

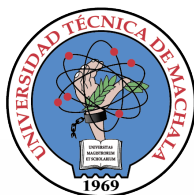
BEYOND PAPER-AND-PENCIL TESTS: GOOD ASSESSMENT PRACTICES FOR EFL CLASSES

SANDY T. SOTO / EDER INTRIAGO PALACIOS / JOHNNY VILLAFUERTE HOLGUÍN



Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes

Sandy T. Soto
Eder Intriago Palacios
Johnny Villafuerte Holguín
Coordinators



Primera edición en inglés, 2018

Este texto ha sido sometido a un proceso de evaluación por pares externos con base en la normativa editorial de la UTMACH

Ediciones UTMACH

Gestión de proyectos editoriales universitarios

209 pag; 22X19cm - (Colección REDES 2017)

Título: Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes. / Sandy T. Soto / Eder Intriago Palacios / Johnny Villafuerte Holguín (Coordinadores)

ISBN: 978-9942-24-111-5

Publicación digital

Título del libro: Beyond Paper-and-Pencil Tests: Good Assessment Practices for EFL Classes.

ISBN: 978-9942-24-111-5

Comentarios y sugerencias: editorial@utmachala.edu.ec

Diseño de portada: MZ Diseño Editorial

Diagramación: MZ Diseño Editorial

Diseño y comunicación digital: Jorge Maza Córdova, Ms.

© Editorial UTMACH, 2018

© Sandy Soto / Eder Intriago / Johnny Villafuerte, por la coordinación

D.R. © UNIVERSIDAD TÉCNICA DE MACHALA, 2018

Km. 5 1/2 Vía Machala Pasaje

www.utmachala.edu.ec

Machala - Ecuador

Advertencia: “Se prohíbe la reproducción, el registro o la transmisión parcial o total de esta obra por cualquier sistema de recuperación de información, sea mecánico, fotoquímico, electrónico, magnético, electro-óptico, por fotocopia o cualquier otro, existente o por existir, sin el permiso previo por escrito del titular de los derechos correspondientes”.



César Quezada Abad, Ph.D

Rector

Amarilis Borja Herrera, Ph.D

Vicerrectora Académica

Jhonny Pérez Rodríguez, Ph.D

Vicerrector Administrativo

COORDINACIÓN EDITORIAL

Tomás Fontaines-Ruiz, Ph.D

Director de investigación

Karina Lozano Zambrano, Ing.

Jefe Editor

Elida Rivero Rodríguez, Ph.D

Roberto Aguirre Fernández, Ph.D

Eduardo Tusa Jumbo, Msc.

Irán Rodríguez Delgado, Ms.

Sandy Soto Armijos, M. Sc.

Raquel Tinóco Egas, Msc.

Gissela León García, Mgs.

Sixto Chiliquinga Villacis, Mgs.

Consejo Editorial

Jorge Maza Córdova, Ms.

Fernanda Tusa Jumbo, Ph.D

Karla Ibañez Bustos, Ing.

Comisión de apoyo editorial

Contents

Chapter I

Authentic assessment of EFL students in Ecuadorian classrooms: What teachers need to know! Be a better teacher, assess authentically! 12

Hamilton Quezada; Sandy T. Soto

Chapter II

Role-plays as an assessment tool in English as a foreign language (EFL) class 49

María Rojas Encalada

Chapter III

Tools for assessing reading comprehension in English as a foreign language programs 74

Jessenia Matamoros González; Luis Peralta Sari

Chapter IV

Gaining insights on EFL student performance through meaningful assessment tools 96

Consuelo Gallardo Changotásig; Carmen Cajamarca Illescas; Isabel Quito Gutiérrez

Chapter V

Authentic assessment & practical tools to reduce test anxiety.....128

Rebecca Bonarek; Paolo Fabre-Merchan; Gabriela Villavicencio Gordon

Chapter VI

The role of ICT in the evaluation and assessment of English as foreign or as a second language 155

José Luis Ramírez-Romero; Migdalia Rodríguez-Rosales; Héctor Salazar-Sorcia

Chapter VII

Literature circles, Google apps and corrective feedback to assess language learning182

Eder Intriago Palacios; Johnny Villafuerte Holguín

Dedication

To all the people who made the publication of this book possible.

To those EFL teachers who, day by day, give the best of their own for helping their students construct their knowledge and learn English in meaningful and effective ways.

Introduction

Individuals' learning of a second or foreign language has been traditionally measured with paper-and-pencil tests. Unfortunately, such assessment practice prevents learners from demonstrating the skills gained throughout the teaching-learning processes and thus, their actual ability to use the target language effectively. It also limits learners from receiving positive feedback; which opens doors for them to improve their language skills.

The language teaching field demands that English as Foreign Language (EFL) teachers have a vast knowledge of the fundamental concepts and theories that surround the assessment of EFL learning. It also requires that professionals who teach a foreign language keep up to date with assessment tendencies that go beyond paper-and-pencil tests as is the case of authentic assessments.

Assessment practices that go beyond traditional paper-and-pencil tests provide students with opportunities to be assessed in mental stress-free environments. Teachers who promote this alternative form of assessment prompt learners to perform real-world tasks so that they can demonstrate their capability to apply essential knowledge and skills in creative and meaningful ways. In other words, teachers gain insights about how much students have grasped by

their actual ability to perform in a specific situation instead of the number right or wrong answers they have made on a test.

This book is composed of seven chapters intended to inform pre-service and in-service EFL teachers about good assessment practices that go beyond the bounds of tests that require learners to read questions and respond in writing. The first chapter of this book provides EFL educators with a menu of authentic assessments that can be implemented in their classrooms. It also builds a synopsis of assessment practices in Ecuadorian EFL classes and the educational policies that have been implemented to improve them.

The second chapter of this book digs into the use of role-plays as an alternative to assess students' oral production. The chapter is built upon the results of two studies on the topic and some research conducted by its author, addressing the causes that affect learners' willingness to speak English. The third chapter focuses on the assessment of one of the receptive skills in language learning, reading. This chapter offers a compilation of resources for effectively assessing reading comprehension in EFL programs; detailing how these resources intertwine with the reality of EFL settings.

The fourth chapter discusses a set of strategies that have been evaluated by the authors of this section through action research. Based on their experience, the authors explain how such strategies can be used as tools to gain insights, develop reflective practice, and improve students' outcomes as well as the teaching environment.

In the fifth chapter, the readers will learn about the importance of determining and how to diminish students' test anxiety. This chapter also addresses practical authentic assessment tools and scenarios that give language learners anxiety-free opportunities to demonstrate their knowledge.

The sixth and seventh chapters have been devoted to the use of technology for assessing language learners authentically. Chapter six analyzes the change from traditional pen

and paper tests to those that have incorporated technology. The authors review the evolution of Information and Communication Technologies based evaluation and assessment applications for English as foreign language learning and teaching, as well as their advantages and disadvantages, current developments, and future trends for technology-based assessment practices.

