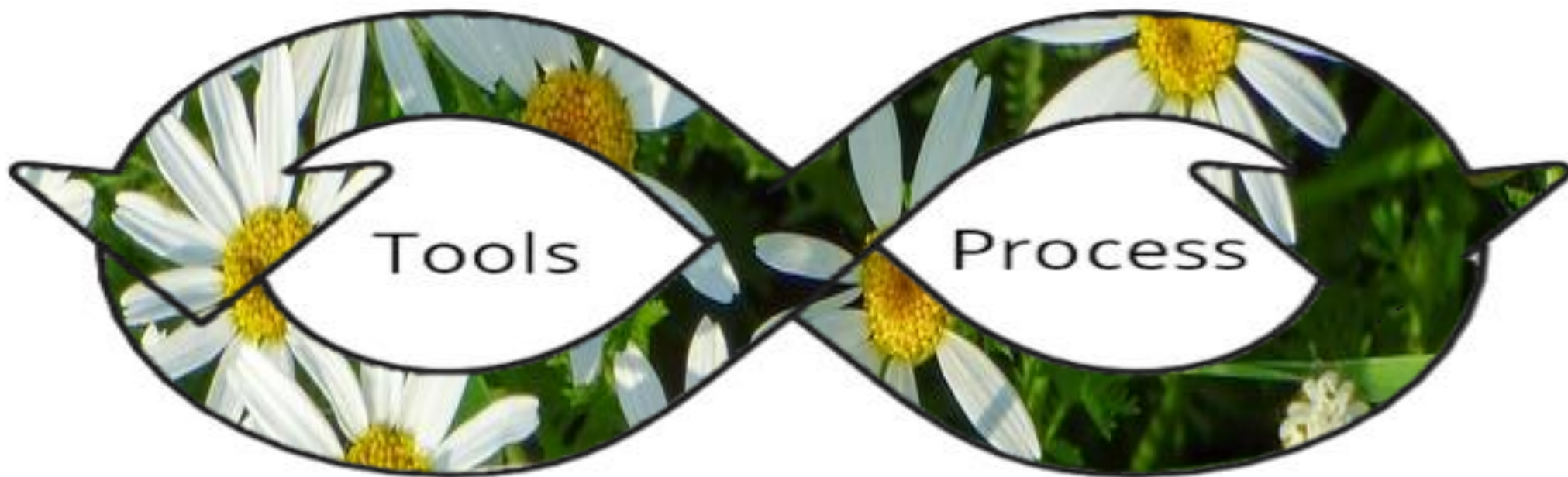


# FORMATIVE ASSESSMENT

make your students more autonomous



# How did you find tests when you were a student?

A: FAIR

B: NOT FAIR

C: STRESSFULL AND THREATENING

D: HELPFUL AND INFORMATIVE



## And now? How do you find tests?

A: FAIR

B: NOT FAIR

C: STRESSFULL AND THREATENING

D: HELPFUL AND INFORMATIVE



# Agenda

- Bridge Between **Teaching** and **Learning**
- Assessment **OF** and **FOR** Learning
- **Strategies** of Formative Assessment

# Bridge Between Teaching and Learning

I TAUGHT  
STRIPE HOW  
TO WHISTLE



I DON'T HEAR  
HIM WHISTLING



I SAID I TAUGHT  
HIM. I DIDN'T SAY  
HE LEARNED IT





**Is learning proceeding in the intended direction?**

**Learning**



**Teaching**

# Assessment OF and FOR learning

**OF LEARNING**

**FOR LEARNING**

- a part of the continual learning process



## Summative

- What the student has achieved?

marks/grades

## Formative

- What are students' strengths and weaknesses?

suggestions for improvement



# Strategies of Formative Assessment

1  
Learning  
Intentions

2  
Criteria for  
Success

3  
Eliciting  
Evidence of  
Learning

4  
Providing  
Feedback

5  
Cooperative  
Learning

6  
Self-  
Assessment



1.6

## SPEAKING At the cinema

I can buy a ticket at the cinema.

