

Teaching English Africa webinar

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# Improving learning through assessments

Ayotomi Fasuyi

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# About the speaker

My name is Ayotomi Fasuyi.

I am an English teacher and teacher trainer with over 30 years experience. I am particularly interested in teaching the language skills of reading, writing, listening and speaking.

I am a certified Cambridge TKT trainer for the British Council, Port Harcourt, Nigeria.

I currently work as the Lead Trainer for Vyvas-First Education Services; an independent teacher training and education consultancy outfit.

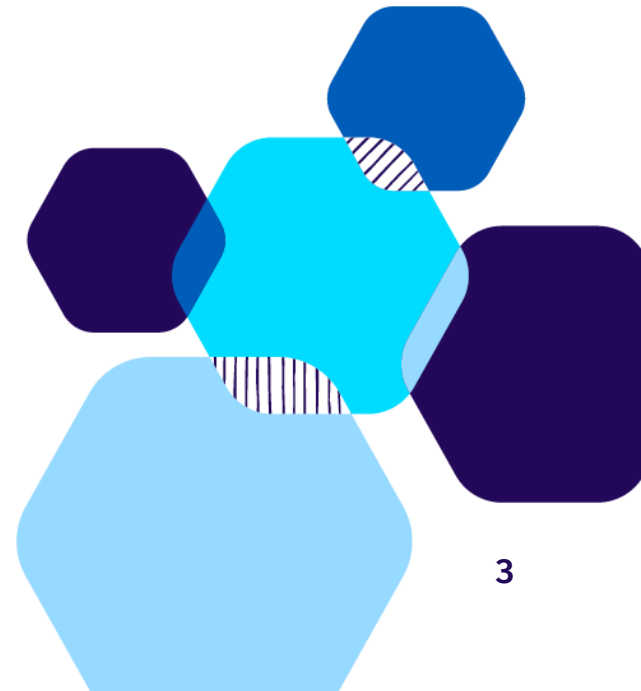


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# Objectives

By the end of this webinar, participants should be able to:

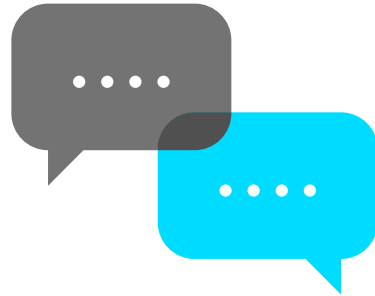
1. Relate 'assessment' to 'learning'
2. Identify different types of assessment
3. Explore some AfL strategies for classroom use.



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# Starter activity

What is the first word that comes to your mind when you hear the word 'assessment'?



# Learning

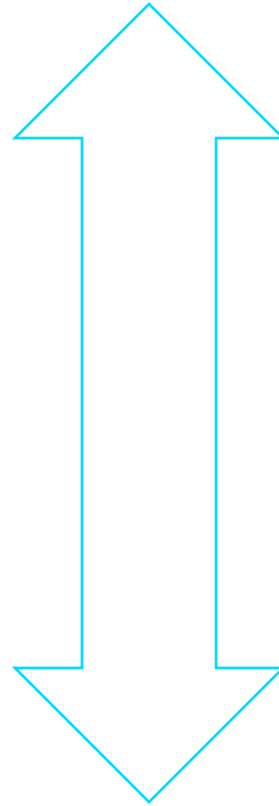
How do you know that learning has taken place in your classroom?

When my learners do well on their test and exams.

When my students can do the tasks by themselves without my input or support.

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**ASSESSMENT**



**LEARNING**

# Learning defined

- ✓ ‘The acquisition of knowledge or skills through study, experience, or being taught’. (Oxford Dictionaries Online)
- ✓ Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. The change in the learner may happen at the level of knowledge, attitude or behaviour. As a result of learning, learners come to see concepts, ideas, and/or the world differently.
- ✓ Learning is not something done to students, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences.