Finally, grounded in an action research intervention, chapter seven examines how the use of Literature Circles, Google Apps, and corrective feedback can help students improve learners' English language level. Each chapter in this book offers EFL teachers with valuable information on good assessment practices. It is expected that the educators who read this work consider the suggestions provided here and implement them in their practice. We are sure that by doing so, these educators will give their students the possibility of being assessed authentically; it is to say, by what they can do instead of by how many items they get right on a test.

04 Chapter **Gaining insights on EFL student performance through meaningful assessment tools**

Consuelo Gallardo Changotásig; Carmen Cajamarca Illescas;
Isabel Quito Gutiérrez

Abstract

This chapter presents strategies that are discussed and described as tools to gain insights, develop reflective practice, and improve students' outcomes as well as the teaching environment. This analysis has been conducted through the use of critical action research in public universities in the highlands of Ecuador since 2015, so this chapter reports information from the experience of three educators who have applied these strategies. It offers a simplified way to assist EFL educators in the application of informal assessment practices that incorporates an understanding and valuing of students' previous background, language learning, and lan-

Consuelo Gallardo Changotásig: English educator from Pujilí, Cotopaxi, Ecuador. She earned her degrees from Ambato Technical University, Army Polytechnic University, and Kansas State University. She has been teaching for ten years in public and private institutions. Currently, she is working at Yachay Tech University where she continues demonstrating her teaching commitment.

Carmen Cajamarca Illescas: Ecuadorian English teacher from Cuenca, Ecuador. She got her bachelor's degree from Universidad Católica de Cuenca, her master's degree from Kansas State University, and is currently studying her PhD in Universidad Nacional de Rosario. In the actuality, she is working as an English teacher at UNAE.

Isabel Quito Gutiérrez: English Language instructor who has been teaching in different public and private institutions. She earned a Bachelor's Degree of Science in English Language and Literature from University of Cuenca, Ecuador; and a Master's Degree in Curriculum and Instruction – English as a Second Language from Kansas State University, USA. Currently, she belongs to the English Language teaching and research staff at the Language Institute of the University of Cuenca.

guage production in an EFL setting. Therefore, the purpose of the information in this chapter is to promote assessment for learning and contribute to the educational field with a set of strategies for English teachers in order to assess their students. In so doing, this chapter aims to promote dialogue among educators about the use of alternative assessment strategies in their daily teaching, and to promote reflection on their own practices.

Key words: alternative assessment, EFL, Ecuador, strategies, assessment for learning.

Introduction

English is considered an essential language to interact with people around the globe. As a result, if language learners achieve English proficiency, they will be ready to communicate with people from different parts of the world and take advantage of multiple opportunities that are waiting for them. Thus, it is time to reconsider the indispensable that language educators' role and it can help learners achieve this communicative goal when applying appropriate assessment strategies to identify students' previous background, learning process, and learning outcomes. Moreover, it is relevant for educators to encourage students to practice English in order to go beyond the established book exercises and start using English in real life situations. As Littlewood (2007) mentioned, there is meaningful language use when learners apply it to advance personally and academically. It is never too late to rethink current educational practices on assessment; therefore, this chapter advocates for the application of grounded alternative assessment tools to help teachers gain insights into students' learning before, during, and after the instruction. As Brown and Abeywickrama (2010) state, it is essential to consider not only the assessment of learning, but also for learning by using alternative strategies to assess students throughout the whole learning process to gather information about their progress. In fact, the information presented in this chapter will bring theory from several researchers (Regier, 2012; Herrera, 2010; Kozen, Murray, and

Windell, 2006; Thomas and Collier, 2003; Ivers and Barron, 2002; Krashen, 2002; Vygotsky, 1978) into praxis by examining strategies that can be used as pre-assessment, formative and summative assessments. Among the pre-assessment strategies, there are Biography Cards and Anticipation Guides; UCME (Uncover, Concentrate, Monitor, and Evaluate), and Extension Wheels as formative assessment strategies; and Portfolios and Video Projects are summative assessments.

Furthermore, it is important to state that English in Ecuador is taught in schools as a foreign language. Consequently, the scope of this chapter is school based, and it is directed to English teachers who work in an English as a Foreign Language (EFL) setting. Accordingly, this chapter aims to share some assessment strategies to improve their English language instruction and as a way to encourage students' assessment beyond gap-filling or multiple-choice tests. As such, after reading this chapter, the reader will be able to 1) reflect upon the pros and cons of applying these strategies in their own classroom, 2) apply their own alternatives of assessment, and 3) reflect on the further applicability of these assessment tools in their own classroom settings.

The information presented in this chapter begins with a brief description of the methodology used during the research. It is divided into four sections which contain a description, application, importance, and discussion of teachers' perceptions of the strategies in terms of the benefits and drawbacks of implementing them in EFL classrooms.

Methodology

This chapter provides information about how three professors from different universities in Ecuador had gone beyond the traditional evaluation and applied alternative pre-assessment, formative, and summative assessment strategies as a way to gain insights about students' learning, develop metacognitive skills, and lead to positive learning impacts. The application of a critical action research was conducted to see the direct applicability of these strategies to the professors' educational practice and determine their use-

fulness in English language learning. As Gay, Mills and Airasian (2012) state, this research is relevant since it helps teacher researchers analyze how their professional practice is carried out, and how knowledge is gained to enhance learning. Thus, fieldwork was conducted informally since 2015. Data about the application of these strategies was collected before, during and after the instruction by means of participant observation where researchers were not only seeking information, but also taking part in classroom activities and interacting with students. The strategies were applied within regular Ecuadorian university classrooms with students ranging from beginner to pre-intermediate levels. The “conversation as research” (Kvale, 1996), was the principal approach to the fieldwork since it provoked meaningful conversations about the learning process and built informal relationships among students, teachers, and some colleagues who were opened to share the impact of the six strategies that will be described in this chapter. The teachers collected the artifacts produced by the learners and featured the strategies described in this chapter, and also kept a record of the students’ interactions through field observation forms throughout the entire teaching - learning process. Then the artifacts and observation forms were analyzed in order to build a coherent justification of the positive results of applying the different strategies presented in this chapter.

Section 1: Pre-assessment strategies for getting to know students

Overview:

After reading this section, you should be able to:

Define assessment for learning and explain how it differs from assessment of learning.

Describe characteristics of a Biography card and an Anticipation Guide.

Explain the procedure to apply a Biography Card and an Anticipation Guide.

Describe the purpose of using a Biography Card and an Anticipation Guide.

Discuss critical aspects of students' biographies and background knowledge that teachers can examine when applying pre-assessment strategies.

This section addresses some of the challenging aspects in assessing, such as assessment for learning and assessing of learning; and how some pre- assessment strategies can help teachers gather relevant information from students to plan their instruction accordingly to meet their needs.

Assessment of learning vs. Assessment for learning

It is relevant for teachers to know students' progress; therefore, there are several ways to assess students' learning. However, it is necessary to have a clear idea about what assessment of learning and assessment for learning are before applying any assessment strategies in a class. Brown and Aveywickrama (2010) define assessment of learning as practices to assess students' learning at the end of a lesson, unit, or module to see whether the learning has happened or not. Whereas assessment for learning helps seek and interpret learning evidence from students to check where they are in the midst of their learning, and what needs to be done so that students can move forward. As a result, the two strategies Biography Card and Anticipation Guide are tools that can be used to guide teachers' current and future assessments practices for learning.

