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Focus on Assessment:

Practical applications and
considerations in
the classroom

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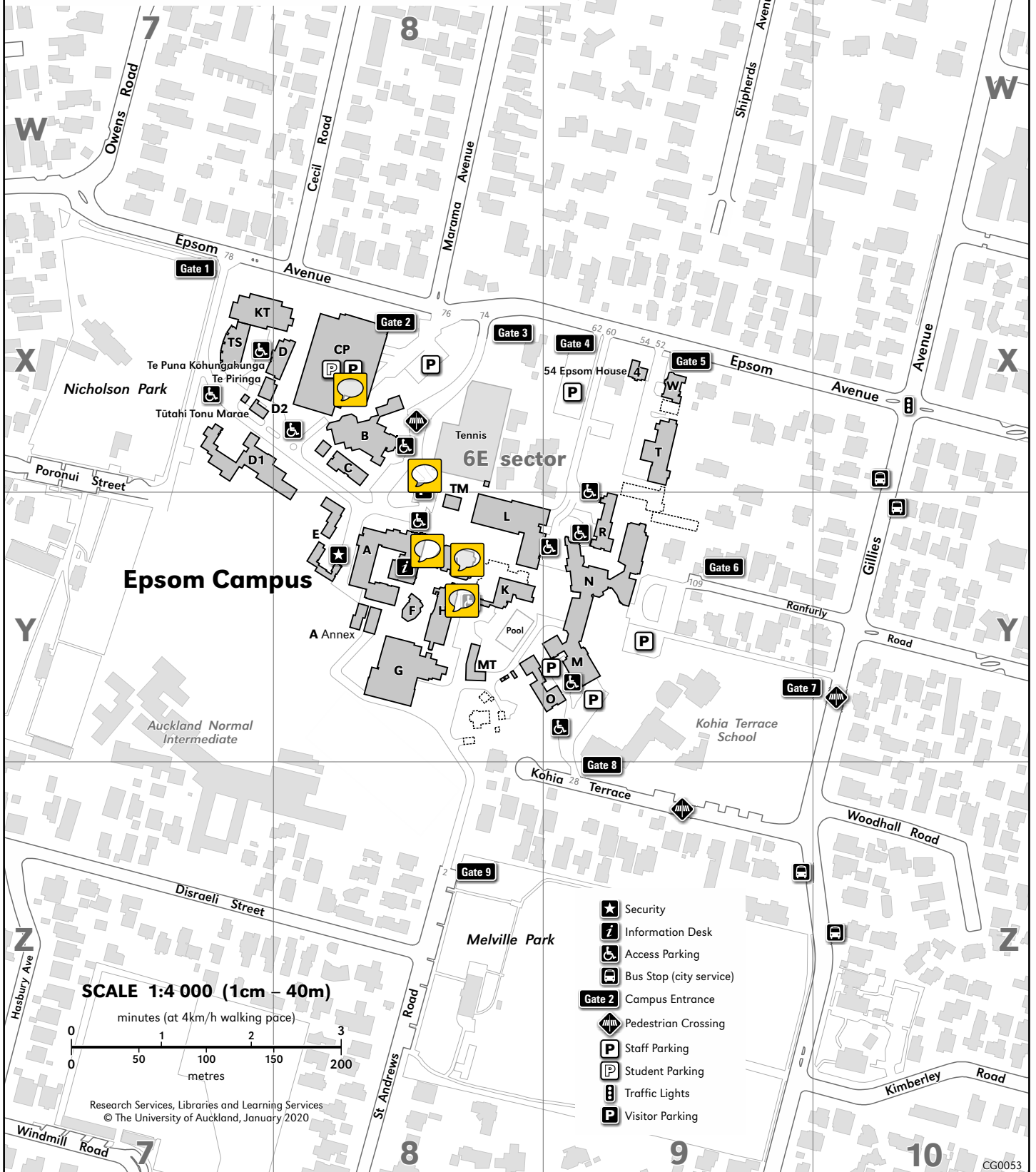
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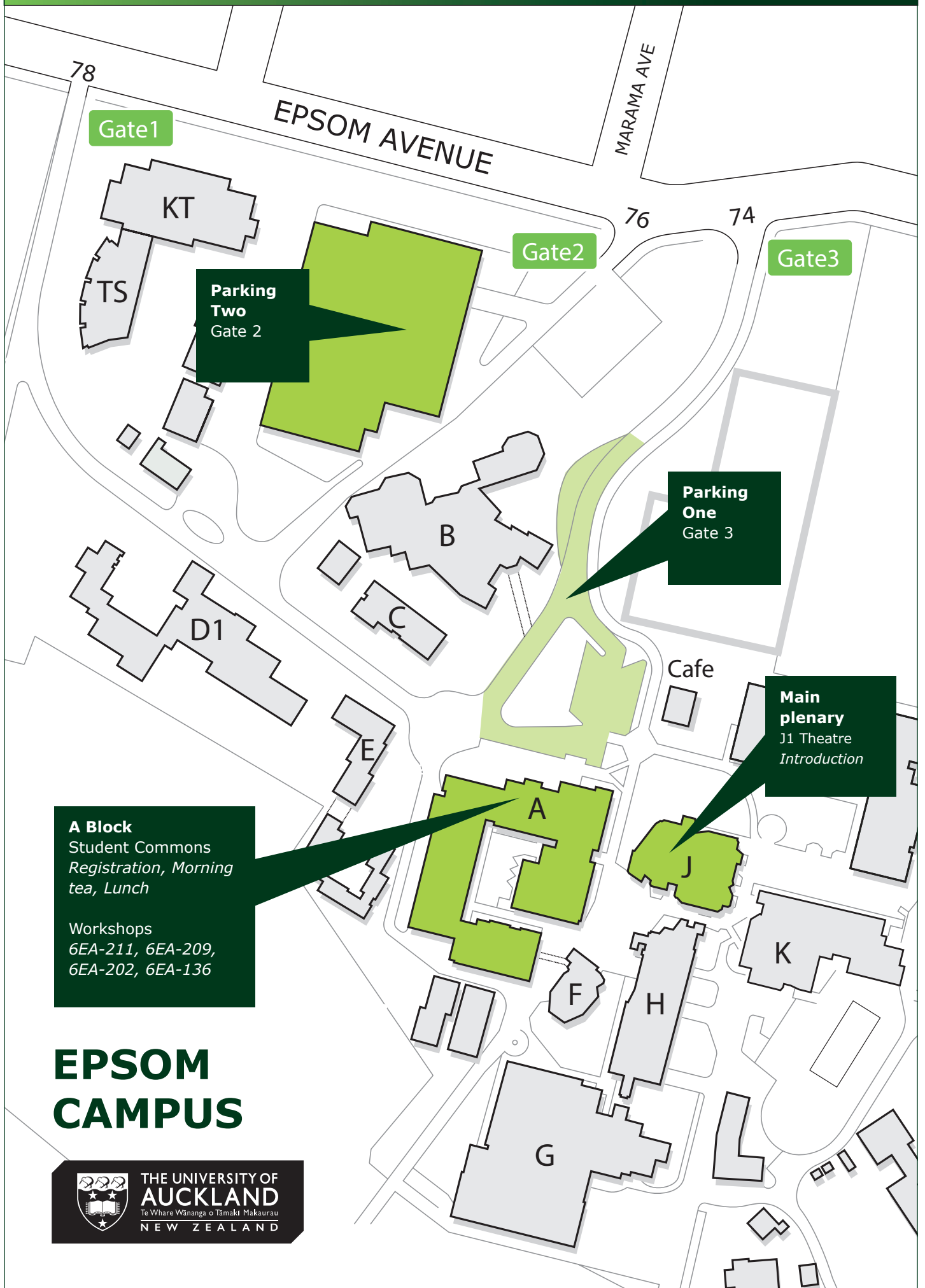
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Symposium Timetable