I can buy a ticket at the cinema



Lee: So, what's on?  
 Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.  
 Lee: No way! I want to see *ZooWorld*.  
 Amy: I don't like fantasy films. They're boring.  
 Lee: Oh, come on, please.  
 Amy: Oh, OK.  
 ...  
 Lee: Can I have two tickets for *ZooWorld*, please?  
 Tess: Sure, which screening?  
 Lee: The 6.30.  
 Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.  
 Lee: Great!  
 Tess: But they're in the front row.  
 Amy: Lee, I don't want to sit in the front row!  
 Lee: OK ... I'd like two for *True Love* at 6.15, please.  
 Tess: Row seven. Is that OK?  
 Lee: Yes, thanks. How much is that?  
 Tess: That's twelve fifty, please.  
 Amy: Here you are.  
 Tess: Thank you. Enjoy the film!  
 Lee: Yeah, right.

No way! Come on, please! Hold on!

OUT of class

- 1 CLASS VOTE** Look at the cinema programme and say what types of film are on. Which ones would you like to see?  
*I think True Love is a romantic comedy. I'd like to see it.*
- 2 1.5 1.34** Watch or listen. Answer the questions.  
  - Which film do Lee and Amy go to see?
  - What time does it start?
  - How much is each ticket?
- 3 1.35** Complete the dialogue below with one word in each gap. Listen and check.

## Speaking At the cinema

You need to say:

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

You need to understand:

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

Krystal: Can I have two <sup>1</sup>tickets for *True Love*, please?  
 Tess: Which <sup>2</sup>\_\_\_\_\_  
 Krystal: The 8.15 screening.  
 Tess: Here you are... Two tickets in <sup>3</sup>\_\_\_\_\_  
 Krystal: How <sup>4</sup>\_\_\_\_\_  
 Tess: That's twelve fifty, <sup>5</sup>\_\_\_\_\_  
 Krystal: <sup>6</sup>\_\_\_\_\_  
 Tess: <sup>7</sup>\_\_\_\_\_, you, enjoy the movie.

- 4** In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

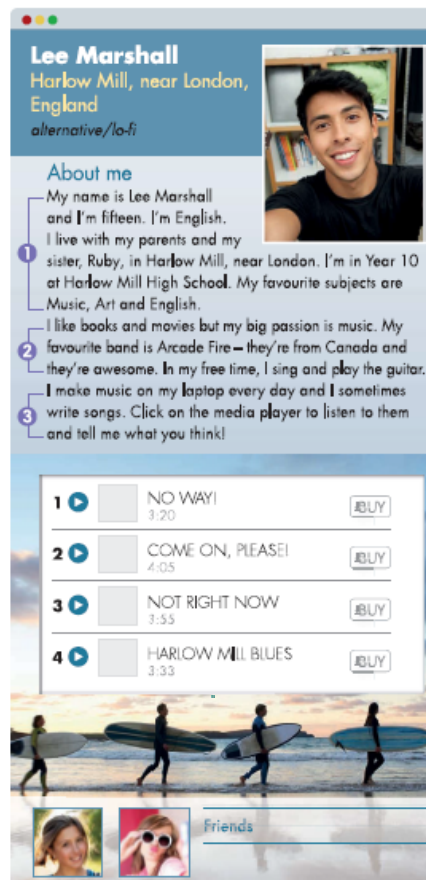
And YOU



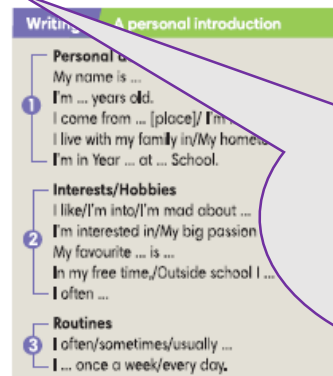
1.7

## WRITING A personal introduction

I can write a personal introduction to a webpage.



- 1 CLASS VOTE** Have you got a personal webpage like Facebook or Flickr?
- 2** In pairs, quickly look at Lee's webpage. Which sentence is not true?
  - There is a photo of Lee on the webpage.
  - You can listen to some of Lee's songs.
  - You can look at Lee's photo gallery.
  - There is some personal information about Lee.
  - You can see some of Lee's friends on his page.



I can write a personal introduction to a webpage

- 3** In pairs, read Lee's introduction. Tick (✓) the things he writes about.
 

