



Assessment of language in learning in secondary schools

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Assessment *of* language *in* learning



Noticing and feedback

Effective formative assessment involves,
‘the noticing and gathering of information about student language use in ordinary (non- contrived) classroom activities, and the use of that information to make decisions about teaching (to promote learning) without necessarily quantifying it or using it for reporting purposes’

(Leung 2004 p. 20).

TEACHING & LEARNING TOOLKIT TOPIC	↑ COST ↓	EVIDENCE ↓	IMPACT ↓
Meta-cognition and self-regulation	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months
Feedback	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+8 months
Oral language interventions	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Homework (Secondary)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
One to one tuition	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Mastery learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Early years intervention	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months
Collaborative learning	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5 months




So how do you notice and feedback?

- to subject teachers;

- to advanced EAL learners;

What tools do you need to help?



Formative assessment improves teaching and learning

- We have to do it in subject lessons
- We need to be questioning, observing, marking and reviewing work constantly
- We need to use a model of English language progression in subject learning
- It needs to continue beyond beginner or intermediate up to GCSE Grade C in all subjects

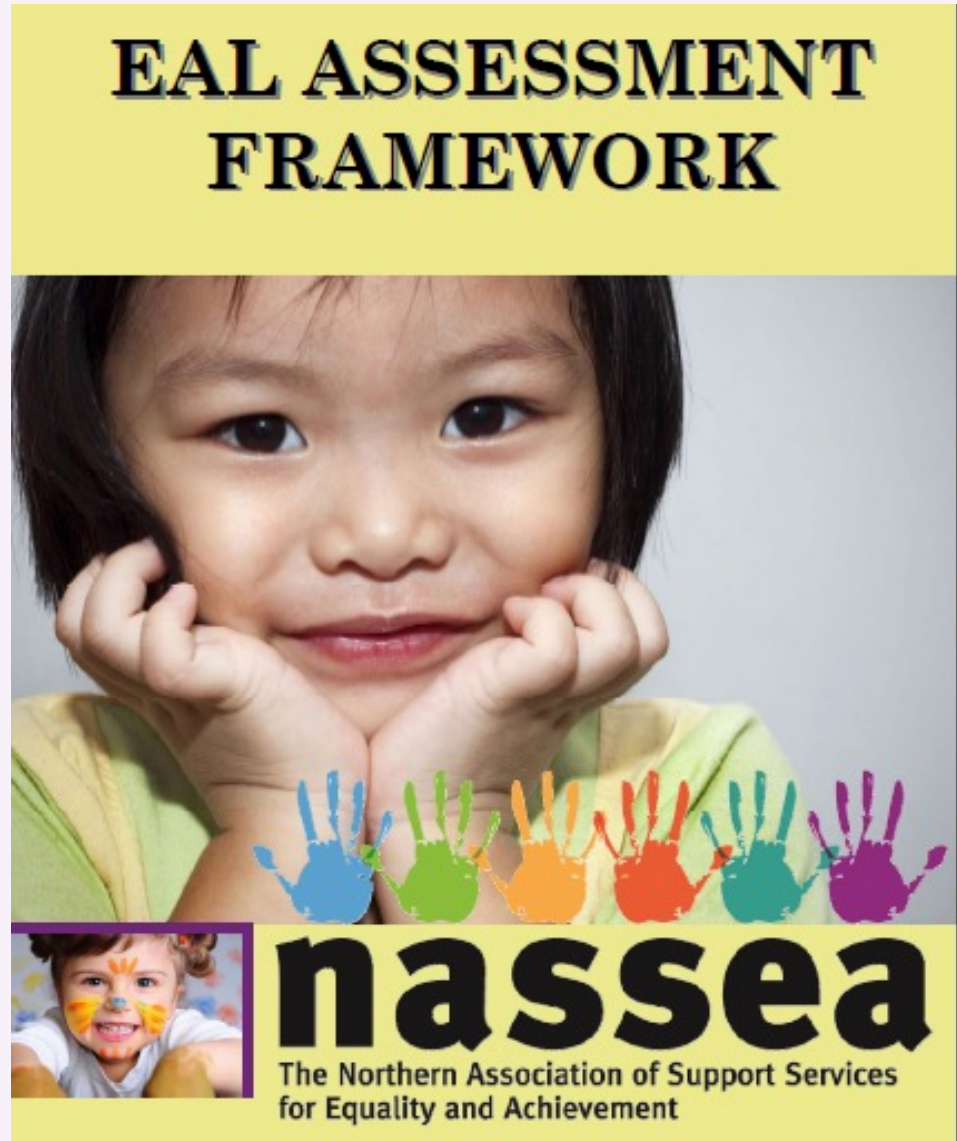


Good Feedback (for EAL)

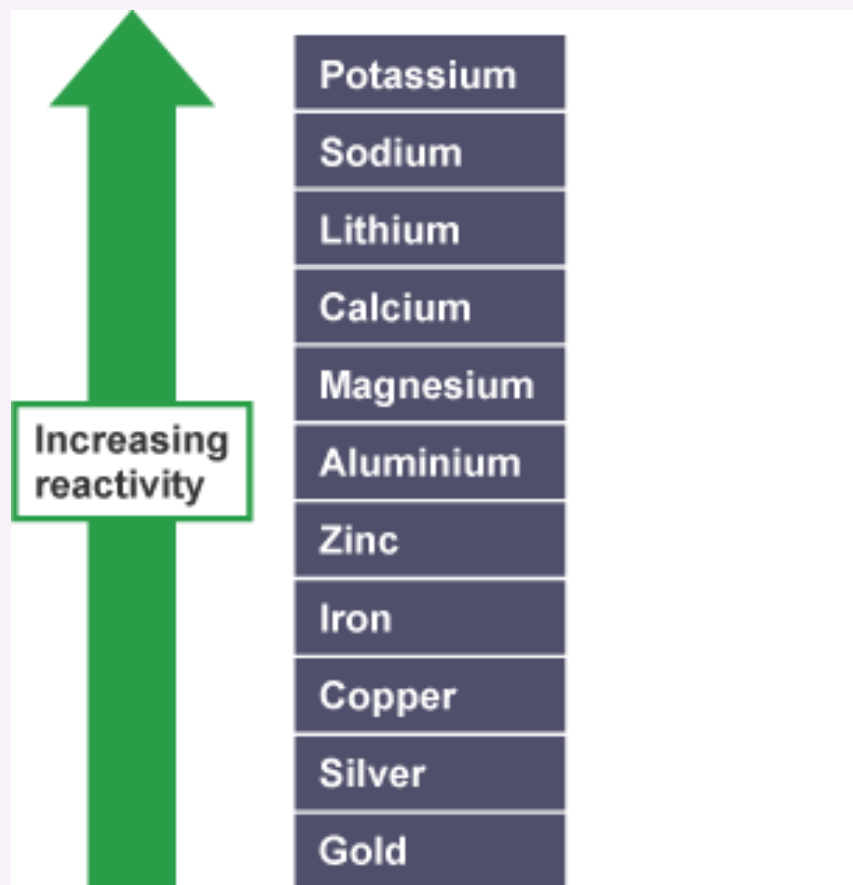
- Uses a **framework of reference** to guide the ‘next steps’ development of learners’ language:
- Has capacity to challenge learners’ **progression** by **articulating areas which can be strengthened** in an attainable way:
- Identifies **additional resources and supports** to improve language and literacy performance:
- Makes **explicit reference to the task** which has been completed and identifies performance related activities which might be improved:
- Is built into a **structured programme** for continuous and sustained support.

NASSEA Framework

A cross-
curricular,
formative
assessment tool



Reactivity Series



A more reactive metal will displace a less reactive metal from a compound.

Sikibah's writing

Farsi speaker
in UK since
year 5

Context
Year 10
Chemistry
Coursework
preparation

Investigation. Factors that effect the energy change during a reaction.