Parallel 1: Primary Room 136	Parallel 2: Secondary Room 211	Parallel 3: Tertiary Room 209	Parallel 4: Multi-level assessment Room 202
Registration			
Welcome & Housekeeping - Room J1			
Workshop 1A & 2A: Principles underlying good assessment practice Rosemary Erlam		Workshop 3A: * Validity in classroom-based formative assessment Peter Gu	Paper 4A(i): Assessing adult L2 literacy learners with emergent literacy with the Literacy and Numeracy Assessment for Adults Tool (LNAAT) Jenny Field
			Paper 4A(ii): A fair go: Accommodations for more equitable assessment practices Simon Crosby
Workshop 1B & 2B: Initial and diagnostic assessment Jannie van Hees		Workshop 3B: Improving the validity of pre-entry Academic English reading tests through text selection and engaging test-takers in authentic reading Martin Walsh	Workshop 4B: * PTE Academic - Integrating test preparation in the classroom Richard Swanson (Pearson)
Morning tea break			
Workshop 1C: Fair assessment of ELLs in the mainstream Rosemary Erlam	Workshop 2C: "I go slower, longer, in order to run faster later" - Formative practices in writing Jenni Bedford & Julie Luxton	Workshop 3C: How to justify the claim: 'This is a valid and reliable test' John Read	Workshop 4C: Writing world-class multiple-choice questions Clementine Annabell & Stephen Harlow
Lunch			
Primary assessment networking group meeting	Secondary assessment networking group meeting	Tertiary assessment networking group meeting	
Workshop 1D: ESOL verification in primary schools - a panel discussion Chaired by Janis Maidment	Workshop 2D: Secondary verification: much more than an ESOL audit Rosemary Gillies	Workshop 3D: Rethinking second language listening tests Mark Dawson-Smith	Workshop 4D: Student-centred assessment design: Constructive alignment in practice Margaret Connolly
Workshop 1E: Introducing the ELLP Pathway Janis Maidment & Kirsty McDiarmid	Workshop 2E: Creating assessment tasks Breda Matthews	Workshop 3E: Using formative assessment practices in tertiary ESL courses Hanna Brookie	Workshop 4E: New Zealand Certificate in English Language listening assessment: A reflection on skills and strategies for Level 4 Celine Kearney
Workshop 1F: Formative assessment for ELLs Karen Cebalo & Chris Mashlan	Workshop 2F: Moderating student work Victoria Yun	Workshop 3F: Diagnostic language assessment in a tertiary context Viola Lan Wei, Liz Kose, Morena Botelho de Magalhães	
Closing - J1			

