

The background features a white space with several colorful circles and dashed lines. In the top left, there is a large teal circle with a white center, a smaller teal circle, and a dashed teal circle. In the top right, there is a large lime green circle, a smaller green circle, and a dashed green circle. In the bottom left, there is a large green circle with a white center, a smaller orange circle, and a dashed yellow circle. In the bottom right, there is a large yellow circle, a smaller orange circle, and a small pink circle. A large dashed grey circle is also present, partially enclosing the text.

Alternative assessment in language teaching

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Background

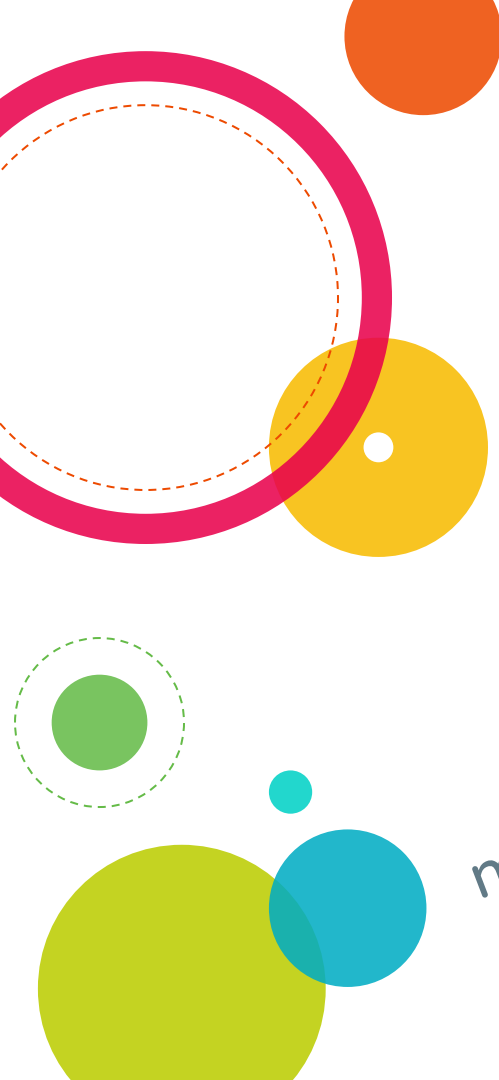
- ◎ from 2010: teaching at a language school
- ◎ 2015: Teacher of English language and culture and teacher of mathematics, MA, ELTE
- ◎ 2014–2021: teaching in secondary public education
- ◎ from 2017: PhD Programme in Language Pedagogy, ELTE
- ◎ from 2021: teaching at ELTE DELP



Who do you teach?

Raise your hand if you teach...

- primary school students
- secondary school students
- university students
- adults in groups (e.g., language school)
- one-to-one



What are the aims of assessment in language teaching?

First: individually

Second: discuss in pairs or small groups

Third: some examples aloud?

measurement

administration


motivation

feedback

comparison

help, support

improvement

A decorative graphic on the left side of the slide features a large orange circle in the center. Surrounding it are several other circles: a large teal circle at the top left, a smaller teal circle below it, a small pink circle above the orange one, a yellow circle with a dashed border and a white center overlapping the top right of the orange circle, a lime green circle at the bottom left, and a small green ring at the bottom center. A dashed teal line is also visible in the top left corner.

My PhD research on alternative assessment

- ◎ student questionnaires (n=156)
- ◎ teacher interviews (n=12)
- ◎ action research in the school
year of 2019/2020
- ◎ follow-up interviews

“Literature review”

