



PROGRAMA DE ACOMPAÑAMIENTO A DOCENTES DE NIVEL SECUNDARIO

LENGUAS EXTRANJERAS

TEACHING ENGLISH AT SECONDARY SCHOOL

Módulo 5: Evaluación y retroalimentación

Tipos de evaluación en la enseñanza del inglés.

Diseño de instrumentos de evaluación y rúbricas.

Retroalimentación efectiva y estrategias para promover el crecimiento de los estudiantes.

Hi dear colleagues! We're getting to the middle of November and it's time to start closing a new school period. That's why this new Module will be about assessment!

This time we are going to start dealing with this key topic in the effectiveness of a foreign language learning process.

In this first part we are going to focus on the general characteristics of this educational stage; on the types of assessment strategies, and on the elements that need to be present in the design and elaboration of a valid testing device.

What do we mean when we talk about assessment of students' learning? Harris and Hodges¹ (1995) defines it as the “process of gathering data to better understand the strengths and weaknesses of student learning”. Assessment is part of the process of learning and the types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviors they will use.

As Karbach states *“Imagine journeying through an unknown terrain without a map or a compass. Navigating the complexities and uncertainties would be quite a challenge, right? In many ways, the realm of learning can be likened to this landscape, with education serving as the adventure and assessments as the compass, guiding the way. They illuminate the path of knowledge, providing crucial feedback on where we've been, where we stand, and which direction we should be heading.”*

This author in **“6 Key Assessment Types”** presents different kinds of assessment which serve different purposes- They collectively enhance the overall learning experience by providing appropriate feedback and driving informed decisions.

¹ Harris and Hodges (1995) The Literacy Dictionary: The Vocabulary of Reading and Writing- ERIC. ED.gov

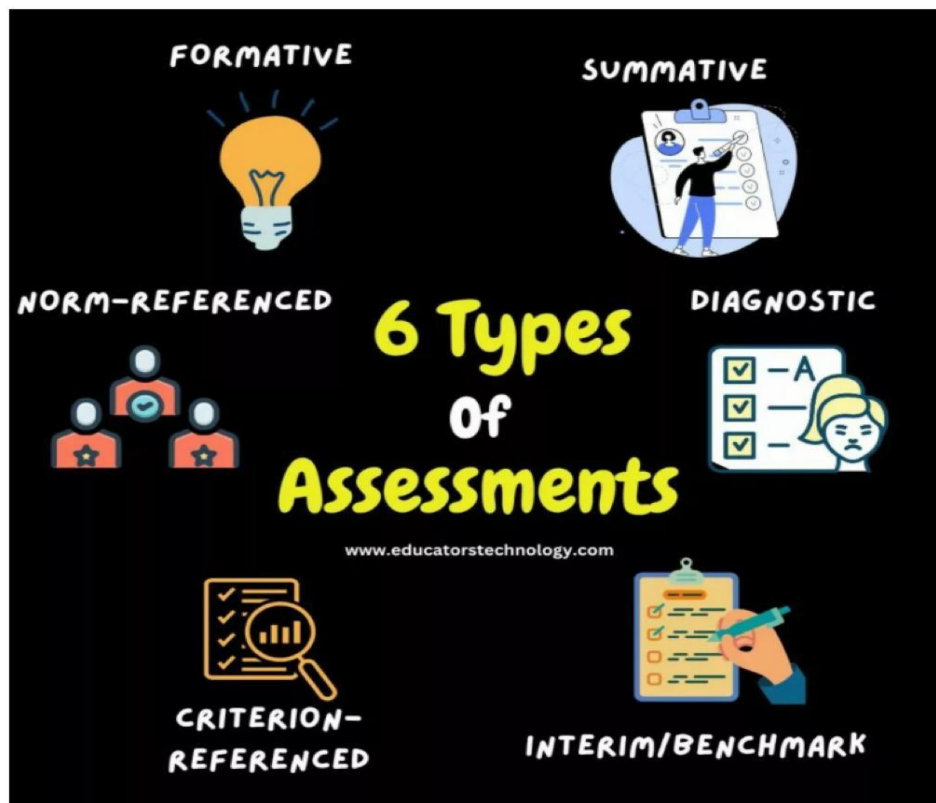


Photo: Kharbach.

Pedro Ravela helps us to introduce ourselves in the Formative Assessment world, let's share his very clear and interesting video

“El A, B,C y D de la Evaluación Formativa. Entrevista a Pedro Ravela

<http://panorama.oei.org.ar/16-minutos-para-pensar-la-evaluacion-formativa/>

While you watch the video, it would be useful to take notes.