Symposium Abstracts

Workshop 1A & 2A:

Principles of language assessment

Assessment needs to be valid, reliable, useful and fair. This workshop will look at each of these concepts and examine how they apply to language assessment, presenting examples of good assessment practice and examples that are problematic.

Rosemary Erlam is a Senior Lecturer in the Faculty of Education and Social Work, The University of Auckland, and is Co-President of ALTAANZ (Association of Language Testing and Assessment of Australia and New Zealand).

Workshop 1B & 2B:

ELLs: Initial and diagnostic assessment

This session will present what's optimal in terms of initial assessment for new arrivals into schooling, primary and secondary, and then put the lens on core inclusions for diagnostic assessment across the language modes of English. Age and stage variance will be considered, with learner examples discussed.

Jannie van Hees has many years' experience as a classroom teacher at primary, secondary and tertiary levels in Aotearoa NZ and internationally. Jannie is also a consultant, researcher and author of a number of publications.

Workshop 1C:

Fairer assessment of ELLs in the mainstream

This presentation documents three teachers' attempts to adapt assessment procedures in their teaching contexts in order to provide fairer and more valid outcomes for English language learners (ELLs). These teachers, Bella Thompson, Lisa Cox and Olivia Burden, completed, as part of their coursework for the GradDipTESSOL, inquiry projects where they were required to critique assessment strategies used for the assessment of students from diverse linguistic backgrounds.

Rosemary Erlam is a Senior Lecturer in the Faculty of Education and Social Work, The University of Auckland, and is Co-President of ALTAANZ (Association of Language Testing and Assessment of Australia and New Zealand).

