Assessment in the FSL Classroom
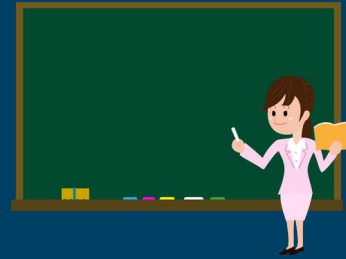
Presented by Andrea Vogan
Halton District School Board

Who am I?

Overview

- What is **assessment**?
- What are the **types of assessment**? When and how do I use each?
- What is good **Descriptive Feedback**?
- What is **Backward Design**?
- How do I use the **Achievement Chart**?
- What are some useful **assessment tools**?
- What does a quality **assessment task** look like?

Who is in the virtual room?

(Visit the link in the chat window to access the Jamboard)

> "Good feedback systems produce a stream of data to students about how they're doing – a flow of pieces of information that is hourly and daily as opposed to weekly and monthly (which is the rate of feedback produced by systems that rely on tests)."

Saphier et al. (2008)

What is Assessment?

- Assessment is a cyclical process involving the **gathering of data** about student knowledge (Strategies For Success)
- The primary purpose of assessment and evaluation is **to improve student learning**. (FSL Curriculum Guide)

are fair, transparent, and equitable	support all students	are carefully planned to relate to the curriculum
are communicated clearly to the students and parents	are ongoing, varied, and administered over a period of time	provide ongoing descriptive feedback that is clear, specific, meaningful, and timely
develop students' self-assessment skills to enable them to assess their own learning, set goals and plan next steps		

Assessment	FOR Learning
What is it?	Assessment to find out where a student is in relation to material or a skill
Also called:	- Diagnostic - L'évaluation au service de l'apprentissage
Why and when do I use it?	➔ To determine next steps in learning

Assessment	FOR Learning	AS Learning
What is it?	Assessment to find out where a student is in relation to material or a skill	Assessment given as self, peer and teacher descriptive feedback during and after an activity/production
Also called:	- Diagnostic - L'évaluation au service de l'apprentissage	- Formative - L'évaluation en tout qu'apprentissage
Why and when do I use it?	➔ To determine next steps in learning	➔ To improve learning, given as descriptive feedback

Assessment	FOR Learning	AS Learning	OF Learning
What is it?	Assessment to find out where a student is in relation to material or a skill	Assessment given as self, peer and teacher descriptive feedback during and after an activity/production	A summary of learning, given by a grade/mark. Typically for student, parent, school.
Also called:	● Diagnostic ● L'évaluation au service de l'apprentissage	● Formative ● L'évaluation en tout qu'apprentissage	● Summative ● L'évaluation de l'apprentissage
Why and when do I use it?	→ To determine next steps in learning	→ To improve learning, given as descriptive feedback	→ To indicate if the student is ready to move forward

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Why and when do I use it?	→ To determine next steps in learning	→ To improve learning, given as descriptive feedback	→ To indicate if the student is ready to move forward
What are some **tools** that will help me gather evidence of learning?	• Interview • Learning Log • Observation • Performance Task • Quizzes • Response Journals • Peer-Assessments • Video Creation • Running Records • Accountable Talk	• Success Criteria • Portfolios • Rubrics • Checkbrics • Self-Assessments • Descriptive Feedback • Checklists • Exit / Entrance Passes • Conferences • Rating Scale	• Journals • Open-ended questions • Presentations • Exhibition • Demonstration • Congress • Number Talk • Language Talk • Blogs

Big Ideas for Assessment

- ❏ Assessment serves different purposes at different times
- ❏ Assessment must be planned and purposeful
- ❏ Assessment must include oral, performance and written tasks
- ❏ Assessment and instruction are inseparable because assessment informs learning
- ❏ For assessment to be helpful to students, it must inform them in words, not numerical scores or letter grades
- ❏ Assessment is a collaborative process that should involve self-, peer, and teacher assessment
- ❏ Performance standards are an essential component of effective assessment

From "Strategies for Success": Faulds

" Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative."

