

Ways of Implementing ~~Formative~~ Assessment

↪ *stress-reduced*

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sounds familiar?

- Compulsory attendance
- 2 essays
- (Progress test)
- FINAL TEST

why change?

- Learning happens at the end
- Adding stress in the busiest time of the semester for everyone involved
- Limited knowledge retention
- No autonomy
- Limited feedback

what's the change?

- Compulsory attendance
- ~~2 essays~~
- ~~(Progress test)~~
- ~~FINAL TEST~~
- 1 essay
- 1 video
- 8 short tests

essay

- Summarize the main message of the video.
- What is your take on it?
- Do you see some shortcomings in his ideas?
- Do you think his theory can work in Czech education?
- Do you see yourself implementing his ideas with your students?



video

- Summarize the main message of the article.
- What is your take on it?
- Do you see some shortcomings in his ideas?
- Do you think his theory can work in Czech education?
- Do you see yourself implementing his ideas with your students?

Secret Teacher: my students know all about exams but little of the wider world

We're so focused on tests that we're neglecting to expose pupils to ideas and experiences beyond the classroom

skills

Before

- 2 essays - writing
- Test - listening
 - reading
 - writing
 - grammar
 - vocab

After

- Essay - listening + writing
- Video - reading + speaking
- 8 tests - grammar + vocab

how do we stand?

- Learning happens at the end *not anymore*
- Adding stress in the busiest time of the semester for everyone involved *nope*
- Limited knowledge retention *I don't think so*
- No autonomy *no*
- Limited feedback *no way*

what we've done

- given autonomy to students
- reduced the power of only one assessment task
- taken workload off our backs at the end of the semester and in the exam period
- fostered learning continually and often even after already passing

would you be willing to change the assessment in your classes?

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