Workshop 1D:

Primary verification: a panel discussion

This session is aimed at teachers new to the ESOL verification process. The panel will explore components of, and preparation for, an ESOL verification in the primary/intermediate sector. The session will be chaired by Janis Maidment, senior ESOL verifier and will include experienced primary and intermediate teachers.

Janis Maidment is a Senior ESOL Verifier at the Ministry of Education in the National Migrant, Refugee and International Education team.

Workshop 1E:

Introducing the ELLP Pathway

This session focuses on the genesis, purpose and practical ways of using the ELLP Pathway (Years 1-8) document which was released in draft form in April 2020.

***Janis Maidment** is a Senior ESOL Verifier at the Ministry of Education in the National Migrant, Refugee and International Education team. **Kirsty MacDiarmid** is a Senior Advisor ESOL on the Migrant, Refugee and International Education team.*

Workshop 1F:

Formative assessment for ELLs

In 2019 the ESOL specialists in our Kāhui Ako worked with GROW facilitators on a collaborative inquiry. The number of ELLs in our local schools had grown exponentially in the last five years, from 10% of each school roll, to nearer 50%. Classroom teachers were finding that the needs of their learners had changed dramatically. Including the students in an ESOL programme was no longer enough. Every class teacher now needed to be an 'ESOL teacher', but this was something they didn't necessarily have the skills for. There was also some resentment among class teachers at finding themselves in a situation for which they were not prepared. Additionally, ESOL specialists were frustrated at the lack of time available to work with the much greater numbers of ELLs.

This presentation will explore two of the schools' inquiries into how the ESOL specialist could support class teachers in better catering for their ELLs. The inquiry process included observing some key ELLs in their class contexts, noting some ELL strategies teachers were already using well, better targeting the ESOL support to ensure that those students with higher needs received more ESOL support, tracking the students' needs and skills better – both in and across schools, and providing professional development for Teacher Aides and class teachers.

***Karen Cebalo** is the ESOL and International Student Co-ordinator at Browns Bay School, with experience as a MOE ELA PLD facilitator. She is currently an Across School Leader in Culturally Responsive Pedagogy-ESOL for the Mid-Bays Kahui Ako. **Chris Mashlan** has been an ESOL teacher for the last 4 years after a number of years teaching and leading in the junior school.*

Workshop 2C:

'I go slower, longer, in order to run faster later': Formative practices in writing

This workshop will explore aspects of formative assessment, with a particular focus on effective feedback practices and activating students as learners in the context of English Language writing skills.

***Jenni Bedford** teaches TESSOL courses at the University of Auckland. She is a moderator for English Language unit standards and has written assessment resources for NZQA. **Julie Luxton** is an experienced English Language teacher, middle leader and facilitator, with a particular interest in assessment matters. She is currently working as a PLD facilitator with Evaluation Associates. Julie is also contracted to NZQA as the National Moderator for English Language.*

Workshop 2D:

Secondary verification: much more than an ESOL audit

This workshop will explore the ESOL verification process – its components, purpose and approach (student-focused, collaborative, supportive, advocacy). It will also consider how verification can support schools in preparation for NCEA changes.

Rosemary Gillies works as a Senior ESOL Verifier at the Ministry of Education.

Workshop 2E:

Creating assessment tasks

This workshop discusses the writing of English Language unit standard assessment tasks with a particular focus on reading skills. It considers the unpacking of unit standards, reliability factors, topics and text levels, as well as the processes involved in assessment design.

Breda Matthews is a member of the TESOLANZ executive and is active in the ESOL community locally and nationally. Breda is currently secondary facilitator of ESOL Online and owner of the English Language Resource Centre.

Workshop 2F:

Moderating student work

This workshop will focus on collaborative moderation of learner samples for NCEA Levels 2 and 3 English Language speaking unit standards. Standard requirements and assessment issues will be discussed.

Victoria Yun is a teacher of EAP at Long Bay College in Auckland.

