基于中国英语能力等级量表的外语教师测评素养发展

教育部人文社会科学重点研究基地
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National Key Research Center for Linguistics & Applied Linguistics

广东外语外贸大学
Guangdong University of Foreign Studies

外研测评

第三届英语教学与测评学术研讨会
2019年4月19日

Outline

1. CSE Update

2. Language assessment literacy

3. LAL survey

4. LAL development

外·研测评

CSE Update

Linking exams to CSE

语 言 文 字 规 范

(GF 0018—2018)

National Language Standard

GF 0018—2018

中国英语能力等级量表

China's Standards of English Language Ability

China's Standards of English Language Ability

- Language versions available: Chinese & English

- Free download from http://www.moe.edu.cn or http://cse.neea.edu.cn

(2018-01 发布)

(2018-06-01 实施)

中华人民共和国教育部
国家语言文字工作委员会   发布

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Ministry of Education of the People's Republic of China
National Language Commission of the People's Republic of China

外·研测评

Center for Linguistics & Applied Linguistics

IELTS
APTIS
TOEFL
...

欧洲语言共同参考框架（CEFR）

中国英语能力等级量表（CSE）

Linking exams to CSE

IELTS to CSE

Table 1: Results of Linking IELTS to China's Standards of English Language Ability

CSE Level / IELTS Score	CSE Level 4	CSE Level 5	CSE Level 6	CSE Level 7	CSE Level 8
Total Score	4.5	5.5	6	7	8
Listening	5	6	6.5	7.5	8.5
Reading	4.5	5.5	6	7	7.5
Speaking	5	5.5	6	6.5	7
Writing	4	5	6	7	7.5

APTIS to CSE

Table 2: Results of Linking Aptis to China's Standards of English Language Ability

CSE Level / Aptis Score	CSE Level 3	CSE Level 4	CSE Level 5	CSE Level 6	CSE Level 7
Listening	14	21	29	37	43
Reading	16	26	35	42	46
Speaking	21	29	37	43	47
Writing	22	31	39	45	50

English tests administered in China

CSE Levels — National English Test System (NETS)

Linking tests to CSE

Language Ability is defined as the **ability of comprehending and expressing information** that learners exhibit when they apply their **language knowledge** and **world knowledge**, and the **strategies** to perform language use **tasks** in a variety of **contexts**.
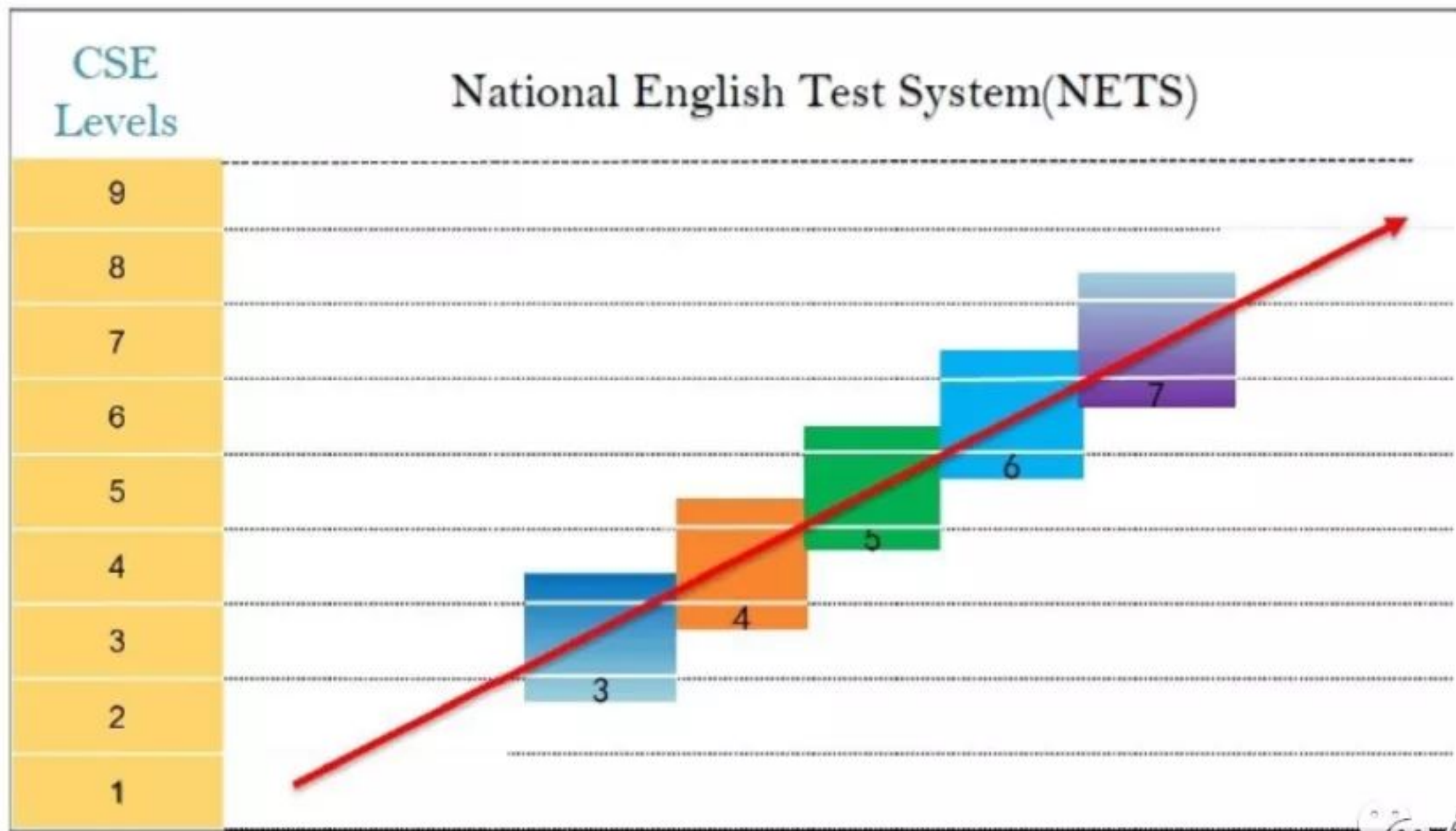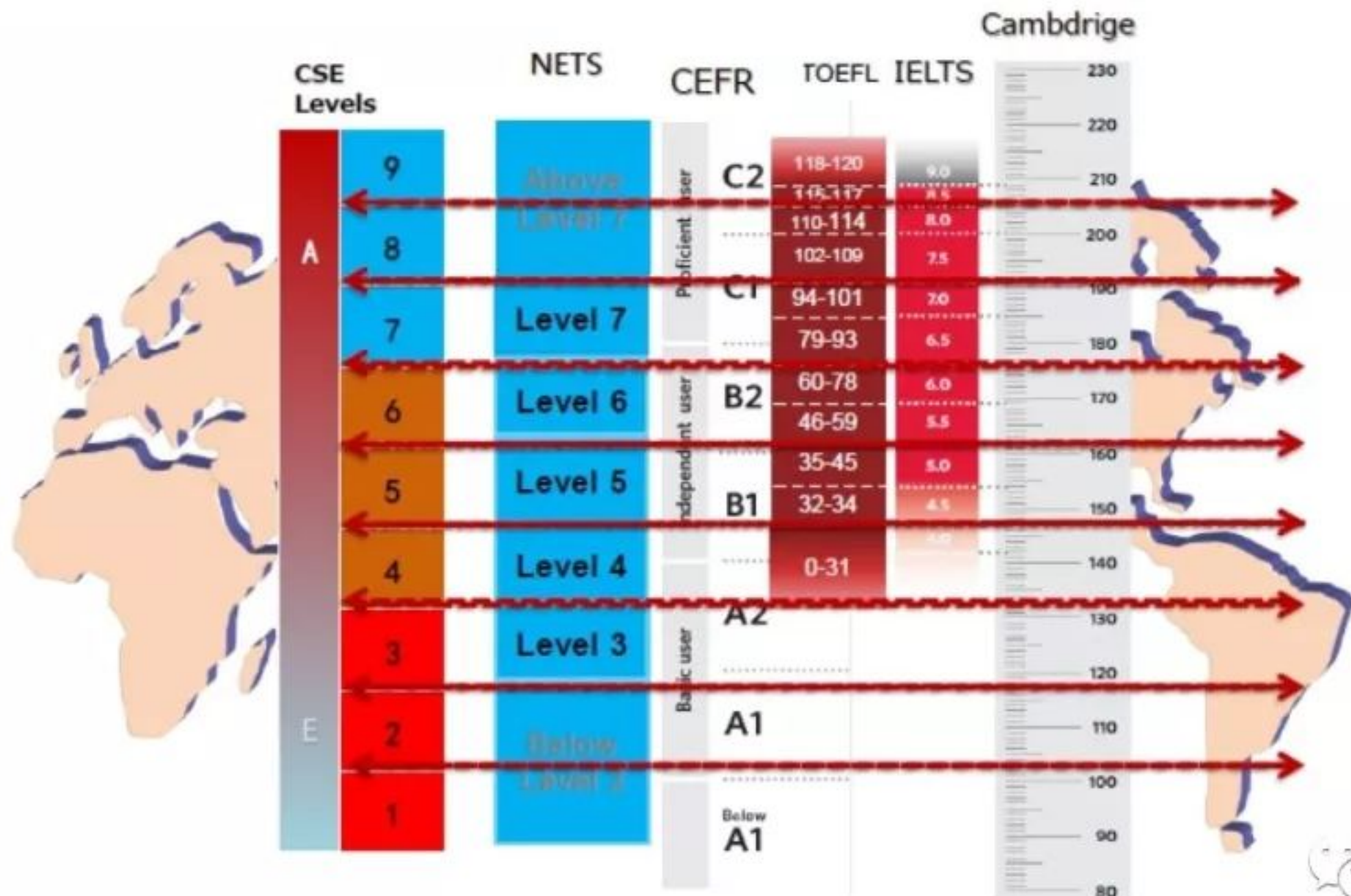
《量表》规定了中国英语学习者和使用者的英语能力等级，描述了各等级的能力表现特征。本规范适用于英语测评，可供英语教学、学习及其他参考。