<input type="checkbox"/> School	<input type="checkbox"/> Nationality	<input type="checkbox"/> Hobbies
<input type="checkbox"/> Best friend	<input type="checkbox"/> Name and age	
<input type="checkbox"/> Family/hometown	<input type="checkbox"/> Personality	
<input type="checkbox"/> Interests (books, music etc.)		
- 4** Look at Lee's profile again. Say how you are similar to or different from Lee.  
*He's English but I come from Poland. He's got a sister and I've got a sister too.*
- 5** Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.

## Writing Time

- 6** Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

Write about:

- personal details
- interests and hobbies
- routines



16 Unit 1

Unit 1 17

1  
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4  
5

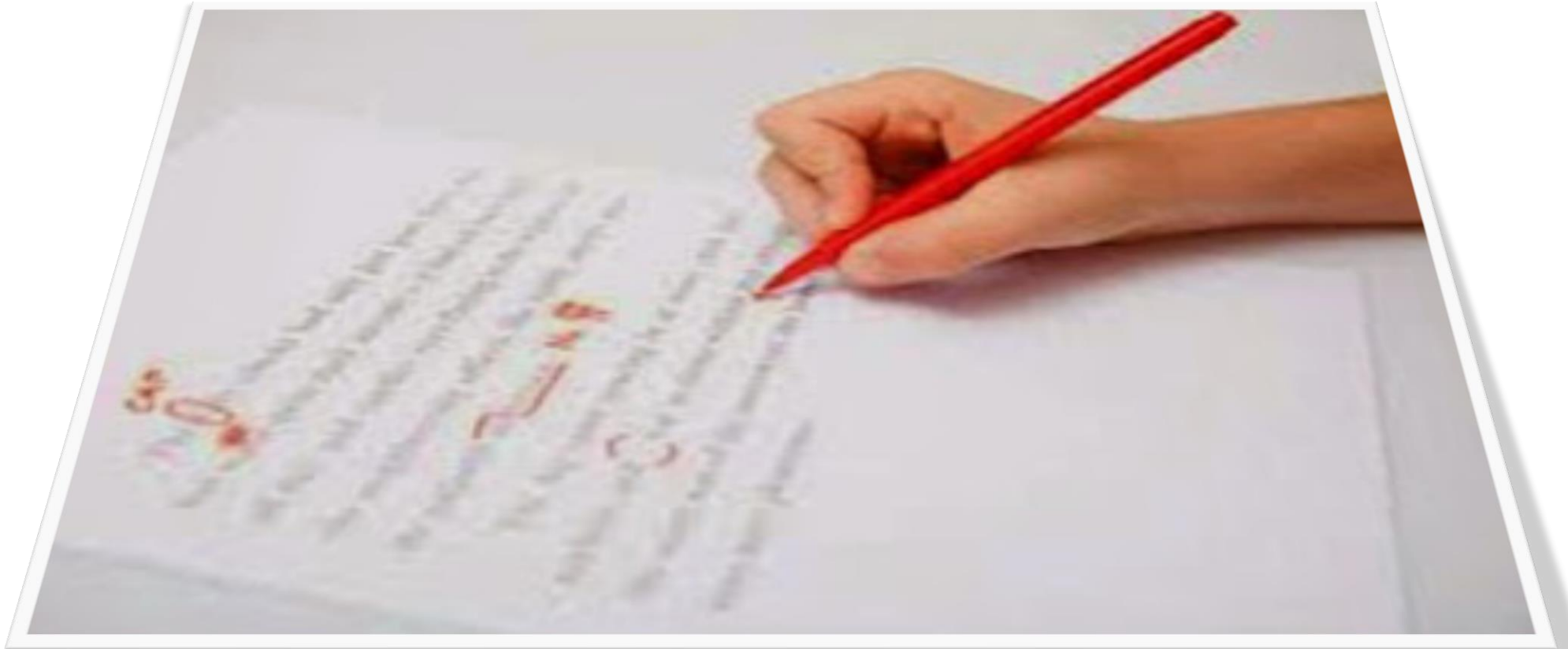
Advanced						
Upper Intermediate						
Intermediate						
Pre-intermediate						
Elementary						
CEFR	<A1		A1	A2 <sup>+</sup>		