([https://www.queensu.ca/teachingandlearning/modules/students/04\\_what\\_is\\_learning.html](https://www.queensu.ca/teachingandlearning/modules/students/04_what_is_learning.html))

## ASSESSMENT

Every teacher's notion about **assessment** is shaped by the teacher's definition of learning.

## LEARNING



# Learning defined

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# Learning defined

Learning occurs when learners are able to:

- Gain a mental or physical grasp of the subject.
- Make sense of a subject, event or feeling by interpreting it into their own words or actions.
- Use the newly acquired ability or knowledge in conjunction with skills and understanding they already possess.
- Do something with the new knowledge or skill and take ownership of it.

<https://www.skillsyouneed.com/learn/learning>

# Quick quiz

## Types of Assessment

- A. Diagnostic
- B. Formative
- C. Peer
- D. Summative
- E. Self
- F. Portfolio

## Description

1. Learners give feedback on each other's work
2. Done at the end of a course and learners receive a grade
3. Aimed at identifying areas where learners have strengths and challenges
4. Collection of learners' work over a period which shows their progress
5. Teachers use information about learners' progress to give feedback and adapt their teaching
6. Learners decide by themselves what progress they have made

# Answers

## Types of Assessment

A. Diagnostic

B. Formative

C. Peer

D. Summative

E. Self

F. Portfolio

## Description

1. Learners give feedback on each other's work

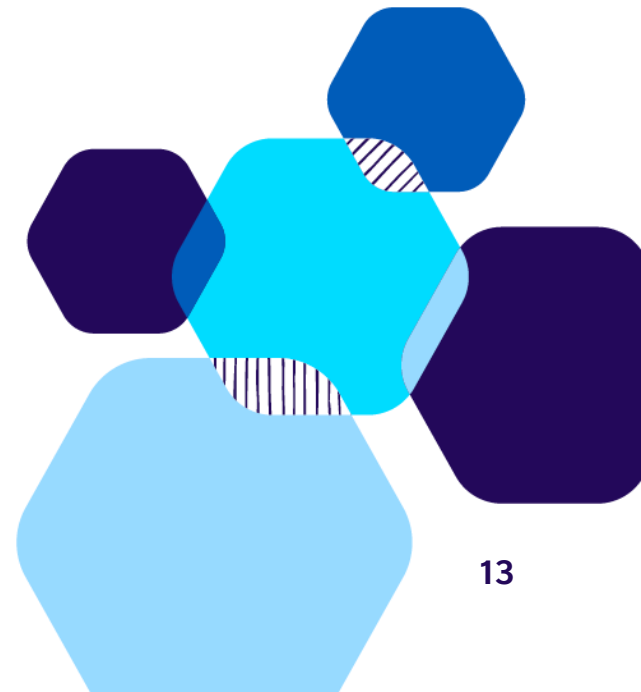
2. Done at the end of a course and learners receive a grade

3. Aimed at identifying areas where learners have strengths and challenges

4. Collection of learners' work over a period which shows their progress

5. Teachers use information about learners' progress to give feedback and adapt their teaching

6. Learners decide by themselves what progress they have made



# Assessment for learning

AfL occurs when a teacher uses information on learners' progress to adapt their teaching and/or to give learners feedback on their learning.