Assessment Literacy

Effective classroom-based assessment

Language assessment literacy

Language Assessment Literacy

☐ **教师做到方法技术娴熟。** 教师不断提升信息意识，准确理解信息化时代背景下，各种新技术、新手段对教学改革的深刻影响，准确把握新时代大学生"网络原住民"的时代特征。加强教师新技术运用的培训，提高教师的信息获取、理解、分析、加工、处理、传递等能力，积极探索适应线上线下教学融合发展的教学新范式。

90后是网络的原住民，
80后是网络移民，
70后是网络难民

网络@原住民

Language Assessment Literacy

Know-how and understanding teachers need to assess students effectively and maximize learning

外·研测评

Language assessment literacy

- Language teachers and instructors need some measure of assessment training if they are engaged in selecting, administering, interpreting, and sharing results of large-scale tests produced by professional testing organizations, or in developing, scoring, interpreting, and improving classroom-based assessments.

- Sufficient AL enables teachers to make accurate inferences about student learning, communicate that information to students and other stakeholders, and adjust instruction accordingly, while insufficient AL leads to reduced reliability and validity, and further results in misdirected and ill-informed educational decisions. (Xu 2017)

DEFINITION

Language assessment literacy

- "an individual's understandings of the fundamental **assessment concepts and procedures** deemed likely to influence educational decisions" (Popham 2011, p. 267).

- what the constituency of language teachers and instructors needs to know about assessment matters (Taylor 2009)

- the knowledge stakeholders need in order to conduct **language assessment activities** (Fulcher 2012)

- a basic understanding of educational assessment and related skills (Stiggins, 1991)

- Assessment literacy is the set of **beliefs, knowledge and practices** about assessment that lead a **teacher, administrator, policymaker or student** to use assessment to improve student learning and achievement. (Michigan 2017)

