Learning Oriented Assessment
A Systemic View from an Examination Provider

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Angeliki Salamoura
Model of Assessment

• A systemic approach:
  - coherent and comprehensive
  - prioritises learning
  - raises standards over time
Assessment in Education

Assessment operates on multiple levels in educational contexts and takes many different forms:

- External Examinations
- School-based tests – informal and formal
- Teacher-based (classroom) assessment
  - Self-assessment
  - Peer assessment

All forms collect evidence concerning learning
Learning-oriented approaches

Classroom-based assessment
- **formative** focus

Large-scale standardised assessment
- **summative** focus

Learning outcomes
Learning-oriented approaches

The challenge is:

to link external assessment (exams) into a **systemic relationship** with assessment which occurs during planned or unplanned classroom interactions
Learning Oriented Assessment:

Locates **learning at the heart** of every assessment context

placement tests, progress tests, continual assessment, teacher-based assessment, peer assessment, self-assessment, high stakes exams….

**Empowers** teachers and learners

– to set individualised goals
– to monitor and assess performance on learning tasks
– to make decisions about the steps learners need to take to make progress

**Enables** **external standards** to be met - and raised over time.
The policy context

Educational goals:

- Reforms to meet changing needs of society
- Improved teaching and learning
- Improved standards of language proficiency
A learning ladder for organizing teaching and learning
A learning ladder for organizing teaching and learning

... recognising achievement in compulsory education
How well are policy goals being met?

Impact research

• investigates the **effects and consequences** of educational reforms and innovations in educational contexts and **throughout society**

• Focus on the interaction between **macro** and **micro** contexts
  • Global standards
  • Local classrooms
The policy context

Global

Local
The policy context

Macro

High-level Goals (policy context)

Micro

Setting goals and evaluating achievement

Outcomes
The policy context

Learning Oriented Assessment

High-level Goals (policy context)

External exams

In-school tests

Classroom Teaching, Learning, Assessment

Setting goals and evaluating achievement

Outcomes
Linking testing and teaching expertise

An action-oriented model of learning

Quantitative or measurement dimension

Skills profile

Individualisation: the primary domain of the teacher

Qualitative - individual - dimension

A system of levels
Communicative Language Ability

The Constructs

Cognition & Skills
- Reading
- Writing
- Speaking
- Listening
- Interaction

Tasks
- are at the centre of language use and language learning
# A learning ladder for organizing teaching and learning

## A Common Framework of Reference

<table>
<thead>
<tr>
<th>Level</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient User</td>
<td>C2</td>
<td>Mastery</td>
</tr>
<tr>
<td></td>
<td>C1</td>
<td>Effective Operational Proficiency</td>
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<tr>
<td>Independent User</td>
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<td>Vantage</td>
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<td>B1</td>
<td>Threshold</td>
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<td>Basic User</td>
<td>A2</td>
<td>Waystage</td>
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<tr>
<td></td>
<td>A1</td>
<td>Breakthrough</td>
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</table>
A learning ladder for organizing teaching and learning
PROGRESSION

Learning stages should be progressive
“Four Worlds”

- Extended learning ecology
- Four intersecting worlds of learning
"Four Worlds"

- **Cognition**: Strategies, Cognition, Knowledge and competences
- **Subjects**: Curriculum/syllabus content
- **Skills**: Professional, Interpersonal, Existential
- **Constructs**: Socio-cognitive model, Criterion reference
- **Tasks**: Learning
  - Feedback
  - Observation
  - Interaction
- **Assessment**: Education

Relationships:
- Formal learning (Personal world to Social world)
- Natural acquisition (Personal world to Social world)
- Feedback (Tasks to Subjects)
- Interaction (Tasks to Skills)
- Observation (Tasks to Constructs)

Diagram elements:
- "Four Worlds"
- Concepts and relationships within the educational framework.
Roles and learning factors
Tasks at the centre

Performance on learning and test tasks enables inference to performance in real world.

The language learner

Strategies

Processes

Knowledge

Test

Language activity

Task

Task

Task

Task

Real world use

Topic (situation, theme…)

Performance on learning and test tasks enables inference to performance in real world.
Tasks at the centre

In linking Teaching, Learning and Assessment:

• **assessment tasks** can be conceptualised as learning tasks

  ... and ...

