# ELSA NET

Instructors

Resource Bulletin: Assessment

Types of Assessment

Formative : Ongoing assessment used to improve the learning and teaching process.
Summative: Assessment at the end of a period of time. In ELSA, the progress and exit tests are summative.
Needs: Assessment of student needs. This is usually done before the start of a new unit of study. It can be informal or formal.
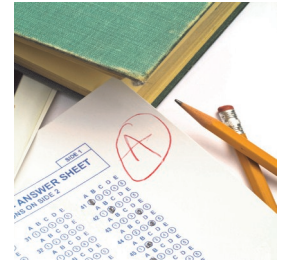
Assessing Yourself As a Teacher: Reflective practice

Reflective practice is the process of self-monitoring while teaching. It is useful in that it can give a lot of insight about many aspects of teaching. As Farrell and Richards (2011) put it, "exploring your own teaching is also part of the process of theorizing your own practice and developing understandings and principles that will give you greater confidence as a teacher" (p. 159).

Some ways for teachers to engage in reflective practice include:

Video-recording a lesson: A lot of insight can be gained through video taping and then watching the video with an analytical lens. A video recording will allow teachers to examine aspects of teaching such as teacher talk time, instruction giving, quality and clarity of language, eliciting, questioning methods and how feedback or correction is given in class.
Written accounts of lessons: Taking notes on a lesson plan on what things worked well or could have been improved on also provide a lot of insight. Other things to note include unanticipated problems learners had and things that can be done differently next time. Another way to reflect on teaching in written form is teacher journaling.
Teaching portfolio: This is a collection of materials used and created for the classroom throughout a period of time. As listed in Farrell and Richards (2011), some of the items in a teaching portfolio might include: "an account of your personal teaching philosophy, a summary of field experiences, examples of lesson plans, materials you have prepared for your classes, student evaluations of your teaching, written accounts of lessons and observers' comments on your lessons" (p. 155).
Action Research: Basically, a teacher identifies an issue or problem in the classroom that they would like to look into further. There are 4 steps to this process: planning, action, observation and reflection.

For more information look at : Farrell T.S.C., & Richards, J.C. (2011). *Practice Teaching A Reflective Approach.* New York, NY: Cambridge University Press.

Assessment Practices Survey

The following are some of the recommendations based on the results from the assessment survey sent out earlier this year by the ELSA Net Instruction and Assessment Committee:

⇒ Transfer all tests to ELSA Net to be housed on the Moodle Site
⇒ Continue with the task-bank concept for tests
⇒ Offer ongoing training and inter-rater reliability sessions (online is a good option)
⇒ Have workplace options within the task banks for EFW
⇒ Have clear guidelines and communication with providers (especially new providers) regarding assessment
⇒ Ensure transferability to post-secondary institutions (through report cards with CLB scores)
⇒ Literacy classes are generally okay—perhaps a "transition interview" would be helpful

Portfolio-Based Language Assessment

Language portfolios are being implemented in other parts of the country as a means of following student progress. Here is a quick overview for your reference:

What is it? A language portfolio contains samples of student work that shows their progress. The portfolio would include materials for speaking, listening, reading and writing. For more information, here is a clear and simple outline: http://www.ealmb.ca/pluginfile.php/31/course/section/4/clpa-faq-2009.pdf .

In many ways portfolio-based assessment is similar to formative assessment in that it is ongoing and gives a more holistic view of student progress. Here is a checklist of what a student portfolio can contain for ELSA students: http://www.ealmb.ca/pluginfile.php/31/course/section/4/clpa-divider-2009.pdf

Manitoba's EAL Program is using portfolio assessments. They have developed a number of resources that can all be found at this website: http://www.ealmb.ca/course/view.php?id=3.
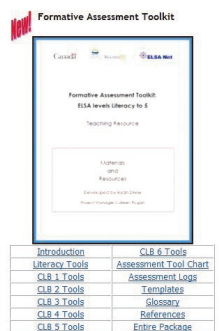
ELSA Assessment

Assessment in the ELSA program starts at the assessment centers with the CLBPT.

When students are in the ELSA program, they have to take progress tests to move up to the next level and exit tests to complete the program. For a full list of the most current ELSA tests go here. With the exception of the ELSA 3,4 and 5 Writing Task Banks, which are on a password protected Moodle page, all ELSA progress and exit tests are currently housed at VCC and are available ONLY to ELSA providers upon request. We are in the process of moving these tests to ELSA Net to be accessible through a secure Moodle site.

Most recently, we have added testing procedure guidelines for ELSA 6/7 providers and teachers.

There is also a Formative Assessment toolkit for ELSA teachers to use throughout the school terms. It was created to help teachers incorporate more assessment strategies into everyday teaching practices. The Formative Assessment Toolkit can be accessed from the ELSA Net website. ELSA Net is currently working on adding CLB 7 and 8 to the toolkit as well as a student toolkit from literacy to level 7.

Resources

http://www.edlinc.ca/
Great website with guest access for 2 courses containing computer activities that complement the LINC 2,3 and 4 Classroom Activities books (2009) and the LINC 5-7 Classroom Activities Volumes 1 and 2 (2010). The activities are all organized by theme and are all online activities. For the ELSA 5-7, downloadable print resources are also available. No registration is required for any of the activities.

http://www.nald.ca/library/learning/practice/practice.pdf
This resource was made for learners to use as a guide to study English on their own. It is CLB aligned and has ideas on what students can do to practice their English from CLBs 1-4 and CLBs 5-8. There are also some reading and study tips as well as links to different resources both for students as well as links to websites for professionals who are interested in learning English.

http://www.clb-osa.ca/
This website requires registration but students can take a test to see which benchmark level they are. This is an unofficial test but it is CLB aligned and FREE.

http://www2.immigratemanitoba.com/asset_library/en/eal/pdf/selfstudy.pdf
Manitoba's ESL guide for students - "Self-Study Ideas for English Language Learners" This 56-page pdf file has a brief outline of CLB 1 – CLB 10. It has pages with links to websites for practicing English as well as ideas on what to do. It also has a list of resources to buy or borrow as well as a list of ESL tests with information on each.