

# Demystifying Assessment Together

A fresh look at assessing progress in Spanish  
with learners.

Daryl Bailey & Maggie Morgan  
14 de junio de 2014





¿Hace frío?

What is good  
assessment practice  
in the Primary  
Spanish classroom?

What is the  
national  
context for  
assessment?

How can we  
improve  
assessment in  
our practice?



How good is  
your Spanish?

?



# My Language Achievement

## Oracy: In listening and speaking I can...

<p><b>1</b> understand a few spoken words and phrases.</p> <p><i>e.g. in my teacher's instructions or in a song or rhyme</i></p>	<p><b>2</b> understand a range of spoken phrases.</p> <p><i>e.g. simple questions from my teacher, phrases in a song or story</i></p>	<p><b>3</b> understand the key points from a short spoken passage</p> <p><i>e.g. from a poem or story</i></p>	<p><b>4</b> understand the key points and some details from a spoken passage</p> <p><i>e.g. from a description or story</i></p>
<p><b>1</b> say and repeat single words and short simple phrases.</p> <p><i>e.g. greetings, numbers</i></p>	<p><b>2</b> answer simple questions and give information.</p> <p><i>e.g. say a few things about myself</i></p>	<p><b>3</b> ask and answer simple questions and talk about my interests</p> <p><i>e.g. say a few sentences about a topic</i></p>	<p><b>4</b> take part in a simple conversation and express my opinions.</p> <p><i>e.g. talk with a partner, say what I like and don't like, make a short presentation</i></p>

## Literacy: In reading and writing I can ...

<p><b>1</b> recognise and read few words and phrases.</p> <p><i>e.g. labels in the classroom, words next to pictures I know</i></p>	<p><b>2</b> read and understand a range of written phrases.</p> <p><i>e.g. a rhyme or rap</i></p>	<p><b>3</b> understand the key points from a short written text.</p> <p><i>e.g. from a poem, a simple description or a story extract I know</i></p>	<p><b>4</b> understand the key points and some details from short written texts.</p> <p><i>e.g. from a message or passage about something I know</i></p>
<p><b>1</b> write or copy words and phrases correctly.</p> <p><i>e.g. labels for pictures, words for a display</i></p>	<p><b>2</b> write one or two short sentences following a model.</p> <p><i>e.g. some information about myself, name age etc.</i></p>	<p><b>3</b> write a few simple sentences with support, using expressions which I have already learnt.</p> <p><i>e.g. a short email or lines in a poem</i></p>	<p><b>4</b> write a short text on a familiar topic, adapting language which I have already learnt.</p> <p><i>e.g. a short message or presentation</i></p>

From September 2014

- New statutory programmes of study for languages at KS2 and KS3
- KS2 pupils to make *substantial progress*
- Removal of national curriculum levels

<https://www.gov.uk/government/news/schools-win-funds-to-develop-and-share-new-ways-of-assessing-pupils>

*...we want schools taking control and creating models of assessment which they know will work and which will suit them*

DfE Press Release, 1 May 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/304602/Assessment\\_Principles.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304602/Assessment_Principles.pdf)

Assessment Principles:

*Government will not impose a single system for ongoing assessment.*





“the primary purpose of assessment is to improve students’ learning and teachers’ teaching”

NZ Curriculum

“There is no better way of raising achievement standards than formative assessment.”

<http://www.slideshare.net/gregfam/group-powerpoint-assessment-for-learning>



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What does the  
research say?

***The research indicates that improving learning through assessment depends on five, deceptively simple, factors:***

- ◆ *the provision of effective feedback to pupils;*
- ◆ *the active involvement of pupils in their own learning;*
- ◆ *adjusting teaching to take account of the results of assessment;*
- ◆ *a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;*
- ◆ *the need for pupils to be able to assess themselves and understand how to improve.*



- John Hattie – feedback counts, 20/80%
- Guy Claxton – learning muscle
- Shirley Clarke – clear intentions & success criteria
- Jane Jones and Dylan Wiliam: formative assessment
- Carole Dweck – growth mindset, effort & learning
- Eleanore Hargreave – misunderstandings of AFL



What happens  
in Maggie's  
classroom?



