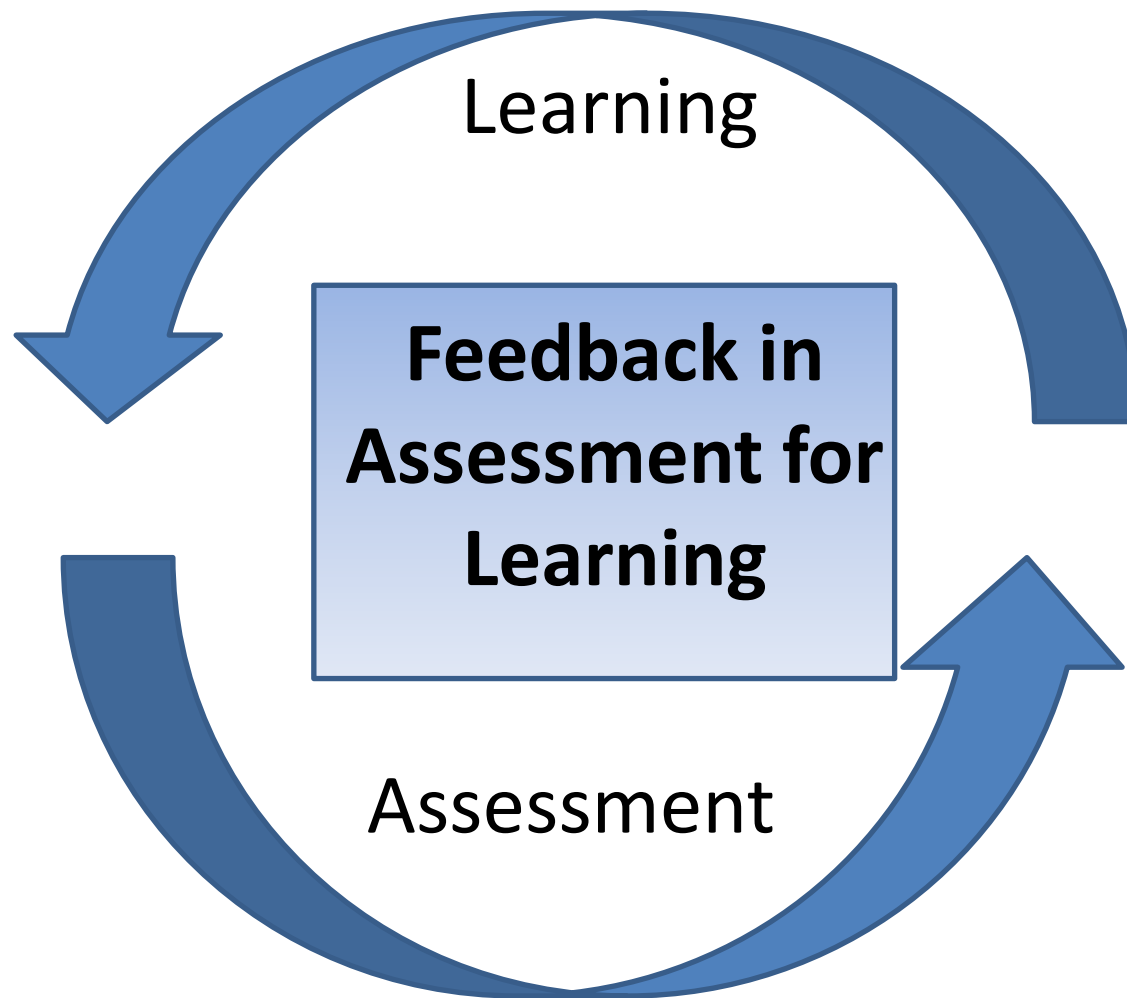


Embedding feedback in Assessment for Learning

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Overview

1. The lay of the land
2. The wider AfL landscape
3. Feedback
4. Conditions for effective feedback
5. Conclusion and outlook