Strategy: Biography cards

Image 1.1

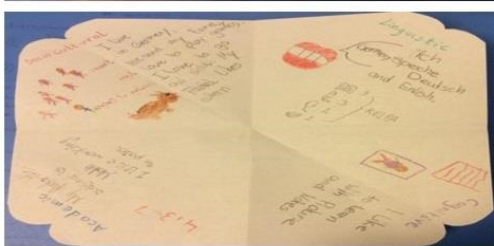


Image 1.2



Source: Student Biography Card adapted from Herrera, 2010

What is a Biography Card?

An informal pre-assessment biography-driven strategy for planning, evaluating and establishing a good rapport, Biography Cards can be used with all students in the classroom. This tool helps educators gather personal information from students as a way to assess their individual characteristics and demonstrate that students are valued as a whole because the cards provide information about the sociocultural, linguistic, cognitive, and academic biography dimensions that make them unique human beings, as illustrated in Image 1.1 and 1.2. For instance, in the first section, students provide information about their sociocultural background. It is related to previous knowledge that students gained from their family and community interactions. In the second section, students also share ideas about their linguistic background. It includes students' ways of communication, expressions, and comprehension in their native as well as in their foreign language. In the third section, students provide information related to their cognitive background which reflects their own way of thinking and applying knowledge. Finally, in the last section, students present their academic background related to past experiences obtained from their previous schools' curricula and teachers.

How can you apply it?

This hands-on strategy has four sections, as depicted in Appendix A, and each section provides a space where students can write or draw pictures to describe their personal information. It is important for teachers to start by talking about their own lives using a Biography Card and explain what kind of information is required to put in each dimension – sociocultural, cognitive, linguistic, and academic. For instance, the sociocultural part is the first dimension where students start describing information about their families, countries, religions, holidays and celebrations. When describing information in the cognitive dimension, students need to mention their learning styles, describe the way they learn and how they understand information. It is relevant to

emphasize that sometimes students are not aware of their individual learning styles, so it would be useful if educators take time to help them define their ways of learning by applying a survey about multiple intelligences. Students need to mention their language proficiency in their native language and target language to complete the linguistic dimension. Finally, students should describe their school background, including their previous educational institutions, favorite subjects, and past experiences with their teachers and classmates to complete the academic dimension of their Biography Cards.

Why is it important?

Bringing this effective strategy to the classroom allows educators to better understand students who have diverse backgrounds. It allows educators to be well-informed about students' previous studies as well as their families and communities. As a result, one could argue that the application of this strategy invites educators to gain insights about their students and consider them as human beings and not merely language learners in a class. As Thomas and Collier (2003), and Herrera (2010) highlighted, it is essential to analyze the socio-cultural, linguistic, cognitive, and academic components which are considered in a diagram called "Prism Model". It shows students' learning needs that they bring to the school, and motivates educators to uncover information from their previous lives (Thomas and Collier, 1997). Consequently, it encourages educators to create future accommodations, plan the instruction, and provide an appropriate classroom ecology to welcome and help students advance in their education.

What were the experienced outcomes?

This strategy was applied in different EFL settings in Ecuador such as: primary schools, high schools, as well as at the university level. Based on the notes and reflections gathered from the teaching reflection logs used to register daily experiences as EFL educators, it was interesting to see how students enjo-

yed and felt free to provide their personal information. They were engaged in the activity, and they asked us and their peers how to complete each dimension of the Biography Card. They were able to reflect on their own lives and represent them in pictures and words. While we were monitoring our students, we were able to recognize some commonalities with our own biographies. This knowledge was useful because educators realized that they could support students to reinforce their learning when they did not understand a topic. On the other hand, when students were completing the information about their cognitive aspect, educators identified that the majority of learners were visual, some kinesthetic and only a few auditory and logical. By gathering all this information from the students' Biography Cards, educators began to reflect on the necessity to include a variety of classroom techniques to meet their needs. Therefore, educators did not only use visuals, but also TPR (Total Physical Response) activities that require movement and provide audio input, so most students felt engaged with their learning processes.

Strategy: Anticipation Guides

What are anticipation guides?

Anticipation guides are informal pre-assessment tools used to collect the background knowledge of students about a new unit or topic of study (Head and Readence, 1992). As Duffelmeyer (1994) states, this strategy allows students to activate the knowledge that each student brings to the class, and invite them to share their ideas about the target topic. Regier (2012) adds that the use of this strategy allows students to reassess their knowledge at the end of the completed unit. An Anticipation Guide is made up of three major columns, as illustrated in Appendix B. The first one contains the students' responses before receiving the instruction of the targeted unit of study. The second column is a list of true, false or incomplete statements. And, the third one is similar to the first column, but students respond to it at the end of the learning process.

How can you apply them?

It is important for teachers to develop this strategy by focusing their attention on the most relevant points in the content to be taught. When writing the information for the second column, teachers should mix correct and incorrect statements, but avoid the use of confusing information. Teachers may also explain that in the first column called BEFORE, students need to check one of the options, either I agree or I disagree. If students disagree, they then write why they think differently using the gray space below the statement. To have an example of its use in the EFL context, see table 1.1.

Moreover, at the end of its application, teachers collect the papers to make decisions using the gathered information. This strategy should be handed back to the students at the end of the presentation of the content to check the statements again after the learning process has taken place. Students compare their answers in column 1 with the ones in column 3. Then teachers can highlight the critical issues, and provide opportunity for students to reflect on their learning.

Table 1.1
Anticipation Guide

Before		Can and can't	After	
I agree	I disagree		I agree	I disagree
		CAN is used to express abilities		
		CAN'T is used to express prohibitions		
		CAN and CAN'T are followed by a verb in the base form. Eg. I can't eat in class.		
		I use CAN and CAN'T to express my abilities in the pass.		
		I conjugate the verb depending on the pronoun. Eg. I can drive my car. She can drives her car.		
		Etc...		

Adapted from Regier N. (2012). Book One. 50 Preassessment Strategies. Focus on Student Learning - Instructional Strategies Series.

Check the boxes from the section called BEFORE. If you check the box I disagree, use the gray space to write the correct idea.

Why are they important?

The use of Anticipation Guides allows teachers to determine what students know about a new topic before it is taught. Teachers can use the information gained through its application to make instructional decisions about students' strengths and needs. It is also an indirect way of presenting the aims of the unit since the list of statements in the second column portrays the most important points to be covered. In addition, Kozen, Murray, and Windell (2006) believe that the Anticipation Guide is a strategy that helps integrate knowledge and learning in content- area settings. In addition, it is important to recognize that a well-developed Anticipation Guide supports students' critical thinking since it helps them reflect about their learning and the links they make between the previous knowledge and the acquired knowledge.

What were the experienced outcomes?