DEFINITION

外·研测评

Language assessment literacy
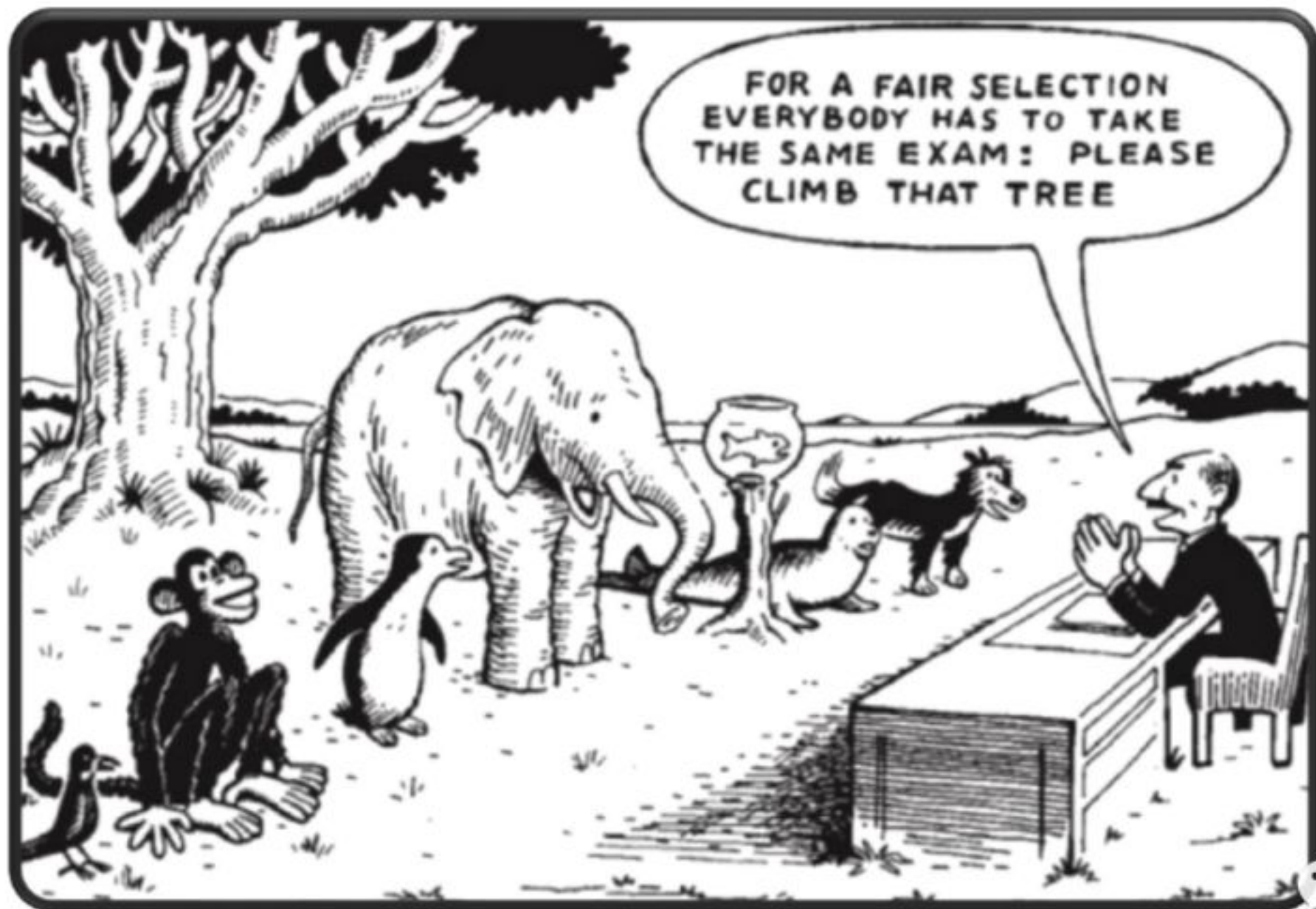
(Davios 2008)

Language assessment literacy

Knowledge

- The knowledge required to assess learners effectively and maximise learning
- The knowledge and understanding to interpret and apply assessment results in appropriate ways

Skills

- Skills in identifying and evaluating appropriate assessments for specific purposes within specific contexts
- Skills in analysing empirical data in order to improve one's own instructional and assessment practices

Principles

- An understanding of the principles and practice of sound assessment
- The wisdom to be able to integrate assessment and its outcomes into the overall pedagogic process
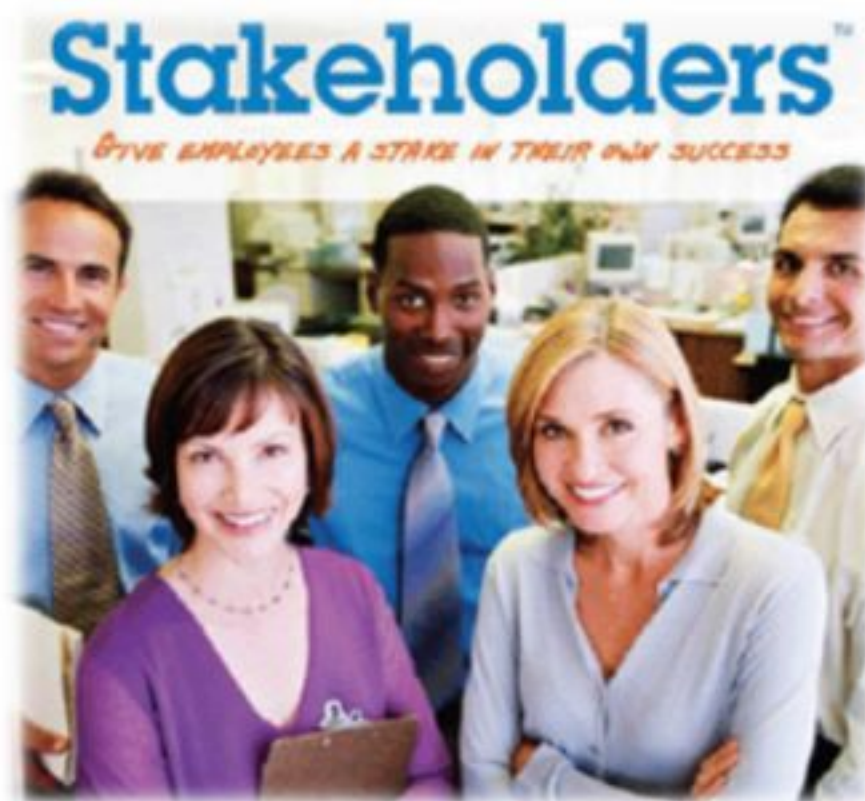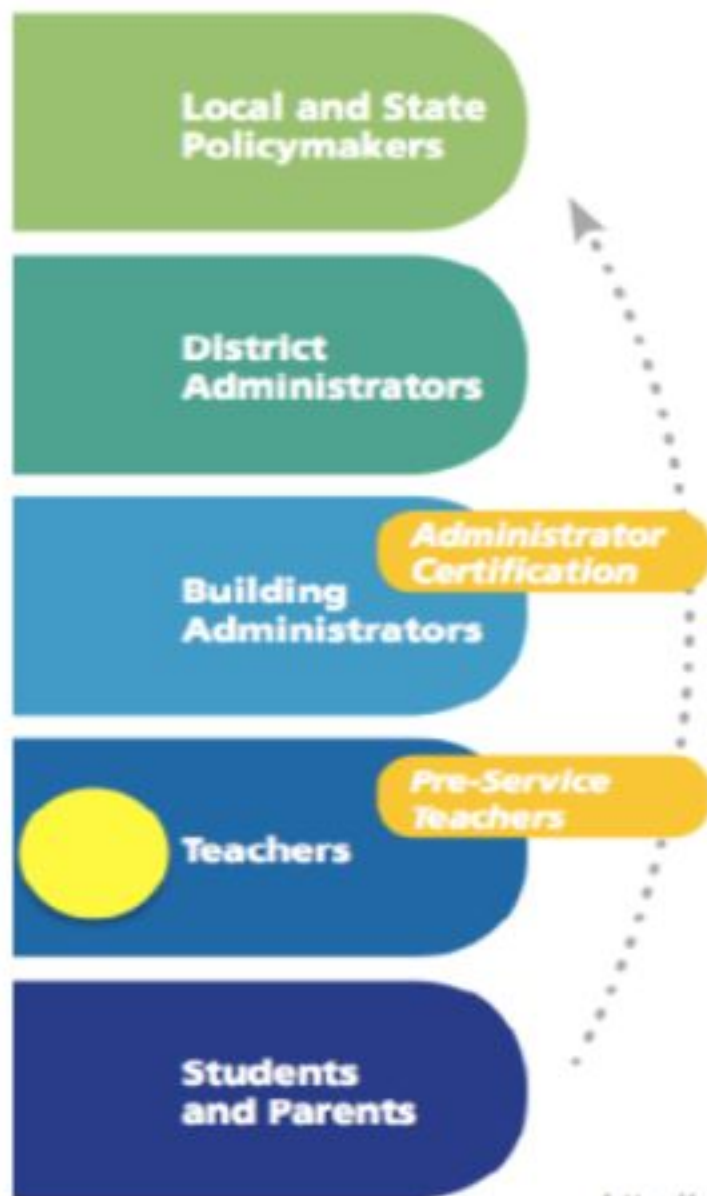
(Berry and O'Sullivan 2016)

