
Assessment as inquiry in languages education

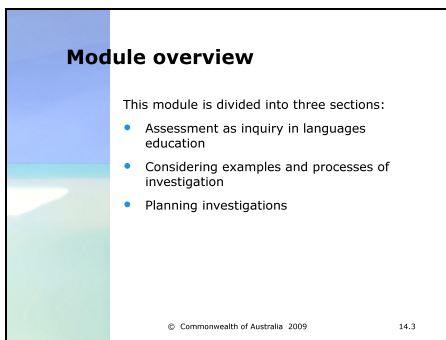
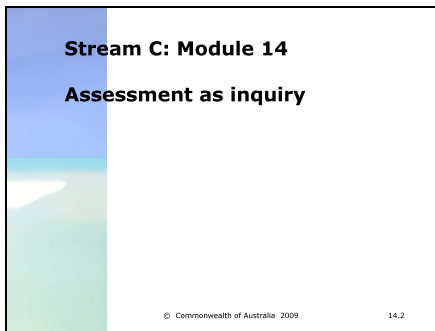
Pre-reading

You may wish to familiarise yourself with these resources before participating in the activities in this module.

Crichton, J. (2008). Why an investigative stance matters in intercultural language teaching and learning: An orientation to classroom-based investigation. *Babel*, 43(1), 31–3.

Scarino, A. & Liddicoat, A.J. (2009). *Teaching and Learning Languages: A Guide*. Chapter 7. Melbourne. Curriculum Corporation. See www.tllg.unisa.edu.au

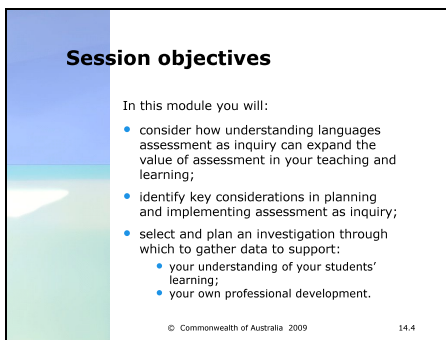
NOTES



Introduce session overview and objectives.
Invite and respond to any questions.

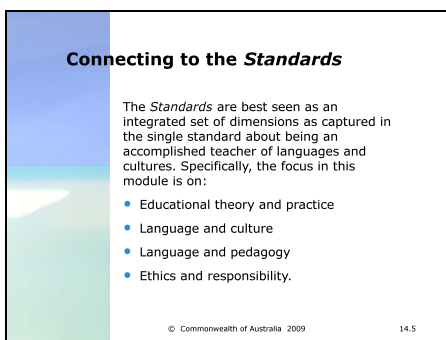
The module is divided into three sections:

1. Assessment as inquiry in languages education
2. Considering examples and processes of investigation
3. Planning investigations



In this module participants will:

- consider how understanding languages assessment as inquiry can expand the value of assessment in their teaching and learning;
- identify key considerations in planning and implementing assessment as inquiry;
- select and plan an investigation through which to gather data to support:
 - their understanding of their students' learning;
 - their own professional development.



The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, the focus in this module is on:

- Educational theory and practice
- Language and culture
- Language and pedagogy
- Ethics and responsibility.

Module 4: **Assessment as inquiry in languages education**

Overview

The module aims to enable teachers to investigate their assessment practices to gather data that can inform their practice and support their professional development.

It introduces participants to key considerations in planning and carrying out assessment understood as inquiry, and provides them with opportunities to develop their skills in designing assessment to support their teaching, learning, and assessment practices.

This module is divided into three sections:

- Assessment as inquiry in languages education
- Considering examples and processes of investigation
- Planning investigations.

Objectives

In this module participants will:

- consider how understanding languages assessment as inquiry can expand the value of assessment in their teaching and learning;
- identify key considerations in planning and implementing assessment as inquiry;
- select and plan an investigation through which to gather data to support:
 - their understanding of their students' learning;
 - their own professional development.

Connecting to the Standards

The *Standards* are best seen as an integrated set of dimensions as captured in the single standard about being an accomplished teacher of languages and cultures. Specifically, the focus in this module is on:

- Educational theory and practice
- Language and culture
- Language and pedagogy
- Ethics and responsibility.

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Section 1: Assessment as inquiry in languages education

Assessment as inquiry

Data from assessment are primarily used to provide evidence of students' learning.

Assessment understood as inquiry are:

- an expansion of our understanding of assessment;
- a form of research in which data are gathered and analysed to provide insight into assessment practice itself;
- the data can inform professional learning in teaching, learning, and assessment practice.

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The aim here is to explain what assessment as inquiry is and how it can support professional development.

Presenters should emphasise that assessment understood as inquiry is not a deviation from, but an expansion of, our understanding of assessment. It can provide information not only about student learning, but also about teacher practice.

Inquiry at 'data points'

- Data can inform understanding both of student learning and of teaching and assessment practice.
- Data can be gathered at any points in the assessment cycle and in diverse ways.
- These 'data points' can support professional development by providing a basis for reflecting on current assessment practice in light of the *Standards*.

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Framing assessment as inquiry emphasises that assessment is a form of research. Data from assessment practices are used in many ways. When we focus on assessment as inquiry we use this data to draw conclusions about the assessment process itself.

It involves identifying 'data points' where assessment can yield data, which can inform understanding both of student learning and of teaching and assessment practice. These 'points' may reflect any aspect of student learning, and any part of the assessment cycle. The data they yield can support professional development by providing a basis for reflecting on current assessment practice.

Task 1: Why frame assessment as inquiry?

In groups consider:

- how you currently understand the value of assessment for teaching and learning;
- what data you currently gather through assessment, who it is for, what purposes it serves, and how you report this data;
- how you use the data that you currently gather to inform your own practice;
- whether you could use this data in new ways to inform your understanding of your students and of your own practice;
- what other 'data points' might be available that could provide you with information about your students' learning and your practice;
- how you might formalise this use of data to support your professional development in an ongoing way.

Be prepared to share your ideas with the other groups.

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In this task participants are invited to consider the data yielded by their current assessment practices and how they use this data. They are then asked to consider the wider range of data that they could gather at diverse points through the assessment process and the ways in which this could inform their understanding of their teaching and assessment practice.