# AFL strategies

# Self assessment

Share learning objectives / outcomes

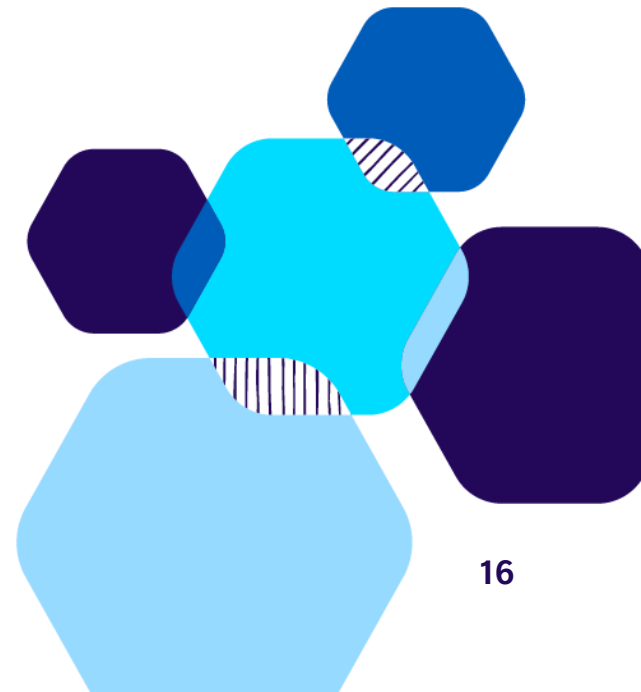
Share success criteria for given tasks

Provide learners with samples of successful tasks

Encourage use of learning trackers

Encourage use of graphic / visual organisers


Develop effective reflection strategies





# Self assessment 1

- Teachers provide learners with the lesson objectives at the beginning of the lesson.
- **WALT –We are learning to ...**
- Learners write: *By the end of this lesson, I should be able to ....*
- During plenary at the end of the lesson, the teacher asks open ended questions to check how well learners can independently carry out the tasks.



Share  
learning  
objectives /  
outcomes

# Self assessment 2

- How do I know I have done a good job?
- Teachers provide learners with the success criteria for the task.
- WILF –What I am looking for ...
- What will be the success criteria for your learners for the following writing tasks (Not more than 4 statements):


- Using Punctuations
- Using Transitions
- Organizing a story

**Success Criteria: Paragraph Writing**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Met	Not yet	
<input type="checkbox"/>	<input type="checkbox"/>	1. I have a topic sentence.
<input type="checkbox"/>	<input type="checkbox"/>	2. I give supporting details.
<input type="checkbox"/>	<input type="checkbox"/>	3. My ideas are organized and make sense.
<input type="checkbox"/>	<input type="checkbox"/>	4. I have a concluding sentence.
<input type="checkbox"/>	<input type="checkbox"/>	5. I used conventions.

Next steps:



Share  
success  
criteria for  
given tasks

# Self assessment 3

- Teachers provide learners with authentic materials as samples / learning targets.
- For creative writing, learners preview storybooks.
- For letter writing, learners preview samples of actual letters.



Provide learners with samples of successful tasks

# Self assessment 4

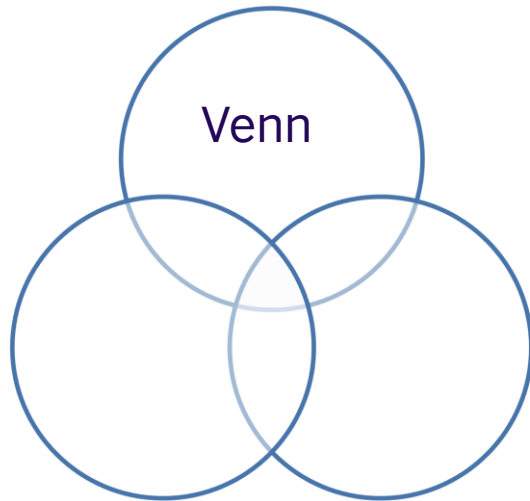
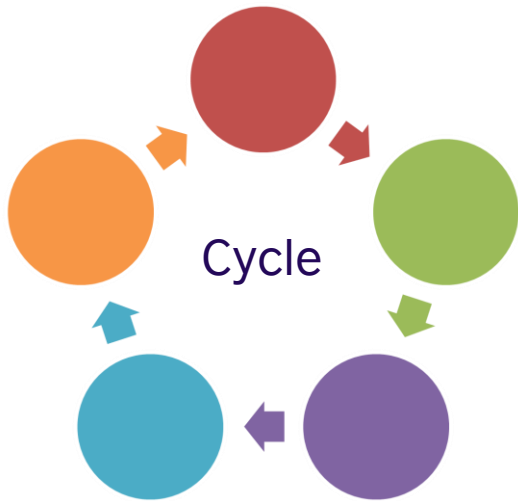
- Students use personal trackers to record their learning progress.