Conference in 1912

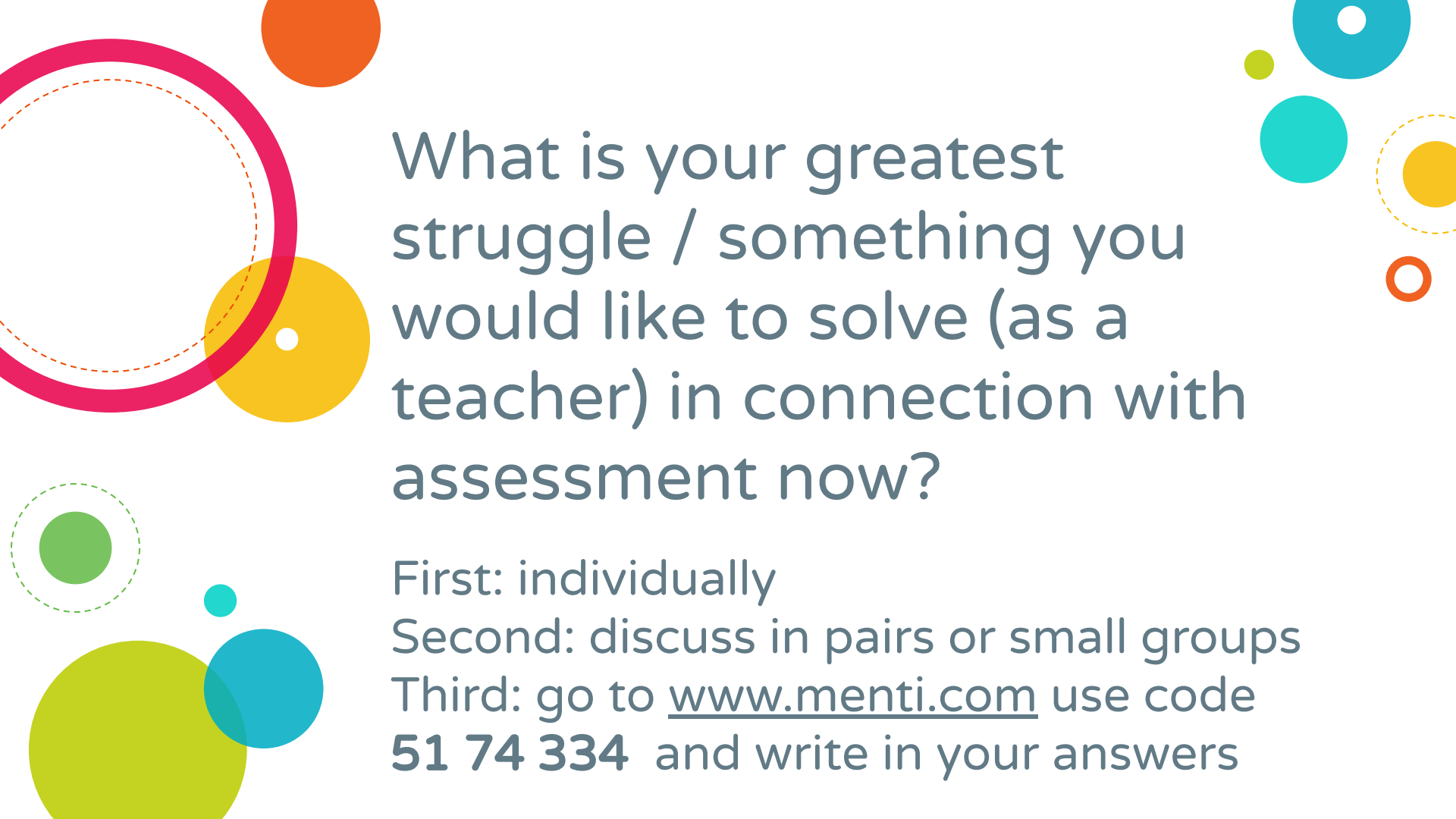
On the abolition of grades

“The child's knowledge is individual; therefore, it is not possible to grade fairly with five numbers [...] grading is a crime against the student [...] the president summarized the discussion and suggested that 1) grading should be generally condemned [...] 2) put on the agenda of next year's congress how assessment could be carried out in a different, more appropriate way.”

→ my definition of *alternative* assessment

A tanulók osztályozása. A központi *pedagógiai szakosztály* ez évi október hó 5-én tartotta a szünet után az első felolvasó ülését. Az ülésen *Kemény Gábor* dr., tordai főgimnáziumi tanár adta elő *az osztályozás eltörléséről* írt dolgozatát. Az előadó széles alapon, 300-nál több tanulótól szerzett adat felhasználásával, helytel-közzel új szempontokból tárgyalta az osztályozás problémáját. A nagy figyelemmel hallgatott előadásnak az volt a konklúziója, hogy faji, lélektani, didaktikai szempontokból el kell törölni a tanulók osztályozásának jelenleg alkalmazott módját, mely még a relativ igazságot sem szolgálja. Az előadás végeztével az elnöklő *Weszely Ödön* dr. egyetemi mtanár, főigazgató megnyitotta a vitát. Elsőnek *Biró Samu*, elemi iskolai igazgató, szólt hozzá. A népoktatásról szóló törvény előírja, hogy az elemi iskola a gyermekeket a szükséges elemi ismeretekre, gyakorlati készségekre oktassa és jó erkölcsre nevelje. Erre a fokra kivétel nélkül minden normális gyermeket el *kell* vinni. Tehát teljesen illogikus az elemi iskolában az osztályozás. Ha a középiskolában nincsen értelme az osztályozásnak, akkor ez, t. i. az osztályozás az elemi iskolában legalább is *non sens*. Például felhozta, hogy mi kell ahhoz, hogy egy 7 éves II. osztályos tanuló a magyar nyelvgyakorlásból egyest vagy kettest kapjon? Vagy a lakóhely ismertetésből hogyan lehet ugyanazon érdemjegyet adni egy 4–5 utcás faluban s itt a