Applying the Anticipation Guide at the beginning of the unit or a topic allows educators to maximize learning opportunities by highlighting what students knew, and what they did not know about the topic before being taught. For instance, EFL educators who applied this strategy selected the topic: "The use of Can and Can't" to assess whether or not students have information about it. After the application of the strategy, educators could recognize which students had problems with the content, and also what the most problematic content points for them were. This awareness let educators focus their attention on the problematic situations and reinforce the points they already knew. It was also beneficial for the students, because they received immediate feedback and were told directly what the most important points of the unit were. By doing this, they were prepared to focus their attention on confirming or reevaluating their ideas.

Section 2: Formative Assessment Strategies for Interpreting Students' Progress

Overview

After reading this section, you should be able to:

Explain what formative assessments are.

Define a UCME and an Extension Wheel strategies.

Describe the parts of the UCME and Extension Wheel strategies.

Specify theories associated with the application of UCME and Extension Wheel strategies during the learning process.

Explain the procedure for applying UCME and Extension Wheel strategies

Describe five advantages of using UCME and Extension Wheel strategies.

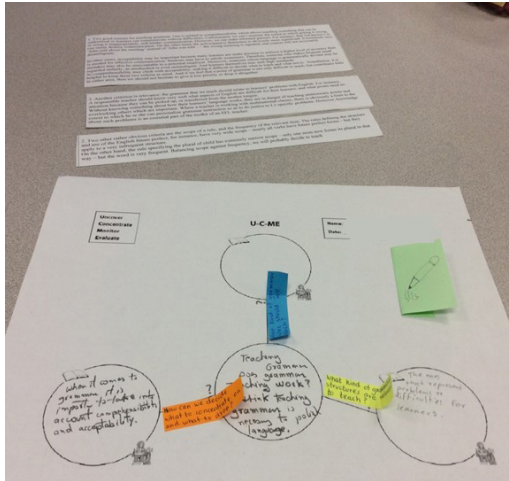
Discuss how to apply your own UCME and Extension Wheel strategies.

This section presents information about formative assessments as a way to assess students during their learning process to interpret their learning growth, and provide immediate feedback to reinforce their knowledge.

Formative assessments

Strategy: UCME

Image 1.3



Source: UCME adapted from Herrera, 2010

What is a UCME?

Another useful strategy is called UCME - Uncover, Concentrate, Monitor, and Evaluate. It is considered an effective formative tool which emphasizes the importance of creating a cooperative learning environment where students work together and learn from each other (Herrera, 2010). Learners develop their language and content knowledge. This strategy supports different points of view from Kagan (1994), Johnson, Johnson and Holubec (1993) who talk about the importance of using student-centered activities to develop cooperative learning in the class. Similarly, this strategy is aligned with what has been stated by Herrera, Holmes & Kavimandan (2011) regarding the application of active learning strategies as a way to challenge students to work enthusiastically by getting support from advanced peers to make sense of complex information. This strategy also enables educators to emphasize the relevance of designing different grouping

configurations and applying them throughout the lesson; therefore, it is aligned with the grouping configuration proposed by Herrera (2010). This author mentions that it is relevant to allow students to work as a whole group, in pairs, small groups, and individually in order to make sense of the information and show their learning in different settings.

How can you apply it?

To apply this strategy, educators need to divide the class in small groups and provide the template to describe its parts. For example, one main oval is in the center, surrounded and connected by three ovals (see Appendix C). The central oval contains the main information while the others are the supporters. Educators need to activate students' background knowledge about the new topic, so students can share their opinions. For instance, these questions can be applied: Have you studied this topic before? What do you know about this topic? Can you think of some examples of this topic? Then, students record their answers and thoughts in the central oval.

After that, it is relevant to provide time for students to share their individual ideas with their group members before moving on to the next stage. Later on, learners think of some specific questions they would like to know about the topic. After each student has shared a question, they need to write down three questions in each of the lines that connect the central oval with the other spokes, as illustrated in Image 1.3. These questions will be used to guide students' future learning about the topic. Next, educators distribute a reading text about the academic topic, invite the group members to divide up the reading among themselves, and do a jigsaw reading to answer the questions. As the lesson progresses, students work in their small groups to discover the meaning of unknown vocabulary and make connections with the new concepts. It is also essential to explain that students need to take notes from their part of the text and write down only relevant information inside the corresponding spokes that can help answer the assigned question. While students

are working, the teacher's role is to monitor the task and to clarify information if it is necessary. Teachers need to allow time for students to take turns sharing their questions and answers in their groups. After that, students select and recall information taken from their peers' interventions to complete the three ovals from the UCME chart.

Why is it important?

The application of UCME strategy assists educators to elicit students' participation from the beginning to the end of the lesson. Similarly, it invites students to be active participants of their learning process. This strategy activates students' background knowledge, develops reading skills, emphasizes peer interaction, and inspires self-reflection to make sense of the new information. This strategy is also aligned with studies done by Heritage in 2010 which describes the importance of gathering real information about students' cognitive skills to get evidence of their English content learning and language. Moreover, the use of this strategy reduces the TTT (Teaching Talking Time) since students are in charge of their own learning, and they are required to talk, work, and find support from their group members. As a result, students see their classmates as supporters and even though the English proficiency levels of each member of the group may vary, they are able to support each other to complete the demanding strategy.

What were the experienced outcomes?

Educator provided consistent opportunities for students to develop their higher order thinking skills, improve academic development, and integrate their receptive and productive skills. The application of this strategy allowed students to learn in a cooperative way. It also facilitated students' language comprehension because it helped students improve their metacognitive skills and academic language literacy. We also observed that students felt confident working in small groups and enjoyed developing their listening and

speaking skills by sharing their notes. Educators realized that this strategy provides a safe space where some students with a low English level, could advance fast in their learning by having their classmates' support.

Strategy: Extension Wheel

Image 1.4

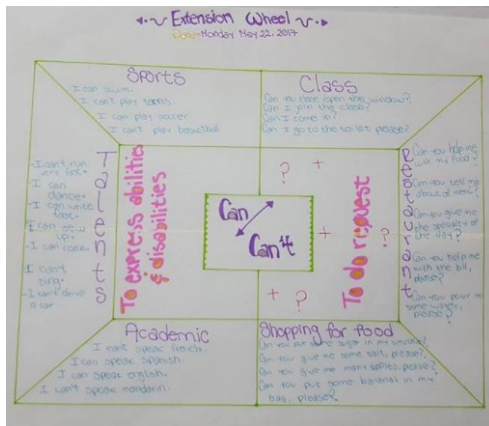
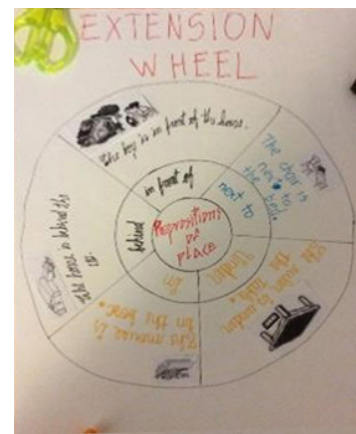


Image 1.5



Source: Extension Wheel adapted from Herrera, 2010

What is an Extension Wheel?

