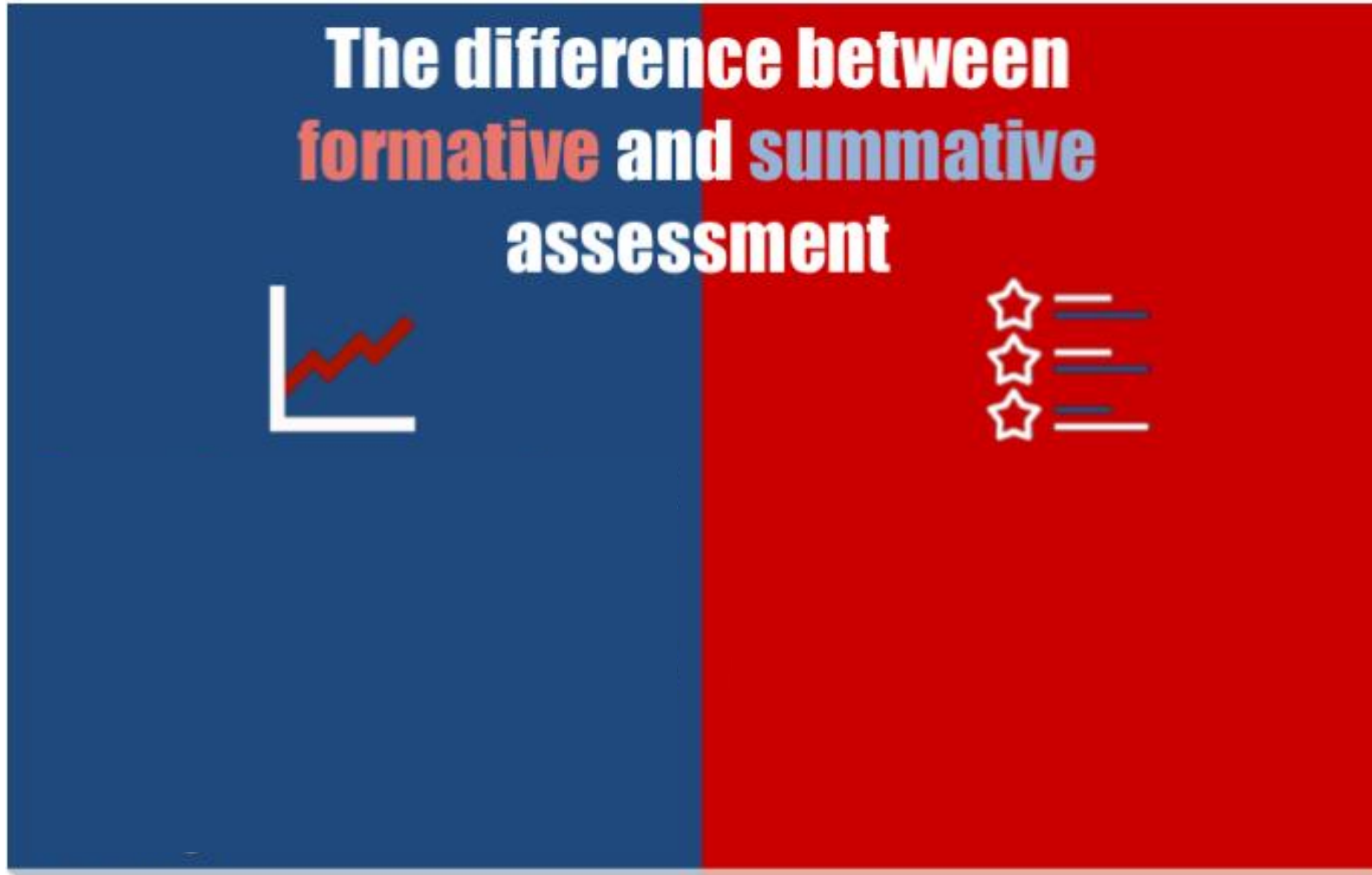
# 'A' for Assessment

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

# Formative assessment for sustainability



# Formative assessment for sustainability



# Formative assessment as a safety net/for sustainability

Formative assessment (or assessment for learning) is typically carried out on a **regular basis** to gauge learners' progress through **observation, quizzes, assignments and feedback**.

In a distance learning environment, both **synchronous** (interaction in real-time) and **asynchronous** (separated in time and space) methods of formative assessment can be used.