Workshop 3A:

Validity in classroom-based formative assessment

Formative assessment has been gaining increasing currency in language education in policy, practice, and research domains. Issues about the qualities of formative assessment, especially its validity, however, have not received enough attention. This presentation aims to outline major issues of validity in classroom-based formative assessment. I first explain the development of the validity concept, introduce facets of validity and the unitary conception of construct validity. Next, I will present my definition and operationalisation framework of formative assessment. I will argue that validity as an educational measurement concept applies to formative assessment as well. I will use illustrative examples to show that invalid interpretations and uses of classroom-based formative assessment results do not achieve formative effects. It is hoped that the conceptualisation and operationalisation of formative assessment and the discussion of its validity will be useful for researchers and teachers alike.

Peter Yongqi Gu is an Associate Professor and Head of the School of Linguistics & Applied Language Studies, at Victoria University of Wellington

Workshop 3B:

Improving the validity of pre-entry Academic English reading tests through text selection and engaging test-takers in authentic reading strategies

Given the large quantities of texts that students need to process during their university studies (Weir et al., 2009), and the importance of reading for written assignments due to the intertextuality of university assessments (Pecorari & Shaw, 2012), effectively assessing the reading skills of university applicants is crucial. Some concerns regarding common standardised reading tests include, firstly, the differences between the texts used in these tests compared to the texts students encounter in university (Green et al., 2010), and, secondly, the extent to which standardised reading texts engage test-taking strategies (Cohen & Upton, 2006) rather than the reading skills and strategies students need for reading academic texts. In this workshop, we will look at attempts made to address these two concerns in our institution. Firstly, participants will have the opportunity to consider the appropriateness of different texts for use in Academic English reading tests. Secondly, participants will practice and reflect on the extent to which typical Academic English reading tests engage test-takers with reading strategies and skills required for university study, and consider ways to modify the administration of reading tests to promote these strategies and skills.

***Martin Walsh** is the Manager of Academic English & Pathway Programmes at the English Language Academy, The University of Auckland.*

Workshop 3C:

How to justify the claim: 'This is a valid and reliable test'

Most teachers know that tests – whether they be externally administered or developed within their own language school – are supposed to have the qualities of reliability and validity. However, often a glib statement is made that a test is reliable and valid on the basis of limited, if any, convincing evidence. In the case of large-scale, high-stakes tests there are complex frameworks and sophisticated statistical procedures that need to be employed to justify claims that the test is a high-quality measuring instrument and fit for purpose. However, there are simpler and more practical ways to evaluate tests that are developed and use in particular institutions or language schools.

The workshop will begin with an overview of some key ideas associated with the concepts of reliability and validity. We will then focus on a couple of case studies. One is an academic reading test that was piloted with students at an Auckland language school, as a training exercise for postgraduate students in applied linguistics. The other is the writing section of Auckland University's Diagnostic English Language Needs Assessment (DELNA). In each case we will consider what counts as evidence of reliability and validity. There will be some discussion of relevant statistics, but the focus will be on how to interpret them rather than how to calculate them.

***John Read** is Professor Emeritus at The University of Auckland.*

Workshop 3D:

Rethinking second language listening tests

This workshop explores issues raised by Fields (2019) regarding approaches to second language listening testing. The session investigates Field's claim that the key to more valid second language listening testing

requires a better understanding of “the skill and of the signal that listeners have to decode”. The workshop will provide some practical suggestions for revised approaches to listening testing across a range of levels.

Mark Dawson-Smith is a Team Manager at the Centre for Languages, Wintec, Hamilton, and leads the NZCEL Providers’ Forum.

Workshop 3E:

Using formative assessment practices in tertiary ESL courses

In a setting where summative assessments are often mandatory, frequent and high-stakes, formative assessment practices can be extremely useful, but often challenging to carry out.

This workshop will focus on utilising formative assessment practices to improve learner outcomes in the tertiary setting. The session will be interactive and will include information and activities on making learning goals transparent, assessing student needs and providing feedback that moves learners forward as well as how to make sure students become more actively involved in the process.

The session will focus primarily on writing skills, but much of the information can be applied to the other skills as well.

Hanna Brookie is the Director of Studies at ETC (English Teaching College), Palmerston North.

