



Assessment Through Technology



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Universities
English
Language
Cooperation

VELC NETWORK



*"Building community through
English learning and
teaching"*

Our Mission

Our mission is to promote, facilitate and strengthen with high quality the English learning process as a foreign language, according to the needs and interests of the Universities and the local, regional, national and international environment.



Specific Objectives

- To exchange knowledge and experiences related to the English learning and teaching processes.
- To encourage cooperation among the universities that are part of the network in order to create events and activities which strengthen the English teaching and learning processes.
- To promote the inter institutional research in order to inquire about the English teaching and learning processes.
- To establish alliances with the Binational Centers in order to promote the third languages teaching and learning processes throughout cultural and academic events and activities.



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Building Teaching Attendance

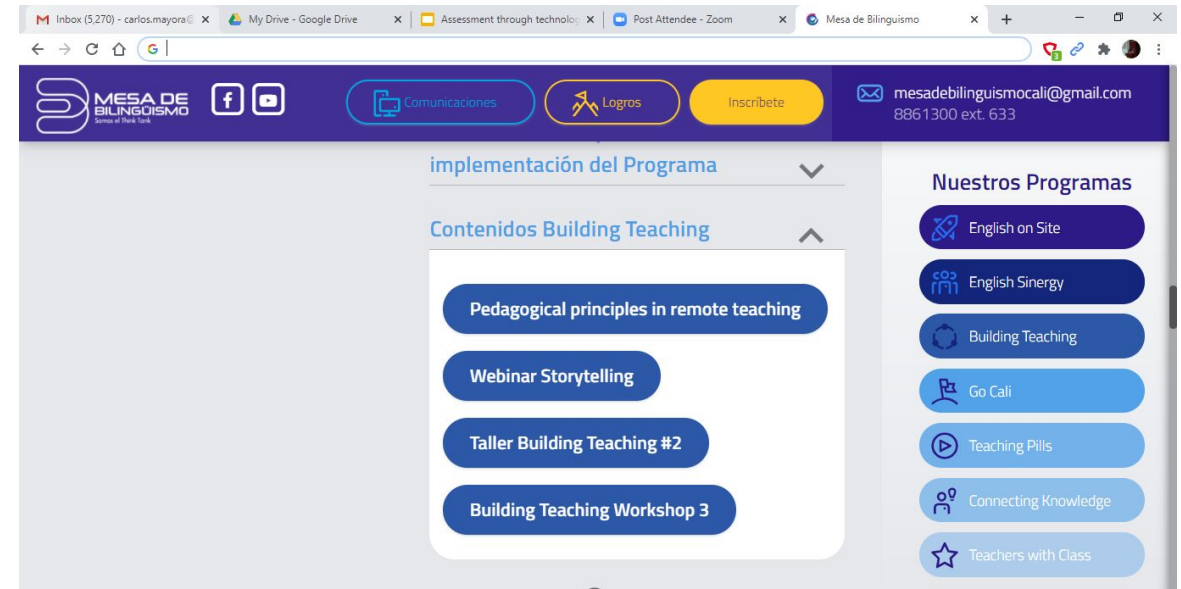
- Please fill out the attendance format in every session.
- A letter certifying your participation will only be given to the ones who fill in the format.
- Attendance link:

