# NATIONAL GEOGRAPHIC
## LEARNING

# Assessing
# young learners online

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A part of Cengage

**Elaine Boyd** has been involved in assessment design and quality assurance for over 30 years, working for a range of international exam boards. She has been especially concerned with the impact of assessments in the classroom and worked closely with teachers and teacher educators delivering courses in assessment literacy in Europe, India and SE Asia and has published articles in this field. She has been Visiting Professor at the Universitat Politecnica in Valencia with responsibility for developing a framework for EMI. Her research includes intercultural communication and pragmatics and her PhD investigated spoken language using corpus data. She is currently a post graduate tutor at The Institute of Education at University College London. Elaine has authored several exam coursebooks for a range of age groups for leading international publishers and is a Course Consultant for Look, a seven-level primary series from National Geographic Learning.

# Today we will look at:

- How is assessing young learners online **different**?
- What kind of assessment **methods** can we use?
- What kinds of **activities** can we use?
- How can we **record and report** progress?

# How is assessing young learners online different?

- learner's situation

- what's possible?

- fairness and reliability

# Managing assessment differently

- Assessment = collecting evidence
- Assess usage not scores
- Don't worry about 'cheating'
- Tell students how you are assessing them and what to expect
- Record a range of progress points

# What kind of assessment methods can we use?

**A        Real time online assessment**

- Deep questioning – *what, <u>why</u>, how, when, where, who*
- Repetition – when you get a correct answer, others have to repeat
- Reporting – students report something they know well

**B        Offline preparation/assessment**

- Complete exercises or writing before class and report in class
- Group/collaborative projects

**C        Ongoing observational assessment**

# What kind of activities can we use?

**Assessing language points**

1   Do exercises offline, e.g. gap fill, definitions, make sentences, etc.

2   Report in 'class'

3   Use repetition (x 3) round class

4   Where possible use deep questioning, e.g.

**Grammar example:**

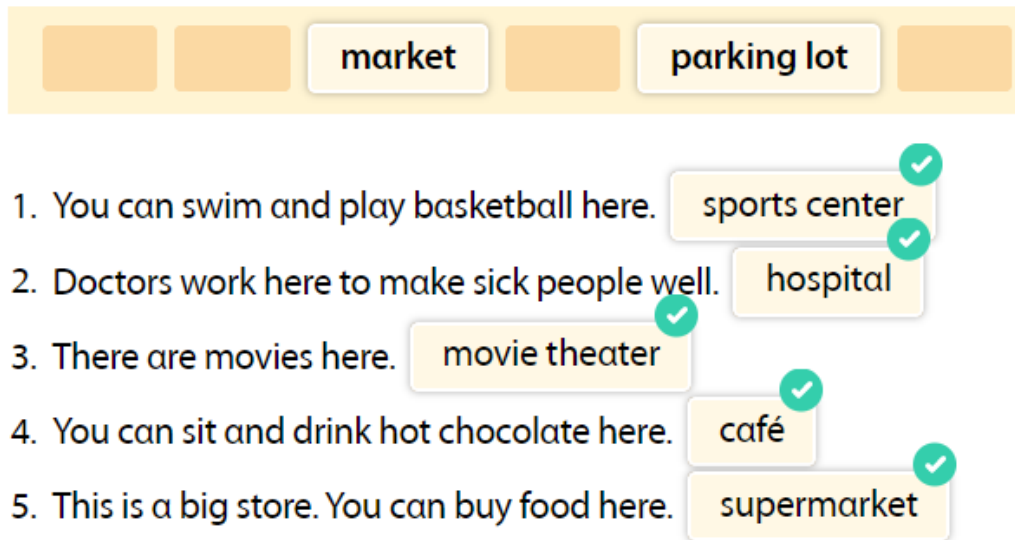Offline (on paper): Q: Yesterday we ……. to my grandparents. A: *went*

Follow up:                 *When did you go there? Who do you go with?*

                              *How did you get there? Where do they live?*

# What kind of activities can we use?

**Vocabulary example:**

| | | market | | parking lot | |

1. You can swim and play basketball here. **sports center** ✓
2. Doctors work here to make sick people well. **hospital** ✓
3. There are movies here. **movie theater** ✓
4. You can sit and drink hot chocolate here. **café** ✓
5. This is a big store. You can buy food here. **supermarket** ✓

- Students complete task offline.
- Online:
    Q1 - Elicit answer then repeat x 3 students

*When do you go to the sports centre?*

*Who do you go with?*

*What can you do there?*

*(higher level: Why do you go?)*

# What kind of activities can we use?

**Assessing skills: reading / speaking**

Look and read. Write *Yes* or *No*.