maturita/certificates

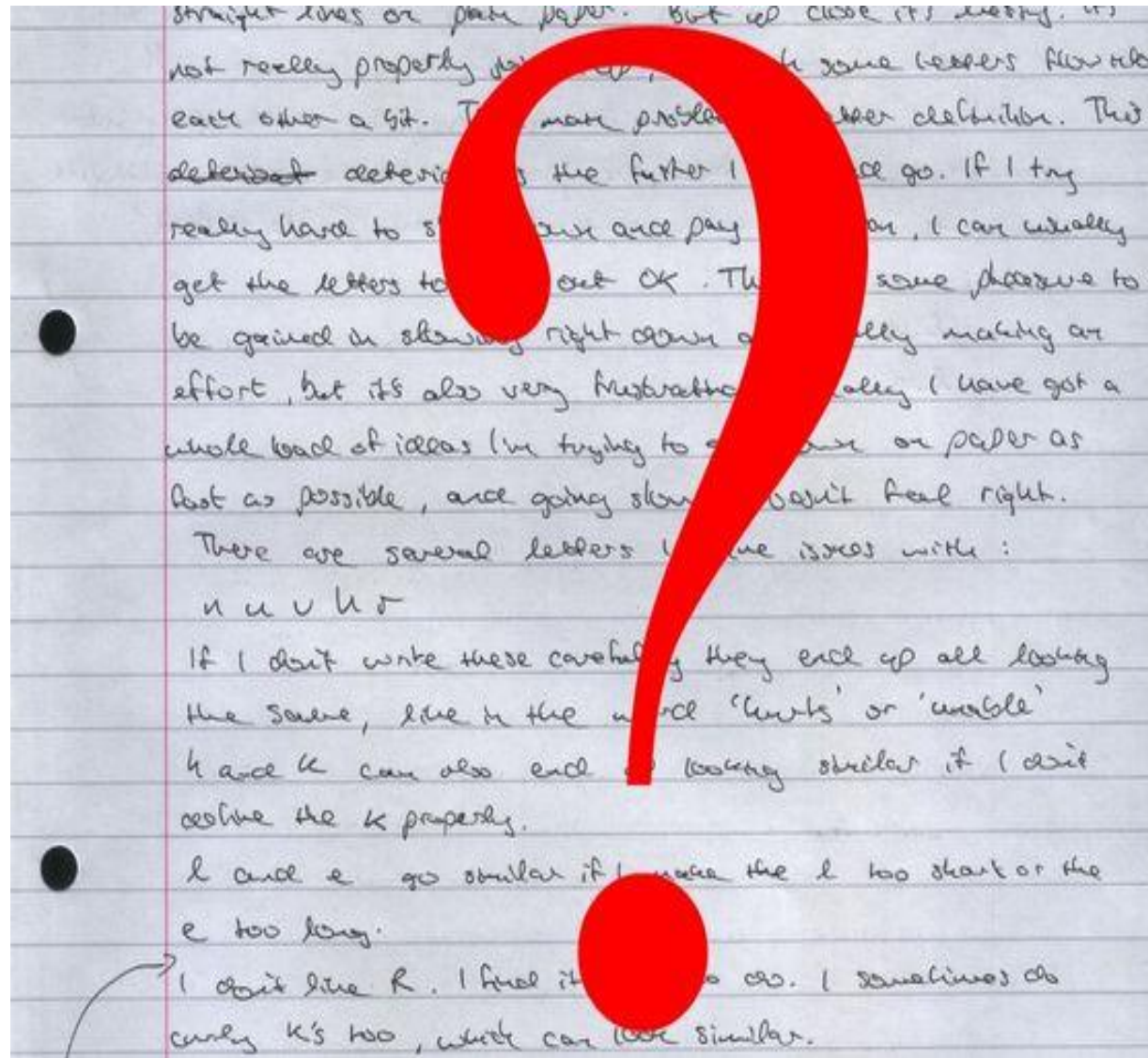
design your own **success criteria** with students



- ✓ use sample pieces of student work from the previous year
- students spot errors in other students' essays



## ✓ compare student's own work to exemplary student work



Ask students:

What features make these essays strong?

Compare them with your essay.

How can you ameliorate your essay to make it better?

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# Eliciting Evidence of Learning

**Are we there yet?**

**Thinking Thumbs**

***ABCD Cards***

**Cards: ✓ X ?**



*Any questions?*



- Question Shells

*WHY* is \_\_\_\_\_ an example of \_\_\_\_\_?