Important Info

<https://forms.gle/LEqvdydhdcVjoiV9>

Building Teaching Reference Material

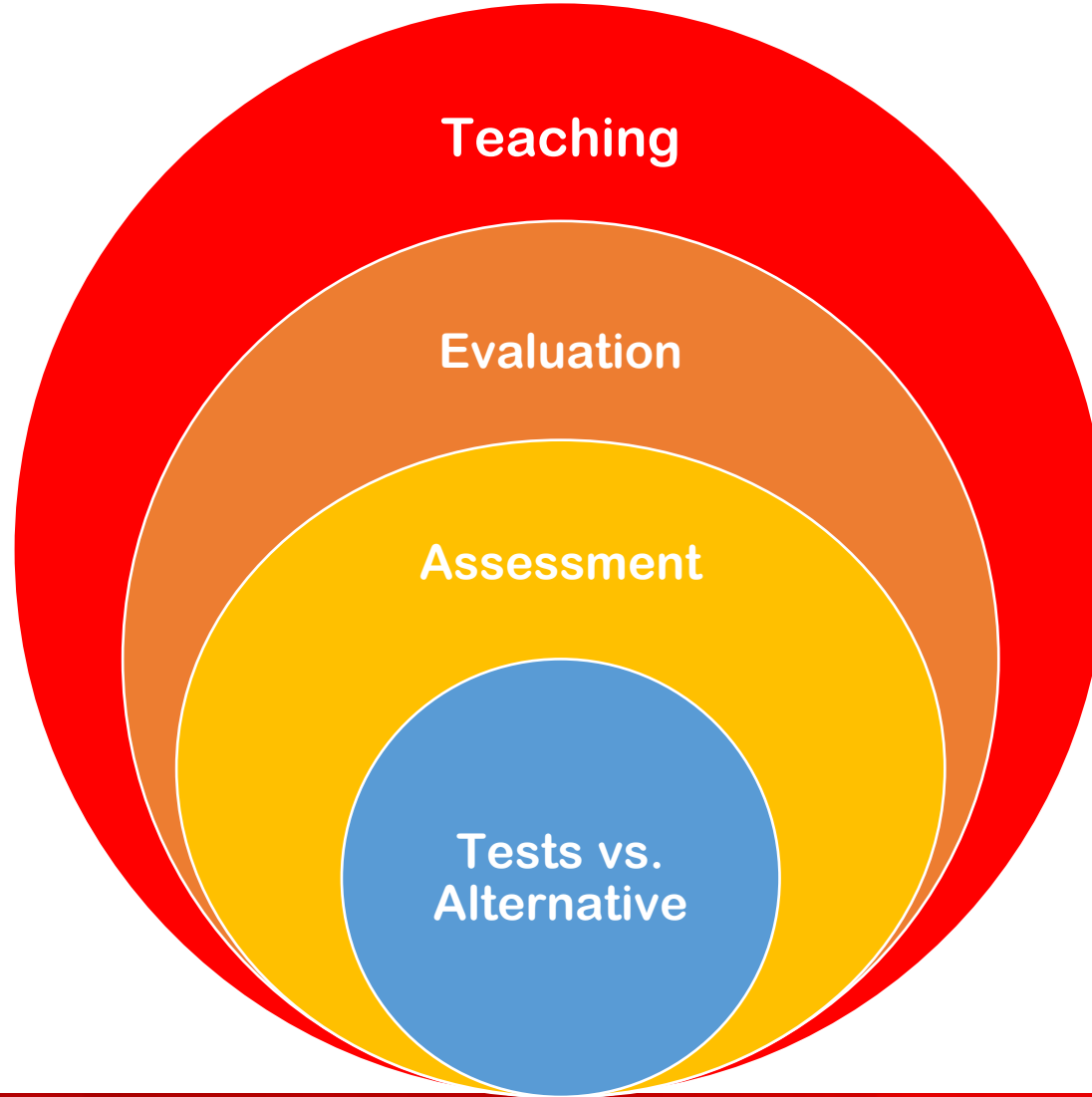
Presentations, videos and other resources derived from the Building Teaching Labs are available at



<https://www.ccc.org.co/landing/mesa-de-bilinguismo/>

- **Basics of assessment:** Definition, types, principles
- **Summative assessment:** Google forms for test and quizzes. Rubrics
- **Formative assessment:** e-portfolio and continued observation
- **Final reflections:** Challenges and opportunities