Hattie & Timperley (2007)

Q&A

Descriptive Feedback

The Importance of Feedback

Descriptive Feedback/Metacognition and Learner Autonomy

Characteristics

- must be based on evidence such as observation or conferences with students

- must be reciprocal and include student voice and reflection on the part of the teacher

- must allow time for self-evaluation and reflection on feedback in order to improve

- must be transparent, clear, brief, and positively formulated

- is received at each of the stages of production: articulation, formulation and acoustic perception

Self-Evaluation/Auto-Évaluation

Core French teachers can provide students with templates for specific learning tasks so that they can compare their performance to a set of criteria, assess their progress, and plan next steps.

Objectif d'apprentissage: Écrire une carte postale		
Critères d'évaluation	Mon auto-évaluation (Niveau 1, 2, 3, ou 4 et pourquoi?)	Mes prochaines étapes pour améliorer sont …
Formule d'appel appropriée		
Description de l'endroit (des faits)		
Description des activités (au passé composé)		
Message personnel (une opinion)		
Expressions simples appropriées (p.ex., *Tu me manques*)		
Formule de politesse		

Taken directly from Transforming FSL

"A Reflective Practice for Core French Teachers: Learner Autonomy and Metacognition"

Backward Design

What do I expect them to be able to do?

Where are the students going?

How will I determine they have learned these things?

Consider types of evidence AND assessment tool

What will they need?

Consider content and series of lessons.

Consider all skills needed (Listening, Speaking, Reading, Writing)

Teacher Reflection: Planning for Feedback

Appendix E **A Checklist for Planning Feedback During Learning**

Creating an effective, collaborative learning environment requires careful planning so that students and teachers have the feedback they need to move learning forward, and so that students have the time and support to act on the feedback. The cycle of assessment, feedback, and action must occur at critical points in the learning.

The checklist below is designed to help you think about when and how feedback should occur to create an effective learning environment.

Assessment

Critical
Checkpoint

Action → Feedback

Criteria for Planning Feedback during a Teaching-Learning Cycle	
Have we developed learning goals and success criteria?	
Have we identified critical points in the teaching-learning cycle when students and teacher require feedback?	
Have we decided how teacher and/or students will gather information about learning (what task, strategy, recording tool will be used)?	
Have we determined how feedback will be given (oral/written; individually/small group/whole class)?	
Have we developed a way for teacher or students to record the feedback?	
Have we provided instructional time to follow up on feedback and allow for revisions?	
Have we incorporated a way to monitor student responses to feedback, (e.g., feedback log, conferencing)?	

From: Assessment for Learning on Edugains

> " In giving students descriptive feedback, you have modeled the kind of thinking you want them to do as self-assessors.

Chappuis (2005)

Q&A

The Achievement Chart

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., vocabulary and expressions; language structures and conventions; concepts, ideas, opinions; facts; aspects of culture)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, ideas, opinions; language structures and strategies; forms and characteristics of texts)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., establishing a focus; setting goals; observing; generating ideas; formulating questions; gathering and organizing information; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; analysing; evaluating; visualizing; interpreting; summarizing; integrating; classifying; revising and refining)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
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Communication – The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

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Communication (continued)				
	The student:			
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to interact, to raise awareness, to inform, to entertain, to persuade, to express feelings and ideas, to collaborate, to solve problems) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
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Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills (e.g., strategies, concepts, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., strategies, concepts, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
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Categories of Knowledge and Skills

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Application – The use of knowledge and skills to make connections within and between various contexts				
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Criteria and Descriptors
of Knowledge and Skills