Use contrast:

*Why* is ..... and ..... *not*?



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# Effectiveness of different kinds of feedback

- 132 students in age of 18
- 2-day period for feedback

1<sup>st</sup> group = marks

2<sup>nd</sup> group = comments

3<sup>rd</sup> group = scores + comments

Result ?

1<sup>st</sup> group: marks = no progress

2<sup>nd</sup> group: comments = 30% higher

3<sup>rd</sup> group = scores + comments = ?

3<sup>rd</sup> group = scores + comments =



# Constructive Feedback

## Scaffolding comments

- give minimum amount of support

## Action oriented comments

- provide a recipe for future action

## Praise

- no effect on achievement:



# Cooperative Learning



1  
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## *Practical Techniques*

- **C3B4ME** “See three before me”
- **Peer Evaluation of Homework**
- **Error Classification**

- ***‘Any questions?’***



- **End-of-Topic Questions/Summary**
  - students have to come up with at least one question

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# Self-Assessment

involves the student's:

- cognitive resources
- emotions
- actions to carry out - set their own learning goals



## 1.8

## SELF-ASSESSMENT

For each learning objective, tick (✓) the box that best matches your ability.

😊😊 = I understand and can help a friend.

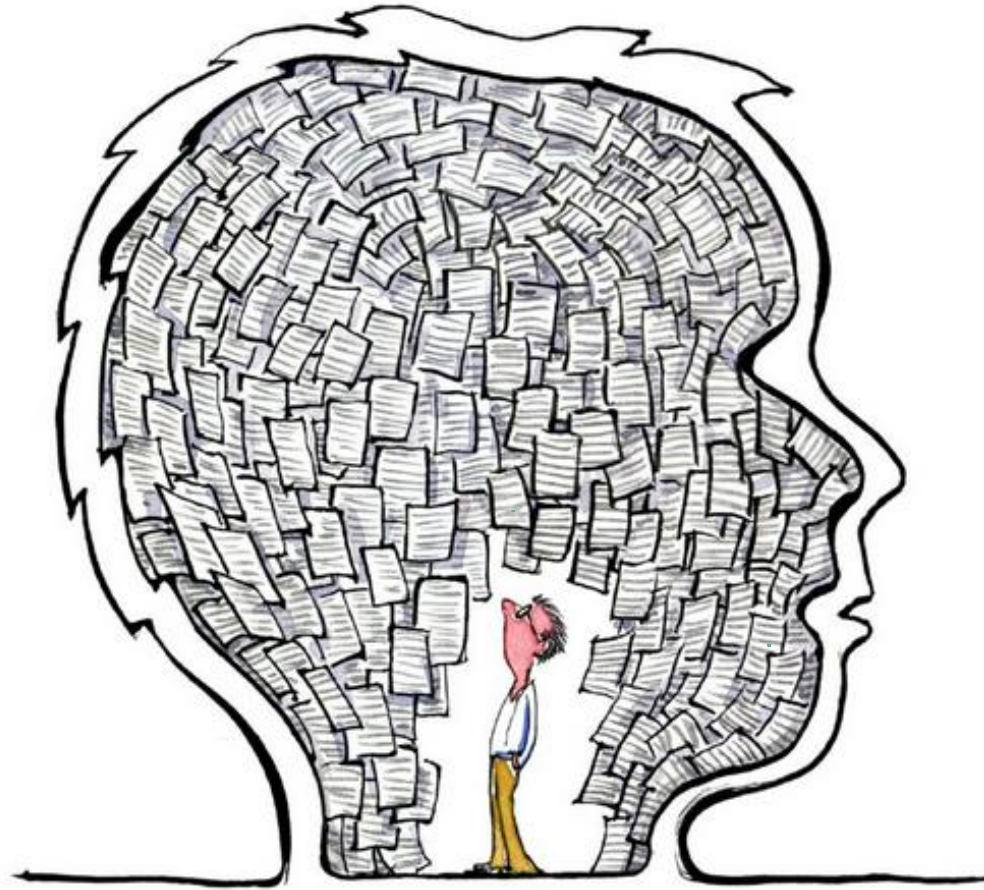
😞 = I understand but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