Introduction

The higher up the metal in the reactivity chain forever displaces the minor down metal. Low down metals in the sequence cannot eject further reactive from their answer. Zinc metal is senior up in the reactivity cycle; therefore zinc can regain copper in explanation. This kind of dislocation reaction is called redox reaction. The zinc metal loses electrons and becomes oxidized; besides copper ions are reduced to copper metals as they capture within electrons. I expect that the zinc will transference the copper from its compound to turn into sulphate. In this response plenty of heat energy will be freed. Factors that can have an effect on the amount of energy released.

Awareness and the amount of copper sulphate.


Group of zinc powder.

Surface area of particles structures zinc as well as copper sulphate.

Catalysts.

Temperature of reactants.

Within my investigation I will operate zinc powder with weakened copper sulphate solution. Zinc is further reactive metal, also it will move copper from its compound. This will make up zinc sulphate and copper. This is a type of displacement reply. Additionally, zinc not simply will locate the copper, but as well as this transform will effect in temperature rise. The heat force will be compressed into the atmosphere throughout the reaction. Phrase and figure equation for this



The higher up the metal in the reactivity chain forever displaces the miner down metals. Low down metals in the sequence cannot reject low down metals from their answer. Zinc metal is senior up in the reactivity cycle; therefore zinc can regain copper in explanation. This kind of dislocation reaction is called redox reaction.....

.....zinc is a further reactive metal. It will remove copper from its compound..... this is a type of displacement reply.....

.....Additionally zinc not simply will locate the copper but as well as this transform will effect in temperature rise.

What's going wrong?

- Paragraph structure
- Expressing scientific theory using comparative phrases (*low down metals, further reactive*)
- Academic vocabulary choices:
(*eject, senior, explanation, dislocation, transfer, operate, reply, locate, transform*)
- Prepositions (*'within' electrons*)
- ...???

How can we assess this?



NASSEA Step 7 Writing (GCSE Grade 4 old C -)

...may have errors of cohesion, collocation and grammar or a reduced vocabulary. This will not detract from communicating meaning, but it may prevent the learner from expressing complexity or subtlety, and it may detract from style.

GCSE Grade 5 Writing (New C+)

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts
- *vary sentence types and structures and use vocabulary appropriate to purpose and effect*
- spell, punctuate and use grammar accurately with occasional errors.

What about vocabulary?

- locate
- location
- dislocate
- dislocation
- place v
- place n
- displace
- displacement

and other cognates?.....

Vocabulary Size

- By KS2 a native speaker should have a vocabulary of 5000 or more words.
- By the end of KS4 vocabulary size should be around 10,000 words (Milton)
- Good vocabulary correlates strongly with higher attainment (Milton)
- Cameron (2003) found that year 10s with full UK education had significant gaps at 5000 word level.

We need more research on this

<http://testyourvocab.com/result?user=5814198>

Aligning the benchmarks

Common European Framework of Reference (CEFR)			GCSE	Hilary Hester Stages (CLPE 1990)	Vocabulary Level	
Proficient user	C2	9	Grade 9 – A**	Stage 4	A fluent user of English in most social and learning contexts	
	C1	8	Grade 8 - A*	Stage 3	These pupils will demonstrate (near) native fluency and will continue to improve according to their age.	10,000
		7.5	Grade 7- A		Becoming a confident user of English (Consolidating)	5000
Independent user	B2	7	Grade 6 - B	Level 2 or GCSE benchmark	Able to participate in most classroom activities.	Academic word list 570 families
		6.5	Grade 5 - C+		May sound like a native speaker but have difficulties with complex sentence constructions, academic registers, idiom and other cultural references.	
	6	Grade 4 - C-	Stage 2		Becoming familiar with English (Emerging)	
	5.5	Grade 3 - D	Primary aged pupils may be more proficient orally – able to make themselves understood – but they still require sustained support for developing reading and writing. Secondary pupils may or may not have well developed study skills, depending on previous educational experiences.		2000	
	5	Grade 2 - E				
B1	4.5	Grade 1 – F/G	Stage 1 b	New to English (Beginning)		
Basic user	A2	4	Entry 3 ESOL	Stage 1 a	Newly arrived pupils with no or very little English but with literacy in first language	500
			Entry 2 ESOL		New to English (Beginning)	
	A1	Entry 1 ESOL	Newly arrived pupils with no or very little English and no literacy in first language		100	