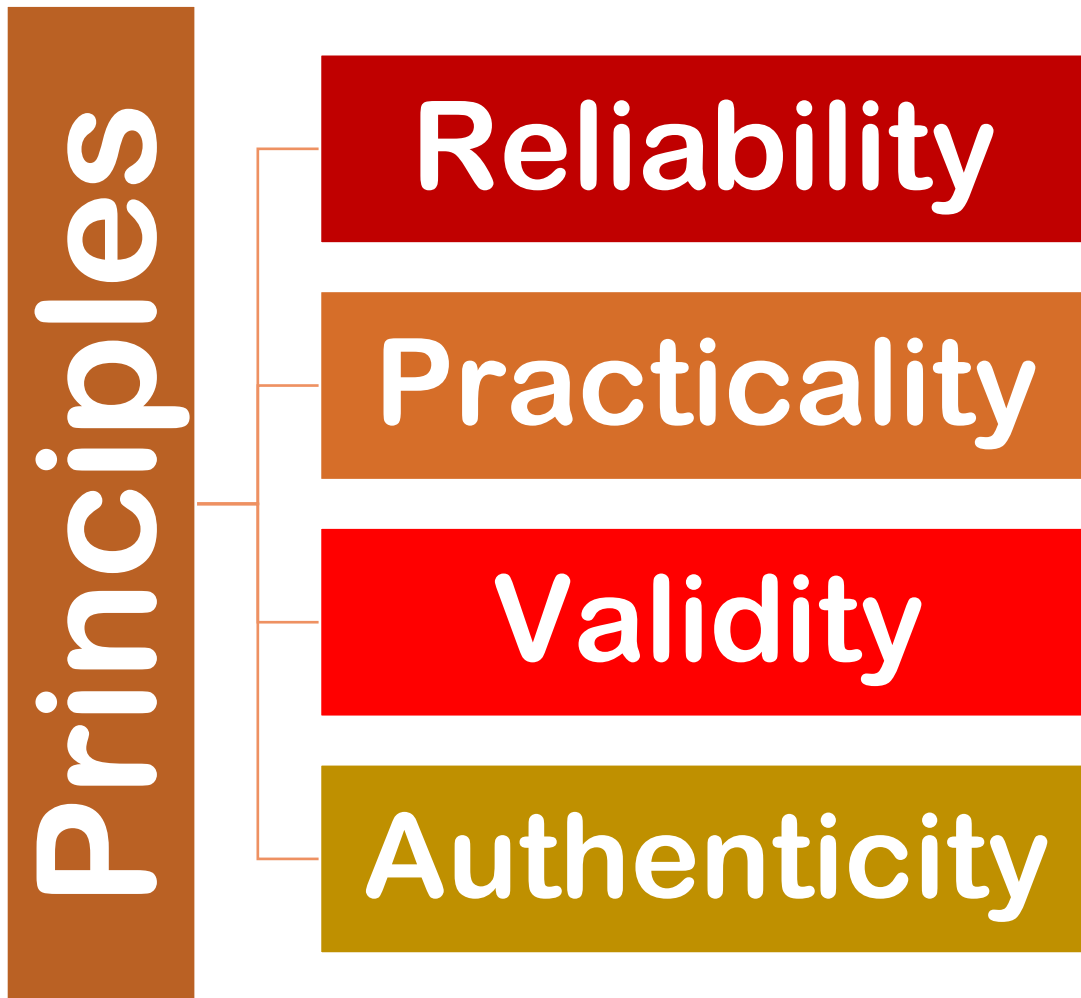
...an umbrella term encompassing measurement instruments administered on a «one-off» basis such as tests, as well as qualitative methods of monitoring and recording students' learning...

Brindley, 2001, p. 137

**“A good teacher never ceases to
assess students, whether those
assessments are incidental or
intended”**

Brown, 2004, p. 4

	Summative	Formative
Who?	Teachers/authorities	Teachers/students
When?	At specific times (Mid-term/ final/ At the end of a unit)	On-going
What for?	Decision-making (passing, promotion)	Improve instruction. Students' internalization
How?	Grades (numeric values)	Comments/description



Practicality: Feasible according to available resources
(time-efficient, cost-effective, easy to administer)

Reliability: Consistency and dependability of result

Validity: Consistency between what is assessed and how it
is assessed

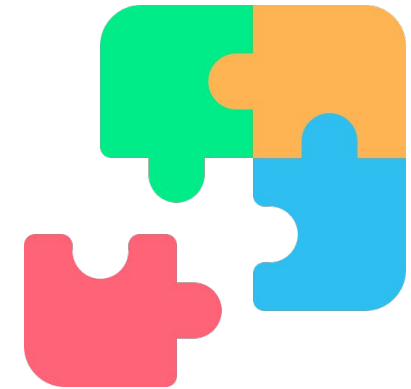
Authenticity: Correspondence between assessment and
real-life language use

“The requirements of practicality and reliability do not always agree with each other, for example short tests are practical but not very reliable or valid.