Language assessment literacy
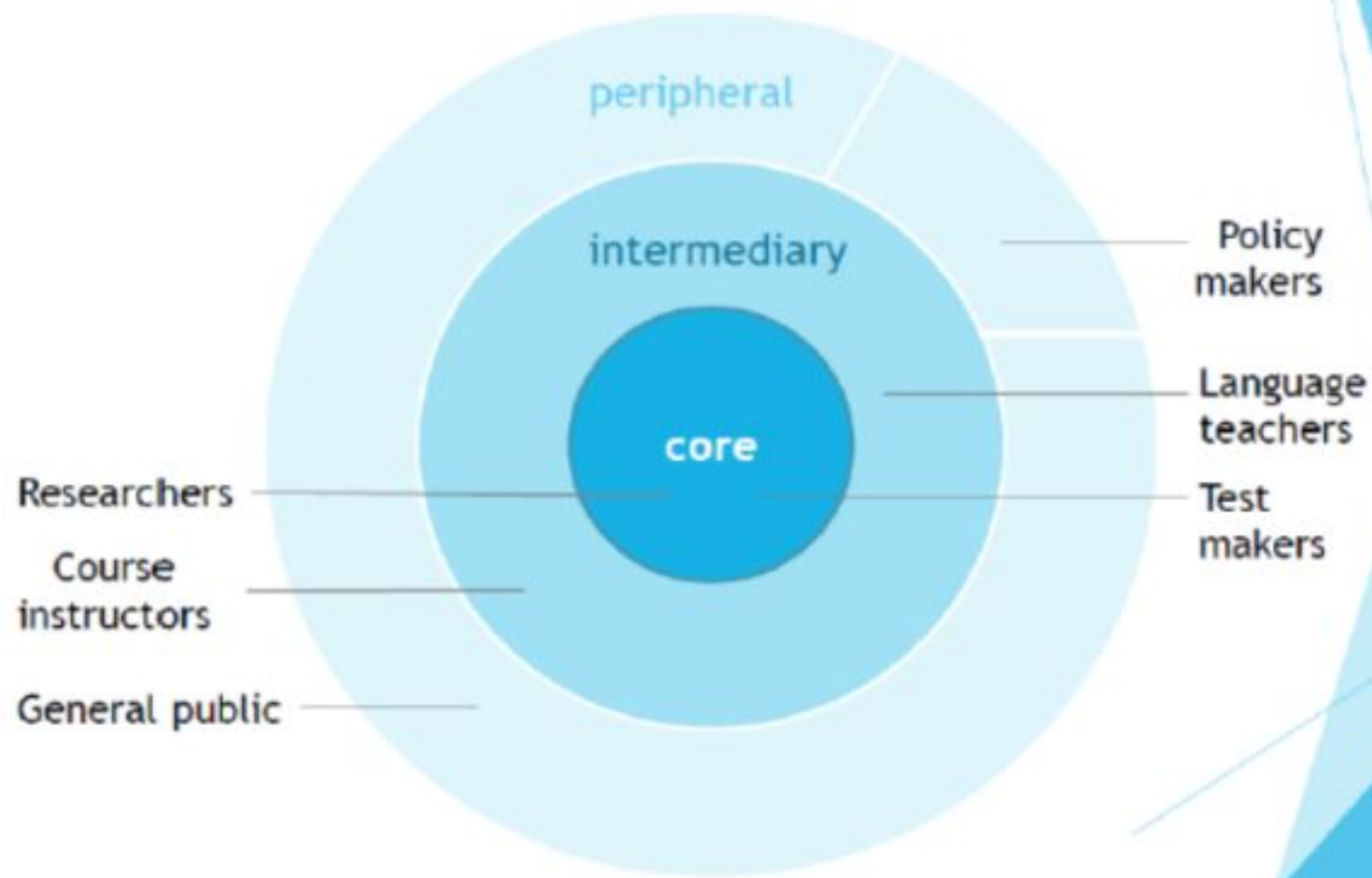

Assessment Literacy Standards

Local and State Policymakers

District Administrators

Building Administrators

Administrator Certification

Pre-Service Teachers

Teachers

Students and Parents

Stakeholders™

GIVE EMPLOYEES A STAKE IN THEIR OWN SUCCESS

Language assessment literacy

Developers
- Designers
- Item writers
- Test makers
- Analysts
- Academics

Direct Users
- Test-takers
- Teachers
- Parents
- Admissions' officers
- Delivery staff

Indirect Users
- Policy makers
- Employers
- Educational administrators
- Training providers

(Berry and O'Sullivan 2016)

Who needs what, and to what level?