Workshop 3F:

Diagnostic language assessment in a tertiary context

Diagnostic assessment differs from other types of assessment, such as proficiency or placement tests, because it aims to identify a test taker’s strengths and weaknesses and to provide individualised feedback to improve learning outcomes. In diagnostic assessment, learners’ knowledge is assessed in a fine-grained manner. Diagnostic assessment “pinpoint[s] the source of the students’ problems in language learning (or use) and provide[s] means for the learners and teachers to deal with the root causes of the problems effectively” (Lee, 2015, p. 299). Such analysis is then associated with learning-oriented feedback provided to students, which has an emphasis on future language development. For example, learners may be directed to self-study resources or existing courses. It is this focus on future learning which makes diagnostic assessment particularly relevant to classroom teaching.

This presentation will give an overview of the principles and features of diagnostic assessment and present the DELNA writing assessment as a case study. The writing assessment forms part of the University of Auckland’s post-entry language assessment and comprises three components: a diagnostic writing task, individual feedback, and advice for language enrichment.

In this session, seminar participants will be encouraged to reflect on the relevance of diagnostic assessment to their own instructional contexts, and how the three components of diagnostic assessment could be adapted or applied as appropriate.

Viola Lan Wei, Liz Kose, & Morena Botelho de Magalhães work on the DELNA assessment at The University of Auckland.

Paper 4A (i):

Assessing adult L2 literacy learners with emergent literacy from former refugee communities

The Intensive Literacy and Numeracy (ILN) classes have been part of the ESOL- Literacy landscape for more than ten years in Aotearoa New Zealand. "The ILN fund supports the intensive provision of high quality, fees-free literacy and numeracy learning opportunities for learners with low-level literacy and numeracy skills." <https://www.tec.govt.nz>.

Classes focus on functional, skill based, digital literacy as well as numeracy and are funded by the Tertiary Education Commission (TEC). The Literacy and Numeracy Assessment for Adults Tool (LNAAT) assesses each learner at the beginning and completion of each course, and these results are recorded by the TEC. The particular assessment designed for beginner ESOL adult learners is Starting Points Listening, which is designed for use in a supported one-to-one situation, ideally using a tablet.

The TEC website states that "Starting Points Listening is one of two online, adaptive assessment options designed for learners who are at or below koru/step one of the Learning Progressions for Adult Literacy. Starting Points Listening assesses a learner's ability to understand basic, everyday words in spoken English. The focus is listening." <https://www.tec.govt.nz>.

The LNAAT tool was piloted for at least two years and launched in 2019. I undertook a 2 -year study of 60 adult learners from refugee backgrounds during the piloting phase of the LNAAT to investigate the learning gains that were being made by students in ILN. For the purposes of investigating these gains, the participants were studied in two groups; those with 2 years or less of prior schooling and those who self-reported that they had 8+ years of education.

Results gathered over eighteen months showed that the group that had more years of prior learning had slightly better learning gains than those with two years or less prior schooling. There was regression as well as progress in both groups, and learning gains were in general incremental. Pre and post interviews revealed constraints experienced by learners which may have impacted the results. This presentation shares the results of the study which indicate that adult L2 former refugees with emergent literacy achieve learning gains over time.

Jenny Field is a Senior Academic Staff Member at the Centre for Languages, Wintec, Hamilton.

Paper 4A (ii):

A fair go: Accommodations for more equitable assessment practices

A number of researchers (Yang, 2020; Clark-Gareca, 2016; J Koran and Kopriva 2017; Cho, 2019; Carpinini and Guler, 2013) have concluded that accommodations in assessment practices can significantly improve the performance of emerging bilingual students in mainstream settings. However, the efficacy of such accommodations depends on the sociolinguistic situation, the assessment knowledge of the teacher and the demands of the assessment. I explore the assessment regime at one junior college and follow the effects of assessment practices on one emerging bilingual student in a specific sociolinguistic context. Without specific linguistic accommodations for assessment tasks, the student was marginalised and silenced. I posit that translanguaging approaches may allow for students to articulate what they know. When the student used her home language, she was better able to show what she had learnt. I conclude by suggesting the adoption of translanguaging accommodations in assessment practices may be more equitable for bilingual students.

