



Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language

Introduction to TEAL webinar – presented by VicTESOL

Time: 3.45 – 4.30 pm

Date: 30 October

Webinar overview

- Introduction
- Meeting protocols
- TEAL project, background information
- Research findings
- Assessment for Learning (AfL) approach
- Common assessment tools
- Other resources
- Further professional learning opportunities
- Q and A



TEAL PROJECT AIM

To improve the assessment literacy
of teachers of EAL learners



TEAL project

There are three products of the TEAL project:

- a web-based EAL assessment toolkit/resource centre
- a 3-day professional learning program (*Putting TEAL into Practice*)
- an online Reading and Vocabulary assessment for EAL students (RVEAL)



TEAL project timeline

Activity	Timeline	Responsibility	Key activities and outputs
Commencement of joint project (DET, CECV, ISV)	2009	<ul style="list-style-type: none">• DET• CECV• ISV	<ul style="list-style-type: none">• Project charter• Terms of Reference
Scoping (Stage 1)	2010	The Australian Council for Educational Research	<ul style="list-style-type: none">• Consultations with key stakeholders
Needs analysis and conceptual framework (Stage 2)	2010-11	UNSW School of Education	<ul style="list-style-type: none">• Review of existing EAL assessment practices and attitudes across a range of schools and language centres• Recommendations regarding tools needed to support the more effective assessment of EAL learners



Key findings from the Needs Analysis

- In the absence of systematic **standardised** approaches to EAL assessment, EAL teachers' use of classroom-based EAL assessments, was found to be **limited, localised and ad hoc, and often not valued or recognised as 'assessment'**.
- Teachers' knowledge about assessment was **mainly informal**, and professional learning tended to be **confined to informal trial-and-error implementation of classroom assessment strategies**.
- Thus, clear need for more assessment literacy, but also **more effective standardised assessment instruments** that could be tailored for the teacher's context, and **stronger (online) assessment learning communities**.



Six agreed common criteria:

Assessment tools and processes should:

- be culturally accessible
- provide useful information that informs EAL teaching
- support EAL teacher decision-making and control
- be easy to understand and administer
- meet the unique needs of EAL learners
- form the basis of an EAL community of practice



Leading to...

Online assessment resource centre:

- teacher professional learning modules
- an assessment tools bank
- assessment for teaching and learning exemplars
- an online teacher discussion forum



What is Assessment for Learning and why TEAL?

Assessment for Learning (AfL)

is any assessment **(including summative assessment)** *for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning.* An assessment activity can help learning if it provides information to be used as feedback, by teachers, **and by their pupils** in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

(adapted from Black, Harrison, Lee, Marshall & Wiliam, 2003, p. 2-3)



What are some key principles and characteristics of AfL?

1. Assessment is embedded in teaching and learning
2. Learning goals are explicitly shared with students and students are taught how to know and to recognise the standards they are aiming for
3. Students are engaged in continuous peer and self-assessment
4. Constructive qualitative feedback helps students to recognise the next steps needed for learning and how to take them
5. Teachers, parents and students regularly review and reflect on assessment data
6. It is assumed every student can improve

(adapted from the Assessment Reform Group, 1999, p.7)



Why focus on formative assessment?

Strong and sustained research base...

- Black & Wiliam (1998) have convincingly demonstrated the learning gains that can be achieved through **well-focused teacher-based formative assessment**, which **enhances students' learning more than any other strategy, across age levels and in different contexts.**
- Hattie (2009) in a more recent study of major influences on educational achievement (using 800+ meta-analyses) found that **formative practice, in particular self-assessment and feedback, had the highest effect sizes (i.e., impact on student outcomes)** out of more than 100 different instructional and contextual factors.



Who is it for?

Four key cohorts that the TEAL resource targets:

- EAL Teachers
- Non-EAL Teachers
- Principals and Curriculum Leaders
- EAL students