Kemény, G. (1912). A tanulók osztályozása [Grading students].
A Gyermek, 9-10, 434–435.



What is your greatest struggle / something you would like to solve (as a teacher) in connection with assessment now?

First: individually

Second: discuss in pairs or small groups

Third: go to www.menti.com use code **51 74 334** and write in your answers



Some of your answers:

What is your greatest struggle in connection with assessment now?

grades, connection,
passion

It does not show personal
development.

Sometimes it demotivates
the students.

Parents' support (for the
teacher)

To enhance skills instead of
more factual knowledge
More formative assessments should
be included in instruction

Students nowadays do not think of
the assessment as something
important, something more they
tend to neglect it. So the
assessment doesn't work as a way
of motivation for improvement.

Psychology of each student is
different, so it's hard to
measure everything in the
same way

To make assesment
motivating instead of
dampening the spirit.

Demotivating

giving full credit to students'
individual achievements (like
someone starting from 20 points
making it 40 is as recognizable as
someone starting at 70 and going
80)



The interview study (n=12) + action research

1. Solutions for grading - point collecting methods based on gamification (*next presentation :)*)
2. Alternatives for oral and written testing
3. Assessment activities that help process the material
4. Further alternative assessment methods
 - a. Diagnostic assessment
 - b. Peer assessment
 - c. Self-assessment
 - d. Feedback (from the teacher to the students)
5. Alternative assessment methods used during the emergency remote delivery

1. Solutions for grading – point collecting methods based on gamification

“Dear Students,

You can collect points in four or five weeks depending on the length of the topic. At the end of this period you get a grade based on your points in the following way:

0-699 points = grade 1 (fail)
700-899 points = grade 2 (pass)
900-1099 points = grade 3 (so-so)
1100-1599 points = grade 4 (good)
and from 1600 points = grade 5 (Master)
(from 2000 points = 5* “Super Master” :)