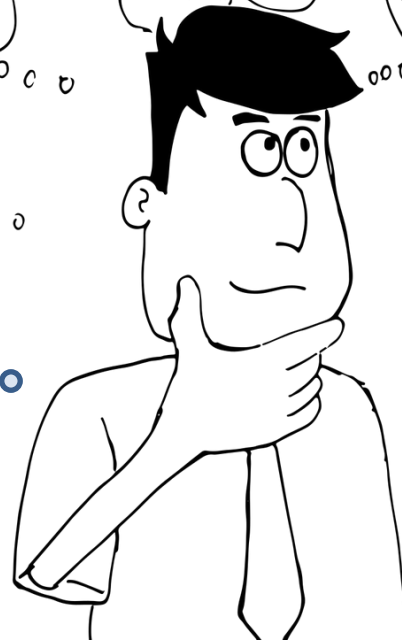


2. The wider AfL landscape

AfL

Diversified ways of
thinking about
assessment

Assessment \neq
testing



2. Assessment for Learning

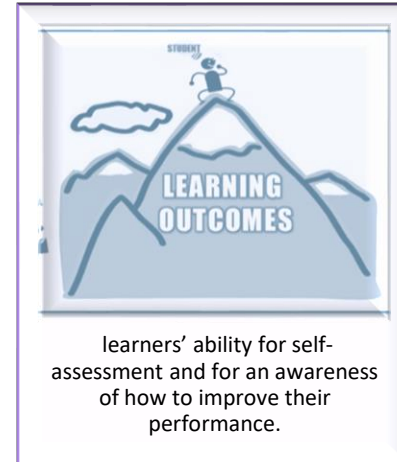
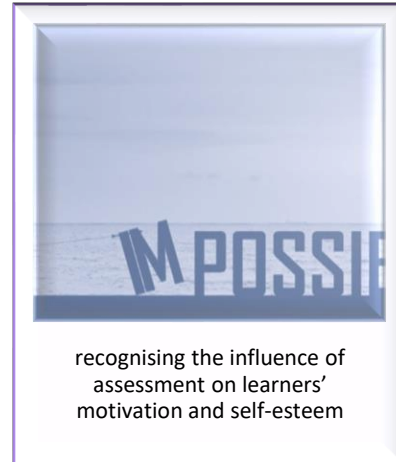
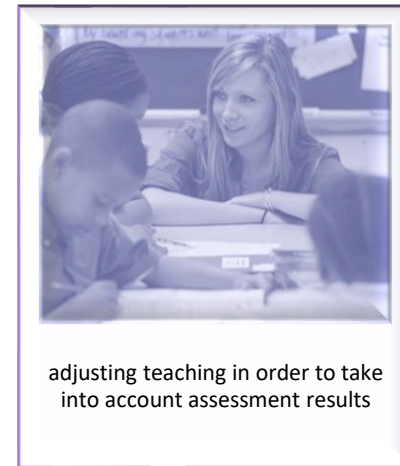
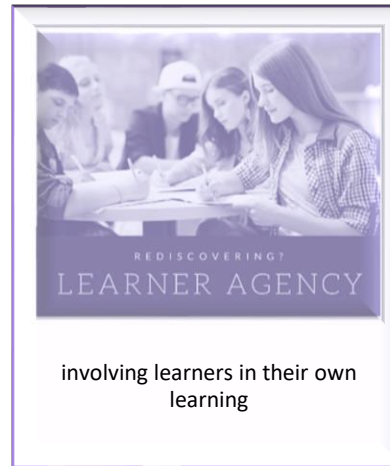
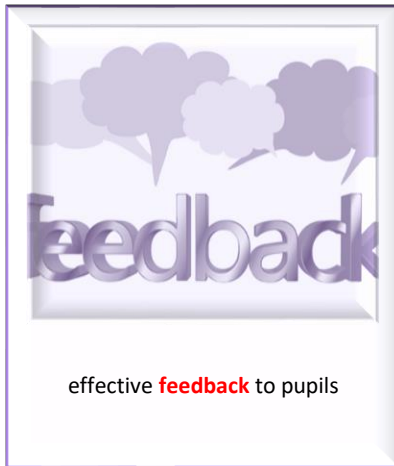
Assessment Reform Group (2002) defines AfL as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