After the groups have discussed the questions, invite them to feed back their ideas and summarise how they see the value of assessment as inquiry.

Key Ideas/Learning

Assessment as inquiry in languages education

| <i>Interaction/tasks/questions</i> | <i>Supporting resources</i> |
|---|---|
| <p>Facilitator interactive presentation</p> <p>The facilitator gives a presentation, inviting discussion/comments with each slide.</p> <p>Small-group task</p> <p>Focus question</p> <p>Why frame assessment as inquiry?</p> <p>Task</p> <p>In small groups reflect on the focus question. In addressing this question you should consider:</p> <ul style="list-style-type: none">• how you currently understand the value of assessment for teaching and learning;• what data you currently gather through assessment, who it is for, what purposes it serves, and how you report this data;• how you use the data that you currently gather to inform your own practice;• whether you could use this data in new ways to inform your understanding of your students and of your own practice;• what other 'data points' might be available that could provide you with information about your students' learning and your practice;• how you might formalise this use of data to support your professional development in an ongoing way. <p>Be prepared to share your ideas with the other groups.</p> <p style="text-align: right;">Anticipated time: 40 minutes</p> | <p>PowerPoint slides 14.6 to 14.8</p> |

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Section 2: Considering examples and processes of investigation

The process of investigation

The process of investigation involves making decisions about:

- what questions to ask;
- at what points to gather data;
- how to collect it;
- how to analyse it;
- how conclusions can inform understanding of student learning, assessment practices, and at the same time support professional development.

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Elaborating an investigation

In elaborating an investigation you will need to consider how it relates to your:

- specific languages;
- primary or secondary teaching and learning contexts (because of different cultures of assessment that pertain);
- particular features of the teaching and learning context.

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Selecting an investigation

In selecting an investigation you need to identify gaps in your understanding that the investigation will address. There will be two types of gaps:

- One concerns student learning, for example, 'How does my students' writing develop over time?'
- One concerns teacher learning, for example, 'How do I teach and assess writing development in my students' language learning over a term?'

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In this section participants can refer to the guidelines on selecting and planning the investigations in Handout 1 and possible investigations in Handout 2. The aim here is to provide participants with an understanding of the process of investigation illustrated using Example 1 in Handout 2, and to support participants in selecting their own investigation. Stress that participants are recommended to choose an investigation from the examples provided.

The facilitator presentation is followed by group discussion about which investigation each participant will select, whole-group feedback on the participants' choices, and discussion on how the investigations will be elaborated for their particular contexts.

An investigation could be conducted into any aspect of assessment. However, we have provided in Handout 2 possible investigations from which we recommend that teachers select one to adapt to their own context.

The examples in Handout 2 outline possible foci and points at which data can be gathered. The examples give guidance on the process, but each investigator will need to elaborate the investigation to suit his/her own teaching and learning contexts. In particular, they will need to consider how the suggested investigation relates to their:

- specific languages;
- primary or secondary teaching and learning contexts (because of different cultures of assessment that pertain);
- particular features of the teaching and learning context.

The starting point for selecting an investigation will be for the investigator to identify the gaps in his/her knowledge that the investigation will address. There are likely to be two types of gaps. One concerns student learning, the other teacher learning. The 'student learning' question concerns the area of students' learning that is of interest, for example, 'How does my students' writing develop over time?'

The 'teacher learning' question is the professional development question that the data gathered will address, for example, 'How do I teach and assess writing development in my students' language learning over a term?' Emphasise that this question links the teachers' assessment practices to the *Standards*.

Key ideas/Learning

Considering examples and processes of investigation

| <i>Interaction/tasks/questions</i> | <i>Supporting resources</i> |
|--|---|
| <p>Facilitator interactive presentation</p> <p>The facilitator introduces this section through a presentation with discussion/comments on each slide.</p> <p>Anticipated time: 40 minutes</p> | <p>PowerPoint slides 14.9–14.11</p> |

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Section 3: *Planning investigations***Elaborating the design**

Decide how you will elaborate the design of the investigation for your particular teaching and learning context (e.g. the year level and the current needs of the students).

- Student responses, teacher judgments, and teacher feedback can all count as points in the assessment cycle at which data could be collected.
- You will need to consider at what points the data will be gathered, how it will be gathered and analysed, and how it will be used to inform your understanding of students' learning and support your own teaching and assessment practice.

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The next step is to decide how to elaborate the design of the investigation for the particular teaching and learning context (e.g. the year level and the current needs of the students).

In the example the design includes the development of four tasks conducted over time and the use of an assessment portfolio for students.

Students' responses, teacher judgments, and teacher feedback can all count as points in the assessment cycle at which data could be collected. Investigators will need to consider which data will be gathered, at what points the data will be gathered, how it will be gathered, and how they will analyse and use the data to inform their understanding of students' learning and support their own teaching and assessment practice.

Conducting the investigation

The final steps involve conducting the investigation. This includes:

- gathering and analysing the data;
- deciding on the findings (i.e. what the data tell you in answer to your student learning and teacher learning questions);
- evaluating the investigation (i.e. considering its strengths and limitations and how you would conduct it again);
- deciding on the implications for your teaching and how you assess your students' learning.

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The final steps involve conducting the investigation. This includes gathering the data by conducting the assessment. In the example this means gathering data at points during the implementation of the four tasks and the students' assessment portfolios. The data gathering will include collating and analysing. In the example this means deciding whether to focus on individual students or on the whole group, deciding on the findings (i.e. what the data tell you in answer to your student learning and teaching learning questions, evaluating the assessment (i.e. considering its strengths and limitations and how you would conduct it again), and deciding on the implications for your teaching and how you assess your students' learning.

Task 2: Which investigation will you select and how will you elaborate it?

In your group, consider

- what you want to understand better about your students' learning and your assessment practice;
- which example investigation you will select;
- how the investigation will contribute to your own learning;
- how you will elaborate the design of the investigation for your teaching context;
- issues you will have to consider in conducting the investigation;
- how you will develop the use of investigations to support your teaching and assessment practice in an ongoing way.

Be prepared to provide feedback to the other groups.

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Pose the focus question and explain the activity.