# Which are rubrics and which are criteria?

## Criteria

## Rubrics

	Task Achievement	Cohesion and Coherence	Accuracy	Range
5	Fully addresses all parts of the task. Support ideas with suitable examples or evidence. Format, register and layout is well suited to the genre.	Clear flow of ideas and information. Sentences and paragraphs are linked naturally and do not draw attention. Paragraphs are skilfully or appropriately managed.	No grammatical errors are evident except for 'slips'. Sophisticated and flexible use of vocabulary and collocation. Errors in spelling or word formation occur as 'slips'.	Uses a wide range of grammatical sentences with full and accurate flexibility. Wide range of words without repetition or error, except for 'slips'.
4	Addresses all parts of the task. Presents examples or evidence to support ideas but these may be general or lack focus. Appropriate format, register and layout.	Ideas and information is organised logically. Good use of linking devices to connect sentences and paragraphs in essays. Paragraphing is successful and as suggested in task. Referencing is well managed.	More complex sentences used with errors but do not impede meaning. Less common vocabulary or collocations are well used. Occasional error in spelling or word formation. Punctuation is well managed.	Wide range of grammatical structures used without causing strain to the reader. Writer has taken risks with word choice and is using a range of words, sometimes with error.
3	Covers all parts of the task though some parts may be in more detail than others. The format and layout is generally appropriate to the genre. Register may at times be unsuitable for the genre.	Organises information and ideas and there is clear progression. Frequent attempts to link sentences and ideas with linking words in essays. Paragraphs are evident. Attempts referencing.	Some grammatical errors are evident but do not impede meaning. Attempts to use less common vocabulary but with mistakes. Some errors in spelling or word formation. Evidence of punctuation.	Uses a range of basic and some complex sentences with some error but do not impede meaning. Some words are over-used and it feels repetitive and/or unnatural.
2	Only one part of the task is covered in the answer and the answer goes off topic. Ideas or points may be repetitive and not supported. Register is consistently unsuited to the genre.	Ideas and information are presented but not arranged coherently and without progression. Attempts to use linking devices in essays. Paragraphing is absent or very confusing.	Basic sentences contain frequent error. No subordinate clauses are used or with error. Errors predominate in spelling or word formation and cause strain to reader. Punctuation is faulty.	Limited range of grammatical structures with frequent error that cause strain to reader. 'Chunks' copied from the question and repeated. Limited flexibility with words that confuse the reader.

# Which is holistic and which is analytic?

(A)

	Task Achievement	Cohesion and Coherence	Accuracy	Range
5	Fully addresses all parts of the task. Support ideas with suitable examples or evidence. Format, register and layout is well suited to the genre.	Clear flow of ideas and information. Sentences and paragraphs are linked naturally and do not draw attention. Paragraphs are skilfully or appropriately managed.	No grammatical errors are evident except for 'slips'. Sophisticated and flexible use of vocabulary and collocation. Errors in spelling or word formation occur as 'slips'.	Uses a wide range of grammatical sentences with full and accurate flexibility. Wide range of words without repetition or error, except for 'slips'.
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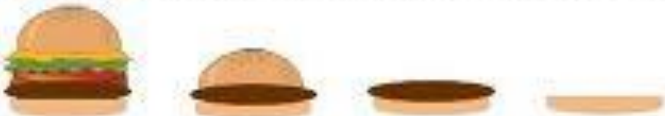
(B)

	Great	Good	Not so good
Criterion 1		✓	
Criterion 2	✓		ⓑ+
Criterion 3		✓	

# Rubrics could also be numeric or pictorial...

**Main Idea & Supporting Details Rubric**






	4	3	2	1
<b>Main Idea</b>	EVERY time I tried, I was able to find the main idea on my own, and it was correct every time.	MOST of the time I tried, I was able to find the main idea on my own, and it was correct most of the time.	MANY of the times I tried, I was able to find the main idea with help from others, and it was correct many times.	I was not able to find the main idea most of the time. (but I will keep trying my best!)
<b>Supporting Details</b>	EVERY time I tried, I was able to find the supporting details, on my own, and they always correct.	MOST of the time I tried, I was able to find the supporting details, on my own, and they were correct most of the time.	MANY of the times I tried, I was able to find some of the supporting details, with some help, and they were correct many times.	I was not able to find the supporting details most of the time. (but I will keep trying my best!)