Nation & Macalister, 2010, p. 120

Let's have our first activity

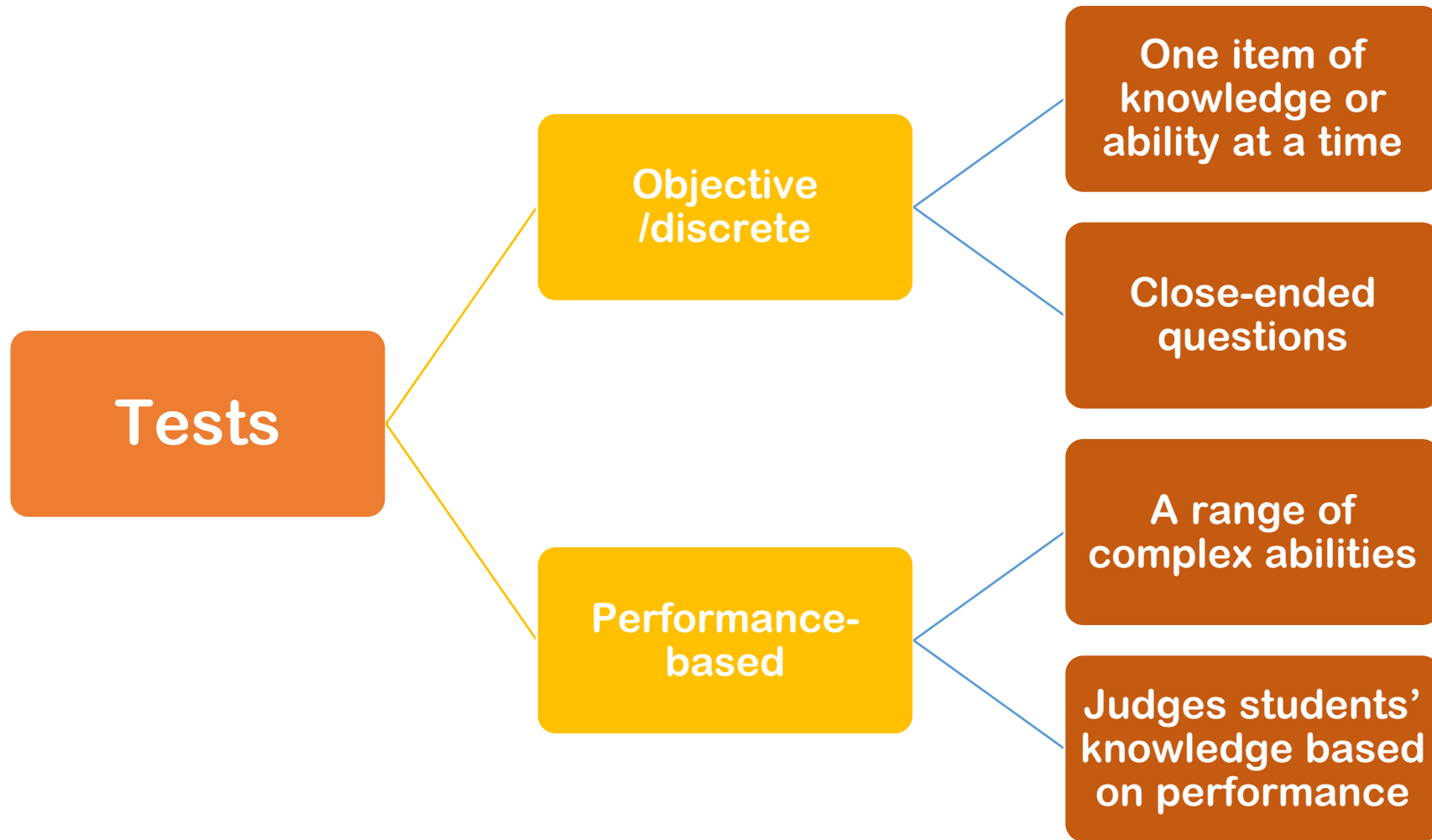
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