Another Biography Driven strategy, the Extension Wheel emphasizes the continuous assessment process to analyze what students have in their long-term memory before advancing the teachers' instruction. It is used to gather information from students' learning reactions as well as individual and group participation. It invites students to move one step beyond their current learning, so it is also aligned with what Krashen (2002) and Vygotsky (1978) said when talking about input hypothesis theory (i+1) and zone of proximal development (ZPD) respectively. These researchers mentioned that educators should value students' knowledge and use it as support to build the new knowledge about a specific learning topic. Besides, this formative strategy helps teachers to assess students' understanding of a topic, and to check their

learning progress to be able to provide immediate feedback and reevaluate unclear information. As Wormeli (2006) states, formative assessment tools should inform teachers' instruction, and reflect about how to discover what works well in the teaching and learning process and see what needs to be changed or modified.

How can you apply it?

This Extension Wheel is a formative assessment tool for evaluating students during their learning process. There are multiple ways to apply it, as depicted in image 1.4 and image 1.5 from the previous artifacts. Therefore, educators can make some adjustments based on students' needs. For example, they can include pictures if there are students who are considered as "false beginners". It needs to be done as a way to provide comprehensible input through visuals and scaffold students who are in the early production stage, and need to use pictures to create sentences because it is difficult to write long sentences by themselves. Thus, teachers start the application of this strategy by introducing it as a way to extend, assess and reinforce students' new learning. Then, they need to divide the class in small groups, provide a template for each group and explain its parts. For instance, this chart has a central oval for the main topic and three more ovals divided into sections (see Appendix E). At this point, it is useful to emphasize that teachers can add or delete ovals based on the topic they want to assess. For instance, let's say teachers want to practice the prepositions of place, so this topic needs to be written down in the central oval. Then, in the second oval and its sections requires information about examples of the main topic mentioned in the central oval. In our case, there examples are the prepositions of place like: in front of, behind, next to, on, in, etc. Then, in the third oval, students provide information about when to use these prepositions using their own words. Next, teachers give some pictures and ask students to glue and match each one in the correct section of the fourth oval. After that, students write a sentence to describe the picture using the appro-

priate preposition of place. Finally, teachers can ask students to present the Extension Wheel chart in front of the class so that the rest of the students can reinforce their knowledge about the prepositions of time and how to use them in real context.

Why is it important?

This strategy allows teachers to monitor students' cognitive, academic, language and sociocultural development. Conversely, it helps students to get comprehensible input to understand academic vocabulary while having social interactions with their peers as they work together and scaffold one another. It allows students to feel engaged in their learning process, and use new English language knowledge in an interactive way. It also helps educators observe students' progress, identify learning problems, and clarify doubts as soon as they appear in order to provide feedback before students get confused or fossilize a mistake. Thus, the teacher's role is seen as a facilitator who is ready to provide help when it is necessary and motivate students as capable of understanding academic topics when they receive appropriate support. Consequently, students can monitor not only their new learning but also their language use, self-evaluate their English growth, reinforce weak points and improve before moving on to the next topic.

What were the experienced outcomes?

Educators who had applied this strategy could monitor students' language and content growth. They also noticed that students, who were in the early production stage, could advance in their learning process easily because they felt confident to interact in their small groups and contribute with their ideas to complete the strategy chart. Educators also realized that some students needed more practice with the new knowledge before being able to individually show their learning growth. However, educators saw that while they did not provide help to all the groups due to the considerable number of students in each class. However, there

were students who worked as leaders in each group and supported their peers. They simplify the English language explanation so that their peers could understand the topic. As such, educators were able to create a collaborative classroom environment among students, and the whole class could move forward and achieve their academic and language objectives. Similarly, students were encouraged to have visuals, Total Physical Response games, authentic texts, and hands-on activities as support for their learning. As a result, although the English books provided some activities to teach vocabulary and grammar expressions, educators were able to go beyond those activities and look for extra authentic materials to provide their instruction and assess students' progress, informed by the information gathered with this tool.

Section 3: Summative Assessment Strategies for Understanding Students' Learning

Overview

After reading this section, you should be able to:

Explain what summative assessments are.

Define a Digital Video Project and Portfolio strategies.

Explain the procedure to apply Digital Video Projects and Portfolios strategies

Describe benefits of using Digital Video Projects and Portfolios.

Discuss how to apply your own Digital Video Projects and Portfolios strategies

This section presents information about how summative assessments strategies are used to assess students at the end of their learning process to check their acquired knowledge as well as to have a concrete evidence of their constant progress.

Strategy: Digital Video Project

Image 1.6



Image 1.7



Source: Videos collected from class projects

What is a digital video project?

Performance-Based Assessments fall into the category of Authentic Assessments since they require students to demonstrate their learning and understanding through the performance of a task or a series of tasks. They offer a more authentic way for teachers to witness students' growth during and at the end of the learning process than do traditional final tests. Thus, the application of a digital video project is considered as a summative performance-based assessment. Further, it implies the incorporation of technology which is very desirable with our 21st century learners. Through the use of multimedia projects, learners' technology skills and cooperative work are enforced; they need to determine how to organize their new knowledge, and they demonstrate their understanding using media tools (Ivers & Barron, 2002). Particularly, the assignment of the creation of a video encourages learners to work actively and become active and constructive (Jonassen, Peck, and Wilson, 1999). Aksel and Gürman-Kahraman (2014) state that the use of Video Projects in the teaching and learning process is one of the new that has arisen due to the advances in Information and Communication Technologies (ICTs). They add that students are engaged in the preparation of their videos in which they practice the target language, and that the activity itself

benefits their learning in different ways. Thus, according to Ivers and Barron (2002) video projects assignments can vary from a simple one-shot video to a complex production as a part of other multimedia projects.

How can you apply it?

As English language teachers, it is very important to assess both the oral and written production of our learners. The former is usually assessed at the end of a lesson through a presentation about the studied topic in which each student should incorporate the new knowledge. However, the authors of this chapter wanted their EFL college students to work on a final product that included the knowledge they had acquired through the course in a more meaningful form by assigning an end-of-course video project (see Image 1.6 and Image 1.7). To implement this sort of project, educators need to make sure students are aware of the assignment from the very beginning of the course, which allows them to start thinking about the real possible applications for the new knowledge. They are required to work in pairs, but educators need to pair them so that weak students can receive support from the strongest ones. When one month is left before the end of the course, students begin to work on the project once educators provide them with the requirements and the rubric to be used to assess their final production. Students have one hour each week to make progress on the project in class. During that hour, they work with their peers on organizing the ideas, and they have to define the theme of their video. The teacher's role at this stage is to provide suggestions for improvement as well as correcting the grammar and vocabulary used in the scripts that students write down to use on the video. During the last week of the course, all the pairs should have their projects and present them in front of the whole class. In this way, educators let students watch their partners' work and share what they have developed and learned during six months.

Why is it important?

