

## Teacher Research Group 6: Assessment Part 2

### Pre-TRG Task Sheet

The following tasks should be completed at your convenience in advance of your online TRG 6 meeting. You need to set aside approximately **1.5-2 hours** to complete the preparation. Please write your reflections, answers to the prompt questions and any questions arising as you go. This will help you to organise your contributions to the TRG 6 discussions that will be led by your Lead School's Specialist Teachers.

This session builds upon our previous work on 'achievement' tests from TRG Assessment Part 1. Our objectives are to:

- Highlight the distinction between the two types of test that accompany the NCELP SOW and draw out the assessment design principles that underpin them.
- Develop a deeper understanding of the NCELP assessments through interaction with assessment preparation video lessons, the assessments themselves and their mark schemes.

### 'Achievement' and 'Applying Your Knowledge' Tests



1. Before reading ahead, what can you remember about the 'achievement' tests from TRG 2? How are these tests structured? What question types or design principles can you recall?

NCELP now proposes two types of test which, between them, assess the full range of knowledge and skills students should have developed by the end of Term 3.1 in Year 7 and 8:

- The '**achievement**' test, which is designed to assess students' knowledge of a principled sample of phonics, vocabulary, and grammar (PVG) features. This 'syllabus-based' test aims to find out how well students have learnt what we teach them up to the point of testing.
- The '**applying your knowledge**' test brings together the PVG strands in a more holistic assessment of listening, reading, writing and speaking. This aims to assess students' ability to apply their knowledge in a fuller context through listening comprehension, oral picture description, and short translation tasks.

Below is a summary of some of the principles and design decisions that guided NCELP's approach to the PVG 'achievement' tests:

<p><b>Phonics</b></p>	<ul style="list-style-type: none"> <li>• test students' knowledge of the Sound-Symbol Correspondences (SSC) covered to date in the SOW</li> <li>• include "both directions", i.e.             <ul style="list-style-type: none"> <li>○ print-to-sound through read aloud tasks of short, unfamiliar words (to compel students to rely solely on SSC knowledge when sounding them out)</li> <li>○ sound-to-print through transcription tasks that also contain unfamiliar words</li> </ul> </li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• test students' knowledge of the vocabulary covered to date in the SOW</li> <li>• test students' receptive and productive knowledge equally (50% reading &amp; listening, 50% writing &amp; speaking)</li> <li>• test students' ability to recall vocabulary from memory without prompts</li> <li>• test how many words students know (vocabulary breadth)</li> <li>• test how well they know words (vocabulary depth)</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>• test students' knowledge of the grammar features covered to date in the SOW</li> <li>• test learners' receptive and productive knowledge of the grammar</li> <li>• isolate the students' grammatical knowledge e.g. by designing questions that are not reliant on students' ability to correctly recall a particular lexical item</li> <li>• test students' understanding of the meaning of the grammar feature, as well as their ability to recognise a particular grammatical form</li> </ul>

If you are new to TRGs or would like a recap/ further detail on the principles of assessment design, please access the following CPD screencast sessions. These contain voiceovers from NCELP specialists: i) [Phonics](#), ii) [Vocabulary](#), iii) [Grammar](#)

**2.** How does the approach described above compare with your experience of current assessment practice in MFL?



You might reflect upon:

- a) your own classroom/department practice
- b) how your assessment practice differs across year groups or key stages
- c) the distinction between formative and summative assessment (e.g. weekly vocab tests vs end of year exams)
- d) any textbook assessment packs with which you are familiar
- e) the current GCSE

**TASK 1 (50-65 mins):** Now watch the Year 7 term 3.2 'achievement' **and** 'applying your knowledge' OAK assessment preparation lesson videos in the language of your choice. Complete the preparation lessons fully as if you are a student. Label the sections and question numbers for easier reference later. Also record any reflections and answers to the prompt questions 3-7 below as you go.

<b>French</b>	<a href="#">1. Achievement test video prep lesson</a>	<a href="#">2. Applying your knowledge test video prep lesson</a>
<b>German</b>	<a href="#">1. Achievement test video prep lesson</a>	<a href="#">2. Applying your knowledge test video prep lesson</a>
<b>Spanish</b>	<a href="#">1. Achievement test video prep lesson</a>	<a href="#">2. Applying your knowledge test video prep lesson</a>



3. How does a question's design steer your thinking? What are you forced to think about or recall when answering each question?
4. How does a question's design isolate PVG knowledge or strip out clues?
5. How is a particular question-type similar to / different from typical MFL assessment practice?
6. What is the effect of any differences you notice?
7. Consider the tests as a whole. What are differences between the achievement and applying your knowledge tests? How does each differ from more typical MFL assessment of the "four skills"?

**TASK 2 (40-55 mins):** Now explore the full term 3.2 'achievement' and 'applying your knowledge' test documents. Also go through the respective mark schemes. Record any reflections and answers to the prompt questions 7-11 below as you go.

	<b>Achievement</b>	<b>Mark Scheme</b>	<b>Applying Your Knowledge</b>	<b>Mark Scheme</b>
<b>French</b>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>
<b>German</b>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>
<b>Spanish</b>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>	<a href="#">Link</a>

All the test files above, including audio, transcripts and scorings spreadsheets are available in the [French](#), [German](#) & [Spanish](#) test collections.



8. What links can you see between NCELP pedagogy/lesson activity types and the test questions?
9. If you are/were to use these tests with your students, how might this influence your teaching? Would this create positive or negative backwash in your opinion?
10. At a glance, the 'applying your knowledge' test seems to resemble typical listening, reading, writing and speaking assessments. However, what differences can you see in:
  - a. the overall format of the test?
  - b. the spread of the knowledge that is being tested?
  - c. how the mark scheme awards marks and prioritises certain knowledge?
11. What feedback do you have on the tests and mark schemes? Have you any suggestions for how they might be improved?

Finally, skim back through your reflections and answers. Highlight the key points that you think will be most useful and interesting to share during your TRG 6 discussions.