Assessing and Supporting Student Learning

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Presented by:

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Assessing and Supporting Student Learning
by J Ryan Lennon & Yuki Yamamoto

Workshop AGENDA

I. Self-Reflection
   - How much we know about the way we are assessing our students

II. Assessment Overview
   - Types of Assessments
   - Assessment Purposes
   - Assessment Cycle
   - Types of Feedback

III. Best Practices
   - Types of Feedback
   - Student’s Self-Reflection
   - Teacher’s Data Collection & Reflection Teaching and Assessment Tool Design
I. Self-Reflection

1. How do you usually assess your students? Why do you choose this format or these formats?

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2. What do students learn from the assessment you give?

3. What do you learn from your assessment? How do you apply what you’ve learned in your teaching?

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II. Assessment Overview

Types of Assessments, Assessment Purposes & Types of Feedback
(Ref. Carr, Bachman & Palmer)

<table>
<thead>
<tr>
<th>Assessment Types</th>
<th>Assessment Cycle</th>
<th>Types of Feedback (to Student)</th>
<th>Types of Feedback – Data/Information (to Instructor)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Placement</strong></td>
<td>Once - before a student enters a program</td>
<td>Result (placement) Report</td>
<td>By their placement</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>➢ Entry Skill-Level Determination</td>
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<td><strong>2 Diagnostic</strong></td>
<td>Once – during the 1st week of instruction</td>
<td>May not receive feedback (e.g., consultations) – Instructor’s discretion</td>
<td>Level of performance: - Areas of strength/weakness - Affirm level placement (for level change recommendation)</td>
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<tr>
<td>Purpose:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>➢ Level Confirmation &amp; Data Collection</td>
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<td><strong>3 Formative</strong></td>
<td>Several times throughout a term</td>
<td>Performance of progress for particular and focused: - skills - abilities - areas of improvement - opportunity for self-reflection &amp; planning for improvement</td>
<td>Student &amp; Class progress: - curriculum/course objectives - reflection on student learning (e.g., common errors and issues) - reflection on our teaching (e.g., lesson plans, instructional delivery) and assessment tool and its redesign**</td>
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<tr>
<td>- tests, quizzes, self-reflections, *interviews, *presentations, etc.</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>➢ Progress Check</td>
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<td><strong>4 Summative</strong></td>
<td>Once - at the end of a cycle, often at the end of a term</td>
<td>Attainment of course objectives &amp; their final grade</td>
<td>Student performance: - to course objectives - to reflect on: curriculum/program goals and its redesign**</td>
</tr>
<tr>
<td>- exams, *interviews, *presentations, etc.</td>
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<tr>
<td>Purpose:</td>
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<tr>
<td>➢ Final Evaluation on Skill-Acquisition</td>
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</table>
III. Best Practices

<Individual> Choose one particular course to respond to the following:

- How do you usually grade your assessments?

- Why do you choose to grade in this way?

- What types of feedback do you usually give to your students on what you assessed?

- When giving feedback, how do you engage students in self-reflection?

- Throughout this process, how do you collect data to reflect on your own teaching AND assessment practices?

<Group> Share your responses to the above questions and your best practice.
<Reference 1>

Checklist for Redesigning
(By Lennon & Yamamoto)

1. Is it them or me or the test?
   - Are there common patterns to the errors? (or are they idiosyncratic?)
   - Did problems appear on a whole section of an assessment or just on particular questions or skill areas?
   - Does the problem indicate a lack of student knowledge or ability to apply a concept or does it point to something else?

   i. Did the students answer in ways that you didn’t anticipate?
      o Why do you think this happened?
         a. Directions?
         b. Item (question) or stem (prompt) features?
         c. Gaps in student knowledge or instruction?

   ii. Were students familiar with this task type?
       o Was the lack of familiarity intentional or accidental?

   iii. Were students able to access the direction language?

2. How do you think the problem(s) that you see is best addressed?

   i. Changes to the test format or directions?
   ii. Changes to scoring/feedback methods?
   iii. Changes to instruction?
      o Content
      o Test-talking skills or strategies
Recommended Assessment-Related Terminology Reference:

Websites:

“ A Glossary of Assessment-related Terminology – MVCC
(Mohawk Valley Community College)”


Books:

“Assessment Language Ability in Classroom” by Andrew D. Cohen
“Fundamental Considerations in Language Testing” by Lyle F. Bachman