The Achievement Chart

Criteria and Descriptors of Knowledge and Skills

Categories, Criteria and Descriptors of Knowledge and Skills

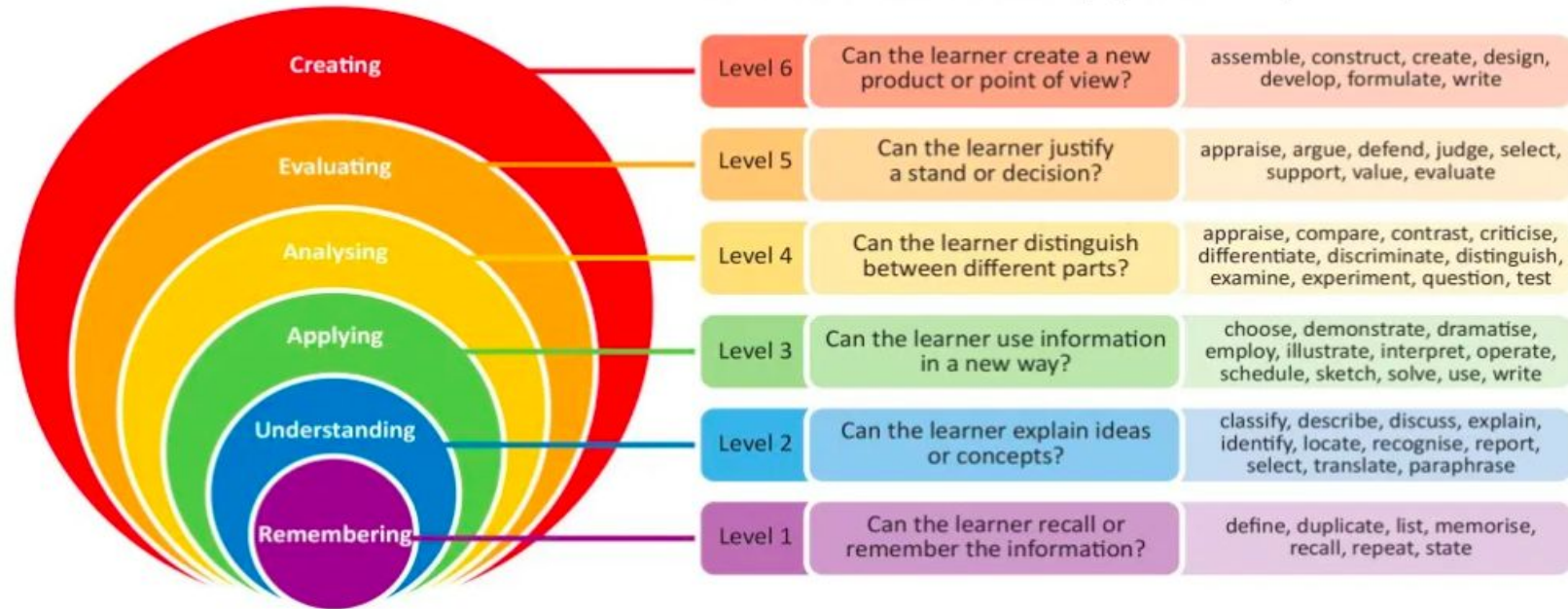| 1. **Knowledge and Understanding**	2. Thinking
● knowledge of content ● understanding of content	● use of planning skills ● use of processing skills ● use of critical/creative thinking processes, skills, and strategies
3. Communication	4. Application
● expression and organization of ideas and information in oral, visual, and written forms ● communication of meaning and ideas for different audiences and purposes in oral, visual, and written forms ● use of conventions, vocabulary, and terminology of the discipline in oral, visual, and/or written forms	● application of knowledge and skills in familiar contexts ● transfer of knowledge and skills to new contexts ● making connections within and between various contexts

Criteria and Descriptors

Bloom's taxonomy (revised)

Level 6	Can the learner create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Level 5	Can the learner justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Level 4	Can the learner distinguish between different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test
Level 3	Can the learner use information in a new way?	choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Level 2	Can the learner explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Level 1	Can the learner recall or remember the information?	define, duplicate, list, memorise, recall, repeat, state