Regarding the benefits of media projects in general, different studies have reported that when students work on this kind of projects, their intelligence development may be benefited; they feel empowered since they realize that they are producing knowledge, and their desire to learn increases (Ivers & Barron, 2002). This kind of project also has social benefits in the sense that it helps improve learners' self-confidence since they allow students to interact with each other and produce personal videos that are meaningful to them (Hafner & Miller, 2011). Hafner and Miller (2011) conclude after having students create digital video projects seemed be highly motivational for students because they have been able to reflect on their own learning, and they describe these projects as different, entertaining, challenging, and above all useful final assessment. Similarly, Nikitina (2009) emphasizes the fact that students have more meaningful opportunities to apply the target language as well as to develop strategies that help in their learning process. Studies conducted by Aksel and Gürman-Kahraman (2014) and Peterson (2016) on video projects assignments demonstrate that most of the students had positive perceptions of the effectiveness of these tasks for their language classes and preferred this tool as a type of assessment rather than traditional ones such as essays or individual projects. From this, it is clear that the cooperative work that these tasks require promotes peer teaching, and in the end, all of the students experienced real accomplishment.

What were the experienced outcomes?

Educators who had applied this tool really believe that the assignment of this project as a summative assessment was of great importance and learning for teachers and students. First of all, learners faced a non-traditional kind of assessment that confused them at the first stages. However, they perceived it as a challenging task later on, and they had several ideas on how to accomplish it. Their cooperative work made them progress and communicate in order to agree on

the topic and the content of their videos. They realized that the knowledge they had acquired during the course could be applied to real situations since all the students decided to report on a community issue and were very creative with the language and the content itself. Educators also noticed that shy students felt more confident and comfortable at speaking to a video camera than in front of their classmates. Secondly, educators had the opportunity to accompany the students in the process, but all of the ideas came from them. In our case, technology was not a problem since all of the students knew how to manage this part very well. Indeed, it was good to see that this activity was very productive for students to apply their knowledge in a different and meaningful way.

Strategy: Portfolios

Image 1.8

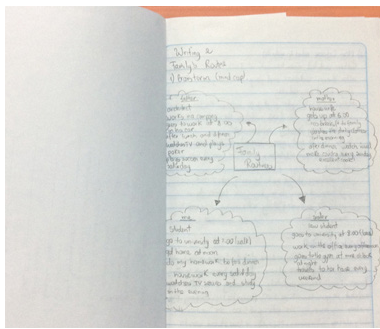
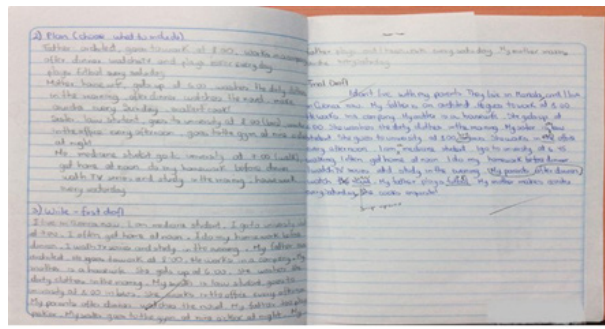


Image 1.9



Source: student's writing portfolio

What are the portfolios?

Portfolios are a type of authentic assessments. As such, it is developed directly from class instruction, offers an alternative to traditional assessment, is consistent and genuine at assessing students' classroom performance, allows students' participation in the evaluation process, comprises measurements that are equally important for teachers and students, and stresses applicable, real-world activities for the

students. In addition, these portfolios are clearly integrated within the teaching and learning process in the classroom, and the students can demonstrate not only what they learn but what they can do with their own knowledge (Tierney & Readence, 2000; Tabatabaei & Assefi, 2012). The main focus of using portfolios is on the individual progress over time. Thus, when they are well-designed, they develop higher-order thinking skills, and learners' self-evaluation is enhanced in order to monitor their growth over time (Herrera, Cabral & Murry, 2013). Therefore, teachers can make use of portfolios to grasp their students' formative and summative learning. Portfolios are used to collect and organize the students' work over time to track their academic development, as it is illustrated in images 1.8 and 1.9. Fundamentally, through the implementation of the portfolio, students are expected to review, examine their learning to select portfolio contents, and assess the competences they have achieved throughout the whole class (Johnson, Mims-Cox, & Doyle-Nichols, 2010; Tierney & Readence, 2000). Portfolios are seen as tools to keep information with a clear learning purpose. They indicate the teaching and learning growth since they represent a file of teachers' and students' work during the whole process. Teachers and students can periodically review them to look for improvements, reflect on experiences, understand new learning insights and advances, and state future objectives (Tierney & Readence, 2000; Herrera et al., 2013). Portfolios allow to get a concrete and visible form their learning grown so that both the teachers and students can assess learning advances and focus on new ways of learning if it is the case (Mosely, 2004-2005; Yancey, 2001 as cited in Johnson et al., 2010). Samples of student work are both concrete and: writing, reading logs, student self-evaluation, audio or video recorders and more. These are indications of how students self-assess their learning process and how they organize their language advances to present in their portfolios in order to meet the stated criteria assigned by their teachers (Herrera et al., 2013).

How can you apply them?

Writing is one of the most difficult language skills for EFL learners, so it is appropriate to implement the writing portfolio as a formative and summative assessment in order to evaluate the progress of each student in this specific skill as well as their final products. At the beginning of the course, students need to be informed of the necessity and benefit of keeping a writing portfolio. Similarly, educators should make sure students know about the importance of going through a correct writing process in order to get the best final piece of writing. Then, there is a necessity of establishing guidelines with the students in order to avoid misconceptions. Thus, the first two writing assignments are developed entirely in the classroom so the students can have clear insights of what is expected to fulfill for each writing task. Then, students go through the writing process from the very beginning, and they are provided with a peer review checklist to give and receive feedback when they have finished their first draft. After making suggestions for improvement and receiving them, students look at their writing again to make the necessary changes that let them increase the quality of their written production. The teacher is always monitoring the students' work and interaction, but students are the ones who are mostly producing, interacting, and reflecting on their own learning. Students document all of their writing productions and include the writing process that leads them to achieve the final product. At the end of the first term of the course, students are asked to bring their writing collection to the classroom and look at the first and last piece of writing. This can be done in a formal manner by giving a list of questions for them to answer related to their reflection on progress or just in an informal way by writing down the questions on the board and asking them to have a discussion in small groups. The second option can be done between students and teachers' dialogues to receive their comments on their own writing development.

Why are they important?

Portfolios can be used for both evaluation and instruction according to Nezakatgoo (2011), who reported the findings of a quasi-experimental research conducted with ESL university learners. It was shown that after using portfolios for teaching and assessing a writing course, students' improved their writing skills demonstrating greater control over their learning and increasing their final examination score compared to the students who were taught and evaluated using the traditional systems. In this study, the components of the portfolio were decided through an agreement between the teacher and the students. In fact, it has been reported by many authors that all students from preschool to adulthood gain a lot when they are able to assess themselves and set their own learning goals (Tierney & Readence, 2000). The main benefits of portfolio use are for the students who have an active role in their own assessment while working with their teacher in the classroom in defining their portfolio. Students are engaged in more complex thinking, but they can support each other through peer assistance, selecting examples, inquiring evidence, and organizing the portfolio. Each student's voice is heard by the teacher and the students develop a more positive view of themselves and invest more in their own growth. A portfolio as an authentic assessment fits easily into today's classroom as an extension of various learning activities. Teachers can assess their students' different activities in the context of their actual work. Additionally, not only teachers but also parents achieve a fuller understanding of students' abilities, interests and development. Therefore, success of using a portfolio in the classroom is based on how it is implemented, and the ability students have to self-assess their language learning progress (Johnson et al., 2010; Tierney & Readence, 2000).