• **learning tasks** can be conceptualised as assessment tasks
LOA in practice
LOA in practice

learning objectives

Common European Framework of Reference (CEFR)

C2
Proficient user

C1

B2
Independent user

B1

A2
Basic user

A1
LOA in practice

- learning objectives
- course
- Task

Common European Framework of Reference (CEFR)

- Proficient user
  - C2
  - C1
- Independent user
  - B2
  - B1
- Basic user
  - A2
  - A1
LOA in practice

Common European Framework of Reference (CEFR):
- Basic user
  - A1
- Independent user
  - B1
- Proficient user
  - C1

Learning objectives

Course

Task

Language activity
LOA in practice

Diagram:
- Learning objectives
- Course
- Task
- Language activity
- Teacher observation

Common European Framework of Reference (CEFR):
- A1: Basic user
- B1: Independent user
- B2
- C1: Proficient user
- C2
LOA in practice

- Learning objectives
- Course
- Task
- Language activity
- Teacher observation
- Interpretation
LOA in practice

Learning objectives

Course

Task

Language activity

Teacher observation

Interpretation

Record

Informal record

Common European Framework of Reference (CEFR)

C2
Proficient user

C1

B2
Independent user

B1

A2
Basic user

A1
LOA in practice

- Learning objectives
- Course
- Task
- Language activity
- Teacher observation
- Teacher decision-making
- Interpretation
- Informal record

Common European Framework of Reference (CEFR):
- C2: Proficient user
- C1
- B2: Independent user
- B1
- A2
- A1: Basic user
LOA in practice

Teacher decision-making

Feedback & modify learning objectives

Language activity

Teacher observation

Interpretation

Informal record

Record
LOA in practice

<table>
<thead>
<tr>
<th>Common European Framework of Reference (CEFR)</th>
<th>LOA in practice</th>
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<tr>
<td>C2</td>
<td>Learning objectives</td>
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<tr>
<td>C1</td>
<td>Course</td>
</tr>
<tr>
<td>B2</td>
<td>Task</td>
</tr>
<tr>
<td>B1</td>
<td>Feedback &amp; modify learning objectives</td>
</tr>
<tr>
<td>A2</td>
<td>Teacher decision-making</td>
</tr>
<tr>
<td>A1</td>
<td>Record</td>
</tr>
<tr>
<td>A1</td>
<td>Informal record</td>
</tr>
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</table>

Language activity

Teacher observation

Interpretation

Teacher decision-making
LOA in practice

Learning objectives

Course

Task

Feedback & modify learning objectives

Teacher decision-making

Record of achievement

Structured record

Informal record

Teacher observation

Interpretation

Language activity
LOA in practice

<table>
<thead>
<tr>
<th>Common European Framework of Reference (CEFR)</th>
<th>Proficient user</th>
<th>Independent user</th>
<th>Basic user</th>
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<tbody>
<tr>
<td>C2</td>
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</tr>
<tr>
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<td></td>
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<td>B2</td>
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<td>B1</td>
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<td>A2</td>
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<td></td>
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<tr>
<td>A1</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

- Learning objectives
- Course
- Task
- Feedback & modify learning objectives
- Monitoring of performance
- Teacher decision-making
- Record
  - Informal record
  - Structured record
- Interpretation
- Teacher observation
- Language activity
- External exam
- Record of achievement
An ecological model of the learning context

Frame of reference (CEFR)

Learning-oriented Curriculum

High-level objectives
Communication skills

Content
Themes, domains, topics, functions, tasks

Classroom & other learning contexts

Learning-oriented Interaction

learning

Internal evaluation

Record

External validation (examination)

Standardised measures

Competence in the “real world”
Summary so far

- School learning is a social process
- Learning concerns personal development
- Teaching and assessment goals must be closely aligned
- Language learning concerns meaningful use of language
- Tasks must have interactional authenticity
- Evidence from the classroom needs to be collected to promote further learning
An ecological model of the learning context

- There is an external frame of reference
- The curriculum determines the nature of learning-oriented interactions in the learning settings
- A rich record is generated to serve a number of purposes
- An external examination shares the same high-level objectives linked to the frame of reference
The Learner at the centre of cloud-based learning

- Blended Course via LMS
- eTutors
  - VOIP
  - FaceTime
- LMS-based Practice
- MyPortfolio
  (User generated content & Social Media community)
- Phone-Tablet-PC
  (device agnostic)
- Face-to-face classroom

Language activity

The Learner

Slides by Michael Carrier
Technology with learners at the centre

LMS as hub
Big Data: Tracking & Portfolio
Individualised pathways
Adaptive learning
Handheld learning
Social learning
Learning Oriented Assessment

The Learner
Learning device

Face-to-face classroom
Blended learning
eTutors VOIP & FaceTime
On-demand content
Cloud synchronisation
Speech recognition & AI tools

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THE FLIPPED CLASSROOM
Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?
The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

THE INVERSION

The Traditional Classroom
Teacher’s Role: Sage on the Stage

LECTURE TODAY
Homework

The Flipped Classroom
Teacher’s Role: Guide on the Side

ACTIVITY TODAY
Watch lecture videos tonight
# Tasks and feedback: In-class vs Out-of-class

