

## Teacher Research Group 3: Assessment - making it work for your context Pre-TRG Task Sheet

The following tasks should be completed at your convenience in advance of your TRG 3 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 3 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 (TRG 2.2) and 'applying your knowledge' tests from TRG Assessment Part 2 (TRG 2.6). This TRG is divided into two parts.

### Part 1: analysis activity

Our objectives are to:

- Develop an enhanced understanding of the NCELP assessment design principles that underpin test design by carrying out analysis activities of a sample assessment.
- Equip teachers to go on to design their own tests which suit their own contexts.

### Part 2: digital tools to support assessment

Our objective is to:

- Explore ideas on how to use digital tools to support formative assessment needs in MFL.

### Part 1

You are going to conduct an analysis of a 'sample' assessment that illustrates what an Autumn Term assessment for Y7 might look like. This is a 'mock-up' of an Autumn Assessment that reflects the nature of tests/assessments that some teachers within the network are creating and conducting. The sample test is made up of Achievement Test question types in the main, since those teachers designing their own assessments largely used the NCELP February tests as their template. This is also perhaps the most useful aspect to focus on when considering how to make assessment work for your context, given that the Achievement Test questions types are the more time-consuming and complex questions to put together, compared with the more familiar Applying Your Knowledge question types.

There is a sample assessment for each language (Fr/Sp/Gm). Choose to evaluate the one that is most useful to you. You will evaluate the three different strands in turn, using supporting materials to structure your thoughts. You will find all the supporting materials for this section within the TRG 3 folder. These are:

- Sp/Fr/Gm Sample assessment
- NCELP tests: Quick Guide
- PPT assessment design: achievement tests - phonics
- PPT assessment design: achievement tests - vocabulary
- PPT assessment design: achievement tests - grammar
- Sp/Fr/Gm Autumn Term 'Sample' assessment analysis activity: Supporting Notes (separate documents for each language). You can refer to these either during or after the analysis activity.

## TASK 1

Open the sample assessment of your choice and begin with an analysis of the **phonics** section. You may find it useful to refer to the PPT on 'Assessment design: achievement tests – phonics'. This will give you a refresher of the principles that underpin phonics assessment and item selection.

Record your reflections to the prompt questions 1-3 below as you go.



1. Which SSCs from the Y7 French SoW are tested in this test?
2. Evaluate the degree of fidelity to the NCELP principles and design decisions.
3. In light of your findings above, what are the possible next steps in testing SSC knowledge across the remainder of Y7?

## TASK 2

Now move on to your analysis of the **vocabulary** questions within the test. Again, record your reflections to the prompt questions 4-9 below as you go. The selection of slides on



4. Which question types are used? Note any additional observations on the question types.
5. Are any question types missing? What considerations (if any) would teachers need to likely take as a result?
6. What is the balance between recognition and recall?
7. What is the balance of word choice? Any words overly represented/too

9. Based upon the content and design of this test, what factors (if any) would teachers need to bear in mind when testing in Spring and Summer?

'assessment design: achievement tests: vocabulary' will give you a refresher of the principles that underpin NCELP question types, question distribution and question allocation.

### TASK 3

Now move on to your analysis of the **grammar**. Record your reflections to the prompt questions 10-14 below as you go. As a refresh here, use the resource 'assessment design: achievement tests - grammar'.



10. Which elements have been chosen as the principled sample of grammar structures? Comment on the appropriateness of these selections.
11. What is the spread across the different modes and modalities?
12. What degree of fidelity do the individual question types maintain to NCELP assessment design principles? Consider in particular the extent to which each question successfully isolates students' grammatical knowledge of a particular feature. Refer to slides 6-12 to inform your conclusions.
13. Based upon the content and design of this test, what factors would teachers need to bear in mind when testing in Spring and Summer?
14. Consider the translation section at the end of the sample test. This is an example of an Applying Your Knowledge question type. (Click on the links to refamiliarise yourself with these tests and mark schemes for [French](#), [Spanish](#) and [German](#)). NCELP wait until the end of Year 7 to conduct Applying Your Knowledge tests. Why might this be? What considerations would teachers need to bear in mind if including these question types earlier in the course of study?

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 3 discussions.

### Part 2

In this second part, 'TRG 3 2021 PART 2 – Digital tools to support assessment', listen to the presentation which presents some ideas on how we might use digital tools to support our assessment needs in MFL. Consider these ideas and the prompt questions on slide 17, ready for further discussion and idea sharing during your TRG.