## Maggie's sample questions based on phonics and grammar work with Y2

- Can we sound out this word?
- Which sound/letter is different?
- How many syllables are in this word?
- Do we have to emphasize any syllable? Which one? How do we know?
- What type of word is this?
- Is it a noun, adjective or verb? How do we know?
- Can we see a masculine or feminine word?
- How do we know?
- How is it different to English?
- Do we know a rule about this?
- What type of phrase is this? Is it an instruction ... an imperative ... a factual statement or a question?
- Do we know what this means? Can we translate it?
- Can we change the order of the words so that they still make sense? How? Why not?
- Where can this word be positioned in a sentence? At the beginning, in the middle or at the end? Why? Why not? What happens if ... ?
- Can we use this word/phrase in another context? Can you give an example?
- Can we add this on to something we already know ... make a longer sentence ... develop or change its meaning?
- How does this help me with understanding English or another language?

## Sample questions in Spanish

*¿Sí o no?*

*¿Verdadero o falso?*

*¿Es correcto o no es correcto?*

*¿Fácil o difícil?*

*¿Masculino/a o femenino/a?*

*¿Verdad?*

*¿Por qué? Porque **es vero/falso?***

*¿Por qué dices eso? Porque ...*

*¿Cómo sabes eso? Porque **soy inteligente.***

*¿Qué piensas de ...? Pienso que **es correcto ...***

*¿Piensas que es ...o? No estoy seguro, pero ...*

*¿Explica por qué ... Quizá porque ...*

*¿Estás de acuerdo o no? No/Sí, porque ...*

Which questions might elicit these answers?

1. *No es correcto*
2. *Es correcto porque es azul.*
3. *En mi opinión es falso porque no hay verbo.*
4. *Tienes razón porque es ....*
5. *No tienes razón porque es ...*
6. *Tu opinión es muy interesante*

Based on ideas from Suffolk Learning questions, available at:

[www.suffolklearning.co.uk/do\\_download.asp?did=1201](http://www.suffolklearning.co.uk/do_download.asp?did=1201)

So, how are you doing in Spanish?

Well, I really love learning Spanish because it's fun and I've learned to say the names of animals from the Jungle and can sing a song about them. I can remember to say the 'j' and 'c' sound right and did you know you don't say the 'h' in Spanish? I wrote a whole sentence by myself and got most of the spellings right but I can read more sentences from the story and I can ...



## 7 TOP TIPS

- Frame the learning objective as an open-ended question
- Ask focused, varied and challenging questions to lead learners to find answers
- Answer one question with another question
- Let them think first and talk to partners
- Model the vocabulary they need to help them articulate their learning
- Let learners tell us what they've learned, what was tricky and what they think we need to do next
- Expect and praise good EFFORT and good LEARNING

Talk less,  
question more.





<b>DfE Assessment principles</b>	<b>Assessment in practice?</b>
Effective assessment improves the quality of teaching <i>and learning</i>	<ul style="list-style-type: none"> <li>• Frame the learning objective as an open-ended question.</li> <li>• Ask children to explain what this means so they have clear understanding of learning intentions</li> <li>• Involve learners in setting success criteria by which they can measure their own progress.</li> </ul>
Effective feedback contributes to improved learning ...	<ul style="list-style-type: none"> <li>• Ask questions to guide learners to find own answers</li> <li>• Answer one question with another question</li> <li>• Let learners think first and talk to partners to practice articulating their ideas</li> <li>• Support by giving learners the vocabulary they need to be able to talk about their learning</li> </ul>
... and is focused on specific and tangible objectives	<ul style="list-style-type: none"> <li>• Focus questions on learning intentions and success criteria so pupils achieve and exceed expectations.</li> </ul>
Effective assessment produces recordable measures ...	<ul style="list-style-type: none"> <li>• Work with learners and school partners to produce meaningful measures which show where learners are against clear learning expectations</li> </ul>
Can be compared against expected standards and reflect progress over time	<ul style="list-style-type: none"> <li>• Use current support (eg, KS2 Framework/Languages Portfolio ladder statements/Common Euro Framework grades, DfE) to set clear expectations and outcomes for each stage of our languages curriculum</li> </ul>