2. Assessment for Learning

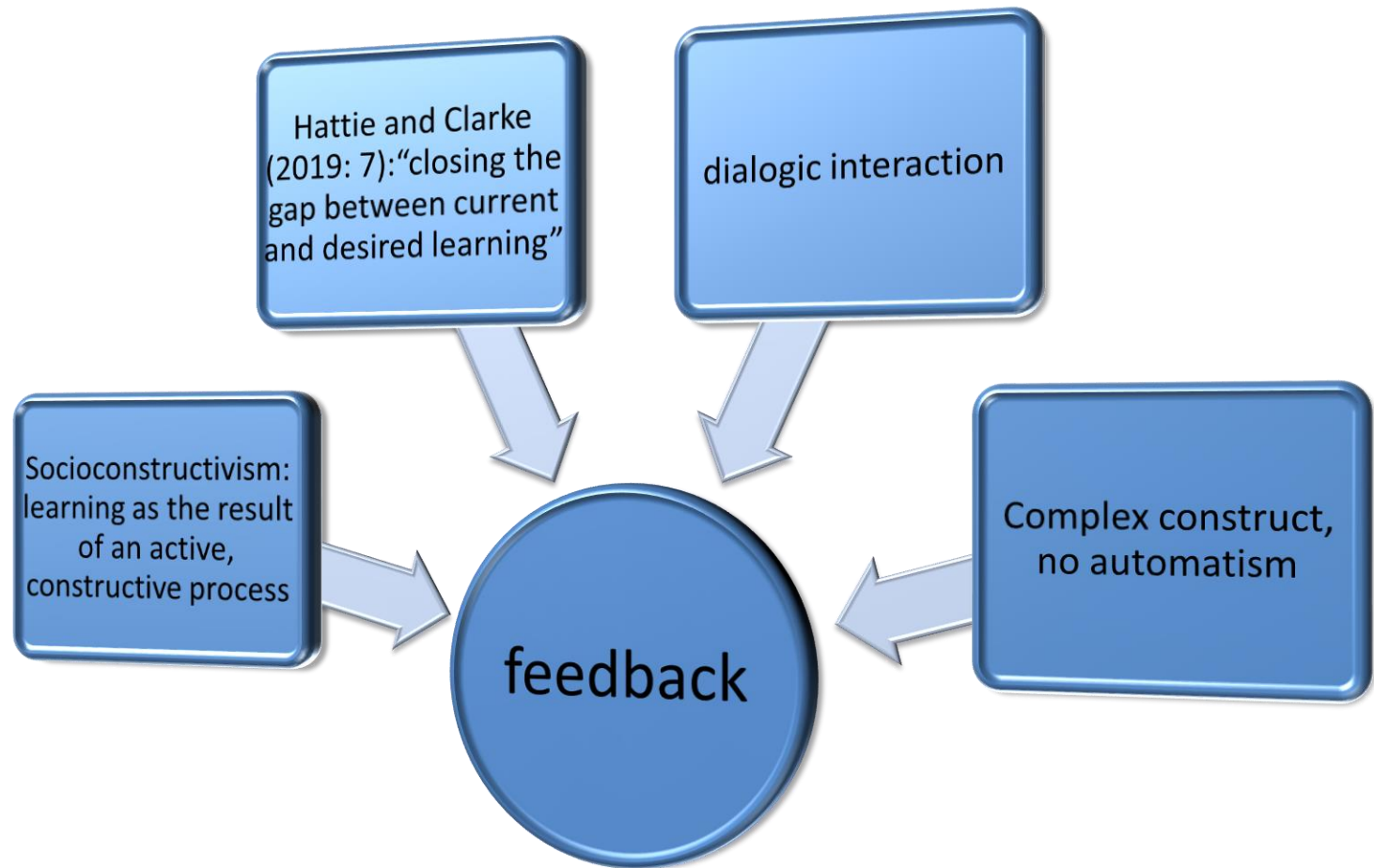
Assessment Reform Group (1999:7) characteristics of AfL:

- It is **embedded** in a view of teaching and learning of which it is an essential part;
- It involves sharing learning goals with **pupils**;
- It aims to **help pupils** to know and to **recognise** the **standards** they are aiming for;
- It **involves pupils** in self-assessment;
- It provides **feedback** which leads to pupils recognising their **next steps** and how to take them;
- It is underpinned by confidence that **every student can improve**;
- It involves **both teacher and pupils** reviewing and reflecting on **assessment data**

2. Assessment for Learning: conditions



3. Feedback



3. Feedback in classroom-based language assessment

- Feedback as major **purpose** of student-centred language assessment (Cheng et al., 2004)
- Feedback as a **practice** in language assessment (Hill & McNamara, 2012)
- Feedback as an integral **principle** of language assessment (Giraldo, 2019) => embedded approach
- Possible theoretical frameworks: learning-oriented language assessment (Turner & Purpura, 2016), dynamic assessment (Poehner, 2009)

3. Feedback in classroom-based language assessment

Language learning...
evidence... progress ...



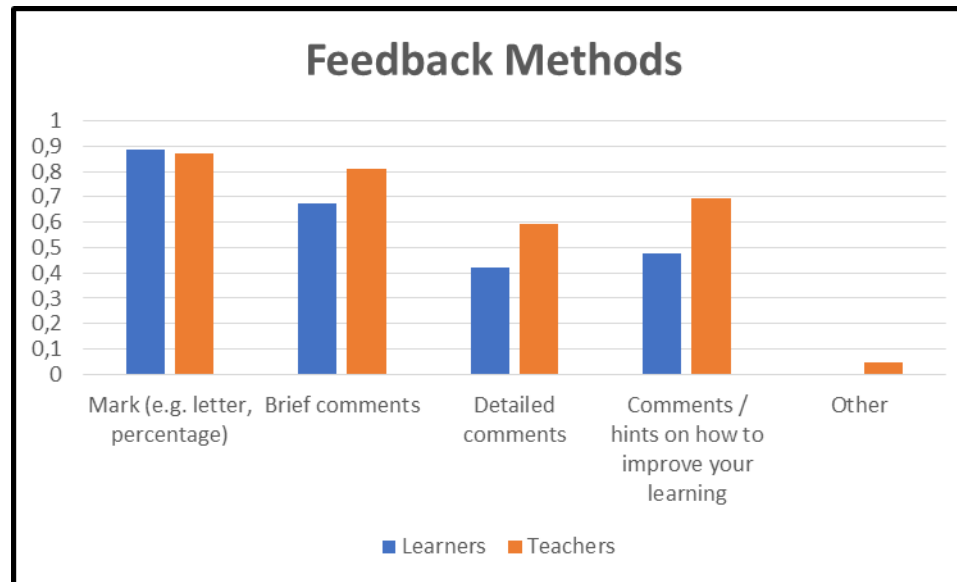
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Language learning...
evidence... strategies ...



Matter of perception

3. Feedback in classroom-based language assessment



Vogt, 2018, p. 36



Matter of perception



4. Conditions for effective feedback

Not all feedback is powerful!

- Wrong time
- No chance to improve work
- Uninformative
- Person-related not learning-related
- Too much / too little detail

~~You need to work harder!~~

To expand your vocabulary in English, you could ...

Mobilise plurilingual resources here

4. Conditions for effective feedback

process guided by the learning goals the learner and the teacher work toward

Active learner involvement, set up as dialogic interaction

Concise feedback that is task-involving

Represents a “recipe for future action”

Example: dreamtime story

5. Conclusion and way forward

- Involve learners in dialogic interaction, thus moving learning forward → unearth potential of multilingual learners
- Co-constructed language assessment process, learner in roles of recipient, partner, provider → pivotal role of feedback in AfL and other dynamic concepts of assessment (e.g. dynamic assessment)
- „What feedback works?“ not easily answered
- More empirical grounding of feedback procedures and their long-term effects for learning needed
- Language assessment: firmly embed feedback in existing frameworks of language assessment, multilingual assessment could be one of them



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Feedback welcome 😊

Selected literature

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