(Berry and O'Sullivan 2016)

Professional language testers

Knowledge of theory

Technical skills

Principles and concepts

Language pedagogy

Sociocultural values

Local practices

Personal beliefs/ attitudes

Scores and decision making

4
3
2
1
0

(Berry and O'Sullivan 2016)

Test writers
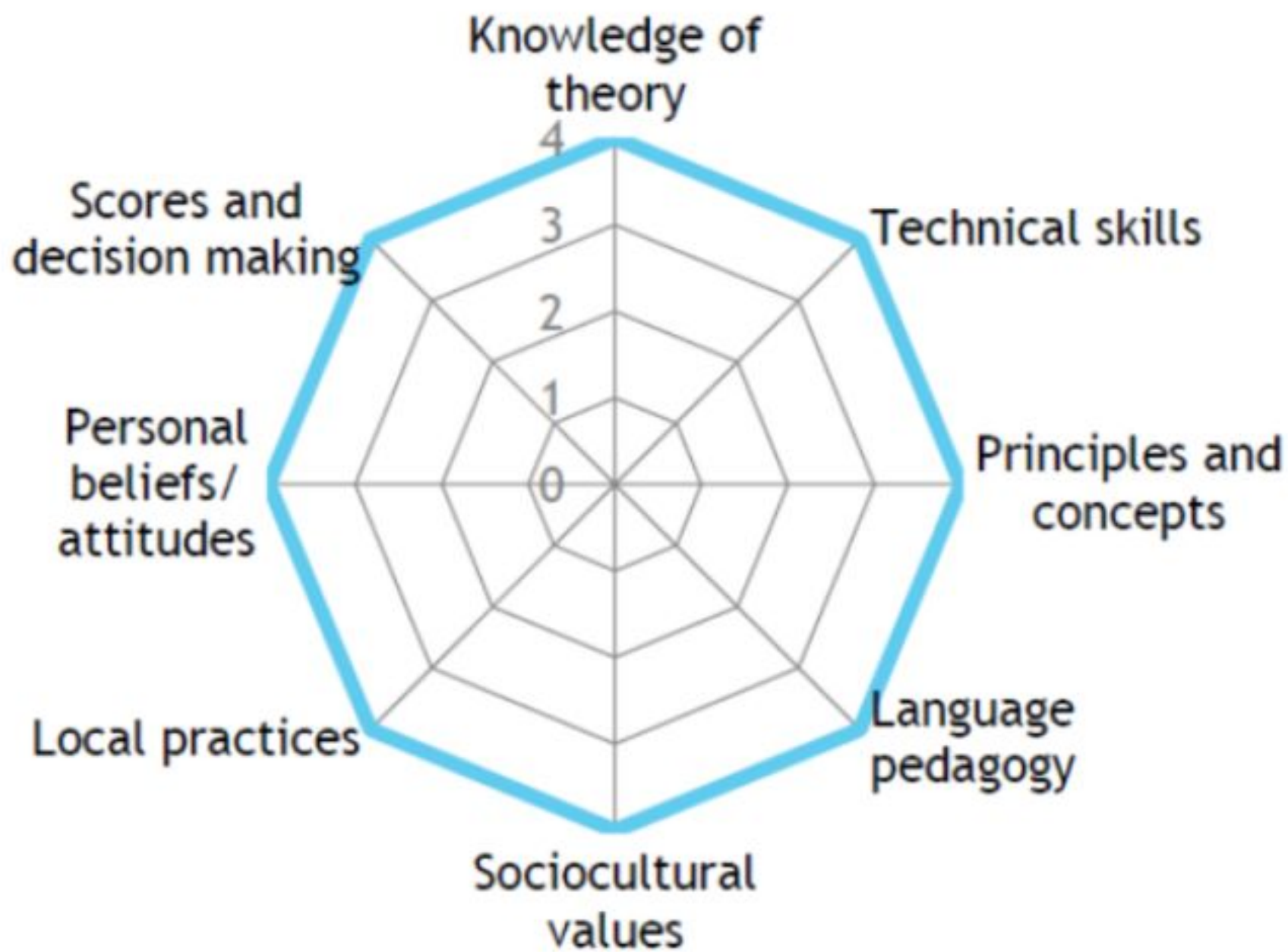
(Berry and O'Sullivan 2016)
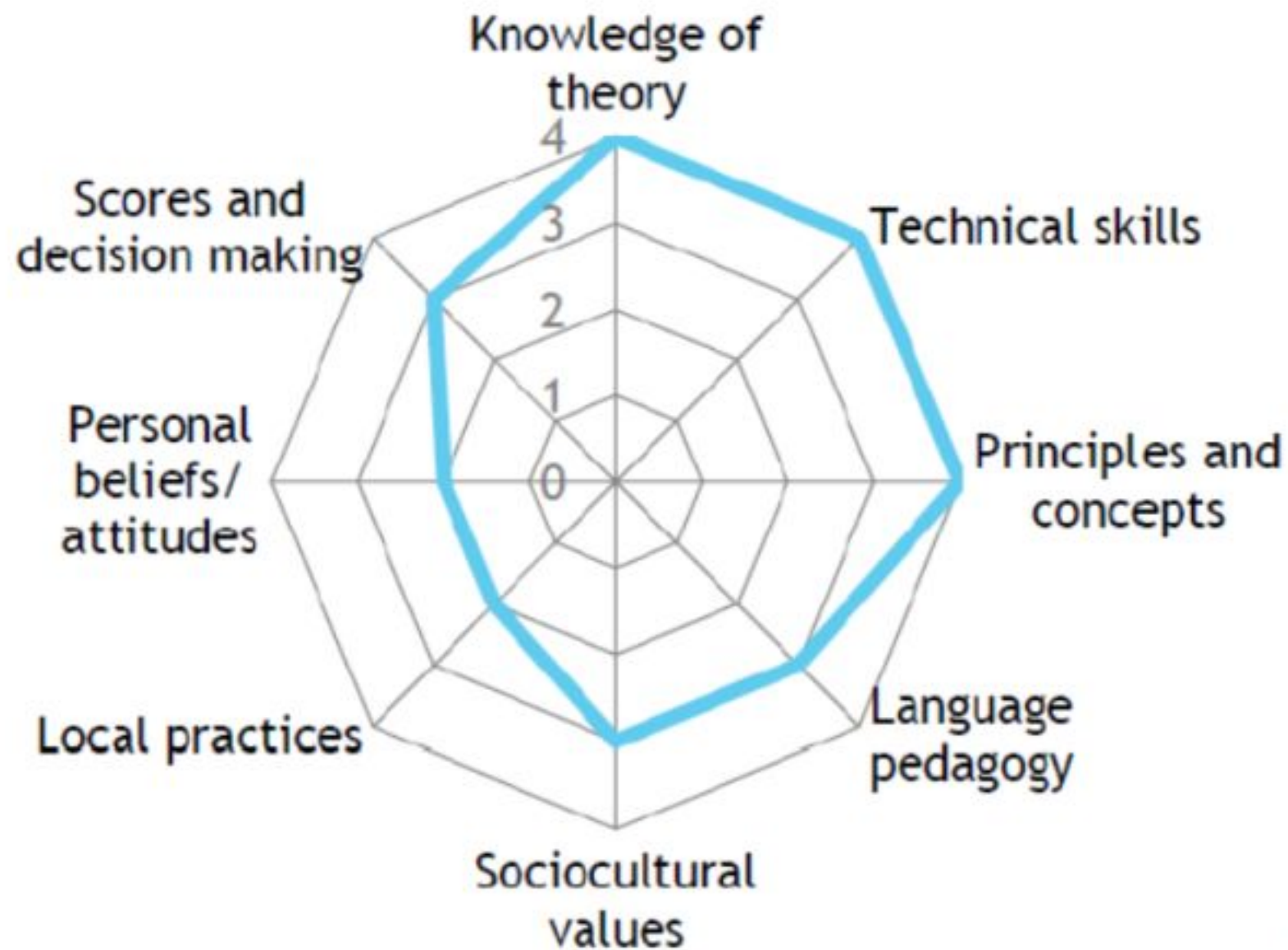
University administrators
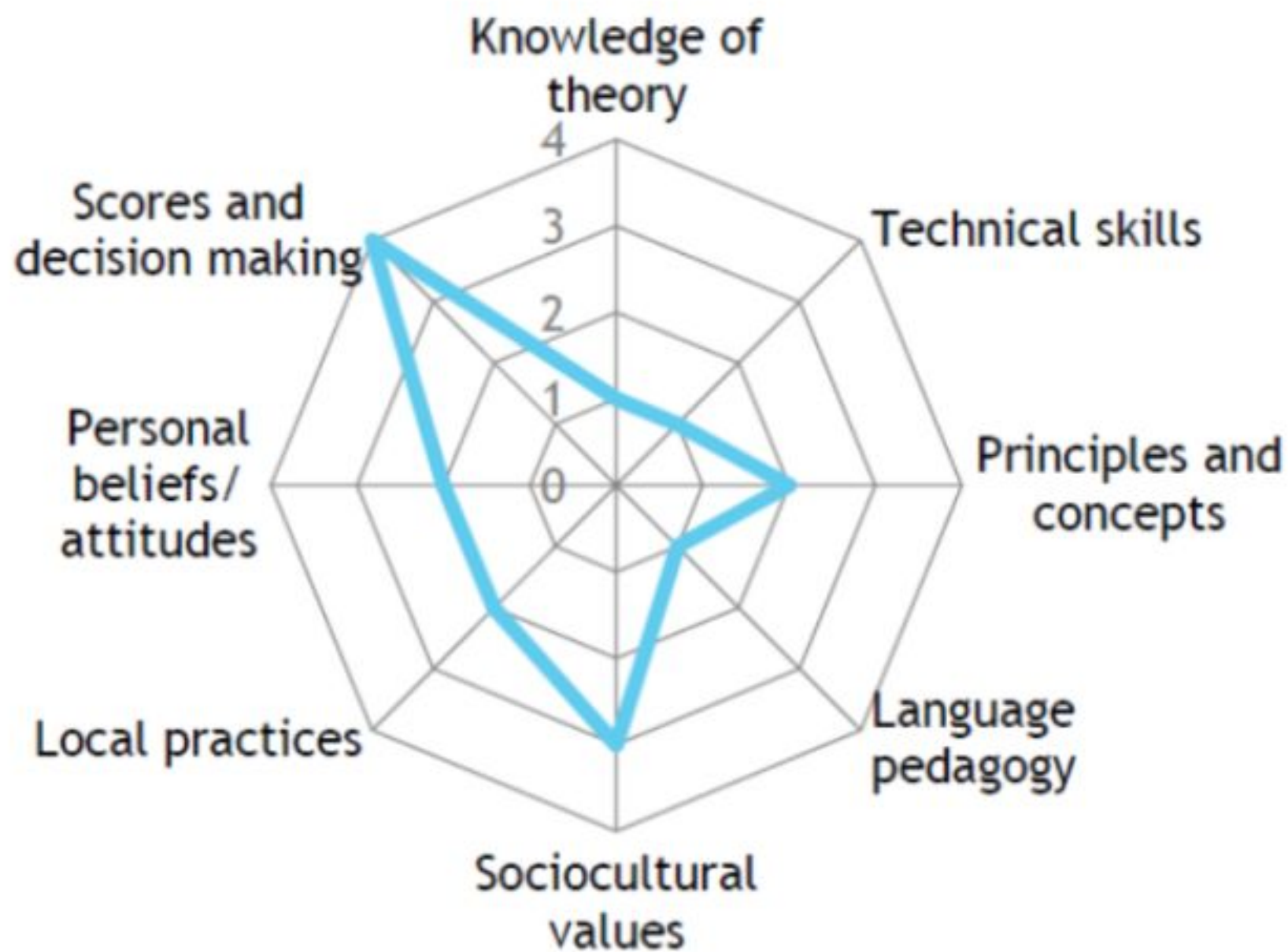
(Berry and O'Sullivan 2016)

