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

Tools to Enhance Assessment Literacy for
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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	• DET • CECV • ISV	• Project charter • Terms of Reference
Scoping (Stage 1)	2010	The Australian Council for Educational Research	• Consultations with key stakeholders
Needs analysis and conceptual framework (Stage 2)	2010-11	UNSW School of Education	• 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.**

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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)

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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?

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

All PL topics are organised in the same way

Involving Learners Actively in Assessment

Assessment tools

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

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Home › Assessment Tools › 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		

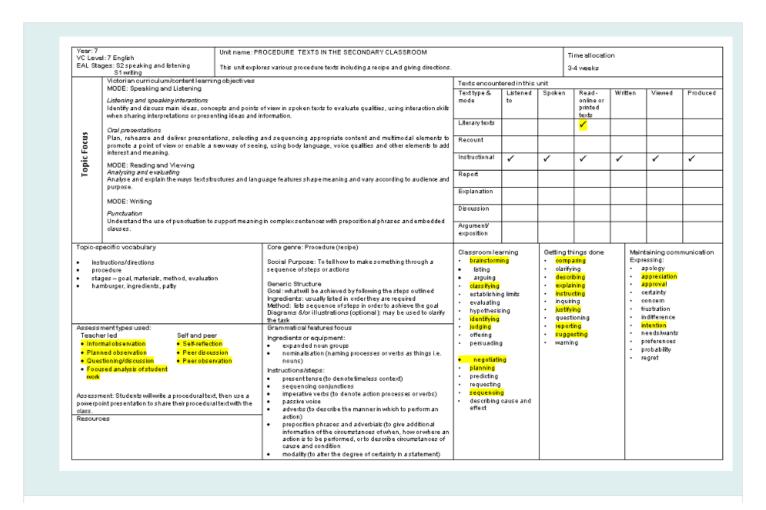| Topic Focus	Victorian curriculum/content learning objectives MODE: Speaking and Listening *Listening and speaking interactions* Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information. *Oral presentations* 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 *Analysing and evaluating* Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose. MODE: Writing *Punctuation* 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 • instructions/directions • procedure • stages – goal, materials, method, evaluation • hamburger, ingredients, patty	Core genre: Procedure (recipe) 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: lists sequence of steps in order to achieve the goal Diagrams &/or illustrations (optional): may be used to clarify the task	Classroom learning • brainstorming • listing • arguing • classifying • establishing limits • evaluating • hypothesising • identifying • judging • offering • persuading • negotiating • planning • predicting • requesting • sequencing • describing cause and effect	Getting things done • comparing • clarifying • describing • explaining • instructing • inquiring • justifying • questioning • reporting • suggesting • warning	Maintaining communication Expressing: • apology • appreciation • approval • certainty • concern • frustration • indifference • intention • needs/wants • preferences • probability • regret

Assessment types used: Teacher led • Informal observation • Planned observation • Questioning/discussion • Focused analysis of student work Self and peer • 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	Grammatical features focus Ingredients or equipment: • expanded noun groups • nominalisation (naming processes or verbs as things i.e. nouns) Instructions/steps: • 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)

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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

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Questions, comments, feedback?