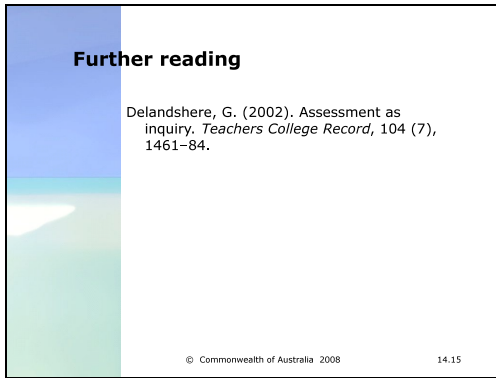
After the discussion, summarise how the participants have elaborated the investigations.

Emphasise that the investigations in Handout 2 will need further elaboration and that participants now have 20 minutes to further elaborate their own investigations using Handout 3, based on the discussions they have completed.

Key Ideas/Learning
Planning investigations

| <i>Interaction/tasks/questions</i> | <i>Supporting resources</i> |
|---|--|
| <p>Small-group task</p> <p>Focus question</p> <p>Which investigation will you select and how will you elaborate it?</p> <p>Task</p> <p>In your group, consider</p> <ul style="list-style-type: none">• what you want to understand better about your students' learning and your assessment practice;• which example investigation you will select;• how the investigation will contribute to your own learning;• how you will elaborate the design of the investigation for your teaching context;• issues you will have to consider in conducting the investigation;• how you will develop the use of investigations to support your teaching and assessment practice in an ongoing way. <p>Be prepared to provide feedback to the other groups.</p> <p style="text-align: right;">Anticipated time: 60 minutes</p> <p>At the end of the task you will have a further 40 minutes in which to reflect on/elaborate your own investigation.</p> | <p>PowerPoint slides 14.12–14.14</p> <p>Handouts 1, 2, and 3</p> |

NOTES



Further reading

Delandshere, G. (2002). Assessment as inquiry. *Teachers College Record*, 104 (7), 1461–84.

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Further reading

Delandshere, G. (2002). Assessment as inquiry. *Teachers College Record*, 104 (7), 1461–84.

Attachments

Handout 1: Guidelines for investigations

Handout 2: Possible investigations

Example 1: Developing and implementing an assessment scheme

Example 2: Using formative assessment in the classroom

Example 3: Developing peer and self assessment

Example 4: Assessing writing development
(can also be undertaken for listening, speaking, and reading)

Example 5: Ways of incorporating technology and online interactive procedures
in the assessment process

Example 6: Analysing evidence of learning in classroom interactions

Example 7: Moderating writing assessments (can also be used for speaking)

Handout 3: Planning sheet

Handout 4: Guidelines for documenting assessment as inquiry

Guidelines for investigations¹

These guidelines are designed to support teachers in conducting investigations to support their professional development in light of the *Standards*. The guidelines cover two areas:

- developing understanding of one's own teaching and assessment practice
- how this can be supported through investigations.

The goal of professional learning through investigations is to gather data about the assessment process to inform and support teachers' assessment practice guided by the *Standards*. This approach involves sustained engagement with the *Standards*. The important emphasis here is that the professional development is characterised by an 'investigative stance' towards assessment. This stance involves an ongoing interest in professional learning based on gathering data at points in the assessment process with a view to making changes in teaching and assessment practice. The focus of these investigations will depend on the experience and interests of teachers and their particular teaching and learning contexts. The key in each case is that investigations contribute to developing an ongoing professional learning agenda for the teacher as professional.

Assessment as inquiry

Framing assessment as inquiry emphasises that assessment is a form of research. Assessment understood as inquiry is not a deviation from, but an expansion of, our understanding of assessment. Data from assessment practices are used in many ways. When we focus on assessment as inquiry we use this data to draw conclusions about the assessment process itself, providing information not only about student learning, but also about teacher practice.

It involves identifying 'data points' where assessment can yield data, which can inform your understanding both of student learning and of your teaching and assessment practice. These 'points' may reflect any aspect of student learning, and any part of the assessment cycle. The data they yield can support professional development by providing a basis for reflecting on current assessment practice in light of the *Standards*.

As part of your professional learning, gathering such data make them available to inform and develop teaching and assessment practice. This process can support professional learning for a range of purposes, including:

- developing understanding of your own teaching and assessment practice from different perspectives
- developing understanding of your own teaching and assessment practice through the assessment cycle
- identifying, planning, and supporting your own professional learning in teaching and assessment
- informing professional interaction and reporting with colleagues and the school community.

¹ The guidelines should be read in conjunction with:

Crichton, J. (2008). Why an investigative stance matters in intercultural language teaching and learning: An orientation to classroom-based investigation. *Babel*, 43(1), 31–3.

Understood in this way, investigations can be documented to create a resource for ongoing development. How this is done will be a matter for individual teachers to decide. It will depend on a range of considerations, including your level of experience, professional interests and aspirations, and the professional context in which you work. A form of documentation that is adaptable to a range of situations is the *professional portfolio*. This can be a folder of professional experience that grows to reflect your particular professional learning journey. Accompanied in each case by your own evaluative commentary, the entries provide a record of, and basis for, ongoing professional learning. The portfolio may include:

- examples of assessment tasks for different purposes, and teaching and learning contexts
- examples of student responses with annotations
- examples of criteria for judging performance
- students' evaluations and feedback provided to students
- students' self-assessments
- examples of reporting for different purposes, for different stakeholders
- professional readings
- reflections on the above, specifically on how these data have contributed to your professional learning about assessment practice.

A portfolio that attends to these aspects of professional learning will provide an important resource that draws together your considerations of your own practice and the *Standards* in the ongoing development of your self-awareness as a teacher.

The next section explains how to plan and conduct investigations to support this professional learning.

Planning an investigation

Assessment as inquiry can be understood as an ongoing 'stance', a way of going about assessment that enables teachers to gather valuable information about their practice which may otherwise go unnoticed.

The word 'stance' is used here to highlight the fact that assessment is inherently complex, social, and interpretive. It recognises that teachers make decisions based on the interpretive resources that they, as professionals, bring to teaching, learning, and assessment. The question of how assessment is to be conducted cannot therefore be answered using standardised 'methods' or 'checklists'. Rather, the term 'stance' recognises assessment as an interpretive process at every point, subject to the evolving understandings of teachers and learners and sensitive to the multiple and interconnected contexts in which they interact. The focus on an 'investigative stance' draws together this recognition of assessment as an interpretive process with a focus on how assessment practice can be developed in an accountable way through professional learning.