Classroom teachers

(Berry and O'Sullivan 2016)

PART
THREE

LAL Survey

外研测评
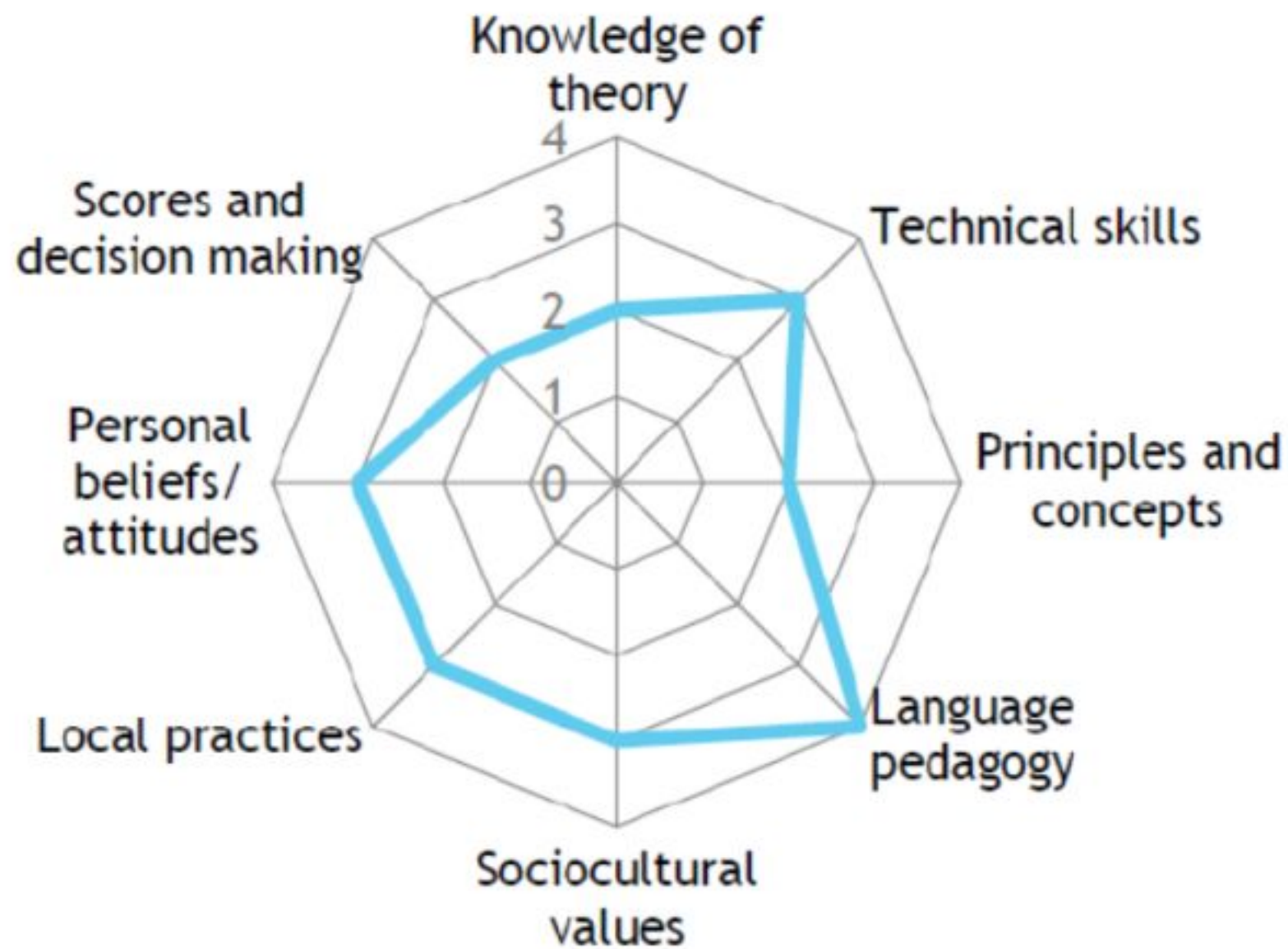
Language assessment literacy survey

1) What is the level of assessment literacy of pre-service teachers?

2) What is the level of assessment literacy of in-service teachers?

3) How does the language classroom assessment literacy of pre-service teachers differ from that of in-service teachers?

Participants	Major/Occupation	Number
Pre-service teachers	English Education	116
In-service teachers	College/High school Teacher	121

Language assessment literacy survey

The Standards for Teacher Competence in the Educational Assessment of Students (AFT, NCME, & NEA, 1990)

- Plake & Impara's *Teacher Assessment literacy Questionnaire (TALQ)* (Plake, 1993; Plake, Impara, & Fager, 1993)
- Mertler & Campbell's *Classroom Assessment Literacy Inventory(CALI)*.

1. Teachers should be skilled in choosing assessment methods appropriate for instructional decisions. (Checklist, portfolio, observations, etc.)
2. Teachers should be skilled in developing assessment methods appropriate for instructional decisions.
3. The teacher should be skilled in administering, scoring and interpreting the results of both externally produced and teacher-produced assessment methods.
4. Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.
5. Teachers should be skilled in developing valid grading procedures that use assessment.
6. Teachers should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators.
7. Teacher should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Language assessment literacy survey

Mean score of pre-service teachers

	Mean	SD
Standard 1	**3.483**	1.091
Standard 2	2.690	1.240
Standard 3	3.172	1.074
Standard 4	2.474	1.000
Standard 5	2.086	1.051
Standard 6	**1.900**	1.114
Standard 7	2.509	1.329
Total	18.302	3.742

Mean score of in-service teachers

	Mean	SD
Standard 1	2.512	1.017
Standard 2	1.669	0.943
Standard 3	2.785	1.392
Standard 4	1.967	1.064
Standard 5	1.711	1.136
Standard 6	1.512	0.984
Standard 7	3.008	1.589
Total	15.165	4.639

Independent-sample t-test between pre-service and in-service teachers

	t	Sig(2-tailed)
Standard 1	-7.083	.363
Standard 2	-7.147	.001**
Standard 3	-2.392	.001**
Standard 4	-3.778	.844
Standard 5	-2.638	.192
Standard 6	-2.816	.6??
Standard 7	2.620	.0?
Total score	-5.714	.009**

2. Developing assessment methods
3. Administering, scoring and interpreting the results
7. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

Language assessment literacy survey

Mean score of junior high school, senior high school and college in-service teachers

	Junior high school		Senior high school		College	
	M	SD	M	SD	M	SD
Standard 1	2.349	.997	2.707	.929	2.487	1.121
Standard 2	1.558	0.854	1.683	.907	1.784	1.084
Standard 3	2.209	1.424	3.366	1.280	2.811	1.221
Standard 4	1.710	1.186	2.122	.980	2.000	1.000
Standard 5	1.581	.906	2.000	1.323	1.541	1.120
Standard 6	1.395	1.050	1.561	.976	1.550	.927
Standard 7	2.372	1.662	3.683	1.171	3.000	1.633
Total Score	13.256	4.359	17.122	4.202	15.216	4.608

One-way ANOVA analysis

	F	Sig(2-tailed)
Standard 1	1.327	.269
Standard 2	.571	.566
Standard 3	8.117	.000
Standard 4	1.043	.355
Standard 5	2.059	.132
Standard 6	.479	.621
Standard 7	.792	.001
Total score	8.161	.000

3. Administering, scoring and interpreting the results of both externally produced and teacher-produced assessment methods