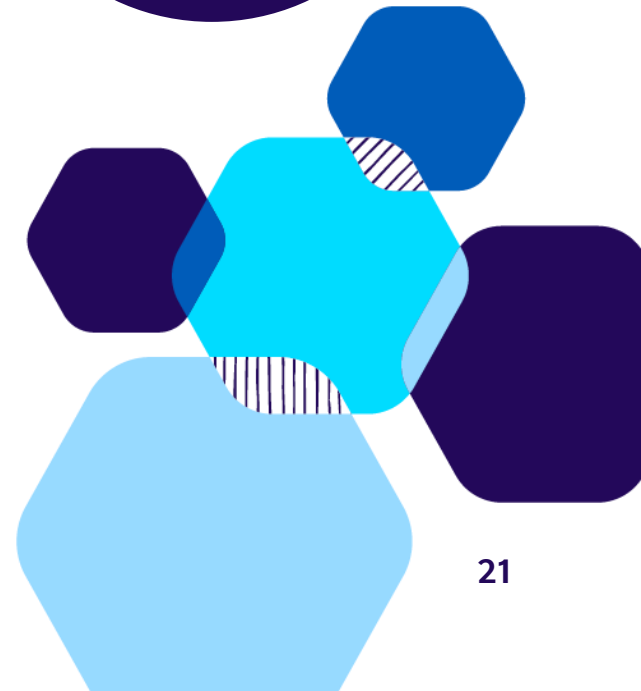
Encourage use of learning trackers

# Self assessment 5

- What concepts / topics in English can your learners use these graphic organisers to summarise?



Encourage use of graphic / visual organisers



# Self assessment 6

## REFLECTION STRATEGIES

- **WILT – What I learned today**
- Encourage learners to reflect on the lesson objectives and how they have been able to achieve them.
- Ask reflection questions such as:
  - What did you find easy?
  - What did you find difficult?
  - Were you surprised at anything?
  - What further study do you need to make?



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# Peer assessment

Peer marking according to assessment criteria

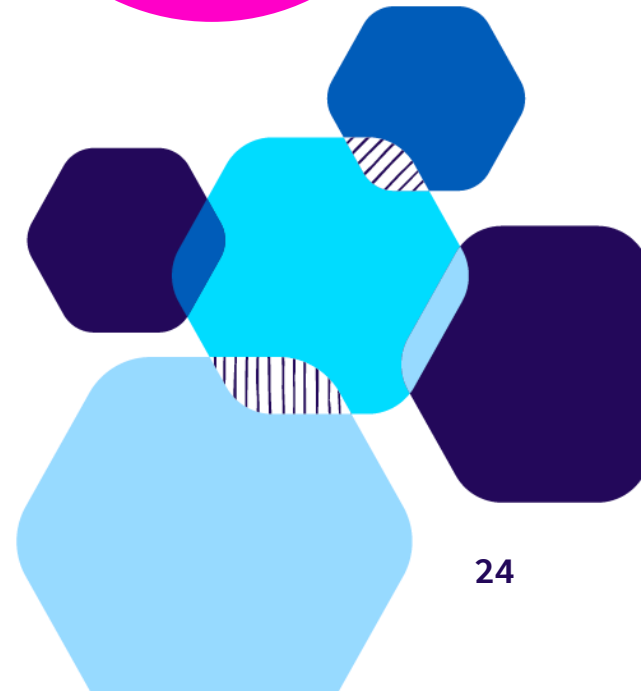
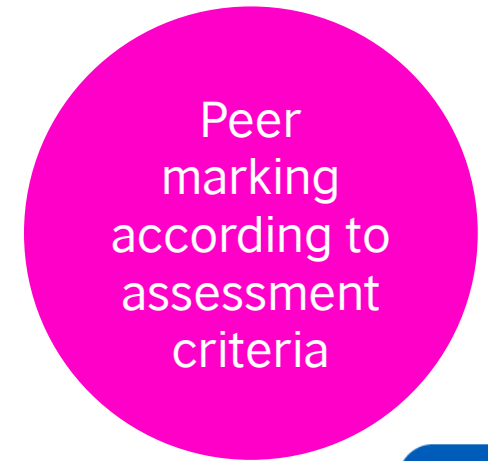
Peer marking (2 stars, 1 wish)