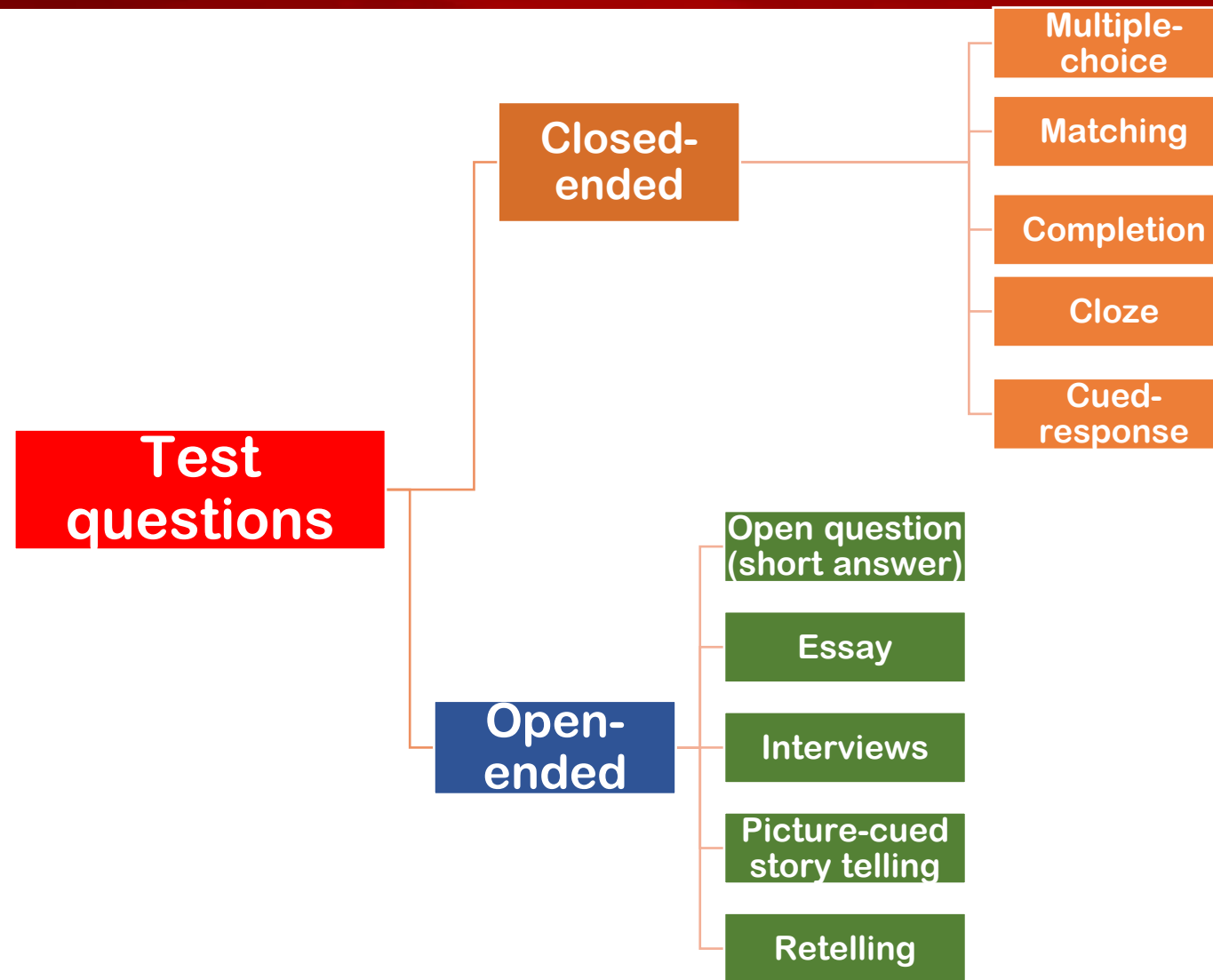
A language test is an
instrument for measuring
language ability.