By systematically gathering data on your assessment practice that renders visible your professional practice, investigations provide ongoing opportunities for professional learning through review, development, and renewal of teaching and assessment practice. This is a process that can support you in developing your self-awareness of yourself as a teacher as reflected in the *Standards*.

An investigative stance, then, is not an 'add on' to assessment. It is:

- an orientation to assessment as a source of multiple opportunities to gather data on your teaching and assessment practice;

- an ongoing interest in using information gathered about assessment to develop your own professional learning.

Why investigate your assessment practice?

An investigation supports professional learning in assessment because:

- changing your practice requires an understanding of what you currently do
- in order to use the *Standards* to support your professional learning, you need to understand how your assessment practices can support your teaching and your students' learning
- the process of change based on investigation provides opportunities for further investigations to develop your teaching and learning practice in ongoing cycles of investigations that strengthen professional learning.

In addressing this question in your own practice you might consider:

- how you currently understand the value of assessment for teaching and learning;
- what data you currently gather through assessment, who it is for, what purposes it serves, and how you report this data;
- how you use the data that you currently gather to inform your own practice;
- whether you could use this data in new ways to inform your understanding of your students and of your own practice;
- what other 'data points' might be available that could provide you with information about your practice and support your professional development;
- how you might formalise this use of data to inform yourself about your own practice and your professional development in an ongoing way.

Considering the examples and process of investigation

An investigation could be conducted into any aspect of assessment. When we focus on assessment as inquiry we use this data to draw conclusions about the assessment process itself.

We have provided examples of investigations from which we recommend that you select one. The examples we provide outline possible foci and points at which data can be gathered. They give guidance on the process of investigation but you will need to elaborate the investigation you select to suit your own teaching and learning contexts and professional learning interest. In particular, you will need to consider how the investigation relates to:

- specific languages;
- primary or secondary teaching and learning contexts (because of different cultures of assessment that pertain);
- particular features of the teaching and learning context.

How can you select an investigation?

The investigation you select will depend on the professional learning need that you want to address. This may be any aspect of assessment practice that you have already been reflecting on/wanting to develop or change, and in which you can be supported by the *Standards*; or an issue that you have become aware of after consideration of the *Standards*.

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Whatever the sequence and focus, the investigation should be understood as part of an ongoing process of noticing, documenting, and analysing/reflecting on your assessment practice and students' learning.

In other words, your selection of an investigation depends on:

- where you see the potential for developing teaching and assessment in your classroom
- what information about yourself and your students you need to gather to develop your teaching and assessment
- how you plan to use the *Standards* to support your professional learning in this area.

To answer this question for your own context, consider:

- in which areas of assessment practice an investigation would most help you in developing your teaching and assessment practice and your students' learning
- reading the *Standards* to support you in identifying an area that you might take as your starting point.

Identifying the gaps in your knowledge that the investigation will address. There will be two types of gaps. One concerns student learning, the other teacher learning:

The 'student learning' question concerns the area of students' learning that is of interest, for example, 'How does my students' writing develop over time?'

The 'teacher learning' question reflects your professional development interest, for example, 'How do I teach and assess writing development in my students' language learning over a term?'

How will you elaborate the investigation?

Each example investigation includes guiding questions on how to elaborate the investigation to suit your particular context. Consider these questions in deciding how you will elaborate the design of the investigation for your particular teaching and learning context (e.g. the year level and the current needs of the students). Remember that:

- Student responses, teacher judgments, and teacher feedback can all count as points in the assessment cycle at which data could be collected.
- You will need to consider at what points the data will be gathered, how they will be gathered and analysed, and how they will be used inform your understanding of students' learning and support your own teaching and assessment practice.

In addition, you should consider:

- issues that you will have to address in conducting the investigation;
- with whom you will share the data;
- how you will use the data to inform your professional learning;
- how you might follow up this investigation to extend your professional learning.

Consider these questions in relation to your own teaching context and to the examples of investigations on the following pages. How might an investigation of this kind contribute to your professional learning? How might this learning be supported by the *Standards*? Draw on your reflections to make notes for how you will elaborate the investigation you have selected to suit your own teaching and learning context and professional development interests on the planning sheet (see Handout 3).

How will you conduct the investigation?

The final steps involve conducting the investigation. This includes:

- gathering and analysing the data;
- deciding on the findings (i.e. what the data tell you in answer to your student learning and teacher learning questions);
- evaluating the investigation (i.e. considering its strengths and limitations and how you would conduct it again);
- deciding on the implications for your teaching and how you assess your students' learning.
- when and how you will record the investigation (a sample form for recording the investigation is in Handout 4).

Possible investigations

Example 1.

| | |
|----------------------------------|--|
| Focus of inquiry | Developing and implementing an assessment scheme |
| Student learning question | n/a |
| Teacher learning question | How do I capture a sufficient range of evidence to adequately profile students' learning of the target language? |
| Rationale | <p>What gap is the investigation addressing?</p> <ol style="list-style-type: none"> to improve the range of data that will support profiling students' learning. |
| Design | <p>The process</p> <p>For which year level/class do I wish to develop the assessment scheme?</p> <p>For what period of time (e.g. one semester)?</p> <p>What is the basis for the development of the assessment scheme?</p> <p>What types of assessment tasks do I include?</p> <p>What data do I gather for this inquiry?</p> <p>Deciding on the basis for the assessment scheme</p> <p>Analyse current assessment scheme to identify gaps.</p> <p>Deciding on the assessment scheme</p> <p>Because language learning is multidimensional, planning an assessment scheme will involve considering the range of dimensions that need to be captured to cover the diverse purposes of assessment and the procedures that will be used to elicit these (while ensuring practicability!).</p> <p>Questions to address in designing the assessment scheme include:</p> <ul style="list-style-type: none"> • What dimensions do I need to capture? • What procedures will I use for formative purposes? • What procedures will I use for summative purposes? • How are the procedures interrelated? Do they all have equal importance? How will I represent that on my scheme? • How will I capture progress in learning over the term? (e.g. Will I use a portfolio?) • How will I connect my assessment scheme to my program? • How will I adapt the scheme to the experiences and learning trajectory of diverse learners? • How will I capture students' evaluation of the assessment scheme? • Will I include criteria for judging student responses and other evidence of learning? • How will I connect this assessment scheme to |

