Assisting in Assessments: Reshaping and Personalizing the Testing Experience

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Topic Breakdown

• Formal and informal assessments
  – tests, quizzes, presentations, evaluations, exams
• ELLs take assessments
• Assessments intended to measure abilities
• Teacher’s role
  – Proctor/Agent/Supervisor?
Practice-Based Session Goals

Let's tackle these subjects:

1. Assessment Foundations
2. Reshape the Testing Experience
3. Assessment Modifications
4. Personalization
5. Closing
1. Assessment Foundations

Typical Testing: What’s happening in classrooms today?

Who is giving tests?  Who is creating tests?

Who is evaluating tests?  How are we using evaluations?
2. Reshape the Testing Experience

Moving towards change

Who is giving tests?
What can we control?

Who is creating tests?
What can we control?

Who is evaluating tests?
How do we evaluate tests?

How are we using evaluations?
What do we do with evaluations?

ASSESSMENTS
3. Assessment Modifications

Think smarter, not harder

• Adapt material
• Use and reuse templates

Add choice and variety

• Add choice to test sections
• Vary types of questions asked

Target valuable output

• Can I relate all questions to content covered? Will the student have lightbulb moments after learning answers?
• With choice and variety, mistakes vs. errors can be better evaluated
3. Assessment Modifications

Examples from publisher tests (Oxford Seminars, Q: Skills for Success Series)

**Q Listening and Speaking 2 Unit 1 Test**

Name: ___________________________ Date: ______________

Listen to track 1. Complete the sentence. Choose A, B, or C.

1. According to the speaker, people enjoy costume parties because _________.
   A. celebrities like going to costume parties
   B. they can dress like someone else
   C. princes and princesses go there, too

2. The man who dresses like a cowboy _________.
   A. has lived in Texas before
   B. works at the coffee shop
   C. has a small bookstore nearby

3. The speaker’s friend is studying the history of _________.
   A. fashion
   B. movies
   C. film

4. The speaker’s friend wears dresses and hats from the ’30s and ’40s _________.
   A. on special occasions
   B. all the time
   C. at the university

Read the sentence. According to track 1, is it a main idea or an example? Choose A or B.

5. People often dress like the people they want to be.
   A. main idea
   B. example

6. One man dresses like a cowboy.
   A. main idea
   B. example

7. People’s clothes sometimes show their fantasies or interests.
   A. main idea
   B. example

8. The speaker’s friend buys vintage clothes because she admires their style.
   A. main idea
   B. example

**Q Reading and Writing 2 Unit 2 Test**

Name: ___________________________ Date: ______________

7. spectrum
   A. idea about life
   B. feeling of warmth
   C. group of colors

Read the paragraph. Then choose the best definition for each word using the context.

United Parcel Service (UPS) is a big delivery company. Its company color is brown. When UPS started in the 1920s, brown was a good color for a safe, reliable company. From the beginning, UPS used brown trucks and brown uniforms. In today’s world, brown may seem like a boring color choice for a company. But UPS decided to make it a positive symbol of its business. Their ads ask, “What can brown do for you?” When people see the big brown UPS trucks, the company hopes they will think of excellent, dependable service.

8. reliable
   A. dependable
   B. mature
   C. secure

9. boring
   A. stable
   B. uninteresting
   C. bad

10. symbol
    A. sign
    B. gesture
    C. idea

Match each underlined word with the correct definition.

______ 11. A bad economy affects many people.
   A. particular, not general
   B. connected with or true for everyone in the world or in a particular group

______ 12. Juan is looking for a specific restaurant, but he can’t find it. He sees many restaurants, but not the one where his
   A. part of
   B. connected with or true for everyone in the world or in a particular group
   C. for a particular group
3. Assessment Modifications

Examples from created tests

**Part 1 Part of Speech**

Write the correct part of speech for each vocabulary word. Circle to correct form of the word that belongs in the sentence. Write N for noun, V for verb, ADJ for adjective, or ADV for adverb. Each question is worth 2 points.

Ex: N  

**Paragraph 5 WRITTEN RESPONSE**

1. ______ pattern or patterns; Those ______

2. ______ exist or existence; The ______

3. ______ pattern or patterns; Those ______

Answer three of the four questions. Answer all four questions correctly to earn 3 points extra credit. Read the question. Then answer the question in three or more complete sentences. You must use the word in your answer with the correct part of speech to receive full points. Each question is worth 3 points.

23. What is something special that you gain as being an International student studying in a foreign country? For example, what are some experiences gained that other students do not get?
4. Personalization

Offer opportunities for expression

24. Are you a bold or shy person? When was the last time you acted boldly?

10. Why do you think people respected oracles so much in the past?

11. Do you think this article was interesting to read? Why or why not?

3. Who should listen to this talk?

Our Education System

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

- Albert Einstein

http://www.anonymoustore.com/quotes/education-cartoons/everyone-stupid
5. Assisting in Assessments

Bust the myths!

- Custom tests take longer to make.
  - Yes and no.

- Custom tests take longer to grade.
  - Yes and no.

- Custom tests aren’t credible.
  - How so?
5. Assisting in Assessments

- Awareness in typical testing practices
- Move towards a change and reshape mainstream testing
- Valuable output to be used to build future evaluations
- Personalize to allow for expression
- Modify assessments
5. Closing: Practice-Based Session Goals

What we’ve covered:

1. Assessment Foundations
2. Reshaping the Testing Experience
3. Assessment Modifications
4. Personalization
5. Closing
Assisting in Assessments: Reshaping and Personalizing the Testing Experience

Thanks for your attention. Let’s open the floor!

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