Simon Crosby is in charge of programmes for English language learners at Ormiston Senior College, Auckland.

Workshop 4B:

PTE Academic – Integrating test preparation in the classroom

The academic context is changing, and the Pearson Test of English (PTE) Academic is keeping pace. PTE Academic is the first entirely computer-based English language test for international study or migration accepted across the world and its popularity is quickly growing in New Zealand.

Fully computer-based, with candidates sitting the exam in a single 3-hour session, all parts of the test: reading, writing, listening and speaking; are marked by a computer. This gives candidates the comfort of completely impartial results. The difference is not just in its delivery mode, but also with the item types: 20 different item types with 11 of these testing integrated skills. With the current increase in demand for preparation courses, teachers will benefit from understanding the test in order to prepare their students effectively.

The session will explore some of the PTE item types less familiar to teachers and candidates, such as Re-Tell Lecture. It will examine these item types and present and discuss classroom strategies which can both prepare your students to take PTE and improve their academic English skills for their future studies.

Richard Swanson is an assessment expert working with Pearson Australia.

Workshop 4C:

Writing world-class multiple-choice questions

Join our practical session about creating effective multiple-choice questions for English Language Teaching based on [Haladyna, Downing & Rodriguez's](#) 2002 meta-analysis. Our workshop is primarily focused on adult learners; however, many principles may be transferred to primary and secondary contexts.

We will start by discussing possible reasons you might include multiple-choice questions in your assessment, both formative and summative. Alignment with your learning outcomes is a key part of question design that we will cover, and this will include looking at strategies to assess higher order thinking and writing plausible alternatives that target misconceptions. Following this discussion, participants will work in pairs to apply the principles to improve some sample multiple-choice questions.

Finally, we will touch on the use of learner-generated questions, which research suggests are an extremely effective learning activity to aid understanding and retention.

Clementine Annabell and Stephen Harlow are learning designers at Te Puna Ako Centre for Tertiary Teaching and Learning at the University of Waikato, Hamilton.

Workshop 4D:

Student Centred Assessment Design: Constructive Alignment in Practice

Learner success through facilitation has become a key focus for teaching in general and language teaching is no exception. Working within the constraints of language teaching syllabus development and the NZQA qualifications, this can be a challenge. One of the key challenges relates to alignment of course materials, assessments and learning outcomes.

Constructive Alignment (CA) is an instructional design framework designed by Biggs which enables learner achievement by ensuring learning and teaching activities and assessments align with desired learning outcomes. Underpinned by a constructivist approach which maintains that students 'construct' meaning through relevant activities, CA creates an environment that facilitates learning activities conducive to achieving the desired learning outcomes (Biggs, 1996).

In this seminar, a Tertiary Institute in Hamilton will be examined in which the misalignment between outcomes, assessments, and learning and teaching activities adversely affected the students' learning experience and success. The systems which were initiated to ensure learner success through CA were simple, practical and effective.

The steps taken to realign the curriculum and constraints limiting alignment will be explored. Finally, steps teachers and assessment designers can take to achieve alignment will be presented, and participants encouraged to apply a CA framework to the adaptation of coursebook materials for better alignment with learning outcomes.

Margaret Connolly is the Director of Studies at WIE (Waikato Institute of Education), Hamilton.

Workshop 4E:

NZCEL unit standard listening assessment: A reflection on skills and strategies for assessment at level 4


In this paper I will reflect on challenges posed by the NZCEL Level 4 Unit Standard Listening assessment, particularly the requirement for a level of critical thinking. Firstly, I will analyse the structure and requirements of the assessment, and then focus on use of two tasks that learners revisit throughout the semester which I believe assist the development of their listening skills and critical thinking. Firstly, the Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift et al, 2006): a 21-item instrument which has five distinct focus areas: problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. Secondly a self-designed task which students complete out-of-class and bring back into class to discuss and share their ideas. This task assists them to step up to a more complex listening task and to apply those learned critical thinking skills, and others. Questions and comments are invited throughout.

Celine Kearney is an Academic Staff Member at the Centre for Languages, Wintec, Hamilton.

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