<div> Writing Rubric  </div>				
	4	3	2	1
Handwriting	Awesome! I formed ALL of my letters exactly!	I did a good job MOST of the time.	I did an okay job but there were SOME mistakes.	I didn't do my personal best. It was too sloppy.
Capitalization	I capitalized ALL names, titles, places and the beginning of sentences.	I used correct capitalization MOST of the time.	I had SOME correct capitalization in my story.	I used NO correct capitalization in my story.
Punctuation	I have ALL of my punctuation.	I have MOST of my punctuation.	I have SOME punctuation.	I have NO punctuation in my story.
Spelling	ALL of my words are spelled correctly.	MOST of my words are spelled correctly.	SOME of my words are spelled correctly.	NONE of my words are spelled correctly.
Complete Story	I have ALL parts of a story. Yay!	I have MOST parts of a story.	I have SOME parts of a story.	I have NO parts of a story.






# Emojis? Why not?

## What does my grade mean?

	90 - 100	Exceeds standards/beyond grade level expectations with no teacher assistance.
	80 - 89	Meets standards/ grade level expectations, students may need modeling by teacher.
	75 - 79	Progressing, but does not yet meet standards/ grade level expectations. Some errors are made and/or teacher assistance is necessary in order to accurately complete the task.
	70 - 74	Little progress, does not meet standards/ grade level expectations even with substantial teacher assistance.
	Below 70	No attempt was made at the level needed to earn progress.

## Effort Grade

			
4	3	2	1
Excellent	Great	Okay	Needs some work
<input type="checkbox"/> I support and encourage my classmates <input type="checkbox"/> I always try my best <input type="checkbox"/> I follow directions <input type="checkbox"/> I take responsibility for my actions <input type="checkbox"/> I have control of my body and actions <input type="checkbox"/> I follow all rules <input type="checkbox"/> I didn't need any teacher reminders <input type="checkbox"/> I have a positive attitude <input type="checkbox"/> I'm motivated to	<input type="checkbox"/> I often support and encourage my classmates <input type="checkbox"/> I usually work independently <input type="checkbox"/> Good effort, not always trying my best <input type="checkbox"/> I frequently follow directions <input type="checkbox"/> I try to take responsibility for my actions <input type="checkbox"/> I usually have control of my body	<input type="checkbox"/> I try to support and encourage my classmates <input type="checkbox"/> I try to work independently <input type="checkbox"/> I give a fair effort <input type="checkbox"/> I follow some of the directions <input type="checkbox"/> I am learning to take responsibility for my actions <input type="checkbox"/> I am learning to take control of my body <input type="checkbox"/> I am learning to	<input type="checkbox"/> I have trouble staying involved and engaged during class <input type="checkbox"/> I prevent others from learning <input type="checkbox"/> I am disruptive and need frequent reminders from the teacher <input type="checkbox"/> I am not showing respect for myself, peers, or teachers <input type="checkbox"/> I need constant direction from my

# Our list of recommended tools

Low resource context	High resource context
WhatsApp	Google forms
Facebook - lite	Kahoot
Voice recording	Quizizz
Google docs	Quizlet
Word docs	Padlet
Poll Everywhere	Vocaroo
Mentimeter	Formative