Creating
Evaluating
Analysing
Applying
Understanding
Remembering

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Levels of Achievement

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Thinking – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g., establishing a focus; setting goals; observing; generating ideas; formulating questions; gathering and organizing information; selecting and using strategies and resources)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., predicting; inferring; analysing; evaluating; visualizing; interpreting; summarizing; integrating; classifying; revising and refining)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., using inquiry and problem-solving strategies; manipulating information and ideas; forming and justifying conclusions)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
The student:				
Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication (continued)				
The student:				
Communication for different audiences (e.g., self, peers, teachers, community) and purposes (e.g., to interact, to raise awareness, to inform, to entertain, to persuade, to express feelings and ideas, to collaborate, to solve problems) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms (e.g., elements of style and usage; phrasing and punctuation conventions; appropriate language conventions in particular social and cultural contexts)	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
The student:				
Application of knowledge and skills (e.g., strategies, concepts, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., strategies, concepts, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between personal, global, cultural, historical, and/or environmental contexts; between French and other languages)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Levels of Achievement

Levels of Achievement

Level 1	Level 2	Level 3	Level 4
an awareness	adequate	a variety of	clear
beginning	begins task	accurately	confidently
dependent	developing	capably	consistently
emerging	hesitant	carefully	exceptional
few	improving	clear	expertly
hesitant	inconsistent	competent	extensive
incomplete	irregularly	completes	fluently
inconsistent	moderate	confidently	fully
infrequently	needs encouragement	considerable	high
limited competence	some,	fluently	insightful
occasionally	sometimes	often	mature
rarely follows		perseveres	outstanding
simple		proficient	persistently
		regularly	refined
		routinely	
		skillfully	
		strong	
		thoroughly	
		thoughtful	
		well developed	
		with ease	

The Achievement Chart

Categories of Knowledge and Skills

Criteria and Descriptors

Levels of Achievement

THE ACHIEVEMENT CHART: FRENCH AS A SECOND LANGUAGE (CORE, EXTENDED, AND IMMERSION), GRADES 1–8

Examples of Achievement Chart Rubrics

"For feedback to have maximum effect, students have to be expected to use it to improve their work and, in many cases, taught how to do so. This is where student self-assessment and goal setting become part of the package."

Saphier et al. (2008)

Q&A

Tâche 1

Un ami francophone t'invite à sa fête d'anniversaire. Tu lui offres une carte de souhaits. Tu écris des souhaits d'anniversaire. Tu lui dis qu'il est un bon ami et qu'il est important pour toi. Tu le remercies de son invitation à cette fête *(de 40 à 50 mots – durée : 20 minutes)*.

Where are the students going?

Where are the students right now?

What will they need to get there?

Chère, Daniella bonne fête. Merci pour m'invité à ta fête. Je suis tellement excitée et content. Tu es très gentille, très importante et très drôle. Tu es la meilleure amie au monde. J'espère que tu auras une bonne fête. Je t'aime.

Taylor

Critères Retenus (Knowledge and Understanding, Thinking, Communication, Application)	Compétence Niveau 1	Compétence Niveau 2	Compétence Niveau 3	Compétence Niveau 4
Respect du type de production et des consignes de longueur.	• Respecte peu le type de production attendu. • Ne respecte pas la consigne de longueur.	• Respecte généralement le type de production attendu. • Respecte assez bien la consigne de longueur.	• Respecte le type de production attendu.	• Respecte le type de production attendu et va au-delà des exigences.
		• Respecte la consigne de longueur.		
Utilisation des conventions sociolinguistiques.	• Respecte peu les conventions sociolinguistiques appropriées pour la situation.	• Respecte généralement les conventions sociolinguistiques appropriées pour la situation.	• Respecte les conventions sociolinguistiques appropriées pour la situation.	• Les conventions sociolinguistiques sont utilisées avec efficacité et créent un impact pour le lecteur.
Information et/ou description des événements/activités à l'aide de phrases simples.	• Informe/décrit avec un manque de clarté les événements/activités et/ou les expériences personnelles.	• Informe/décrit brièvement les événements/activités et/ou les expériences personnelles à l'aide de phrases/expressions simples.	• Informe/décrit les événements/activités et les expériences personnelles à l'aide de phrases simples.	• Informe/décrit efficacement les événements/activités et les expériences personnelles à l'aide de phrases simples.
Choix du vocabulaire pour la situation.	• Choisit un vocabulaire élémentaire peu lié au sujet; les mots sont mal choisis et gênent la compréhension.	• Choisit un vocabulaire élémentaire souvent lié au sujet; certains mots peuvent gêner la compréhension.	• Choisit un vocabulaire élémentaire lié au sujet.	• Choisit un vocabulaire élémentaire et familier lié au sujet.
Organisation des idées.	• Relie rarement ses idées/énoncés à l'aide de connecteurs très simples.	• Relie certaines idées/énoncés à l'aide de connecteurs élémentaires.	• Relie ses idées à l'aide de connecteurs élémentaires.	• Relie ses idées à l'aide de connecteurs plus élaborés.