6. Communicating assessment results to students, parents, other lay audiences, and other educators.

7. Recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

PART FOUR

LAL Development

China's Standards of English Language Ability

(Liu & Han 2018)
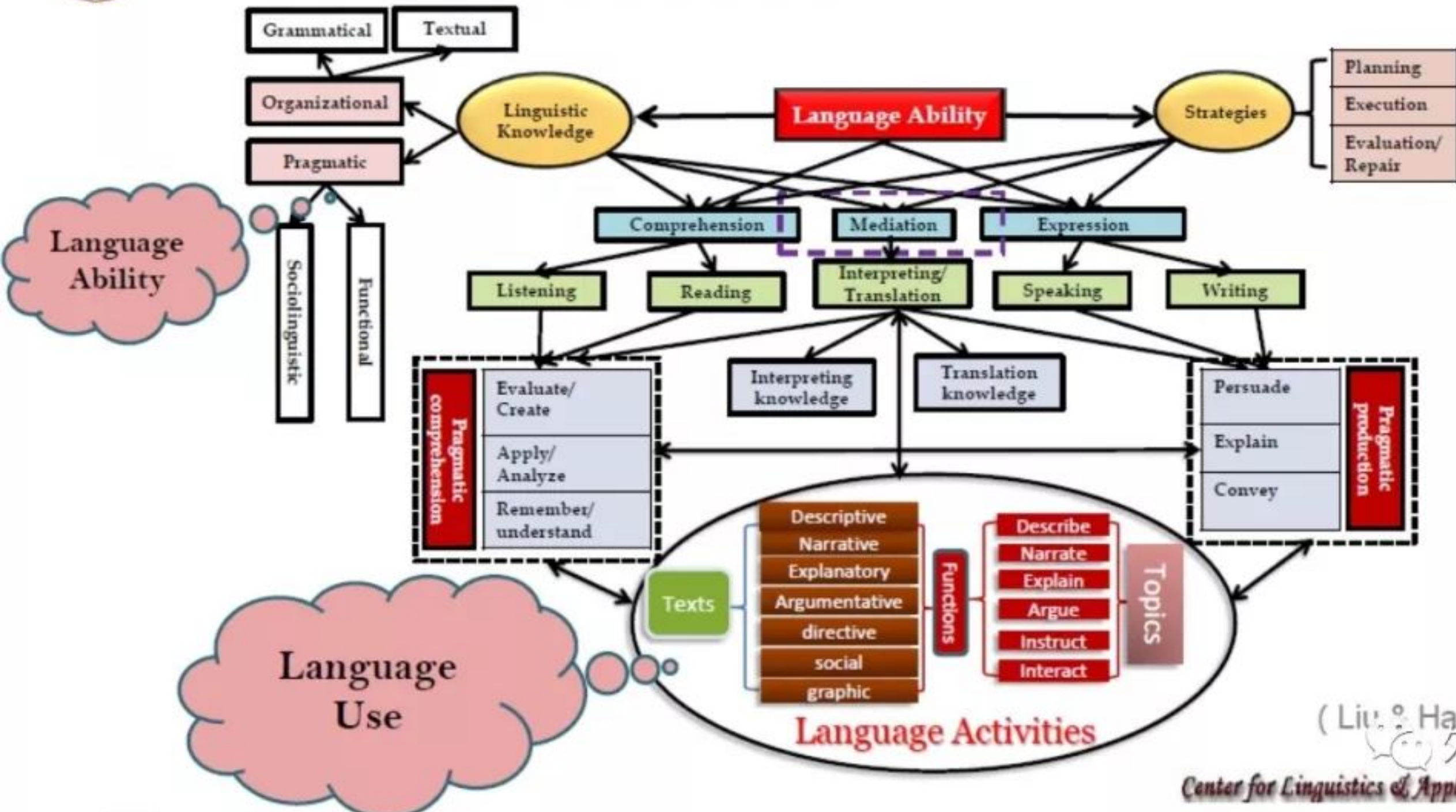
Language assessment literacy development

Language teachers and instructors need some measure of assessment training if they are engaged in **selecting, administering, interpreting, and sharing results** of **large-scale tests** produced by professional testing organizations, or in **developing, scoring, interpreting, and improving classroom-based assessments**.

Taylor, L. (2009). DEVELOPING ASSESSMENT LITERACY. *Annual Review of Applied Linguistics, 29*(29), 21-36.

要切实**加强学习过程考核**，加大过程考核成绩在课程总成绩中的比重，……坚决取消"清考"制度。

(From: https://globaldigitalcitizen.org/12-awesome-formative-assessment-examples)

Formative assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes.

WHAT IS FORMATIVE ASSESSMENT?

(FAST SCASS, October 2006)

Formative assessment

What Are Portfolios?

◆ The portfolio contains samples of the learner's work and shows growth over time.

◆ An important keyword is reflection: By reflection on their own work, learners begin to identify the strengths and weaknesses of their own work (self-assessment). The weaknesses then become improvement goals.

◆ In portfolio assessment it is the quality that counts, not the quantity.

◆ Another keyword is learning objectives. Each portfolio entry needs to be assessed with reference to its specific learning objectives or goals.

(https://www.itslearning.com/help/en-US/Content/Courses/portfolio_assessment.htm)

Portfolios

- **Developmental Portfolios** (or working portfolios) :
  - Samples of independent work (initial work compared to more current work)
  - Evaluations by teacher, peer, self
  - Reflections on the growth over a period of time
  - May be used for instructional purposes and may include various stages of products, various drafts, etc.
- **Finished portfolios**
  - Samples of best independent work
  - Evaluations by teacher, peer, self
  - Samples organized according to some system (e.g., creative writing, scientific writing)
  - Usually used to provide a summative evaluation and is standard format.

my portfolio

形成性评价教学平台

倾情理想,致力未来.
For ideal future!

教学评估

E-portfolio

教学评估系统　　课程计划　**教学**　教学班　学生档案　教学日记

首页 ＞ 教学 ＞ 区嘉文学生详情

自主学习　作业　测验　课堂表现

＞ 区情　　**5** 已学总单元数　　**79分钟** 各单元学习总时长　　**53** 获得奖励总数

教材名称　　　　　　　　　单元名称　　　单元学习时长　　单元的答题完成率　　　　　　获得奖励

Profile — create a memorable first impression

Summary — Summarize and conclude what you have achieved

Showcase — Evidence your development and achievements

Qualifications — Awards, work experience, professional qualifications

ePortfolio

外·研测评

"This isn't what I imagined when they said 'flipped classroom'!"

https://www.graphite.org/blog/flipped-classroom

以学习者为中心的英语教学

现在　教师的责任

教师满堂灌
学生偶尔参与
教师指导学习
学生自主学习

教师教　教师做、学生观看
教师指导学习　教师学生一起做
师生合作学习　学生做、教师观看和指导
学生自主学习　学生自主做、教师反思

学生的责任　以后

A new learning ecology for a new educational era.

Teachers

Teacher as content expert, facilitator, consultant, mentor, and improvisationist

Assistance

Immediate and constant access to information

Learners

Self-directed, self-regulated, curious, and creative learners

Learning

Intensity, relevance and personalization of learning

Technologies → New Learning Ecology

New Learning Ecology

Based on Leo Van Lier / *Procedia Social and Behavioral Sciences* 3 (2010) 2–6.