| | |
|-------------------------------|--|
| | <p>school/systems requirements?</p> <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • Feedback on the assessment scheme from a colleague • The assessment scheme • Student responses on each procedure (for a group of students) • Student interaction data • Marking and feedback • Student evaluations of the scheme • Teacher reflective notes on the scheme as it is implemented • Teacher profiles of student performance (for a group of students). |
| Implementation | |
| Step 1 | Teacher develops the assessment scheme, seeks feedback, and finalises the design. |
| Step 2 | Teacher introduces the the overall assessment scheme to students. |
| Step 3 | Teacher implements each procedure, gathers student responses and other data, marks student responses and analyses interaction data, provides feedback, teacher holds photocopies of data for a group of students. |
| Step 4 | Teacher gathers student evaluations of the scheme. |
| Step 5 | Teacher profiles student performance (for a group of students). |
| Step 6 | Teacher collates, consolidates, and organises all the data for analysis. |
| Analysis and reporting | |
| Analysis | Analyse the full data set. How will you interpret and analyse the data? |
| Reporting | What conclusions did you draw about the adequacy of your scheme for capturing students' learning? |
| Evaluation | Reconsider strengths and limitations of the assessment scheme (validation). What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning? |

| | |
|----------------------------------|--|
| Focus of inquiry | Using formative assessment in the classroom |
| Student learning question | What data can I gather through assessment to provide evidence of my students' ongoing learning? |
| Teacher learning question | What data can I gather from my assessment practice to develop my understanding of the use of formative assessment to support my students' learning and my teaching? |
| Rationale | <p>What gap is the assessment addressing?</p> <ol style="list-style-type: none"> 1. to develop my understanding of my students' ongoing learning; 2. to develop my understanding of how to gather evidence of my students' ongoing learning. |
| Design | <p>Deciding the process What year level do I wish to investigate and why? What data will I gather? What assessment tasks will provide data for this inquiry and how will I develop these to provide evidence of my students' learning?</p> <p>Deciding on the tasks Because the focus is formative assessment the design will involve four assessment tasks. One task will involve individual work, one pair work, one group work, and one the whole class. Questions to address in designing the tasks include:</p> <ul style="list-style-type: none"> • What will be the assessment focus of the tasks? • On what aspect of the students' learning? • What evidence will I gather to reflect students' learning? • How will the tasks be connected to each other? • How will the tasks shape students' learning through interaction, mediation, talk, questioning, and scaffolding? • How will the tasks elicit students' prior knowledge and provide feedback, which can inform their future learning and my teaching? <p>How much support do I provide for the task?</p> <ul style="list-style-type: none"> • Who can read/provide feedback on the task designs before I implement them? (Which colleagues?) • When or how will I incorporate the feedback given? • Will students be involved? • Under what conditions will the students do the tasks (in class/at home, with/without resources, number of drafts, etc.)? • How will I explain the task to students? • How will I record students' performance on the tasks? • Will I seek feedback from students after they complete the tasks? • Will I include criteria for judging student responses for the task? How will I develop these criteria? |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Who will judge the students' use of language in the tasks? Only me or students and me or another colleague? • How will I provide feedback to the students on their performance? In a learning conference, in writing? If the former, will I digitally record these? If the latter, will I keep a record of the feedback provided? • Will I include students' self evaluations and if so, when and how? <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • My explanation of the tasks to students, including the criteria for judging performance • Student performances on the tasks • Marking and feedback (recorded digitally and/or in written form) • Student evaluation of the experience (verbal at the end of the task, recorded as teacher notes) • Student evaluations of their learning through the four tasks. |
| Implementation | |
| <p>Step 1 Teacher develops the tasks, assessment and feedback pro forma, and student evaluation pro forma.</p> <p>The teacher seeks feedback and then finalises the design.</p> <p>Step 2 Teacher explains the tasks to the students.</p> <p>Step 3 Students complete the tasks and the teacher marks their performance and provides marks and feedback to the students.</p> <p>The teacher records and organises all the data in a systematic way in relation to the students' ongoing learning and his/her teaching.</p> <p>Step 4 Teacher collates, consolidates, and organises all the data for analysis.</p> | |
| Analysis and reporting | |
| Analysis | Analyse the full data set. |
| Reporting | <p>What conclusions did you draw about your students' ongoing learning? (Student learning question)</p> <p>What conclusions did you draw about the use of formative assessment to support your students' learning and your teaching? (Teacher learning question)</p> |
| Evaluation | Reconsider strengths and limitations of the task (validation). What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning? |

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| Focus of inquiry | Developing peer- and self-assessment |
| Student learning question | What data can I gather to understand how my students assess their own learning |
| Teacher learning question | How can I gather data to inform my use of peer- and self-assessment |
| Rationale | <p>What gap is the assessment addressing?</p> <ol style="list-style-type: none"> 1. to develop my understanding of how my students assess their learning 2. to develop my understanding of the value of peer- and self-assessment to inform my assessment practice |
| Design | <p>Deciding the process</p> <p>What year level do I wish to investigate and why? What data will I gather? What assessment task will provide data for this inquiry and how will I develop these to provide evidence of my students' learning?</p> <p>Deciding on the tasks</p> <p>Because the focus is on peer- and self-assessment, the design will involve a task in which students assess their own learning.</p> <p>Questions to address in designing the task include:</p> <ul style="list-style-type: none"> • What will be the assessment focus of the task? • On what aspect of the students' learning? • What evidence will be gathered to reflect students' learning? • Who will gather this evidence? • How will the task shape students' learning through interaction, mediation, talk, questioning, and scaffolding? • How will the tasks elicit students' prior knowledge and provide feedback, which can inform their future learning and my teaching? <p>How much support do I provide for the task?</p> <ul style="list-style-type: none"> • Who can read/provide feedback on the task designs before I implement them? (Which colleagues?) • When or how will I incorporate the feedback given? • Will students be involved? • Under what conditions will the students do the tasks (in class/at home, with/without resources, number of drafts, etc.)? • How will I explain the task to students? • Who will record students' performance on the tasks? How will they be recorded? • Will I seek feedback from students after they complete the tasks? • Will the students assess their own work? Each other's work? Individually? In groups? Or a combination of these? |