# Demystified?



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anexos

# Year 3 Spanish Assessment 2013 -14

**S = Speaking    L = Listening    R = Reading    W = Writing**

Pupil name	AUTUMN 20112				SPRING 2013				SUMMER 2013			
	S	L	R	W	S	L	R	W	S	L	R	W
AVERAGE CLASS LEVEL	1/2	1/2	1	1	1/2	2	1/2	1				
XXXXXX	1/2	1/2	1/2	1/2	LEFT SCHOOL							
	1	1	1	1	1/2	2	1/2	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1	1	WT1	WT1	1	1/2	1	1				
	2	2	1/2	1/2	2	2	2	2				
	1	1	WT1	WT1	1/2	2	1	1				
	1	1	WT1	WT1	1	1/2	1	1				
	1	1	WT1	WT1	1	1/2	1	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	2	2	1/2	1/2	2	2	2	2				
	1	1	WT1	WT1	1	1/2	1	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1/2	1/2	1	1	1	1/2	1/2	1				
	2	2	1/2	1/2	2	2	2	2				
	2/3	2/3	2	2	2	2	2	2				
	2	2	1/2	1/2	2	2	2	2				
	2	2	1/2	1/2	2	2	2	2				
	1	1	WT1	WT1	1	1/2	1	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1	1	WT1	WT1	1	1/2	1	1				
	1	1	WT1	WT1	1	1/2	1	1				
	2	2	1/2	1/2	2	2	2	2				
	2	2	1/2	1/2	2	2	2	2				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1	1	WT1	WT1	1	1/2	1	1				
	1/2	1/2	1	1	1/2	2	1/2	1				
	1	1	1	1	1	2	1/2	1				
	1/2	1/2	1	1	1/2	2	1/2	1				

**Blue** = Average class level

**Green** = above class average level

**Red** = below class average level

## Spanish Class Assessment overview      September 13 - July 14

All assessment grades are based on QCA + 'Languages Ladder' criteria

YR	Term	Theme	Speaking	Listening		Writing	Higher ability	Below average
<b>3</b>	<b>Aut 1</b>	<b>Classroom objects</b> <i>'Do you have a...?' 'I have a ...'</i>	1/2	1/2	1	1	XXXXX - S+L level 2/3, R + W level 2 XXXXX, XXXX, XXXXX, S + L level 2 R + W level 1/2	XXX. XXXX    XXXX - S + L Level 1. R+W Level WT1 XXXX - S - L1
	<b>Aut 2</b>	<b>Body parts that I have</b> <i>'I have a/two ...'</i>	1/2	1/2	1	1	XXX S+L level 2/3, R + W level 2 XXXX, XXXXX, XXXX , S + L level 2 R + W level 1/2	XXX XXXX XXXX - S + L Level 1. R+W Level WT1
	<b>Spr 1</b>	<b>landmarks</b> <i>'In there is/are'</i>	1/2	2	1/2	1	XXXXX S + L - L2/3 R + W Level 2/3 XXXXX XXXX XXXX XXX S+L level 2 R Level 2 W L 2	XXX XXXXX XXXXX XXXX L - Level 1/2, S - Level 1, R - Level 1 XXXX - S - L 1
	<b>Spr 2</b>	<b>Food and drink</b> <i>'What do you want?/ I want ...'</i>	1/2	2	1/2	1/2	Fidel S+L - L2/3 R + W Level 2/3 XXX XXXX XXXX Sp - level 2 R Level 2 W L 2	XXXXX XXXXX XXXXX L - Level 1/2, S - Level 1, R - Level 1 W- L1 XXX - S - L1
	<b>Sum 1</b>							
	<b>Sum 2</b>							