	Formative and Authentic Assessment
Relevant characteristics	
Benefits for Teachers	
Benefits for Students	
Implementation Obstacles	



--	--

For more clarification on this type of assessment and the way to implement it , you can turn up to **Documento Técnico de apoyo para las escuelas sobre evaluación (Anexo II: Ampliatoria del Marco Referencial)** where you will find :

- Síntesis cap 2. ¿Qué aprendizajes promueven las actividades de evaluación que proponemos a nuestros estudiantes?. page 19
- Las 5 estrategias centrales de la evaluación formativa . page 25

This module offers these enriching research papers. In **“Assessment strategies of English teachers at the basic level”** Campos Palacios investigates the relationship between class planning and assessment approach: the concepts of coherence, relevance and pertinence in this sense. In addition, he deals with the structure of the instruments used and the balance in assessing linguistic skills. Likewise, Alexis López In **“La evaluación formativa en la enseñanza y aprendizaje del inglés”** adds light to the importance of designing valid and trustworthy devices to assess in order to make key decisions afterwards. Furthermore, he suggests different strategies for organizing effective assessment instances and gives recommendations for successful feedback opportunities.



Answer the following questions

-Which is my assessment method?

-Do I really get evidence of my students' learning path? Are the results valid?

-What type of assessments do I include in my classes?



-What kind of adjustments do I need to do?

Now, let's focus on the instruments to assess learning. Share your experience and opinions on this Forum:



Discussion Forum “Our current assessment tools”

- List 5 (five) assessment techniques and/or strategies you used throughout the year
- Write two paragraphs answering: Why have you chosen these instruments? Which has been the result of the implementation of these testing devices?
- Complete the chart mentioning the advantages and disadvantages of the assessment method you use (include the instruments you listed in a)

Assessment tool	Advantage	Disadvantage

It is important to remember, the goal of Evaluation is not to label or rank students, but to better understand their learning needs and guide them on their path to academic success. Brent Duckor and Pedro Ravela promote this idea. In **“Formative Assessment in Seven Good Moves”**, Duckor has identified seven basic moves that are essential to rich formative assessment practice, and Ravela, Picaroni and Loureiro in **“¿Cómo mejorar la evaluación en el aula?”** provide conceptual analysis and teaching assignments that guide the reflection on how to improve the overall assessment implementation.



Video Forum “A Teaching Demo on Assessment”

Watch the video “Teaching and Assessment Strategies on the Macro Skill” <https://www.youtube.com/watch?v=wAulgiZUTOo&t=12s> from minute 36:50 till the end and post your own overall observation on the demo proposal. You will also be asked to react to or comment on your colleagues’ posts .



Participants	Reacts to or comments on...
Florencia Tomé	Susana Escalante
Claudia Castañeda	María de las Mercedes Montiel
Mariela Kohon	María de las Mercedes Soto
Guadalupe Hidalgo	Pamela Flores
Alba López	Claudia Castañeda
Pamela Flores	Guadalupe Hidalgo
María de las Mercedes Soto	Tania López
Lucia Cubilla	Florencia Tomé
Tania López	Mariela Kohon
Maria de las Mercedes Montiel	Lucía Cubilla
Susana Escalante	Alba López

Guiding questions

1. What type of assessment instances are presented by the teacher in her demo class? Are they appropriate? If yes, why? If not, how could you improve the testing opportunity?
2. Are the assessment activities properly incorporated and presented in her lesson? Why?
3. If you had to give the teacher feedback on assessment based on how she conducted this demo class, what would you tell her?
4. Would it be possible to implement any of her assessment ideas with your class? Justify your answer in 5 five sentences maximum

We have arrived at the last part of this module. Well done! Now it's time to do the weekly assignment.



Weekly assignment

Take a look at the Tarea_M5_1ra Parte where you will be asked to analyse an assessment device you have used during the year and improve it. We can't wait to read your productions!



Bibliography

- Ministerio de Educación de la Provincia de Corrientes. (2022) Documento Técnico de apoyo para las escuelas sobre evaluación. CP 08/22 y Anexo pedagógico.
- López, Alexis (2010) La evaluación formativa en la enseñanza y aprendizaje del inglés. Universidad de los Andes. Colombia. Voces y Silencios: Revista Latinoamericana de Educación, Vol. 1, No. 2, 111-124 ISSN: 2215-8421
- Campos Palacios, E. (2019, Nov) Assessment strategies of English teachers at the basic level. recup <https://www.redalyc.org/journal/5534/553466653014/html/>
- Karbach, Med (2023, June) 6 Key Assessment Types. Educators Technology. . recup <https://www.educatorstechnology.com/2013/07/a-good-visual-featuring-6-assessment.html>
- Duckor, B. (2014, March) Formative Assessment in Seven Good Moves. recup <https://www.ascd.org/el/articles/formative-assessment-in-seven-good-moves>
- Ravela, P, Picaroni, B y Loureiro, G (2017) ¿Cómo mejorar la evaluación en el aula? Grupo Magro Editores. Ciudad de México

Webgraphy

- Teaching and Assessment Strategies on the Macro Skill recup <https://www.youtube.com/watch?v=wAulgjZUTOo&t=12s>
- Ravela, Pedro. El A, B,C y D de la Evaluación Formativa <https://panorama.oei.org.ar/16-minutos-para-pensar-la-evaluacion-formativa/>