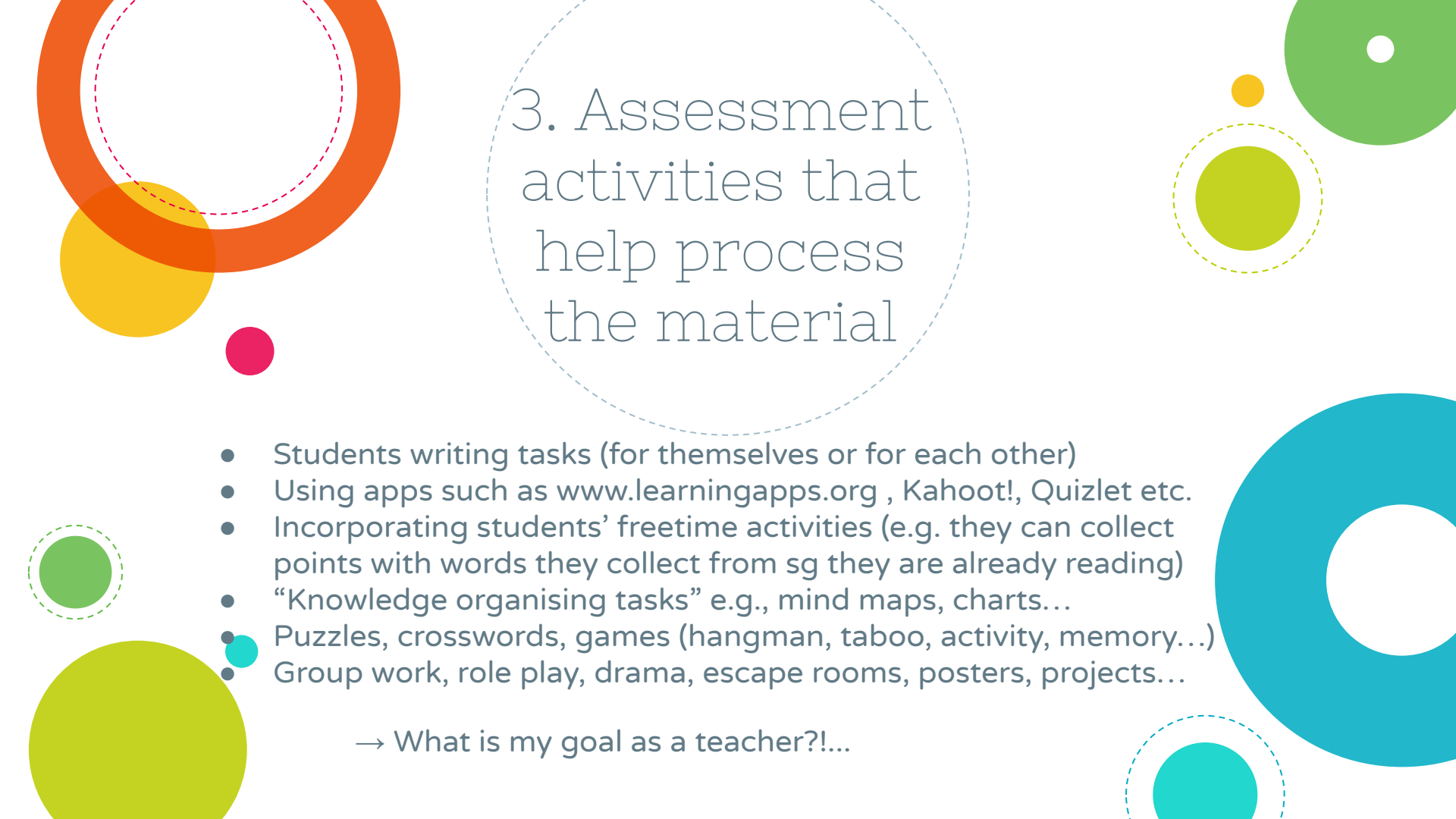
You can collect points in the following ways:

- the final test is always worth at least 1000 points
- point collecting minis in the beginning of lessons
- homework
- classwork
- online tasks
- above 2000 points you can collect Super Master points
- you can also get grades for the Super Master points or buy:
 - 200 points = a yes-no question in a test
 - 400 points = an extra day in a deadline
 - 800 points = 5 minutes chosen class activity
 - 1600 points = grade 5 OR a game lesson for you
 - 5000 points = in class activity for the whole group (game class, pizza ordering etc.)
 - 10000 points = out of class activity for the whole group (going for ice cream during the lesson, excursion in the afternoon etc.)”

2. Alternatives for oral and written testing

How does testing happen in your context?

- voluntary oral tests
- scheduled student presentations (live or recorded -> vlogs)
- instead of pop quizzes: “mini point collecting opportunities” (about 10 minute-long test for extra credit including 2-3 questions about the material of the previous lesson(s))
- online quizzes (e.g., Kahoot!)
- test with increasingly more difficult tasks and optional challenging tasks at the end
- students writing test questions that are incorporated into everybody’s tests
OR students compiling tests for themselves
- board game achievement tests



3. Assessment activities that help process the material

- Students writing tasks (for themselves or for each other)
- Using apps such as www.learningapps.org , Kahoot!, Quizlet etc.
- Incorporating students' freetime activities (e.g. they can collect points with words they collect from sg they are already reading)
- “Knowledge organising tasks” e.g., mind maps, charts...
- Puzzles, crosswords, games (hangman, taboo, activity, memory...)
- Group work, role play, drama, escape rooms, posters, projects...

→ What is my goal as a teacher?!...

4.a Diagnostic assessment

- ◎ Placement tests (evaluate pre existing knowledge to determine the level most suitable for a student)
- ◎ Asking students in anonymous questionnaires
- ◎ Q&A sessions with students
- ◎ KWL-chart that students fill in in the beginning of a unit (contains three columns labeled with the three letters: K for “what I already **K**now”, W for “what I **W**ould like to learn”, L for “what I **L**earned”)
- ◎ Exit tickets: at the end of the lesson students answer short questions or finish sentences on slips of paper (e.g., I learned today... I still don't understand... I would like to do more of...)
- ◎ Traffic lights: during the lesson the teacher can ask students to show a green or yellow or red card
 - ◎ if they understand (green)
 - ◎ if they more or less get it (yellow)
 - ◎ if they don't understand (red) the task or the solution

How does diagnostic assessment happen in your context?