Douglas, 2010, p. 2





Summative assessment



There are 15 questions in this test. The questions get easier or harder according to your responses. At the end of the test your English level will be assessed. You will not be able to see the correct answers.

Question 1 of 15

I am sure I would have regretted it if I _____ to take the job.

- ☐ would have agreed
- ☐ would agree
- ☐ did agree
- ☐ had agreed

Summative Assessment

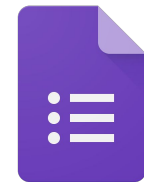
Let's take a look at an example

<https://forms.gle/SqgxvLYzseezV5cG7>



Summative Assessment

Options for creating tests online



Google Forms

Summative Assessment

How would you rate a
web-based test according to the
principles of assessment?



Summative Assessment

How would you rate a web-based test according to the principles of assessment?



Reliability			
Practicality			
Validity			
Authenticity			

Summative Assessment

How would you rate a web-based test according to the principles of assessment?



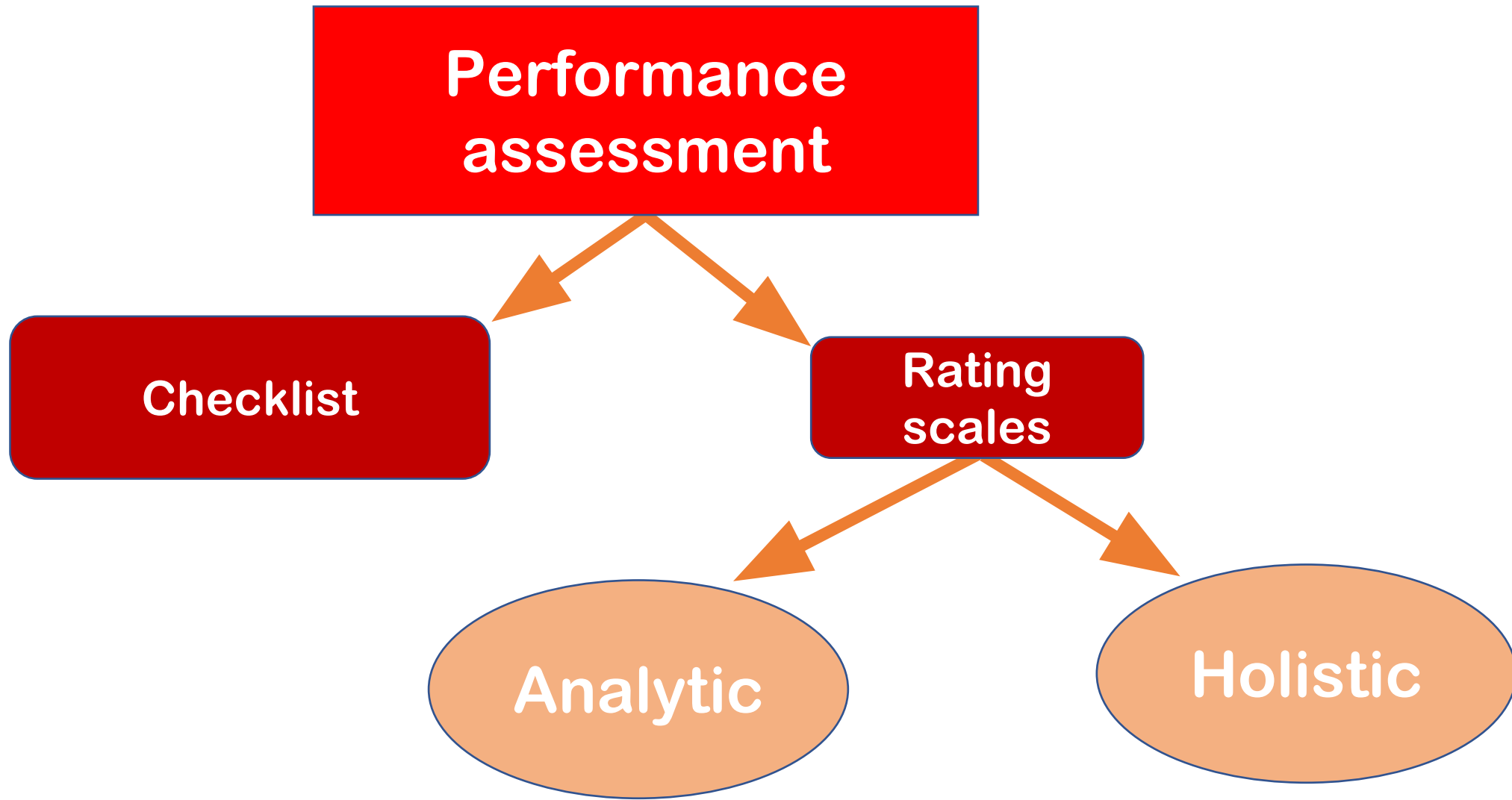
Reliability		X	
Practicality	X		
Validity		X	
Authenticity		X	

- Writing clear, unambiguous objectives.
- Drawing up test specifications.
- Devising test-tasks.
- Writing up items.
- Revising and piloting.



