

**WALK OUR TALKS:**

**USING CLASSROOM ASSESSMENT TO  
INFORM LEARNING AND TEACHING**

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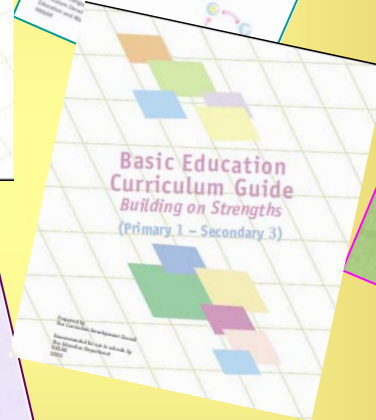
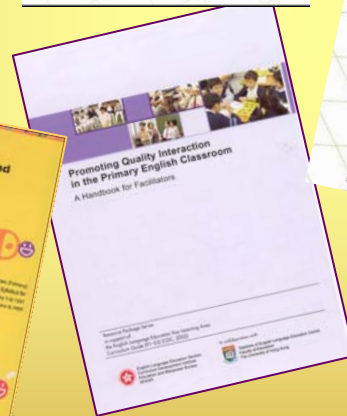
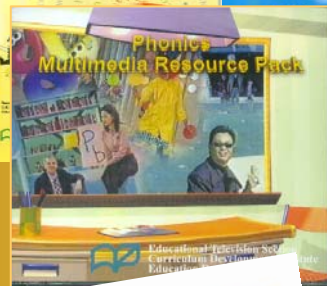
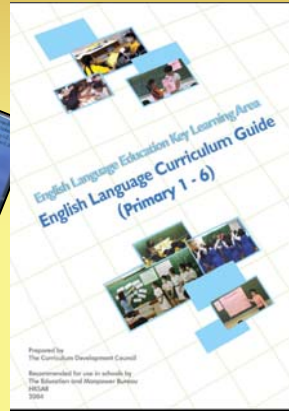
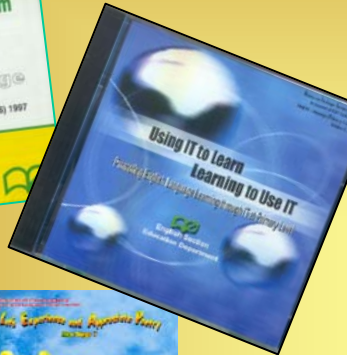
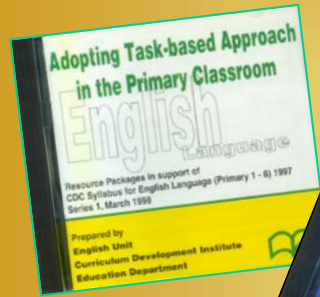
# PRESENTATION OUTLINE

- ✚ What our **TALKS** are
- ✚ Key concepts of **ASSESSMENT FOR LEARNING**
- ✚ Classroom assessment through **QUESTIONING, FEEDBACK AND OBSERVATION**
- ✚ **EXPERIENCE SHARING FROM CINDY AND SHARON**

Teachers **NEED** to **check students' learning progress** and **identify their support needs** through **questioning and observation** of their performance in classroom activities, and they **NEED** to **adjust the teaching strategies**, content and pace accordingly. There is also **A NEED** to give more **specific feedback** to help students realise their own strengths and weaknesses, **to facilitate their improvement and deepen their learning.**



# CURRICULUM DOCUMENTS FOR ENGLISH LANGUAGE (PRIMARY)



**TSA**

**classroom assessment**

Assessment of learning

**TOA**

**ASSESSMENT FOR LEARNING**

quality feedback

timely feedback

peer/self assessment

formative assessment

evidence-based evaluation

conferencing

observation

summative assessment

observation

questioning

# CLASSROOM ASSESSMENT

- is a kind of **FORMATIVE** assessment practice, integrated with classroom teaching
- plays a major role in identifying students' **LEARNING NEEDS** for teachers to adjust their teaching
- is a **CONTINUOUS CYCLE OF FEEDBACK AND ADJUSTMENT**, not just a judgement about quality or accuracy

## Tasting the assessment soup

When a chef tastes the soup, that is **formative assessment**, but when the customer tastes it, that's **summative**.

formative

summative

**ASSESSMENT**

## Summative assessment

Assessment which **SUMS UP** students' learning performance. It often happens at the end of a module or unit

## Formative assessment

Formative assessment is a description of **FUNCTION** and must include a recipe for **FURTHER ACTION** to help students **MAKE IMPROVEMENTS**



# Aligning assessment with learning

**Assessment should support current and future learning**

– *Build on what we know*

- where our students are

– *Make meaning*

- what they are learning

– *Is active and social*

- how they are learning

# Aligning assessment with learning through

+ feedback

+ questioning

+ observation

# Effective Feedback

Students  
– improve  
learning

## Improvement

Teachers  
– identify  
learning  
needs

guided reading, individual  
assignment, coaching, group  
presentation ...

# Evaluative vs Descriptive feedback

## Evaluative feedback

- ❖ judgements of value or appropriateness of responses
- ❖ judgements of correctness or incorrectness

## Descriptive feedback

- ❖ descriptions of **WHY** a response is appropriate
- ❖ descriptions of **WHAT** students have achieved
- ❖ descriptions of **A BETTER WAY** of doing something
- ❖ **PROMPTS TO SUGGEST WAYS** students can improve

(adapted from Gipps et al.,

*What makes a Good Primary School teacher? Expert Classroom Strategies*)

wait time

Use of wrong answers

quality questions

# rich questioning

peer learning

hands down

learning opportunities

## **IMPORTANT ELEMENT TO USE CLASSROOM ASSESSMENT**

**Build a conducive learning  
environment so that MAKING  
ERRORS IS SEEN AS A WAY OF  
IMPROVEMENT, not a record of  
failure**

# The role of the language learning environment in shaping language learning and teaching

## FOR STUDENT

- Are there opportunities for real language learning?
- What feedback is given when students make errors in grammar, pronunciation and word usage?
- Are the students nervous about making mistakes and sounding ‘silly’ when speaking in English?

(adapted from Spada and Lightbrown (2008) in  
*How Languages are learned*)

# The role of the language learning environment in shaping language learning and teaching

## FOR TEACHER

- How does the teacher treat students' errors?
- Are the language modified, in terms of speed of delivery, complexity of grammatical structure and vocabulary to match students' ability?

(adapted from Spada and Lightbrown (2008) in  
*How Languages are learned*)



## What we look for in **CLASSROOM ASSESSMENT**

- Catering for **learner diversity** – strategies / fair opportunities / adjustment of teaching in view of students' learning capacity / grouping arrangement / peer interaction / coaching / monitoring of learning progress
- **Questioning** techniques
- **Feedback**
- Students' **learning needs** (e.g. learning style / learning capacity)
- **Monitoring**

# What we look for in **QUESTIONING**

- Frequency
- Purpose – check understanding
- Appropriateness – questions range
- Prompting / probing
- Wait time
- Higher order questions – provoke thinking and encourage inquiry learning
- Effectiveness (what it can achieve)

# What we look for in **FEEDBACK**

- **Feedback in terms of**
  - praise and encouragement / timely / descriptive or evaluative
  - Facilitate learning / improvement
  - Encourage peer feedback (peer learning / support) / self-reflection
- **Follow up** – consolidate / extend learning / set improvement targets

# Experience sharing

**Ms Cindy MA**      **English panel head**  
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