1. The zebra is drinking water. **Yes** ✓
2. It's raining. **No** ✓
3. The hippo is bigger than the rhino. **No** ✓
4. The baby elephant is taking a bath. **Yes** ✓
5. The snake is longer than the crocodile. **Yes** ✓

**ORAL Qs:**

*What is the zebra drinking?*

*What's the weather like?*

*Which is the biggest animal?*

*What is the baby elephant doing?*

# What kind of activities can we use?

**Assessing skills: Writing into listening and/or speaking**

4 Look at the pictures and write a story. Use the words in the box.

soccer   enter a competition
climb   jump   high   prize   trampoline

**Speaking exchange:**

*Where were the children?*

*What were they doing?*

*What did they see?*

# How can we record progress?

**HOW**

- Record **range of assessment points or criteria** for each student
- Think about **when** you record
- **Break down skills** into small assessment parts and build over time

**WHAT**

- Students' self–assessment
- Peer assessment: task based
- Teacher feedback: improvement point and repeat

# How can we record progress?

| Student | Assignments Completed | Total Learning Time | Last login |
|---|---|---|---|
| Leslie Spain | 60% | 31min 24sec | 26-03-20 |
| Glenn McNulty | 33% | 21min 33sec | 04-03-20 |
| Kristin Greenan | 17% | 11min 51sec | 04-03-20 |
| Ernesto Cruz | 25% | 3min 56sec | 04-03-20 |
| Sofia Angelos | 20% | 16min 30sec | 04-03-20 |
| Diane Nguyen | 20% | 2min 20sec | 04-03-20 |

Settings

Students

Teacher Resources

Assignments

# How can we record progress?

**Leslie Spain** ⌄

✉ Send message

100% Activities completed

Unit 1 ⌄

| Activity ▲ | Last modified | Result ▲ | Attempts | Time spent | |
|---|---|---|---|---|---|
| 00_L1_U01_G1_Game01 | 04-03-20 | 24% | 1 | 2min 21sec | 👁 |
| 02_L1_U01_V1_Act02 | 03-03-20 | 0% | 1 | 06sec | |
| 14_L1_U01_G2_Act02 | 04-03-20 | 100% | 1 | - | |
| 11_L1_U01_V2_Act02 | 04-03-20 | 100% | 1 | 19sec | |
| 17_L1_U01_R0_Act02 | 04-03-20 | 50% | 1 | 1min 49sec | |
| 19_L1_U01_W0_Act02 | 04-03-20 | 100% | 1 | 30sec | |
| 00_L1_U01_V1_Game01 | 04-03-20 | 100% | 1 | 1min 41sec | |
| 12_L1_U01_V2_Act03 | 04-03-20 | 100% | 1 | 33sec | |

# How can we report progress?

- **ALWAYS** make sure to report something **positive** on each student

- Record over a **period of time** rather than a single event

- **Explain** the evidence system you are using to the person you are reporting to

- Build in notes with specific steps on **how to improve**

# Next Steps

- **Change mindset**:
'doing assessment' to 'collecting evidence'

- Use **deep questioning** and **repetition**

- Create **observational** record system

- **TRUST YOURSELF!**



Things for school
UNIT 1

A girl painting

Look at the photo. What can you see?
9
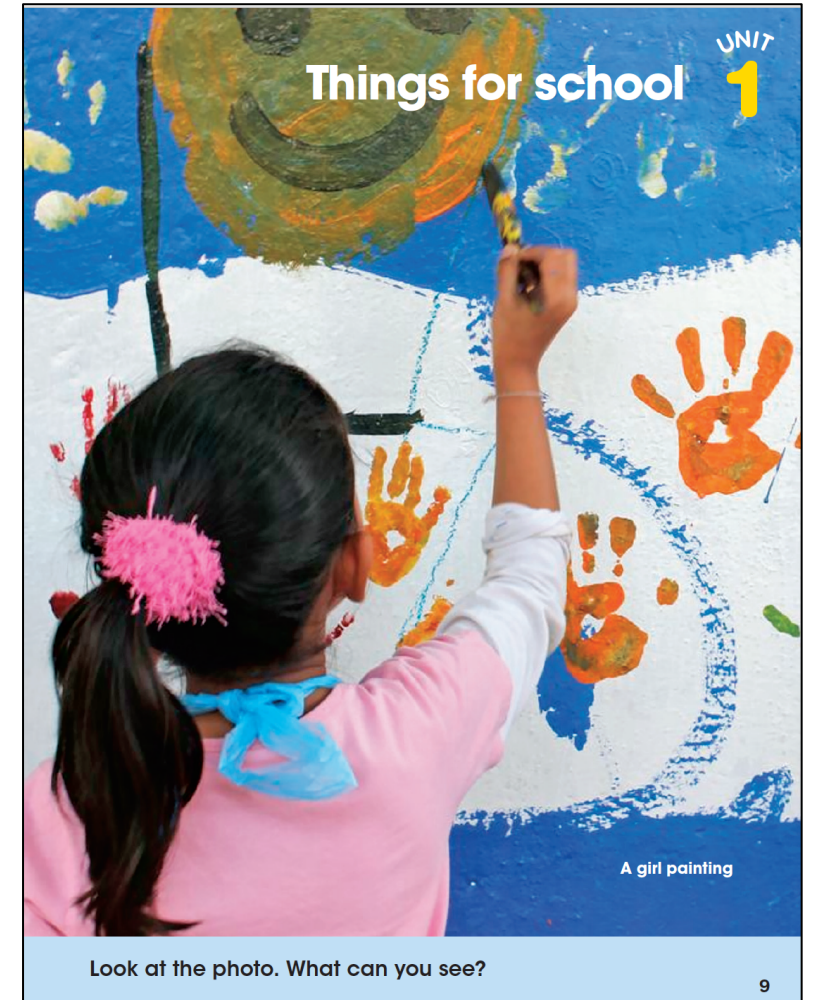
# Look

A seven-level series for young learners of English

Pre-A1 to B1

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