Critère facultatif à utiliser selon le programme et le niveau

Respect des conventions linguistiques dans des phrases simples.	• La grande majorité des mots sont orthographiés phonétiquement; le manque de maîtrise orthographique nuit souvent à la compréhension. • Ne démontre pas la maîtrise des conventions linguistiques, mais utilise des structures mémorisées et apprises dans son texte avec une certaine efficacité.	• Peut orthographier peu de mots du répertoire élémentaire; le manque de maîtrise orthographique nuit parfois à la compréhension. • Maîtrise très peu les conventions linguistiques et utilise avec une certaine efficacité des structures mémorisées et apprises.	• Peut orthographier quelques mots du répertoire élémentaire; le manque de maîtrise orthographique ne nuit pas à la compréhension. • A une maîtrise limitée des conventions linguistiques et utilise assez efficacement des structures mémorisées et apprises.	• Peut orthographier plusieurs mots du répertoire élémentaire; le message est bien compris. • A une certaine maîtrise des conventions linguistiques. Utilise efficacement des structures mémorisées et apprises.

Assessment Tools vs. Assessment Tasks

Tools: How will I gather data?

Tasks: What will students be able to do?

Core French students may be learning to carry out the following acts of communication in French:

→ Greeting someone
→ Making introductions
→ Asking and answering simple questions about familiar topics
→ Completing simple registration forms
→ Writing simple descriptions to inform someone about an event
→ Asking for help
→ Requesting and giving directions
→ Offering and responding to an invitation
→ Offering and responding to an apology
→ Reading advertisements
→ Giving oral information, answering questions, and writing about oneself
→ Understanding and following procedures to join a club, team, or other group
→ Understanding and asking questions about tasks they are to perform
→ Understanding safety rules and instructions
→ Making purchases

Tasks

Tools

- Interview
- Learning Log
- Observation
- Performance Task
- Quizzes
- Response Journals
- Peer-Assessments
- Video Creation
- Running Records
- Accountable Talk

- Success Criteria
- Portfolios
- Rubrics
- Checkbrics
- Self-Assessments
- Descriptive Feedback
- Checklists
- Exit / Entrance Passes
- Conferences
- Rating Scale

- Journals
- Open-ended questions
- Presentations
- Exhibition
- Demonstration
- Congress
- Number Talk
- Language Talk
- Blogs

How do I keep track of it all?

Parent Communication

HOW?
- Parent-Student-teacher conferences
- Portfolios
- Student-led conferences
- Interviews
- Phone calls
- Checklists
- Informal reports

WHY?
- To give detailed information about student process
- To help with setting and achieving learning goals

When?
- **Feedback should be happening constantly <u>throughout the year</u>**
- **Assess using a constant triangulation of data**
- **Evaluation using assessment twice a year on Report Card to assign a letter grade**

> "It's the quality of the feedback rather than its existence or absence that determines its power."

Stiggins et al. (2004)

Resources

- Strategies for Success, Marcelle Faulds
- Growing Success, Ontario Ministry of Education
- Transforming FSL, Website
- Edugains, Website
- E-workshop, Website