FRAMEWORK SUMMARY: KS2, KS3 AND KS4

READING AND WRITING

T1 T2 T3

<p>Step 5 Developing a fuller picture and extending responses</p> <p>Corresponds to CEFR's B1 Threshold</p>	<ul style="list-style-type: none"> • Can write a simple paragraph about familiar, rehearsed content. • Can understand a simple text where the vocabulary is mostly familiar. 			
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<p>Step 6 TRANSITION</p> <p>This is in between CEFR steps</p>	<p>Pupils will move on from Step 5, becoming less in need of contextual support, and more fluent. Then, at the start of a new topic or during any kind of change, they move back to Step 5 needing more support or struggling to express what they know. As the change settles down, or when expressions needed for the new topic have become more familiar, the pupils move up to Step 7 again.</p> <ul style="list-style-type: none"> • Can sometimes perform close to age appropriate expectations. • Will sometimes surprise adults by performing at a much lower standard than expected. 			
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<p>Step 7 The need for support diminishes</p> <p>Corresponds to B2 Vantage</p>	<ul style="list-style-type: none"> • Can read an age-appropriate text and understand the main points. • Can write clearly with details. • In writing, can explain own point of view, giving reasons. • In writing, can explain advantages and disadvantages of different options. 			
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<p>Step 8 Fluency, but the monitoring need continues</p> <p>Corresponds to CEFR's C1 Effective</p>	<ul style="list-style-type: none"> • Can understand age-appropriate texts. • Can understand inference in texts to an age-appropriate level. • Can produce detailed, well structured, cohesive texts at an age-appropriate level. 			
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There is a C2, Mastery which we have not described. Secondary staff might use a Step 9 to enable them to register numbers of advanced bilingual learners

Mainstream descriptors at B1 / B2 border are needed



Common European Framework

- Global benchmarks – not designed for schools or learning
- Adapted for curriculum in various places (Ireland, Saskatchewan)
- Is not detailed enough for secondary assessment for learning at B1- B2 levels

Philip,
Chinese boy,
year 7, 4 years
Primary school UK.

Unaided writing task
at end of unit of
work which had
been planned and
delivered jointly by
EAL and subject
teacher

WHY DID THE FLOOD OF 1988 HAVE SUCH A BIG AFFECT IN BANGLADESH

Introduction

Bangladesh is a continent of Asia and it is between India and Myaner (as a border.) Next to Himalaya famous mountain.

In 1988, Bangladesh had a worse flood during that time. Whan the flood had finished, the water had rised above one metre sea leval.

They had found 1000 people were dead and 25 million people were homeless.

Rice corp were loast and 35 million people were to face starvation.

The export corps of sugar cane and jute were ruined.

The railways and bridges had been swept away, Dhaka airport is under water.

The farmers in Himilaya cutted down trees. to make bigger farmland. We need trees because it will stop more flooding from coming through because the roots abords water, without trees, the current of the flood will go fast.

The siltswhich caused flooding is that the silts is rising to the sea level (over 1 metre). Then we call the peoples or men to go under water to dig out the

WRITING RECORD FOR Philip

DATE 24.05.01.

Text Level			Sentence Level				Word Level	
Context of Task	Text Type	Overall Organisation	Connectives	Pronoun Reference	Sentence Structure	Punctuation	Vocabulary	Spelling
Assessed Task written over several lessons Pre-teaching + preparation Writing Prompts & connectives given	pt 1 Description/ Information pt 2 Explanation of cause and effect	In Paragraphs Good layout Subheadings for introduction & conclusion	When because	trees... it land... which	Verb use eg:- had a worse flood had found Dhaka is under- water Farmers cutted downtrees we need... it will stop Determiners omitting 'the' overuse of had (perfect tense). S/V agreement land were flat Complex sentences when the flood had finished, the water had rised... word order.	Good use of Full stop, comma & Capitals	peoples word order:- that had flooding prevent the sea level? chance for. flood went worse	loast - lost abords - absorbs leval - level

The Bangladesh
can be prevented
flooding by:.