		😊😊	😊	😞	😞😞	Need help?	Now try ...
1.1	Vocabulary					Students' Book pp. 10–11 Workbook pp. 6–7	Ex. 1–2, p. 17
1.2	Grammar					Students' Book p. 12 Workbook p. 8	Ex. 3–6, p. 17
1.3	Reading					Students' Book p. 13 Workbook p. 9	
1.4	Grammar					Students' Book p. 14 Workbook p. 10	
1.5	Listening					Students' Book p. 15 Workbook p. 11	
1.6	Speaking					Students' Book p. 16 Workbook p. 12	Ex. 7, p. 17
1.7	Writing					Students' Book p. 17 Workbook p. 13	

# Metacognition



Ask students:

*“I would be better at English if...”*

## What can you remember from this unit?

**New words I learned**  
(the words you most want to  
remember from this unit)

**Expressions and phrases I liked**  
(any expressions or phrases you think  
sound nice, useful or funny)

**English I heard or read  
outside class**  
(e.g. from websites, books,  
adverts, films, music)



# Motivation

A: Teacher

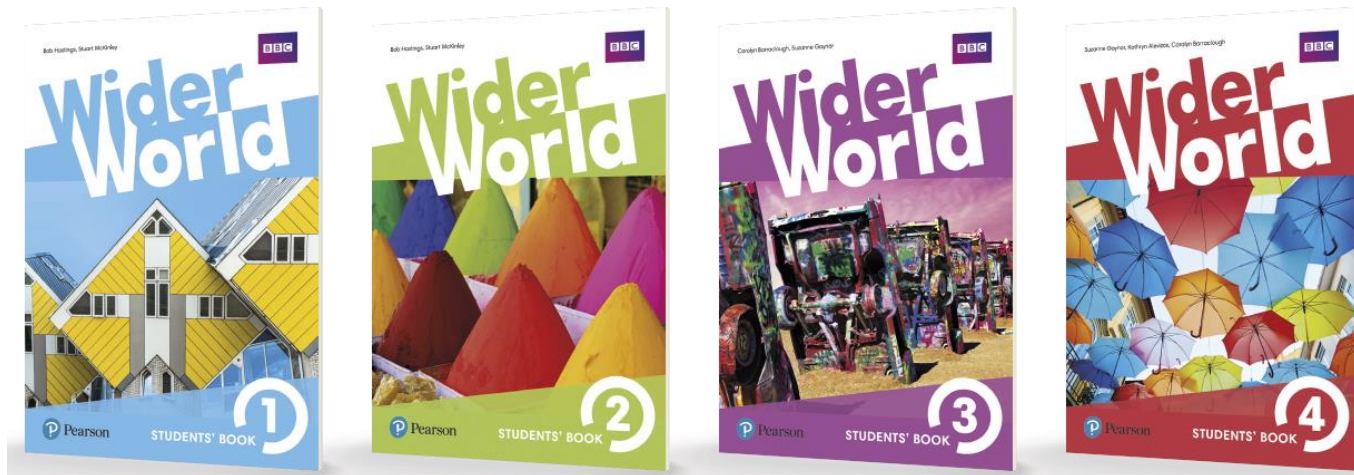
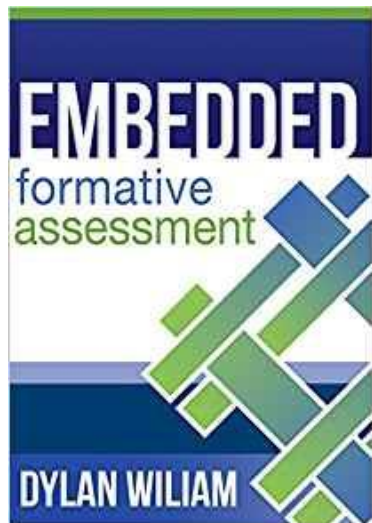
B: Student

C: Grades

D: Parents

# Teachers supporting self-assessment:

- ✓ **share learning goals** with students
- ✓ **give constructive comments** rather than grades
- ✓ provide a recipe for **future action**
- ✓ **transfer control of the learning to the students**



To get more information, please contact me at:

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[www.umimeanlicky.cz](http://www.umimeanlicky.cz)