Brown, 2004, pp. 49-62

Summative assessment



“A rubric is a coherent set of criteria for students’ work that includes descriptions of level of performance quality on the criteria.”

Brookhart ,2013, p. 4

Summative assessment

STANDARDS (some called it 'Levels/Scale')



	A (or text such as 'Excellent')	B	C	D	E (or text such as 'Fail')
Criteria 1					
Criteria 2					
Criteria 3					
Criteria 4					



CRITERIA



DESCRIPTORS (text in the cells)

Summative assessment

<u>Score</u>	<u>Description</u>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

Summative assessment

	Excellent	Competent	Needs Work
Knowledge / understanding 20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail. Research is thorough and goes beyond what was presented in class or in the assigned texts.	The presentation uses knowledge that is generally accurate with only minor inaccuracies and that is generally relevant to the student's thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text.	The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent.
Thinking/inquiry 30%	The presentation is centered around a thesis, which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.	The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed or linked to the thesis.	The presentation shows no analytical structure and no central thesis.
Communication 20%	The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.	Presentation techniques used are effective in conveying main ideas, but they are a bit unimaginative. Some questions from the audience remain unanswered.	The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.
Use of visual aids 20%	The presentation includes appropriate and easily understood visual aids, which the presenter refers to and explains at appropriate moments in the presentation.	The presentation includes appropriate visual aids, but these are too few, are in a format that makes the difficult to use or understand, or the presenter does not refer to or explain them in the presentation.	The presentation includes no visual aids or includes visual aids that are inappropriate or too small or messy to be understood. The presenter makes no mention of them in the presentation.
Presentation skills 10	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.	The presenter speaks clearly and loudly enough to be heard but tends to drone or fails to use eye contact, gestures, and body language consistently or effectively at times.	The presenter cannot be heard or speaks so unclearly that she or he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.

Summative assessment

1. Choose the type of rubric
2. Identify criteria
3. Identify and name the number of standards
4. Develop the descriptors
5. Apply a scoring strategy
6. Review and revise