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| | <ul style="list-style-type: none"> • Will I include criteria for students to judge their responses to the task? Who will develop these criteria? How will they be developed? Who will evaluate them? How? • How will students provide feedback on their performances? In a learning conference, in writing? If the former, will I digitally record these? If the latter, will I keep a record of the feedback provided? <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • My explanation of the task to students, including the criteria for judging performance • Student performances on the task • Students' assessments and feedback (recorded digitally and/or in written form) • Student evaluation of the experience (verbal at the end of the task, recorded as teacher notes) • Student evaluations of their improvement in learning through the task. |
| Implementation | |
| <p>Step 1 Teacher develops the task, assessment and feedback pro forma, and student evaluation pro forma.</p> <p>The teacher seeks feedback and then finalises the design.</p> <p>Step 2 Teacher explains the task to the students.</p> <p>Step 3 Students complete the task and the teacher marks their performance and provides marks and feedback to the students.</p> <p>The teacher records and organises all the data in a systematic way in relation to the students' ongoing learning and his/her teaching.</p> <p>Step 4 Teacher collates, consolidates, and organises all the data for analysis.</p> | |
| Analysis and reporting | |
| Analysis | Analyse the full data set. |
| Reporting | <p>What conclusions did you draw about how your students assess their own learning? (Student learning question)</p> <p>What conclusions did you draw about the use of peer- and self-assessment to support your students' learning and your teaching? (Teacher learning question)</p> |
| Evaluation | Reconsider strengths and limitations of the task (validation). What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning? |

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| Focus of inquiry | Assessing writing development. (can also be undertaken for listening, speaking, and reading) |
| Student learning question | How do I use data from my students' writing to assess its development over time? |
| Teacher learning question | How do I use data from my students' writing over time to inform my assessment practice? |
| Rationale | <p>What gap is the assessment addressing?</p> <ol style="list-style-type: none"> 1. to improve students' writing so that they can express increasingly complex ideas; 2. to develop ways of teaching writing that will support a developmental perspective on writing. |
| Design | <p>Deciding the process</p> <p>Which year level do I wish to investigate and why? What data will I gather? What types of assessment tasks will provide data for this inquiry?</p> <p>Deciding on the writing assessment tasks</p> <p>Because the focus is developmental, the design will include four assessment tasks undertaken over the period of a term designed to assess diverse kinds of writing (e.g. description, narrative, recount). They will be developed in such a way to suggest progression/increasing complexity.</p> <p>Questions to address in designing the set of tasks include:</p> <ul style="list-style-type: none"> • Types of writing • Connections between the tasks • Will I repeat the task at the beginning and end? • How do I include increasing complexity? • How much support do I provide for each task? • Who can read/provide feedback on the task designs before I implement them? (which colleagues?) • When or how will I incorporate the feedback given? • Will students be involved? • Under what conditions will the students do the tasks (in class/at home, with/without resources, number of drafts, etc.)? • Will I seek feedback from students after they complete each task/and after completing the set of tasks? • Will I include criteria for judging student responses for each task? Which ones? • Who will judge the students' writing? Only me or students and me or another colleague? • How will I provide feedback to the students on their writing? In a learning conference, in writing? If the former, will I digitally record these? If the latter, will I keep a record of the feedback provided? • Will I include students' self-evaluations and, if so, when and how? <p>Deciding on the data to be gathered</p> |

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| | <p>For each of the writing assessment tasks that comprise the portfolio, gather the following data:</p> <ul style="list-style-type: none"> • The prompt (description of the assessment task) including the criteria for judging performance • Student responses • Draft of responses (if required) • Marking and feedback (recorded digitally or in written form) • Student evaluation of the experience (verbal at the end of each task, recorded as teacher notes) • Student evaluations of the portfolio experience • Student evaluations of their improvement in writing through the four tasks. |
| Implementation | |
| Step 1 | <p>Teacher develops the writing tasks for the writing portfolio, marking and feedback pro forma, and student evaluation pro forma.</p> <p>The teacher seeks feedback and then finalises the design.</p> |
| Step 2 | Introduces the idea of assessment portfolio to students. |
| Step 3 | <p>Students complete the four tasks and the teacher marks each of the responses and provides marks and feedback to the students on each of the tasks in turn.</p> <p>The teacher records and organises all the data in a systematic way in relation to each task.</p> |
| Step 4 | <p>The student evaluations comprise the:</p> <ul style="list-style-type: none"> - task/experience - portfolio as a whole. <p>The teacher includes these in the gathered data.</p> |
| Step 5 | Teacher collates, consolidates, and organises all the data for analysis. |
| Analysis and reporting | |
| Analysis | <p>Analyse the full data set.</p> <p>How will you interpret and analyse the data?</p> |
| Reporting | <p>What conclusions did you draw about how your students' writing is developing over time? (Student learning question)</p> <p>How did you capture writing development? (Teacher learning question)</p> |
| Evaluation | <p>Reconsider strengths and limitations of the tasks (validation).</p> <p>What changes would you make?</p> |
| Implications | <p>What changes does this make to your teaching and how you assess your students' learning?</p> |

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| Focus of inquiry | Ways of incorporating technology and online interactive procedures in the assessment process |
| Student learning question | How can I use data from my students' use of technology and online interactive procedures to assess their language learning? |
| Teacher learning question | How can I use data from my students' use of technology and online interactive procedures to inform my assessment practice? |
| Rationale | <p>What gap is the assessment addressing?</p> <ol style="list-style-type: none"> 1. to develop my understanding of my students' use of language in technology and online interactive procedures; 2. to develop my understanding of how to incorporate technology and online interactive procedures in my teaching and assessment. |
| Design | <p>Deciding the process</p> <p>What year level do I wish to investigate and why? What data will I gather? What assessment task will provide data for this inquiry and how will I incorporate technology and online interactive procedures in it?</p> <p>Deciding on the tasks</p> <p>Because the focus is developmental, the design will include an assessment task incorporating technology and online interactive procedures and accompanying formats/modes for student responses and judging student performance in these tasks.</p> <p>Questions to address in designing the task include:</p> <ul style="list-style-type: none"> • What will be the assessment focus of the task? • On what aspect of the students' learning? • What technology and online interactive procedures will I include in the task? • How will I include them in the task? • How will students interact using the technology and online interactive procedures? Only with the technology? With texts gathered through the technology? With other people via the technology? With other students while using the technology? A combination of these? • What evidence will I gather to reflect students' learning? Only of their use of technology or combined with other forms of interaction? In what combinations? How will I record evidence of students' learning? <p>How much support do I provide for the task?</p> <ul style="list-style-type: none"> • Who can read/provide feedback on the task designs before I implement them? (Which colleagues?) • When or how will I incorporate the feedback given? • Will students be involved? <ul style="list-style-type: none"> • Under what conditions will the students do the tasks |