Students write questions for each other

Groups assess one another

# Peer assessment 1

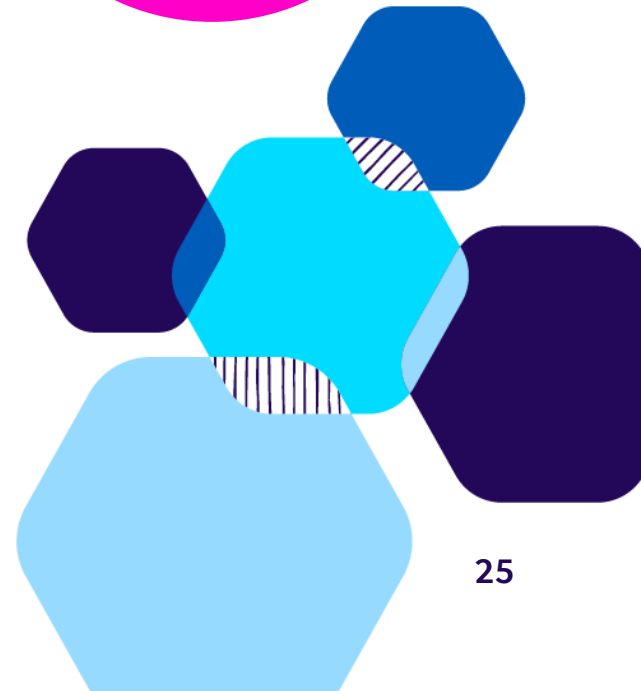
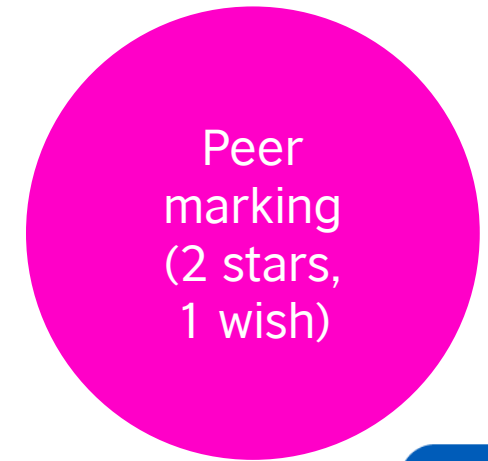
- The teacher provides learners with the assessment criteria / marking guide to grade each others tasks.
- Useful for **objective questions**.
- (Questions which have just 1 correct answer is **objective** e.g. MCQ, True/False, Yes/No, Gap fill, Sentence completion, etc.)





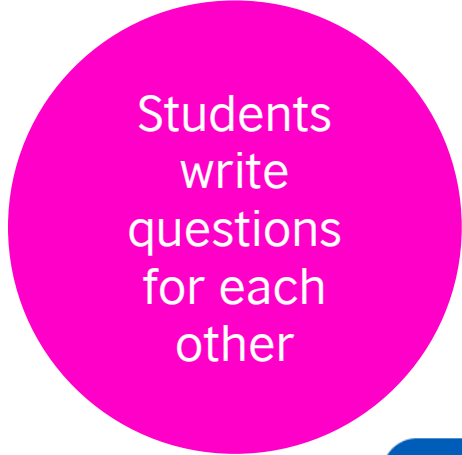
# Peer assessment 2

- Useful for **subjective questions**.
- (Questions in which the marker's opinion and judgement is used to decide on the quality of the answer.
- Learners do not give marks or scores to each other; instead they give 2 Stars (two things they like about the task) and 1 wish (one thing the writer can improve on).