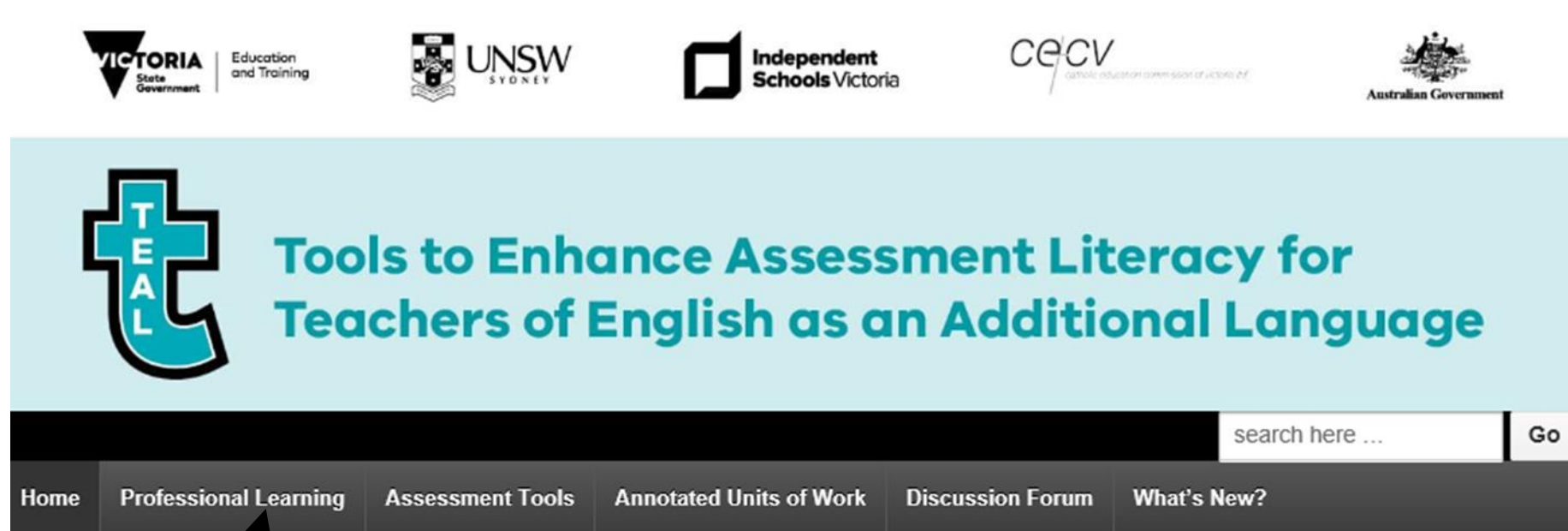
When and where can it be used?

TEAL can be used to:

- inform the assessment and identification of entry and exit points for **newly arrived students** in intensive English Language Schools and Centres as well as in primary and secondary mainstream schools.
- monitor and **track student progress over time** and across different school locations and contexts
- for **diagnostic and formative purposes** while teaching as well as to **help inform summative evaluations** about student achievement



What is in the professional learning section of the website?



The screenshot shows the top section of the TEAL website. At the top, there are logos for VICTORIA State Government Education and Training, UNSW SYDNEY, Independent Schools Victoria, CECV (Catholic Education Commission of Victoria Inc.), and Australian Government. Below these is a large light blue banner with the TEAL logo on the left and the text "Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language" in bold teal font. Underneath the banner is a dark grey navigation bar with a search box on the right containing the text "search here ..." and a "Go" button. The navigation bar contains several menu items: Home, Professional Learning, Assessment Tools, Annotated Units of Work, Discussion Forum, and What's New?.

Professional Learning

- EAL-related topics
- Professional readings, resources
- Video clips

All PL topics are organised in the same way

VICTORIA State Government | Education and Training

UNSW SYDNEY

Independent Schools Victoria

CECV CENTRAL EDUCATION COMMISSION OF VICTORIA (P.F.)

Australian Government



Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language

search here ... **Go**

[Home](#) [Professional Learning](#) [Assessment Tools](#) [Annotated Units of Work](#) [Discussion Forum](#) [What's New?](#)

[Home](#) > [Knowing your Students](#)

Knowing your Students

+ Reflection
+ Input
+ Application
+ Reading and Resources
+ Follow-up

Involving Learners Actively in Assessment



Assessment tools

The screenshot shows a web browser window displaying the TEAL website. The browser's address bar shows the URL <http://teal.global2.vic.edu.au/>. The website header includes logos for the Victorian State Government, UNSW Sydney, Independent Schools Victoria, CECV, and the Australian Government. The main heading is "Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language". A navigation menu includes "Home", "Professional Learning", "Assessment Tools", "Annotated Units of Work", "Discussion Forum", and "What's New?". The "Assessment Tools" menu is open, listing "Common Writing Assessment Tool", "Common Oral Assessment Tool", "Common Reading and Vocabulary Assessment Tool", and "Other Useful Assessment Tools". Below the menu is a photograph of two students, a girl and a boy, sitting at a desk and looking at a document. To the right of the photo is a "Welcome to Tools to Enhance Assessment Literacy" section with a paragraph of text and a link for more information. The browser's taskbar at the bottom shows various application icons and the system clock indicating 11:52 AM on 30/10/2018.

Log In

VICTORIA State Government Education and Training UNSW SYDNEY Independent Schools Victoria CECV Australian Government

Tools to Enhance Assessment Literacy for Teachers of English as an Additional Language

search here ... Go

Home Professional Learning Assessment Tools Annotated Units of Work Discussion Forum What's New?

- Common Writing Assessment Tool
- Common Oral Assessment Tool
- Common Reading and Vocabulary Assessment Tool
- Other Useful Assessment Tools

Welcome to Tools to Enhance Assessment Literacy

The TEAL project, launched in 2015, is an online resource for teachers of primary and secondary level students who are learning English as an Additional Language (EAL) in Australia. It brings together a range of tools and advice for the assessment and reporting of the English language proficiency and progress of students within an 'assessment for learning' framework.