4.b Peer assessment

“

- ⊙ Giving feedback on each other's presentation
- ⊙ Anonymous feedback (e.g., in online forms)
- ⊙ Role playing exam situations in which students are "examiners"
- ⊙ Pair work rubric

A PEER ASSESSMENT RUBRIC

My name.....

I am assessing

Date

	He/She did this very well	This was okay.	My partner let me down
1. My partner made a lot of good suggestions.			
2. My partner was on task for the majority of time we worked together.			
3. My partner was open to my suggestions.			
4. My partner knew what was expected of him/her.			
5. I was able to complete my tasks effectively as a result of working with my partner.			

.....'s presentation evaluated by.....

Content:

Was the presentation interesting? -- - ? + ++

Was the content clear, understandable? -- - ? + ++

Did the presentation have an intro., main part, and summary? -- - ? + ++

Was the grammar correct? -- - ? + ++

Was the vocabulary correct? -- - ? + ++

Presentation style:

Was the presenter engaging, enthusiastic? -- - ? + ++

Was the presenter's tone and rhythm good? -- - ? + ++

Was the pronunciation understandable? -- - ? + ++

Was the presentation easy to follow? -- - ? + ++

Did the presenter keep eye contact with the audience? -- - ? + ++

Visuals:

Did the visuals look good? -- - ? + ++

Did the visuals support the message of the presentation? -- - ? + ++

Were the slides logically built up? -- - ? + ++

Were the texts and pictures good (length, size, colors etc.)? -- - ? + ++

All in all impression:

Why? -- - ? + ++

4.c Self-assessment

- 3-2-1 card (e.g.: 3 things I did well today... 2 things I want to improve... 1 question I have...)
- Reflective sentences (e.g.: What helped me understand this was... I learn best if... I need help in...)
- "Shopping list" (checkboxes with things the work should contain)
- Rubrics for self-assessment
- Color coding learning path:
 - ...

What kinds of peer- and self-assessment practices do you use?

Write the appropriate number (1-4) next to each task as you are doing them. Change the number as you are improving.

	no.1	no.2	no.3	no.4	no.5	no.6	no.7	no.8	no.9	no.10	no.11	no.12	no.13	no.14	no.15	no.16	no.17
Student 1	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 2	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 3	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 4	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 5	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 6	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 7	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 8	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 9	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 10	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 11	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 12	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 13	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 14	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 15	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3
Student 16	1	2	3	4	3	2	1	2	3	4	3	2	1	2	3	4	3

4.d Feedback (from the teacher to the student)

- badges, titles, awards, stickers, stamps...
- verbal/written praise, personalized cards
- highlighting strong points
- **helping HOW to improve**

How do you give feedback?