O'Neil, 2018

Summative Assessment

Let's take a look at an example



Options for creating rubrics online



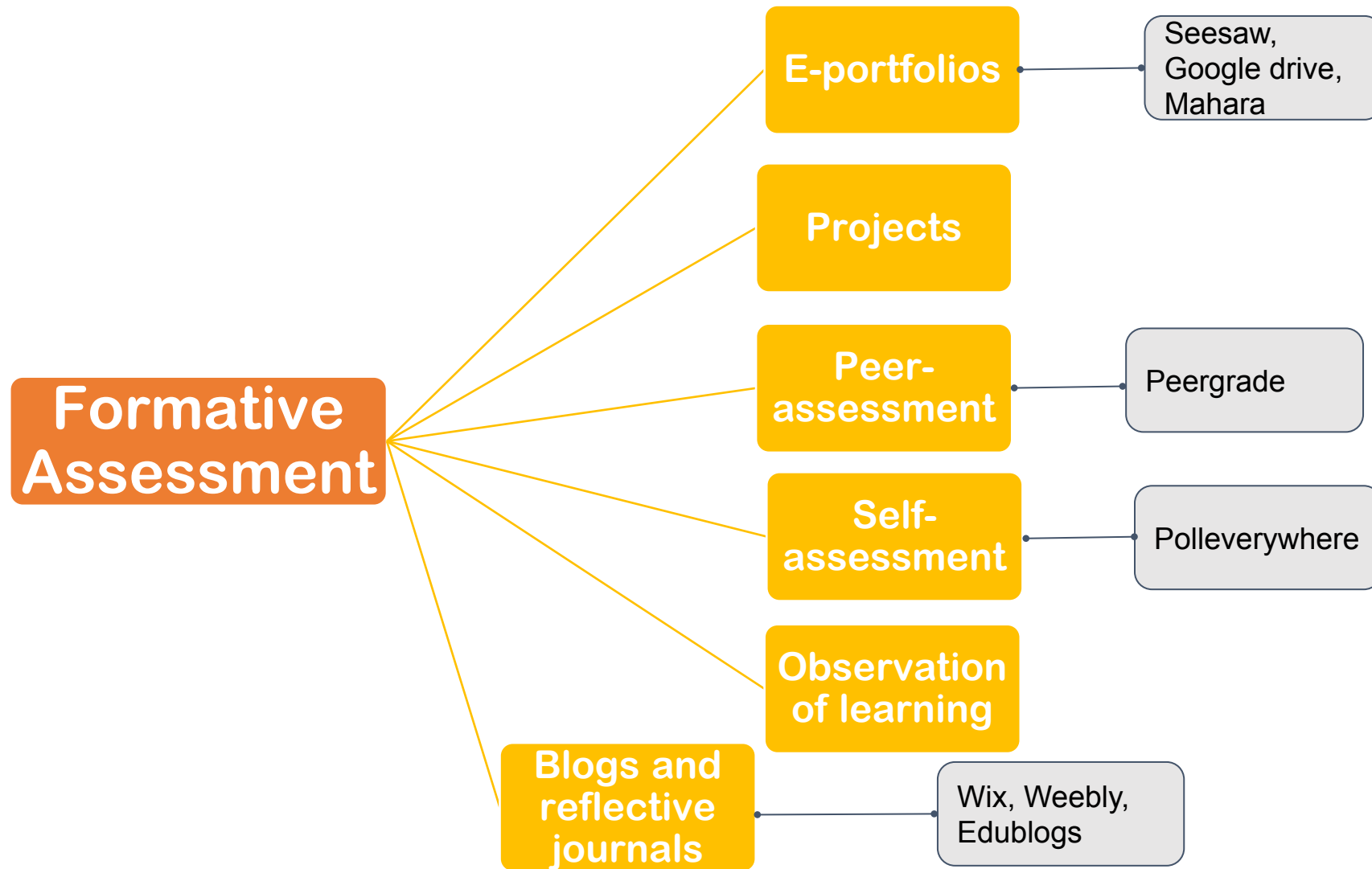
RUBRIC MAKER FREE RUBRICS ONLINE

Formative assessment

“evaluating the students in the process of ‘forming’ their competencies and skills with the goal of helping them to continue that growth process”

Brown, 2004, p. 6

Formative assessment



Formative assessment



Polleverywhere

Formative assessment

“ learning environments in the 21st century involve and depend on digital technologies such as the computers, hand-held devices, the internet, and whiteboards just to mention but a few”. This means that the purpose of formative assessment has not changed but rather “the significance of formative assessment has grown on account of new technologies and 21st century learning demands”.

Simon, 2019

Formative assessment practices

- Use Systematic ways of collecting and sharing learning progress information – not just in the teacher's head, but available on paper on onscreen to the teacher and the learners
- Provide Information used by teachers and learners to make decisions about instruction or learning strategies, to improve learning
- Serve a range of feedback-related purposes for teachers and learners: diagnosis, prediction, and ongoing evaluation of student learning among them.

Retrieved from: [Improving Teaching Using Technology for Formative Assessment](#)

Formative assessment practices



Retrieved from: [3 Tips for Great Formative Assessment | Common Sense Education](#)

- **Final reflections:**
Challenges and opportunities



Additional resources

[Formative Assessment Tools for Remote Learning • TechNotes Blog](#)

[24 Digital Tools for Formative Assessment](#)

[7 Smart, Fast Ways to Do Formative Assessment](#)

Brindley, G. (2001) Assessment. In Carter, R. & Nunan, D. (Eds.) *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.

Brookhart, S.M. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading*. Alexandria: ASCD

Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.

Douglas, D. (2010). *Understanding language testing*. New York: Rourledge.

Nation, I.S.P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.

Simon, WE 2019, *Evaluation of online formative assessment practices at higher education institutions*, PhD Thesis, University of Pretoria, Pretoria.

O'Neil, G. (2018). *Designing Grading and Feedback Rubrics*. Dublin: UCD Teaching and Learning Resources.



Thanks for your attention

**Comments and ideas are
welcome**

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