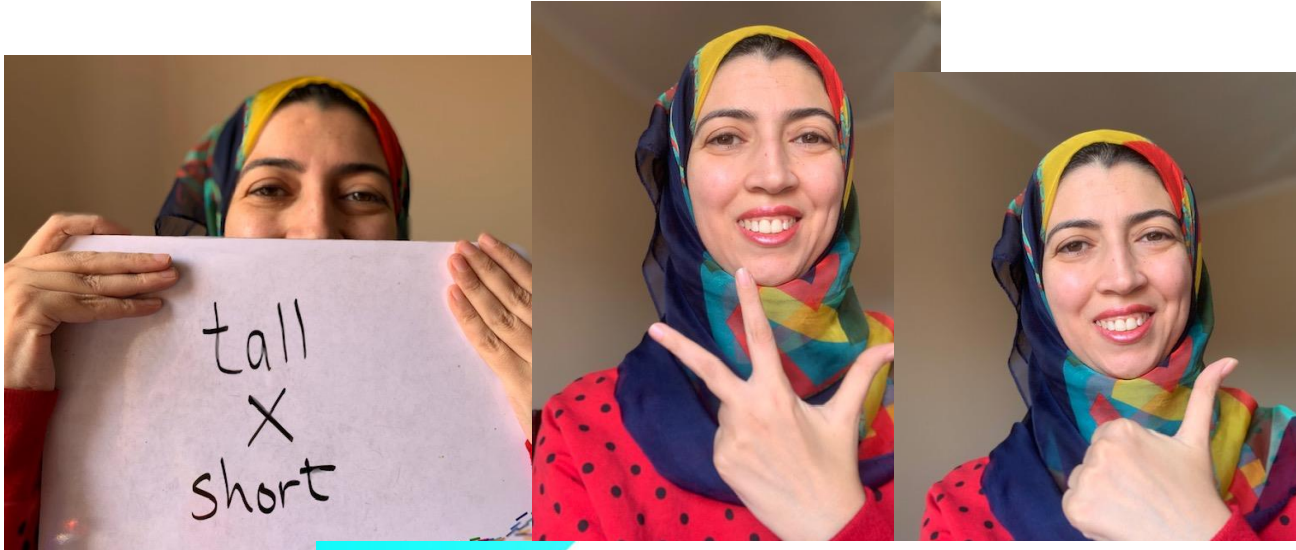


**Find someone who.....**

<https://PollEv.com/surveys/OAJtcGtieVcsyyVIV1SfJ/respond>



# Self-assessment for remote/online teaching



Cambridge English  
**Write&Improve**



The FREE online service with instant feedback that helps learners independently improve their writing.



# Giving feedback & learner's agency

Effective feedback improves the person not just the work. We can help to develop growth mindsets in our learners by giving feedback based on the learning **process** and not just the **end product**.

Help to ensure the **longevity** and impact of feedback by encouraging learners to think about the question ‘where and when else might this help you?’

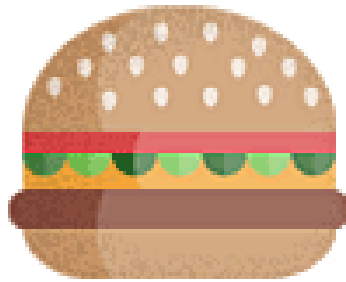
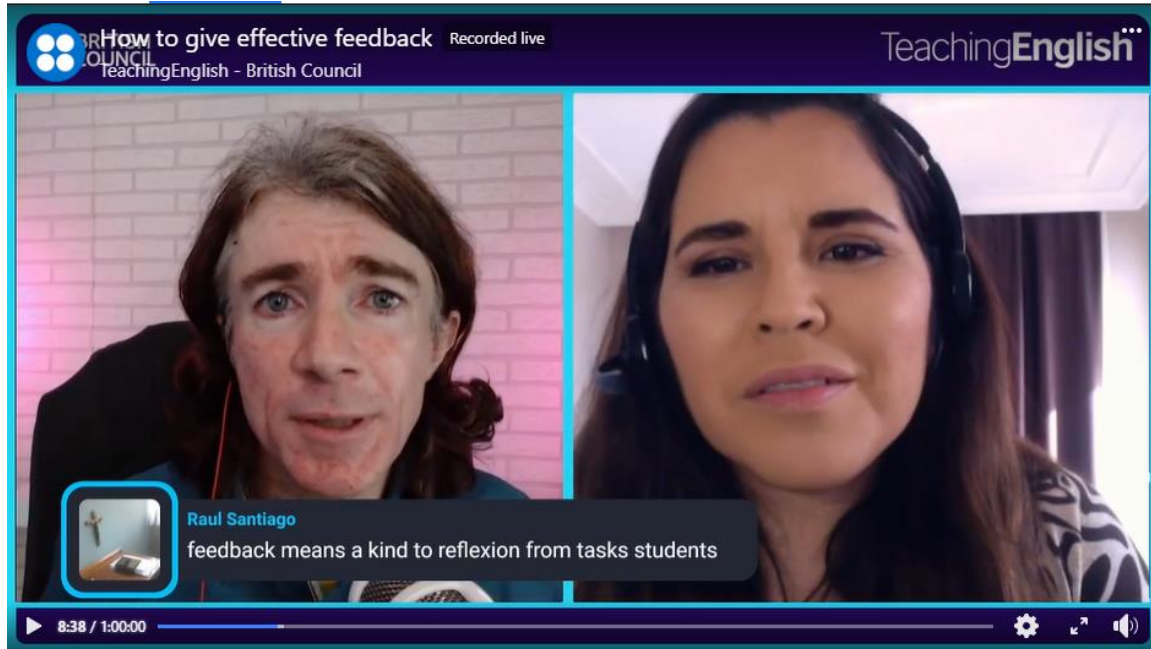
**Metacognition** (learners thinking and talking about their own learning) has a huge effect size. This skill can be cultivated in the feedback process.

