Beyond Accountability: Using Formative Assessment to Improve Student Learning

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Poll #1

I teach at the ...

a) College level
b) Secondary level
c) Elementary level
Poll #2
True or False:
Grades are the primary motivation for most students.
The Ecology of Assessment

What Happened?
Most Americans believe that...

• Standardized tests are accurate and meaningful
• Kids respond to rewards and punishment
• Teachers should motivate students

DO YOU?
ASSESSMENT FOR LEARNING

Auditing > informing
Extrinsic > intrinsic
Teacher control > Learner control
The Educational Argument

“Assessment Manifesto”
Stiggins (2008)
The Empirical Argument

Effective classroom assessment improves student performance .5~1.0 standard deviations.

(Black & Wiliam, 1998)
How Can This Be?

Drive

Daniel Pink

What motivates people?

www.ted.com/talks/dan_pink_on_motivation.html
What motivates people is...

Autonomy, mastery, purpose

Not carrots and sticks *

*except for odious, meaningless tasks
Autonomy

Autonomous learners...

• Understand the purpose of their learning
• Responsible for their learning
• Set learning goals
• Plan and execute learning activities
• Regularly review their learning

- David Little, 2011
Mastery in World Languages

Chart 1. Students Planning to Continue Language Study by Speaking Proficiency Level and Grade

Percent of students

Level 1 or 2 Level 3 Level 4 Level 5 or 6

Proficiency Level

Grade 9

Grade 10

Grade 11

Grade 12
Purpose

Goal setting using LinguaFolio improves student performance (Moeller, forthcoming in MLJ)
CanDo Learning

• Define performances
• Articulate as “I can...” statements
• Implement through backwards design
• Implement by facilitating student goal setting
• Focus on evidence that “I can...”
• Let the dialogue begin
What if...
I was more like the football coach
LinguaFolio and CanDo learning

• The tool is not the approach

• The approach does not require the tool

• The tool facilitates the approach
Welcome to LinguaFolio Online!
LinguaFolio Online: Prove Yourself to the World

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User Name: lorraine11
Password: ********

Login
Retrieve Password

Not a Member Yet?
Start building your language portfolio today!

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Passport
<table>
<thead>
<tr>
<th>Description</th>
<th>This is a Goal</th>
<th>I Can Do With Help</th>
<th>I Can Do</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can engage in simple conversation using phrases and complete sentences on most topics about everyday life.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>7</td>
</tr>
<tr>
<td>I can engage in simple conversation about family or household tasks.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>1</td>
</tr>
<tr>
<td>I can engage in simple conversation about hobbies and interests.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>2</td>
</tr>
<tr>
<td>I can engage in simple conversation about work.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>0</td>
</tr>
<tr>
<td><strong>I can express reactions and emotions.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can express happiness.</td>
<td>○</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can express sadness.</td>
<td>○</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can express <strong>frustration</strong>.</td>
<td>○</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>I can express sadness.</td>
<td>○</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can exchange information about academic topics familiar to me.</td>
<td>○</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can ask and respond to factual questions about geography, history, art, music, math, science, and literature.</td>
<td>○</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>I can ask and answer questions on familiar topics to keep a conversation going.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can ask for and give information on a familiar topic.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can ask for and give clarification on a familiar topic.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can ask for and give explanations on a familiar topic.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can ask for and give examples on a familiar topic.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can deal with simple situations.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>I can check in at a hotel.</td>
<td>○</td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
What is your biggest doubt about CanDo learning?

a) Kids will take advantage of you.
b) The system demands grades.
c) You’re dumbing down the curriculum.
d) This lets kids be inaccurate.

Other (comment in chat)
“We wuz robbed!” Americans cried after referee Koman Coulibaly of Mali disallowed their World Cup goal. Perhaps they were. Perhaps they weren’t. Fabulous. Now, at least, they’ve got something to talk about.
Modest Proposals

1. A balanced assessment system can improve student performance.
2. Extrinsic rewards (grades) can induce diligence, but not creative language use.
3. Intrinsic rewards (autonomy, mastery, purpose) can improve proficiency & enrollments.
4. CanDo learning is a pedagogically sound way of providing intrinsic rewards.
5. LinguaFolio Online is a practical tool that can facilitate Can Do learning.
YOUR ASSESSMENT SYSTEM

• What does it reward?
• What does it punish?
• What kind of student does well?
• What kind of student struggles?
• Does it help students learn?
• Does it make me a better teacher?
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