

# How to Assess Speaking and Writing

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# This webinar will discuss....

- the role of assessment in an English classroom
- formative assessment
- how to assess speaking / writing
- rubrics
- rubrics in a teacher-centered classroom



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# The Role of Assessment in an English Classroom

“Assessment becomes a tool that **provides feedback** to the learner and the teacher about



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“Assessment becomes a tool that **provides feedback** to the learner and the teacher about

- the suitability of the curriculum and instructional materials,
- the effectiveness of teaching methods, and
- the strengths and weaknesses of the students.”

(Shaaban, 2005)





# Assessment...

- helps us make decisions
- must be closely related to instruction





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# Formative vs. Summative Assessments

# Formative vs. Summative Assessments

## Formative

- during learning
- to determine students' abilities
- can be graded or ungraded

"Assessment FOR learning"

## Summative

- after learning
- determines what students have learned
- graded

"Assessment OF learning"

# Formative Assessment Cycle

cycle begins with Planning

Instruction

Formative Assessment

Planning

Reflection



# Planning

- What's your goal? (What's your learning objective?)
- What lessons/activities/assignments will you design to reach that goal?

Starting with the Objective = **Backwards Planning**



# Instruction

- The teaching/learning part of the cycle
- Note how students are responding



# Formative Assessments

- asking comprehension questions
- grammar / vocab exercises
- pair or group work
- student presentations
- writing tasks



# Reflection

- How are students doing?
- Are they meeting the objectives?
- Do you need to spend time reteaching something?
- Did the activities work well/not work well? Why?
- Are some moving faster than others?



# Return to Planning

- Based on what you learned from formative assessments, what do your students need next?





# Use Frequent Checks for Understanding

“Do you understand?”

# Use Frequent Checks for Understanding

“Do you understand?”

Avoid this question.

# Use Frequent Checks for Understanding

- comprehension questions
- hand signals (thumbs up / hold up fingers)
- warmup/exit tickets
- whiteboards

(Kidwell, 2019)

comprehension questions:

- Ask Wh- questions
- Determines whether students are learning what you intended

hand signals:

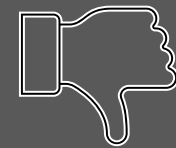
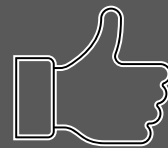
- thumbs up / down / to the side
- hold up fingers (1-5) with how confident they feel about info
- Helps you know how well they understand

What is one thing you've never done?

How long have you been in middle school?

Have you ever wanted to be famous? Why/why not?

How well do you understand what we talked about today?



### personal whiteboards:

- students can write answers and hold up to show you
- Determines whether students are learning what you intended



### warmup/exit tickets:

- on a piece of paper, students respond to a question
- warmup (beginning) / exit (end)
- Helps you see each student's response/learning

Fumika Takata

1. I have go to Sapporo two time.
2. Have you ever go to Sapporo?
3. I have never visit the USA.

## Fumika Takata

1. I have go to Sapporo  
two time.
2. Have you ever go to  
Sapporo?
3. I have never visit  
the USA.

She doesn't understand the use of the past participle.

My options:

- Reteach (*if everyone struggled*)
- Talk with her (*if it's just her*)
- Give more examples
- Give more practice



## Formative Assessment → Reflection

What you learn from these activities helps you know how to make decisions about the next step.



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# How to Assess Speaking



- What's your speaking objective?
- What method will you use? What's most efficient and effective?
- How will you know if students have met the objective?
- What rubric will you create to measure this?



Can describe their daily routines in a simple way. (A2)

- What method will I use to assess this objective?

What's fast, simple, clear, and effective?

(Should be clear to both teacher and student)

- short one-on-one interview OR recorded video on FlipGrid
- give **oral feedback** in person and use a **rubric** with **written feedback**

Can describe their daily routines in a simple way. (A2)

- How will I know if they've mastered the objective?

Correct use of:

- time order words (first, next, after that)

- appropriate vocabulary

(wake up, breakfast, get dressed, school, dinner, homework, brush my teeth, bed)

- grammar: simple present tense, complete sentences

# Can describe their daily routines in a simple way. (A2)

- What rubric will I use?

Criteria	1	2	3	4	Feedback
<b>Time order words</b> <i>Can use first, next, after that, and finally</i>		✓			You're doing great! You used "first" and "finally" well. Let's talk about how to use "next" and "after that." You struggled a little bit with those.
<b>Vocabulary</b> <i>Can accurately use daily task vocabulary</i>				✓	Excellent! You used all the words we talked about in class and also some other ones! 😊
<b>Grammar</b> <i>Uses complete sentences and simple present tense</i>		✓			Most of your sentences had a subject and verb and almost all of your verbs were in the right form. You used a couple of past tense verbs ("I woke up at 7:00." Should be "I wake up...")

1 - criteria not met   2 - criteria partially met   3 - criteria met   4 - criteria exceeded

# Can describe their daily routines in a simple way. (A2)

- What rubric will I use?








Can be done  
in Japanese!