“The most important feedback is that which **pupils provide to their teacher** and not the other way around” (John Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*, 2011).

# Effective feedback



# Giving feedback & learner's agency



[www.britishcouncil.org](http://www.britishcouncil.org)



Use chat box for privacy, or use Good docs, (Awwboard) online whiteboard or Padlet for collaborative feedback

# Cheating and academic honesty!

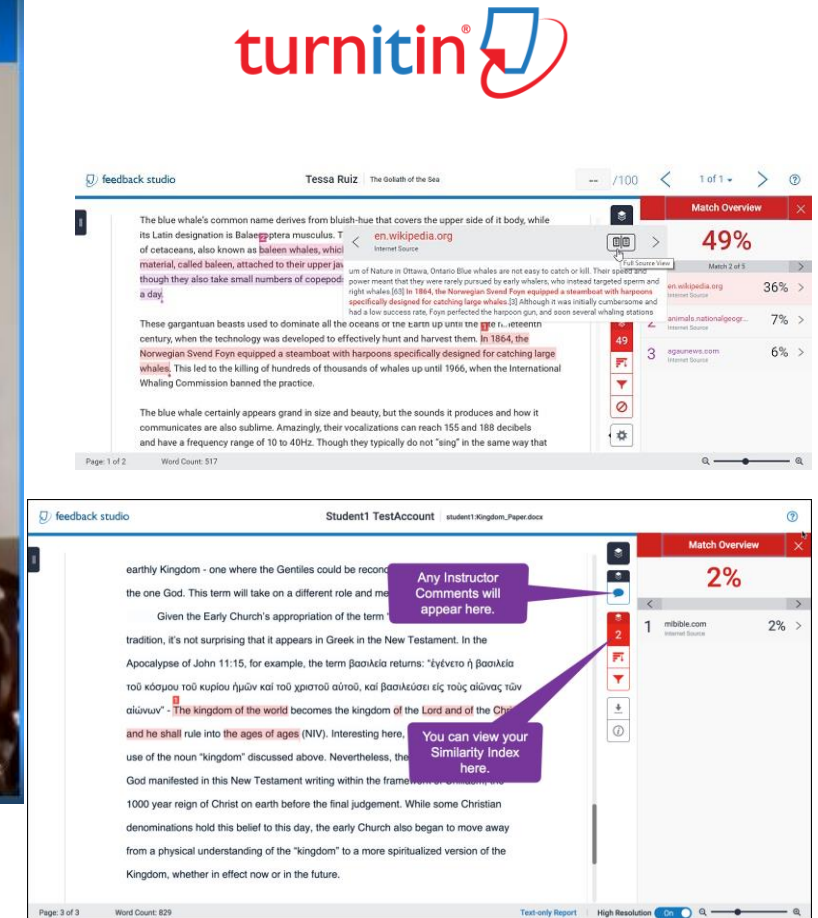
**Teaching academic honesty and trust students:** We need to acknowledge there is no foolproof way to ensure academic honesty, and that is OK.

We need to educate students about academic honesty. If there is a problem in this area, we may not have intentionally educated students on it.

Instead of a **deficit-based approach** to assessment—expecting that students will cheat—we need to have an **asset-based approach** where we trust them to do the right thing and engage them in teachable moments around academic honesty.



# Cheating and academic honesty!





# Useful resources

- [https://www.facebook.com/watch/live/?v=2972522716103496&ref=watch\\_permalink](https://www.facebook.com/watch/live/?v=2972522716103496&ref=watch_permalink)
- <https://www.edutopia.org/article/summative-assessment-distance-learning>
- <https://englishteaching101.com/edtech-formative-assessment-tools/>
- <https://www.teachingenglish.org.uk/blogs/amin-neghavati/digital-tools-giving-feedback>
- <https://writeandimprove.com/>
- <https://www.facebook.com/watch/?v=3728058423905505>
- <https://www.teachingenglish.org.uk/article/assessing-learners-online-noticing-self-checking-online-quizzes>
- <https://www.edutopia.org/video/6-teacher-approved-tips-faster-more-effective-feedback>
- <https://www.facebook.com/TeachingEnglish.BritishCouncil/videos/268144754736601/>

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- ✓ Assessment criteria and rubrics
- ✓ Self-assessment ideas
- ✓ Giving feedback
- ✓ Cheating and academic honesty

# Thank you!