For more information on the TEAL project, please follow the links below.

100%

11:52 AM 30/10/2018

[Home](#) › [Assessment Tools](#) › [Common Writing Assessment Tool](#)

Common Writing Assessment Tool

Guiding principles and advice

1. [Preparing to assess students' learning](#)
2. [Getting students ready for an assessment](#)
3. [Choosing a writing assessment task](#)
4. [Using the assessment criteria](#)
5. [Making trustworthy assessment decisions](#)
6. [Aligning your assessment with the EAL Continuum](#)
7. [Using the assessment data to improve learning](#)

Assessment tasks and criteria

1. [Writing assessment tasks and criteria](#)
2. [Glossary of terms used in the TEAL criteria sheets](#)



[Home](#) › [Assessment Tools](#) › [Common Writing Assessment Tool](#)

Common Writing Assessment Tool

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Annotated Units of Work

Overview of the Unit:

Year: 7 VC Level: 7 English EAL Stages: S2 speaking and listening S1 writing		Unit name: PROCEDURE TEXTS IN THE SECONDARY CLASSROOM This unit explores various procedure texts including a recipe and giving directions.				Time allocation 3-4 weeks			
Topic Focus	Victorian curriculum/content learning objectives MODE: Speaking and Listening <i>Listening and speaking interactions</i> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information. <i>Oral presentations</i> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning. MODE: Reading and Viewing <i>Analysing and evaluating</i> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose. MODE: Writing <i>Punctuation</i> Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses.		Texts encountered in this unit						
			Text type & mode	Listened to	Spoken	Read-online or printed texts	Written	Viewed	Produced
			Literary texts			✓			
			Recount						
			Instructional	✓	✓	✓	✓	✓	✓
			Report						
			Explanation						
		Discussion							
		Argument/ exposition							
Topic-specific vocabulary		Core genre: Procedure (recipe)		Classroom learning		Getting things done		Maintaining communication	
<ul style="list-style-type: none"> instructions/directions procedure stages – goal, materials, method, evaluation hamburger, ingredients, patty 		Social Purpose: To tell how to make something through a sequence of steps or actions Generic Structure Goal: what will be achieved by following the steps outlined Ingredients: usually listed in order they are required Method: list sequence of steps in order to achieve the goal Diagrams &/or illustrations (optional): may be used to clarify the task		<ul style="list-style-type: none"> brainstorming listing arguing classifying establishing limits evaluating hypothecising identifying judging offering persuading negotiating planning predicting requesting sequencing describing cause and effect 		<ul style="list-style-type: none"> comparing clarifying describing explaining instructing inquiring justifying questioning reporting suggesting warning 		Expressing: <ul style="list-style-type: none"> apology appreciation approval certainly concern frustration indifference intention needs/wants preferences probability regret 	
Assessment types used:		Grammatical features focus							
Teacher led <ul style="list-style-type: none"> Informal observation Planned observation Questioning/discussion Focused analysis of student work 		Ingredients or equipment: <ul style="list-style-type: none"> expanded noun groups nominalisation (naming processes or verbs as things i.e. nouns) Instructions/steps: <ul style="list-style-type: none"> present tense (to denote timeless context) sequencing conjunctions imperative verbs (to denote action processes or verbs) passive voice adverbs (to describe the manner in which to perform an action) preposition phrases and adverbials (to give additional information of the circumstances of when, how or where an action is to be performed, or to describe circumstances of cause and condition) modality (to alter the degree of certainty in a statement) 							
Self and peer <ul style="list-style-type: none"> Self-reflection Peer discussion Peer observation 									
Assessment: Students will write a procedural text, then use a powerpoint presentation to share their procedural text with the class.									
Resources									



Further professional learning opportunities

- Online moderation sessions:

Stage B (middle to upper primary) – Wednesday 31 October (tomorrow)

Stage S (secondary) - Thursday 15 November

Time: 3.45pm-4.30pm

<http://teal.global2.vic.edu.au/moderation/>

- Putting TEAL into Practice

2 x 3-day programs in Semester 1 2019

eal@edumail.vic.gov.au

EAL and Multicultural Education Professional Learning Calendar

www.education.vic.gov.au



VicTESOL

vicTESOL

Supporting English language teaching,
learning and multicultural education

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Welcome to VicTESOL



VicTESOL is a professional association committed to promoting excellence in Teaching English to Speakers of Other Languages (TESOL) and supporting cultural and linguistic diversity through high quality multicultural education.

VicTESOL provides support and services to generalist, content, trade and EAL specialist teachers across the state of Victoria.

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[Resources](#)

[FAQs](#)



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Questions, comments, feedback?