What were the experienced outcomes?

In the context above described, the implementation of the writing portfolio was its use as an authentic formative and summative assessment. The learners were suggested to see it as a documentation of their own learning. At the beginning, it was difficult for them to follow a writing process, but over time they could realize that they were able to follow the process in an automatic way. They got familiarized with the learning, and they could reproduce it without difficulty after a few weeks. Besides, they became aware of the usefulness of peer feedback and asked to do it before writing their final work. Some of their comments to advocate for this activity was that their peers helped them produce clearer writing and that their peers always asked questions that they had not even considered but really had made a difference in the presentation of their ideas. Furthermore, both the educators and students reflected on the teaching learning process. With the documentation of the portfolio, educators could see all the effort that their students had made to write a paragraph or composition and not just the final project, which is what educators tend to look at most of the time. Likewise, students were encouraged by looking back at their writings and have a concrete evidence of their constant progress.

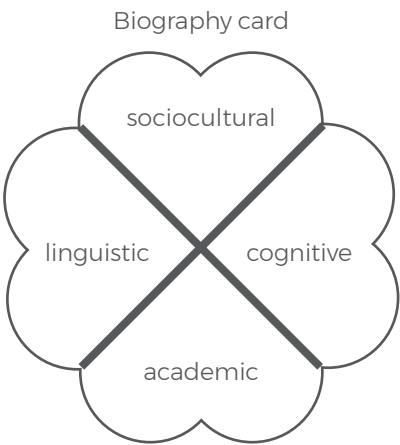
References

- Aksel, A., & Gürman-Kahraman, F. (2014). Video project assignments and their effectiveness on foreign language learning. *Procedia-Social and Behavioral Sciences*, 141, 319-324.
- Brown, H. D., & Abeywickrama, P. (2010). Principles of language assessment. In Brown, H. & Abeywickrama, P. (eds.) *Language assessment: Principles and classroom practices* (pp. 25-51). White Plains, NY: Pearson Education.
- Duffelmeyer, F. (1994). Effective anticipation guide statements for learning from expository prose. *Journal of Reading*, 37, 452-455.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research competencies for analysis and applications* (10th ed.). New Jersey: Pearson education.
- Hafner, C. A., & Miller, L. (2011). Fostering learner autonomy in English for science: A collaborative digital video project in a technological learning environment. *Language Learning and Technology*, 15(3), 68-86.
- Head, M.H., & Readencde, J. E. (1992). Anticipation guide: using prediction to promote learning from text. In E. K. Dishner, T.W. Bean, J.E. Readence and D. W. Moore (Eds.), *Reading in the content areas: Improving classroom instruction* (3 rd ed., 227-233). Dubugue: Kendall/Hunt.
- Heritage, M. (2010). *Formative assessment*. Making it happen in the classroom. Corwin: Thousand Oaks, CA.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College Press.
- Herrera, S. G., Cabral, R. M., & Murry, K. G. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students* (2nd ed.). Boston: Pearson.
- Herrera, S. G., Holmes, M., & Kavimandan, S. (2011). *Crossing the vocabulary bridge: Differentiated strategies for diverse secondary classrooms*. New York: Teachers College Press.

- Herrera, S.G., Murry, K. G., & Cabral, R.M. (2007). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Boston, MA: Pearson Education Inc.
- Ivers, K. S., & Barron, A. E. (2002). *Multimedia projects in education: designing, producing, and assessing*. Englewood, CO: Libraries Unlimited Libraries.
- Johnson, D. W., Johnson, R. T., & Holubec, E. J. (1993). *Cooperation in the classroom* (6th Ed.). Edina, MN: Interaction Book Company.
- Johnson, R. S., Mims-Cox, J. S., & Doyle-Nichols, A. (2010). *Developing portfolios in education: A guide to reflection, inquiry, and assessment* (2nd ed.). Los Angeles: SAGE.
- Jonassen, D. H., Peck, K. L., & Wilson, B. G. (1999). *Learning with technology: a constructivist perspective*. New York: Merrill/Prentice-Hall.
- Kagan, S. (1994). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Kozen, A., Murray, R., & Windell, I. (2006). Increasing all students' chance to achieve: using and adapting anticipation guides with middle school learners. *Intervention in School and Clinic*, 41(4), 195-200. Retrieved from [http://iloveliteracy.pbworks.com/f/Using and Adapting Anticipation Guides with Middle School Learners.pdf](http://iloveliteracy.pbworks.com/f/Using_and_Adapting_Anticipation_Guides_with_Middle_School_Learners.pdf)
- Krashen, S. (2002). Bilingual education and second language acquisition theory. *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: Evaluation, Dissemination, and Assessment Center.
- Kvale, S. (1996). *Interviews*. Thousand Oaks, CA: Sage Publications.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249.
- Nezakatgoo, B. (2011). The effects of portfolio assessment on writing of EFL students. *English Language Teaching*, 4, 231-241.
- Nikitina, L. (2009). Student video project as a means to practice constructivist pedagogy in the foreign language classroom. *Jurnal Pendidik dan Pendidikan, Jil*, (24), 165-176.

- Peterson, M. (2016). Digital video as a summative assessment tool. *Masters of Arts in Education Action Research Papers*.189.
- Regier, N. (2012). *Book One: 50 preassessment strategies*. Focus on Student Learning- Instructional Strategies. Regier Educational Resources.
- Tabatabaei,O., & Assefi, F. (2012). The effect of portfolio assessment technique on writing performance of EFL learners. *English Language Teaching*, 5, 138-147.
- Thomas, W. P., & Collier, V. P. (2003). *What we know about effective instructional approaches for language minority learners*. Arlington, VA: Educational Research.
- Tierney, R. J., & Readence, J. E. (2000). *Reading strategies and practices: a compendium* (5th ed.). Boston: Allyn and Bacon.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wormeli, R. (2006). *Fair isn't always equal: assessment and grading in the differentiated classroom*. Portland, ME: Stenhouse.