<table>
<thead>
<tr>
<th>Before Class</th>
<th>In Class</th>
<th>After Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
</tr>
<tr>
<td>- Reading &amp; Listening activities</td>
<td>- Speaking activities</td>
<td>- Practice -- with automated feedback</td>
</tr>
<tr>
<td>- Study text</td>
<td>- Pairwork</td>
<td>- Comprehension questions</td>
</tr>
<tr>
<td>- Learn vocab online</td>
<td>- Concept questions</td>
<td>- Online workbook</td>
</tr>
<tr>
<td>- Grammar in Use activity with Apps</td>
<td>- Communication activities, games storytelling</td>
<td>- Practise vocab with Apps</td>
</tr>
<tr>
<td>- Self-assessment</td>
<td>- Mentoring</td>
<td>- Formative feedback from teacher</td>
</tr>
<tr>
<td></td>
<td>- Formative feedback from teacher</td>
<td>- Formative feedback from peers</td>
</tr>
<tr>
<td></td>
<td>- Quizzes</td>
<td>- Quizzes</td>
</tr>
</tbody>
</table>
Digital technology ...

• Plays a crucial role in facilitating LOA
  – Extends learning beyond the physical classroom
  – Enables new forms of learning interaction
  – Captures new forms of evidence for learning

• It assists the teacher
  – Scaffolds the learners' use of language in authentic contexts
  – Removes the administrative burden of collecting and processing information
Learning objectives
(high-level, detailed)

Record of achievement

Summative monitoring

Task

Feedback, modify learning objectives

LOA activity

Language activity

Teacher observation

External exam

Frame of reference (CEFR)

Interpretation

Record

Teacher decision making

Interpretation

Check prior knowledge

LOA syllabus

C2

C1

B2

B1

A2

A1
Learning objectives (high-level, detailed)

LOA syllabus

Check prior knowledge

Task

Language activity

LOA activity

Teacher observation

Feedback, modify learning objectives

Record of achievement

Record

Structured record

Informal record

Interpretation

Frame of reference (CEFR)

C2

C1

B2

B1

A2

A1

Presentation, adaptivity, creation of meaningful context

External exam

Frame of reference (CEFR)
Learning objectives (high-level, detailed) → LOA syllabus → Task → LOA activity → Interpretation

Frame of reference (CEFR)

C2 → C1 → B2 → B1 → A2 → A1

Record of achievement → Check prior knowledge

Summative monitoring → Feedback, modify learning objectives

Teacher observation

Record informal record → Interpretation

structured record

Presentation, adaptivity, creation of meaningful context

Language activity

Mediation of interaction

Teacher decision making
Learning objectives (high-level, detailed)

LOA syllabus

Internal exam

Interpretation

Frame of reference (CEFR)

C2
C1
B2
B1
A2
A1

External exam

Language activity

Task

Record

LOA activity

Mediation of interaction

Teacher decision making

Task

Check prior knowledge

Feedback, modify learning objectives

Record of achievement

Structured record

Summative monitoring

Capturing outcomes, complex, transient interactions

Structured record

Teacher observation

Summarise, record, interpret (statistical ability estimation)
Learning objectives (high-level, detailed)

Frame of reference (CEFR)

LOA syllabus

Check prior knowledge

Task

Language activity

Mediation of interaction

Feedback, modify learning objectives

Teacher observation

Capture outcomes, complex, transient interactions

Record

Summarise, record, interpret (statistical ability estimation)

Summative monitoring

Record of achievement

Relate to global framework, capture individual profiles – the student model

Presentation, adaptivity, creation of meaningful context

External exam

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Learning objectives
(high-level, detailed)

Language activity
External exam

LOA syllabus
Task

Record of achievement
Summative monitoring

Record informal record
structured record
Feedback, modify learning objectives
Check prior knowledge

Interpretation
Teacher observation

ADAPTIVITY
Empower students, enable reflection, autonomy

Presentaion, adaptivity, creation of meaningful context

Frame of reference (CEFR)

C2
C1
B2
B1
A2
A1

Interpretation
Teacher decision making

Relate to global framework, capture individual profiles – the student model

Capture outcomes, complex, transient interactions
Summarise, record, interpret (statistical ability estimation)

Relate to global framework, capture individual profiles – the student model

Summarise, record, interpret (statistical ability estimation)
Learning objectives (high-level, detailed)

Language activity

External exam

Record of achievement

Summative monitoring

Feedback, modify learning objectives

Check prior knowledge

LOA syllabus

Task

Language activity

Mediation of interaction

Teacher observation

Relate to global framework, capture individual profiles – the student model

Relate to global framework, capture individual profiles – the student model

Presentation, adaptivity, creation of meaningful context

Interpretation

Frame of reference (CEFR)

C2

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ADAPTIVITY
Empower students, enable reflection, autonomy

Capture outcomes, complex, transient interactions

Summarise, record, interpret (statistical ability estimation)

Teacher observation

Record

ADAPTIVITY
Empower students, enable reflection, autonomy

Capture outcomes, complex, transient interactions

Summarise, record, interpret (statistical ability estimation)
The changing role of the teacher?

• New knowledge, skills and behaviours?
• Need for higher levels of “assessment literacy”
Thank you