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# Can describe their daily routines in a simple way. (A2)

- What rubric will I use?

Criteria	1	2	3	4	Feedback
<b>Time order words</b> <i>Can use first, next, after that, and finally</i>	Didn't use any of the time order words correctly.	Used some words correctly.	Used all words correctly.	Used all words correctly and used some other time order words.	You're doing great! You used "first" and "finally" well. Let's talk about how to use "next" and "after that." You struggled a little bit with those.
<b>Vocabulary</b> <i>Can accurately use daily task vocabulary</i>	Didn't use any appropriate vocabulary words correctly.	Most of the vocabulary was used correctly.	All vocabulary was used correctly.	Used all vocabulary from class correctly and used other appropriate words.	Excellent! You used all the words we talked about in class and also some other ones! 😊
<b>Grammar</b> <i>Uses complete sentences and simple present tense</i>	No complete sentences. The simple present tense wasn't used/used correctly.	Some complete sentences and some correct use of the simple present/some incorrect tenses used.	All sentences were complete. Correct use of the simple present tense.	All sentences were complete; some sentences were complex. Correct use of simple present tense.	Most of your sentences had a subject and verb and almost all of your verbs were in the right form. You used a couple of past tense verbs ("I woke up at 7:00." Should be "I wake up...")

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# How to Assess Writing



- What's your writing objective?
- What method will you use? What's most efficient and effective?
- How will you know if students have met the objective?
- What rubric will you create to measure this?



Can paraphrase short passages in a simple fashion, using the original order of the text. (B1)

- What method will I use?

- written summary after one previous draft
- graded by both Japanese teacher and ALT
- graded with a **Written Rubric**

Can paraphrase short passages in a simple fashion, using the original order of the text. (B1)

- How will I know if they've mastered the objective?

Includes:

- all major details
- no minor details
- details in the same order as the original source

Grammar:

- no mistakes impeded understanding

Plagiarism:

- all sentences were in the student's original words (paraphrased)

# Can paraphrase short passages in a simple fashion, using the original order of the text. (B1)

1	2	3	Feedback
Many unimportant details; few or no major details included.	Some unnecessary information included.	<b>All important points from the source are included.</b>	
Writing consists of mainly minor details.	A few minor details are included.	<b>No minor details are included.</b>	
Ideas are in no clear order.	Some ideas are in the wrong order.	<b>Information in the same order as the original.</b>	
Frequent and significant mistakes impede understanding.	A few mistakes make writing difficult to understand.	<b>Grammar is understandable.</b>	
Most or all of the writing is copied.	Some words or phrases are copied from the source.	<b>Plagiarism - All wording is from the student, not the source.</b>	

1 - criteria not met

2 - criteria partially met

3 - criteria met

(Gonzalez, 2015)



# Rubric Considerations

- there is no perfect rubric
- find a system that works for you and your students
- try to make them simple and straightforward
- teach the rubric before the assignment
- google different types of rubrics and see what you like

# Assessment Needs to Match Instruction

The assessment needs to be in the **same format** as instructional activities but with **different content**.

*For example:*

*If you're assessing a student's ability to paraphrase a short text, they need to have practiced paraphrasing short texts of the same difficulty level.*

Sts should know what to expect from the assessment. No surprises!



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# Teacher-Centered Assessments

# Preparing Students for the Entrance Exam

- What do students need to be able to do to do well on the entrance exam?
- Work backwards
- What class activities do you need to plan to prepare them?
- What assessments could you use to help measure student progress re: entrance exam preparation?




# Preparing Students for the Entrance Exam

- Model class activities after what they will be expected to do on the entrance exam.
- Break down the components of what they're being asked to do.
- Give them feedback on their strengths and weaknesses

# Entrance Exam Task: listening to a lecture and answering comprehension questions

What do students need to be able to do?

- listen for important people, dates, and events
- understand transition words that signal time, connections, result
- identify key points



Your situation dictates what  
kind of assessment/instruction  
you will conduct.

Public School?

Elementary? JHS? HS?

Private School?

Will sts take entrance exam?



# Key Points

- assessment must be tied to instruction
- the way you assess students can't be new to them
- use formative assessments to inform your teaching/planning
- determine your objective first, then plan your class
- create rubrics that are efficient and effective
- teach rubric to the students



Questions?



# Resources

- Gonzalez, J. (2015, February 4). *Meet the Single Point Rubric*. Retrieved October 2020, from Cult of Pedagogy: <https://www.cultofpedagogy.com/single-point-rubric/>
- Kidwell, T. (2019, October 30). *Formative Assessment Strategies for the Student-Centered Classroom*. Retrieved October 2020, from American English : <https://americanenglish.state.gov/resources/american-english-webinars#child-2543>
- Pearson. (2020, October 29). *GSE Teacher Toolkit*. Retrieved from Global Scale of English: <https://www.english.com/gse/teacher-toolkit/user/lo?page=2&sort=gse;asc&gseRange=43;51&audience=GL&skill=SKL00002>
- Shaaban, K. (2005). Assessment of Young Learners. *English Teaching Forum*, 34-40.