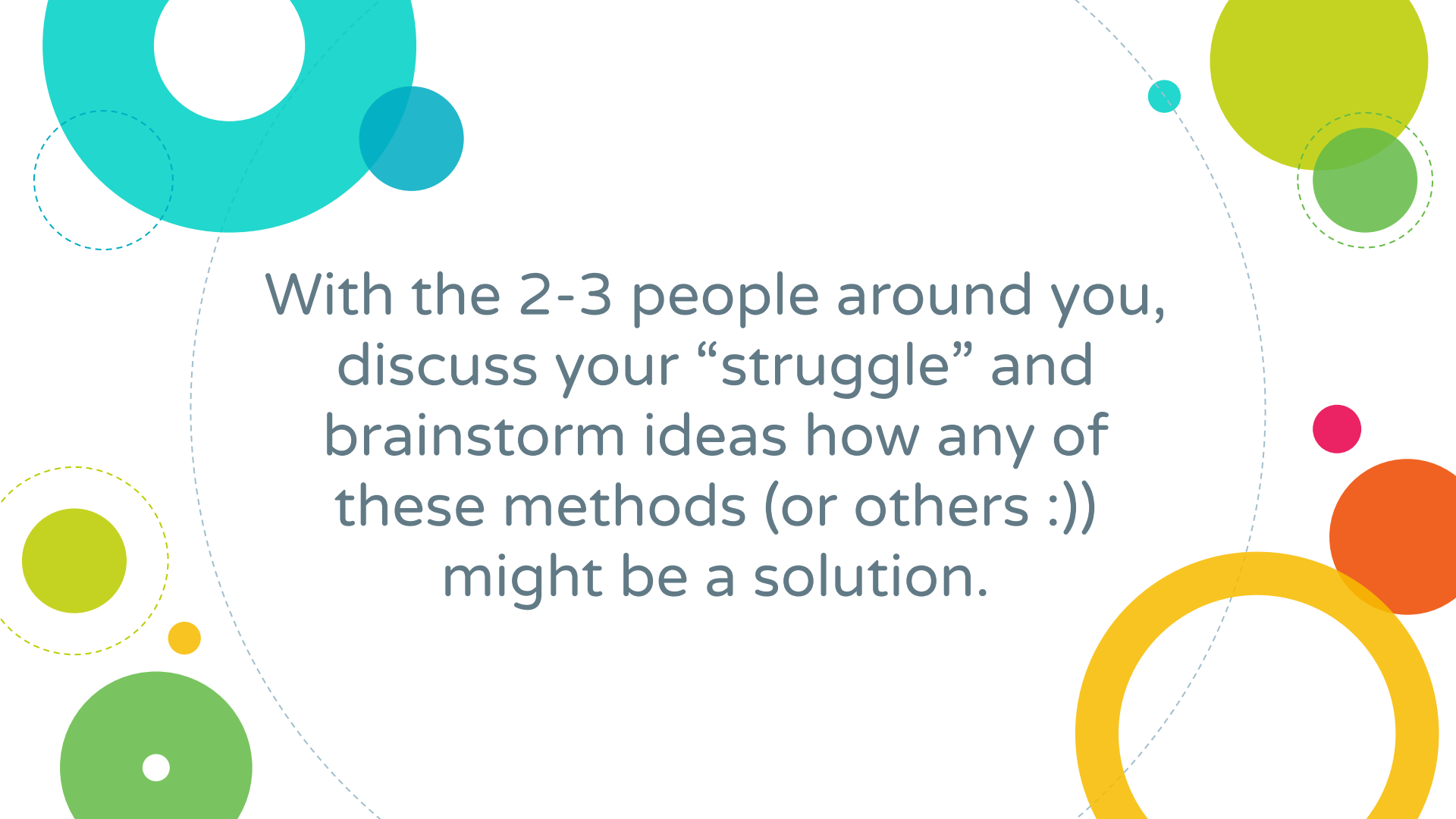
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5. Alternative assessment during the emergency remote delivery

Alternative assessment methods worked during the emergency delivery (with small modifications)

unlike traditional grading and testing...

- Did you have to teach online?
- What was your experiences with assessment?
- What worked? What didn't work?

The background features a large, light blue dashed circle that frames the central text. Scattered around this circle are various solid-colored shapes: a large teal ring in the top left, a smaller teal circle below it, a large lime green circle in the top right, a smaller green circle below it, a large orange ring in the bottom right, a smaller orange circle above it, a large green circle in the bottom left, a smaller green circle above it, a small yellow circle in the bottom left, and a small pink circle in the middle right.

With the 2-3 people around you,
discuss your “struggle” and
brainstorm ideas how any of
these methods (or others :))
might be a solution.

A decorative background featuring a large dashed light-blue circle. Inside and outside this circle are various colored shapes: a large lime green circle at the top left, a large cyan circle at the top center, a large yellow circle at the bottom left, a large orange circle at the bottom right, and several smaller circles in green, blue, orange, and pink scattered throughout.

“

Q & A

and feedback:

What is your takeaway?

(go back to www.menti.com
code 51 74 334)

A decorative background featuring a large cyan circle at the top center, a blue circle with white quotation marks below it, and various other colored circles (green, orange, yellow, pink) scattered around. A dashed light blue line curves through the scene.

“

Some of your answers:

What is your main takeaway from this presentation?

1- timely active student assessment with bonus points
2- empowering student to share their experience and struggles, as well as what they already learned and want to learn

Creative teacher can find many ways. Being resourceful gets better results.

Can use mentimeter for anonymous Q&A

I use most of the assessment methods mentioned in the presentation, I like the online quizzes and games which I haven't used yet and will surely apply to my classes.