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| | <p>(in class/at home, with/without resources, number of drafts, etc.)?</p> <ul style="list-style-type: none"> • How will I explain the task to students? • How will I record students' performance on the task? • Will I seek feedback from students after they complete the task? • Will I include criteria for judging student responses for the task? How will I develop these criteria? • Who will judge the students' use of language using the technology? Only me or students and me or another colleague? • How will I provide feedback to the students on their performance? In a learning conference, in writing? If the former, will I digitally record these? If the latter, will I keep a record of the feedback provided? • Will I include students' self-evaluations and, if so, when and how? <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • My explanation of the tasks to students, including the criteria for judging performance • Student performances on the tasks • Marking and feedback (recorded digitally and/or in written form) • Student evaluation of the experience (verbal at the end of the tasks, recorded as teacher notes) • Student evaluations of their learning through the four tasks. |
| Implementation | |
| <p>Step 1</p> <p>Step 2</p> <p>Step 3</p> <p>Step 4</p> | <p>Teacher develops the task, assessment and feedback pro forma, and student evaluation pro forma.</p> <p>The teacher seeks feedback and then finalises the design.</p> <p>Teacher explains the task to the students.</p> <p>Students complete the task and the teacher marks their performance and provides marks and feedback to the students.</p> <p>The teacher records and organises all the data in a systematic way in relation to the use of language in technology and online interactive procedures.</p> <p>Teacher collates, consolidates, and organises all the data for analysis.</p> |
| Analysis and reporting | |
| Analysis | Analyse the full data set. |
| Reporting | <p>What conclusions did you draw about your students' learning? (Student learning question)</p> <p>How did you capture your students learning in technology and online interactive procedures? (Teacher learning question)</p> |
| Evaluation | Reconsider strengths and limitations of the task (validation). |

Module 14

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| | What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning? |

Example 6.

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| Focus of inquiry | Analysing evidence of learning in classroom interactions. |
| Student learning question | n/a |
| Teacher learning question | How do I think systematically about evidence in classroom interactions with my students? |
| Rationale | What gap is the investigation addressing? 1. to expand the kind of evidence of learning I gather and consider it in a systematic way. |
| Design | <p>The process Which year level do I wish to investigate and why? What types of interactions will provide the data for this inquiry? What data will I gather?</p> <p>Deciding on the interactions The kinds of interactions that can be selected are innumerable. The interactions occur continuously, but in order to capture them for subsequent analysis, selections must be made. What is important is that the interactions are selected to yield particular kinds of evidence. Consider:</p> <ul style="list-style-type: none"> • Will you record an interaction in the introductory part of a unit, when a concept is first introduced, or at the culminating point when students have grasped it? • Will you record particular types of interactions (e.g. a brainstorming interaction, a 'coming to understand' interaction, an interaction involving application)? • Will you record particular modes of interaction (e.g. teacher to whole class, teacher to small group/individual, student to student)? • What will be the focus of the interaction: building on ideas, questioning, building on student responses, scaffolding, providing feedback, etc.? <p>Deciding on participants Consider:</p> <ul style="list-style-type: none"> • With respect to students, which groups/individuals and why? • Inviting a colleague to contribute to the analysis. <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • Unit of work from which the recorded interactions are taken • Plan the particular lessons to be recorded (at least two lessons should be recorded to capture different kinds of interactions) • Digital recording of the two lessons |

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| | <ul style="list-style-type: none"> • Transcription • Notes from discussions with a colleague. |
| Implementation | |
| <p>Step 1 Select the unit of work and develop plans.</p> <p>Step 2 Record at least two lessons and store the recording.</p> <p>Step 3 Transcribe segments of the recording.</p> <p>Step 4 Establish a process for collaborative analysis with a colleague.</p> <p>Step 5 Teacher collates, consolidates, and organises all the data for analysis.</p> | |
| Analysis and reporting | |
| Analysis | Analyse the full data set with your colleague. How will you interpret and analyse the data? |
| Reporting | What conclusions did you draw about the kinds of evidence that emerge, your role and your students' roles, your questions, responses, scaffolding and feedback? What did you make of this evidence and how can you justify your conclusions? Consider the extent to which your own analysis and your colleague's analysis of the data concur. |
| Evaluation | Reconsider strengths and limitations of the process (validation). What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning and how you systematically consider the evidence? |

Example 7.

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| Focus of inquiry | Moderating writing assessments (can also be used for speaking) |
| Student learning question | n/a |
| Teacher learning question | How do I use data from a moderation activity to benchmark my grading of students' written work and better understand my own assessment process? |
| Rationale | What gap is the investigation addressing? 1. to develop a clearer sense of my students' achievements through a process of moderation with another teacher. |
| Design | <p>The process Which year level do I wish to investigate and why? What writing task(s) will provide the data for this inquiry? What data will I gather?</p> <p>Deciding on the writing assessment task(s) Develop a writing task (e.g. a description, narrative, recount). Consider the:</p> <ul style="list-style-type: none"> • type of writing • kind of support • conditions under which students will do the writing • criteria for judging performance. <p>Deciding on the teacher partner(s) Invite a teacher who teaches the same language at the same level to be your partner in this research. Consider someone from your school or from a neighbouring school and negotiate his/her involvement. [Option A: The partner teacher assesses your students' work and participates in a moderation process. Option B: The partner teacher uses the same writing assessment task with his/her students and you assess and moderate all students' responses.]</p> <p>Deciding on the moderation process Consider:</p> <ul style="list-style-type: none"> • When will it take place? • Who will be involved? • What is the actual process? (This will vary slightly depending on the choice of Option A or B above.) • Who will facilitate the discussion? <p>Deciding on the data to be gathered For the whole process of assessment, gather the following data:</p> <ul style="list-style-type: none"> • The writing task and associated criteria for judging performance • Writing scripts from the teacher's whole class • Writing scripts from the partner teacher's class |