Appendix A: Biography Card



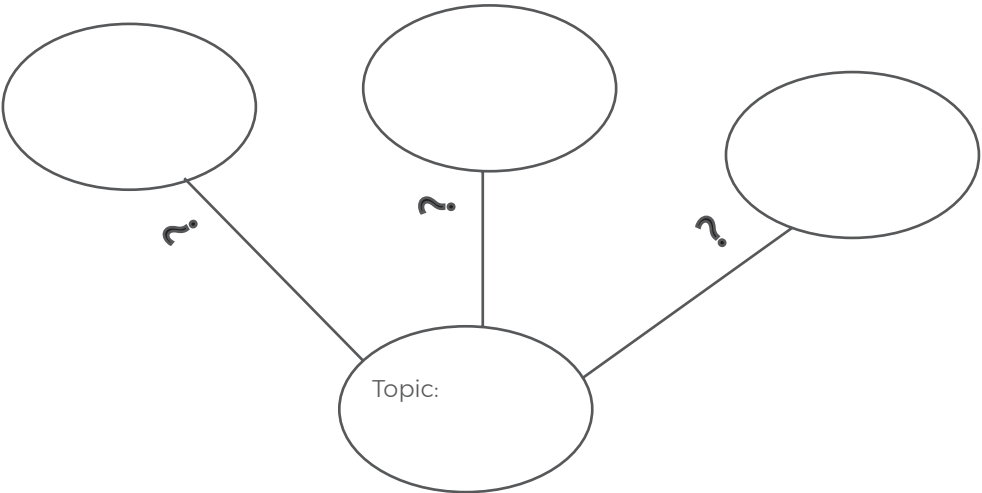
Adapted from Herrera, S.G., Cabral, R. M., & Murry, K.G, (2013). Book: Assesment accommdations for classroom teachers of culturally and linguittically diverse students.

Appendix B: Anticipation Guide

Before		Topic:	After	
I agree	I disagree		I agree	I disagree

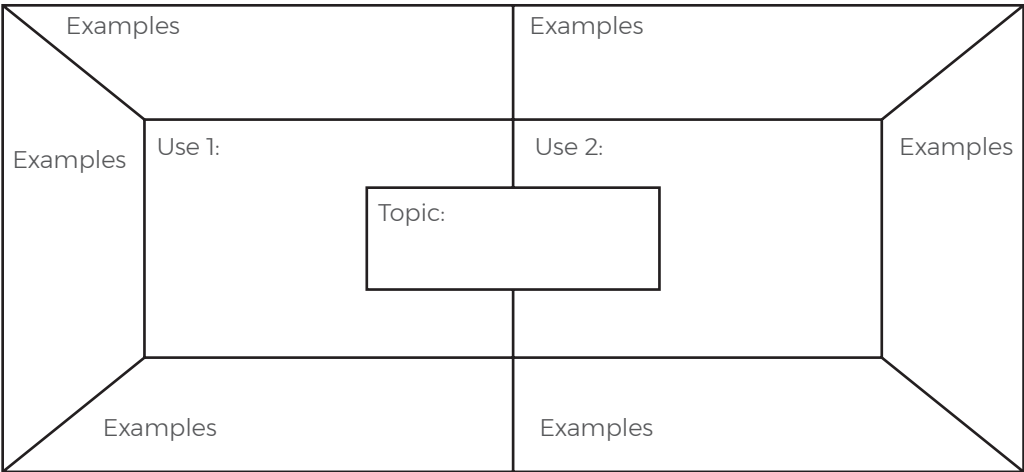
Adapted from Regier N. (2012). Book One. 50 Preassessment Strategies. Focus on Student Learning - Instructional Strategies Series.

Appendix C: UCME



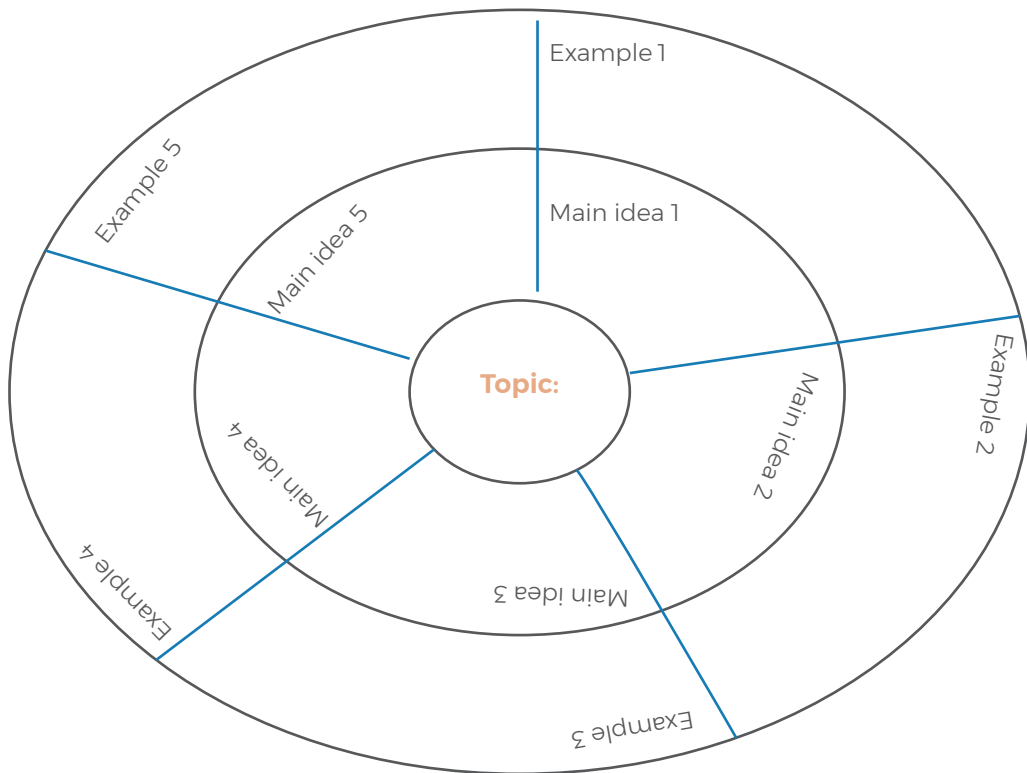
Adapted from Herrera, S.G., Cabral, R. M., & Murry, K.G, (2013). Book: Assesment accomm-
dations for classroom teachers of culturally and linguistically diverse students.

Appendix D: Extension Wheel 1



Adapted from Herrera, S.G., Cabral, R. M., & Murry, K.G, (2013). Book: Assesment accomm-
dations for classroom teachers of culturally and linguistically diverse students.

Appendix E: Extension Wheel 2



*Beyond Paper-and-Pencil Tests: Good Assessment
Practices for EFL classes*
Edición digital 2017-2018.
www.utmachala.edu.ec

Redes

Redes es la materialización del diálogo académico y propositivo entre investigadores de la UTMACH y de otras universidades iberoamericanas, que busca ofrecer respuestas glocalizadas a los requerimientos sociales y científicos. Los diversos textos de esta colección, tienen un espíritu crítico, constructivo y colaborativo. Ellos plasman alternativas novedosas para resignificar la pertinencia de nuestra investigación. Desde las ciencias experimentales hasta las artes y humanidades, Redes sintetiza polícromías conceptuales que nos recuerdan, de forma empeñosa, la complejidad de los objetos construidos y la creatividad de sus autores para tratar temas de acalorada actualidad y de demanda creciente; por ello, cada interrogante y respuesta que se encierra en estas líneas, forman una trama que, sin lugar a dudas, inervará su sistema cognitivo, convirtiéndolo en un nodo de esta urdimbre de saberes.



UNIVERSIDAD TÉCNICA DE MACHALA

Editorial UTMACH

Km. 5 1/2 Vía Machala Pasaje

www.investigacion.utmachala.edu.ec / www.utmachala.edu.ec

ISBN: 978-9942-24-111-5

