

# ASSESSMENT AND FEEDBACK

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# INTRODUCTIONS

## JONNY CORNISH

- Trained as a teacher (science and maths) in the UK for a year.
- 2<sup>nd</sup> year JET.

Kita high school (Kitako) ~75% of time

Kumano (Kumamoto Agricultural High school) ~20% of time

Matsubase East Special Needs School ~5% of time

Enjoy teaching ~100% of the time

# INTRODUCTIONS

## RANKO MATSUNAKA

- Teaching at Kumasho (Kumamoto Commercial High School) for 2 and a half years.
- I'm a country girl....oops
- I mean country woman!

# INTRODUCTIONS

- Please make **groups of 4** with at least **one ALT** and at least **one JTE**.
- Please tell your group members;
  - your name
  - your school(s)
  - what food you really like.

# TODAY'S OBJECTIVES – SHARING IDEAS

- You can assess students not only through multiple-choice (A B C D) tests.
- You can give feedback to students not only through correcting their work or giving test grades.
- You understand why these two things are very important.

# CONTENTS

- 1. Define assessment and feedback
- 2. Why are feedback and assessment important?
- 3. What assessment and feedback is usually like in schools now (in Kumamoto).
- 4. How to do it “right” from theory.
- 5. Examples from me, Ranko and you guys that you can **actually use**.

# WHAT DO ASSESSMENT AND FEEDBACK MEAN?

- What does assessment mean?
- Think of any examples for assessing English in school.
  - What are you assessing?
  - How do you assess it?
  - When do you assess it?
- What does feedback mean?
- Can you think of any examples for feedback that you or your students have used?

# ASSESSMENT

- Evaluation.
- A way to measure how good someone is at doing something.
- **Examples (for teaching English);**
- interview test  
essays  
performing a speech  
grammar multiple choice  
English diary
- reading comprehension questions  
multiple choice listening  
summarising  
listening to students in class  
classwork vocab quiz

# FEEDBACK

- Giving someone information about an assessment.
- Usually what was good, and what needs to improve.
- Teacher to student, student to student or students to themselves.
  
- **Examples;**
- Comments (spoken or written), grades (marks), corrections, model answers.

# WHY IS FEEDBACK IMPORTANT?

Let's look at some studies.

A review of over 50,000 studies ranked different things that affect student's achievement.

# THINGS THAT AFFECT STUDENT'S ACHIEVEMENT (LEARNING)

- Put these things in order of “biggest effect on learning”:
  - Testing a lot
  - Homework
  - Grouping students by their ability
  - Giving/receiving feedback
  - The expectations of the teacher
  - Size of the class
  - Teacher-student relationship
  - Setting challenging goals
  - Students helping to teach each other

# THINGS THAT AFFECT STUDENT'S ACHIEVEMENT (LEARNING)

1. Giving/receiving feedback
2. Teacher –student relationships
3. Setting challenging goals
4. Students teaching each other
5. The expectations of the teacher
6. Testing a lot
7. Homework
8. Size of the class
9. Grouping students by ability

(Professor John Hattie, Auckland University New Zealand, Visible Learning (2009)  
15 years' research  
A collection of over 50,000 studies)

# HOW ASSESSMENT AND FEEDBACK IS DONE NOW

- 3 written tests a term, ~80% multiple choice
- one heavily focussed on reading “communication”
- one heavily focused on translation/grammar “expression”/ “writing”.
- Purpose of the tests is to rank the students.
  
- **What are the things being assessed?**
- Reading, translation skills, grammar knowledge, vocabulary knowledge paper test skills, concentration skills, **memorisation skills.**

# HOW IS FEEDBACK GIVEN?

- **Corrections** – cross out the things that are “wrong”, write in the “correct” version.
- (the only thing that matters is what is right, and what is wrong)
- **Grades** – every test has corrections and then a big number at the end /100

# HOW TO DO IT RIGHT FROM THEORY – A STUDY IN ISRAEL.

- A) One group of children were **only** given praise.
  - B) One group of children were **only** given grades.
  - C) One group of children were **only** given comments.
  - D) One group of children were given **no feedback**.
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- **1. Please rank the groups in order of how their learning was affected.**
  - **2. Please rank the groups in order of how their emotions were affected.**

# HOW TO DO IT RIGHT FROM THEORY – A STUDY IN ISRAEL.

- **1. How their learning was affected.**
  - 1. C) Only comments
  - 2. A) = B) = D) all other groups
- **2. How their emotions were affected.**
  - 1. A) = B) Only praise and only grades.
  - 2. C) = D) Only comments and no feedback.
- Butler( 1987), Israel, 200 6<sup>th</sup> year elementary school pupils

# HOW TO DO IT RIGHT FROM THEORY

- There are **two** types of assessment.
- 1. Assessment for the student to learn. (Affects learning)
- 2. Assessment so that the student can be ranked. (Affects emotions)

# HOW TO DO IT RIGHT FROM THEORY

.....The best way for students to learn?

- Don't rank them too much (or don't tell them the ranks)!
- Give them good feedback.
- Make them give each other good feedback.
- Make them give themselves good feedback.

# WHAT IS GOOD FEEDBACK?

- Comments (spoken or written)
- Tell them what they did that was good.
- Tell them how to improve.
- Be specific

# AHHHH BUT...JONNY AND RANKO...

- Assessing speaking or writing is too difficult!
- It takes too much time!
- The students don't need to do it!
- You can't be fair to all the students!

# LET'S TRY

- Try giving some **good feedback** to these two pieces of written work.
- The main goal was to try to link sentences together with “but”, “because”, “so” etc.
- A secondary goal was to try and use some of the week’s vocabulary.

# SOME EXAMPLES FROM ME AND RANKO

- **Assessment** – Speeches (written and performed), recitation, conversations, speaking (eiken-style), letter to a friend, listening tests (pronunciation, stress, conversation answers), homeworks, personal essay, presentations, creative writing, making summaries, reading comprehension, students assessing each other, students assessing their own work.
- **Feedback** – corrections only, comments only, comments and corrections, students giving each other comments with sticky notes, students giving each other praise through sticky notes, students setting themselves goals, praise only, comments with praise.

# TODAY'S OBJECTIVES

- You can assess students not only through multiple-choice (A B C D) paper tests.
- You can give feedback to students not only through correcting their work or giving test grades.
- You understand why these two things are very important.

# TRY TO CHOOSE ONE NEW WAY

- How could you use a different way to assess students?
- How could you give feedback? (or get the students to give feedback to each other?)