# Peer assessment 3

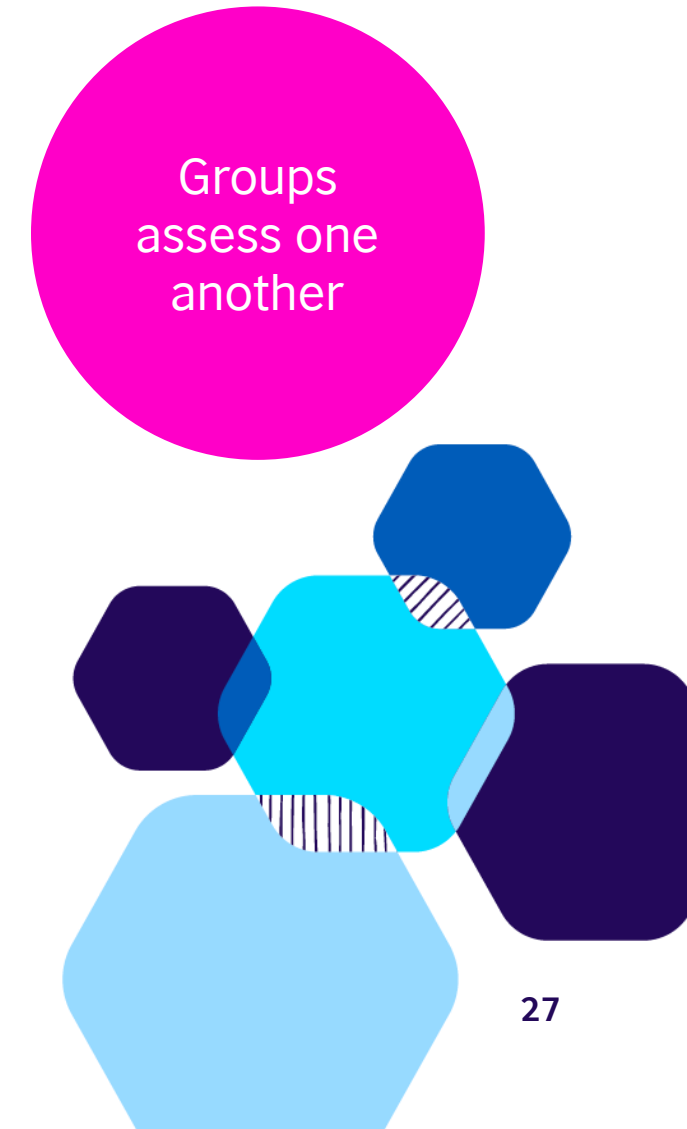
- During plenary, the teacher asks students to generate a given number of questions on the concept / topic taught.
- Students swap their questions and provide answers.
- They return the questions for assessment by their peer that set the questions.
- Students give each other feedback.



Students  
write  
questions  
for each  
other

# Peer assessment 4

- For group tasks, the teacher encourages learners to determine the assessment criteria.
- At the end of the activity, learners (in groups) use the pre-determined assessment criteria to give feedback.
- Encourages cooperative and collaborative learning.



# Teacher feedback: correction techniques

Use correction codes to help learners reflect on their errors.

Common Correction Codes

^= Missing word

WO=Wrong word order

Sp= Wrong spelling

V=Wrong vocabulary

P=Punctuation

=Good sentence or expression

?=Ask the teacher

T=Wrong verb tense

/=Too many words

//= New paragraph

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# Teacher feedback

## Comment-only marking

Encourage correction of checked work during class time.

Give oral / written feedback using the 'C-R-C' technique.

**C – Commend**

**R – Recommend**

**C – Comment**

Example:

**C** – Lovely handwriting.

**R** – You need to be more careful with your tenses and punctuation.

**C** – I look forward to reading your corrected work.

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# Reflections

- In bullet points, write out 3 things about AfL you have learned from this webinar.
- What 2 AfL strategies / activities are you likely to try out in your class?
- Write one (1) thing that you would like to research more about.

**Thank you**

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