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| | <ul style="list-style-type: none"> • Score allocations for each student from each teacher assessor • Digital recording of the moderation discussion • Transcript of the moderation discussion. |
| Implementation | |
| Step 1 | The teacher develops the writing task and associated criteria. |
| Step 2 | The teacher invites a partner teacher to participate. |
| Step 3 | Students complete the writing task (one teacher's class or both teachers' classes). |
| Step 4 | The teacher and partner teacher grade the students' writing and record the scores allocated. |
| Step 5 | Teachers meet for the moderation discussion (digitally recorded) and the teacher then prepares a transcript of the discussion for analysis. |
| Step 6 | Teacher collates, consolidates, and organises all the data for analysis. The analysis may be done independently or with the partner teacher. |
| Analysis and reporting | |
| Analysis | Analyse the full data set. How will you interpret and analyse the data? |
| Reporting | What conclusions did you draw about your grading standards and processes? |
| Evaluation | Reconsider strengths and limitations of the investigation (validation). What changes would you make? |
| Implications | What changes does this make to your teaching and how you assess your students' learning? |

Planning sheet

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| Focus of inquiry | |
| Student learning question | |
| Teacher learning question | |
| Rationale | |
| Design | |

Guidelines for documenting assessment as inquiry

Trainers in Stream C are asked to carry out an investigation into their assessment practice (or that of a fellow teacher) and subsequently prepare a report on their experiences in the planning and analysis of their investigation. Participants in Stream C may also wish to carry out an investigation and prepare a report. The following guidelines are intended to assist participants to prepare a report. A selection of participants' reports will be included on the PSPL project website, to allow widespread access to this information for language teachers across Australia.

The standardised reporting form ensures consistency of presentation and allows for ease of uploading the materials to the website. Teachers carrying out Stream C investigations into assessment are encouraged to use the planning pro forma of the examples of possible investigations, to keep records of their investigations in other forms to inform their practices, and to also provide documentation under the headings suggested on pages 40 to 42.

Overall, the report should be:

- no more than 10 pages in length, including any work samples or exemplars
- recorded in the supplied reporting form (see pages 40 to 42)
- written in Arial 11 point font
- saved as a Word format document
- supplied as a paper copy and in electronic format (sent via email or on CD).

Consent forms from teachers to use their work and identify them by name must be attached. If student work is used, consent forms from students/parents must also be attached.

Reports should be forwarded to the state or territory Key Contact. These will then be forwarded to the AFMLTA and the RCLC project team as a state/territory package.

Reporting fields

The focus of inquiry (what you planned to investigate in your assessment practice)

- The area of assessment that you decided to investigate and why.
- What was the question you set about your students' learning as reflected in your assessment practice?
- What was the question you set as the teacher learning question?
- What did you aim to learn about your practice from this investigation?

Design

- The considerations and decisions you had to make to carry out the investigation.
- Which year level will you work with and why?

Implementation (how you planned to carried out the inquiry and what you did)

- The steps that you planned.
- What happened in the classroom implementation of the inquiry.
- How did you present this investigation in your classroom practice?

- What did you change or modify in the content, tasks, and teaching processes to implement your investigation question?
- How did the class react to this?
- Describe what was different from your usual approach.

The data gathered (what happened)

- What data did you gather from the students?
- What behaviour and language did you observe and in what ways did you record these (e.g. video, audio, your written observations, the students' written reflections on the procedure, other forms of recording)?
- What happened when you collected/recorded data?
- How did you analyse the data?

Findings (what you learnt)

- Record any results of your data collection, including observations, figures, comments, questions that arose.
- What did you discover?
- What was evident?

Interpreting the data (how you understood the information)

- What did you make of the findings?
- How do these findings apply to your classroom practice/teaching and learning context?
- What happened that you expected to happen?
- What didn't happen that you expected to happen?
- What happened that you didn't expect to happen?
- Did you find problems in your investigation design?
- Did you collect the data you intended?
- What was the value of this investigation for your classroom practice in relation to intercultural language teaching and learning?
- What was your personal response to the findings?

Materials and exemplars (the evidence of your investigation)

- What you produced and what your students produced.
- Notations of the things that worked and those that did not work.

Evaluation (analysing what you learnt)

- How well do you feel the investigation went?
- Was it valuable for you? Why/why not?
- Was it valuable for your students? Why/why not?

Module 14

- How could you modify or further develop the investigation?
- Where to next? How can you incorporate what you have learnt or move to a new investigation?

Reflection (how you felt)

- Provide a personal response to the investigation, the process of investigation, and the outcomes for you.

These questions are meant as a guide to your responses on the reporting form that follows.



Australian Government
 Department of Education, Employment
 and Workplace Relations



PROFESSIONAL STANDARDS PROJECT ASSESSMENT AS INQUIRY REPORT

| TEACHER'S NAME | SCHOOL (and contact details) | LANGUAGE | YEAR LEVEL |
|---|---------------------------------|----------|------------|
| <p style="text-align: center;">CONTEXT (school or class context)</p> | | | |
| <p style="text-align: center;">FOCUS OF INQUIRY</p> <p style="text-align: center;">(What you chose to investigate and why. The area of your assessment practice you chose to investigate and the questions you set yourself to investigate about your students' learning and your own practices)</p> | | | |
| <p style="text-align: center;">DESIGN (What you did in preparation)</p> | | | |

IMPLEMENTATION

(What you did — how you carried out the inquiry)

DATA GATHERED

(The materials produced by teacher and students in the course of the inquiry, e.g. the tasks set and criteria for judging performance/the collected responses/the teacher mark/grade and feedback, recordings and transcripts of interactions)

FINDINGS

(Analysing the information/data, what you learnt)

INTERPRETING THE INFORMATION

(How you understood the data)

MATERIALS AND EXEMPLARS

(The data gathered, the evidence of your investigation. Attach examples of your work or students' work at the end of the report: choose a selection only and comment on reasons for your selection)

EVALUATION

(Analysing what you learnt; considering the implications of the data, making plans for future practice and continuing investigations)

REFLECTION

(How you felt about the investigation and your findings)