

The Three **R**s of Assessment for Engagement



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**SEE MORE. ACHIEVE
MORE. BE MORE**

What do students think when they think of assessment?

Can I have a list of words to learn by heart?

GRADES
GRADES
GRADES

What's in the exam?

Too much!

Competition & rankings

QUIZ
QUIZ
QUIZ

I want a 100%

PPP
Past Papers
Please

Stress & workload

Why do we assess?

Allocation of study hours

	Hours
Lectures	0
Group teaching	40
Lab/ practical	0
Other scheduled	0
Independent study	147.5
Placement	0
Total hours	187.5
ECTS ratio	25.00

FILL UP 'SPACE'

P

**FILTER /
END POINT
CERTIFICATION**



**NOTHING BETTER TO DO
IN THE WEEKEND**

Who is assessment for?

FOR THE
TEACHERS

FOR THE
INSTITUTION

FOR THE
CURRICULUM

SUMMATIVE

FORMATIVE

FOR THE
STUDENTS

An opportunity

“To change assessment for good, by permanently moving away from the ineffectiveness, fragility and inauthenticity of traditional exams.”

Brown, S., & Sambell, K. (2020).



Brown, S., & Sambell, K. (2020). *Writing better assignments in the post-Covid19 era: approaches to good task design*. <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>

ATTITUDES

AIMS HIGH

STRATEGIC

ACHIEVEMENT FOCUSED

HARD WORKING



ATTRIBUTES

CURIOUS, FLEXIBLE,
CRITICAL, CREATIVE

GLOBAL /
VALUES DIFFERENCE

KNOWLEDGEABLE
(T-SHAPED)

RESILIENT, SELF-
MOTIVATED

“Stimulate your personal, professional and intellectual growth”

- TRY SOMETHING NEW
- THINK IN A DIFFERENT WAY
- LOW RISK but MEANINGFUL

CONTINUOUS (flexible, diverse)

FORMATIVE (and summative – recognise learning effort)

REFLECTING ATTRIBUTES (representing aspirations)

ABOUT LEARNING (not about the grade)

SCAFFOLDED and GUIDED (to support learning & progression)

A qualitative exercise

Develop capabilities in self-monitoring and self-regulation

Learn via participation and the development of identity

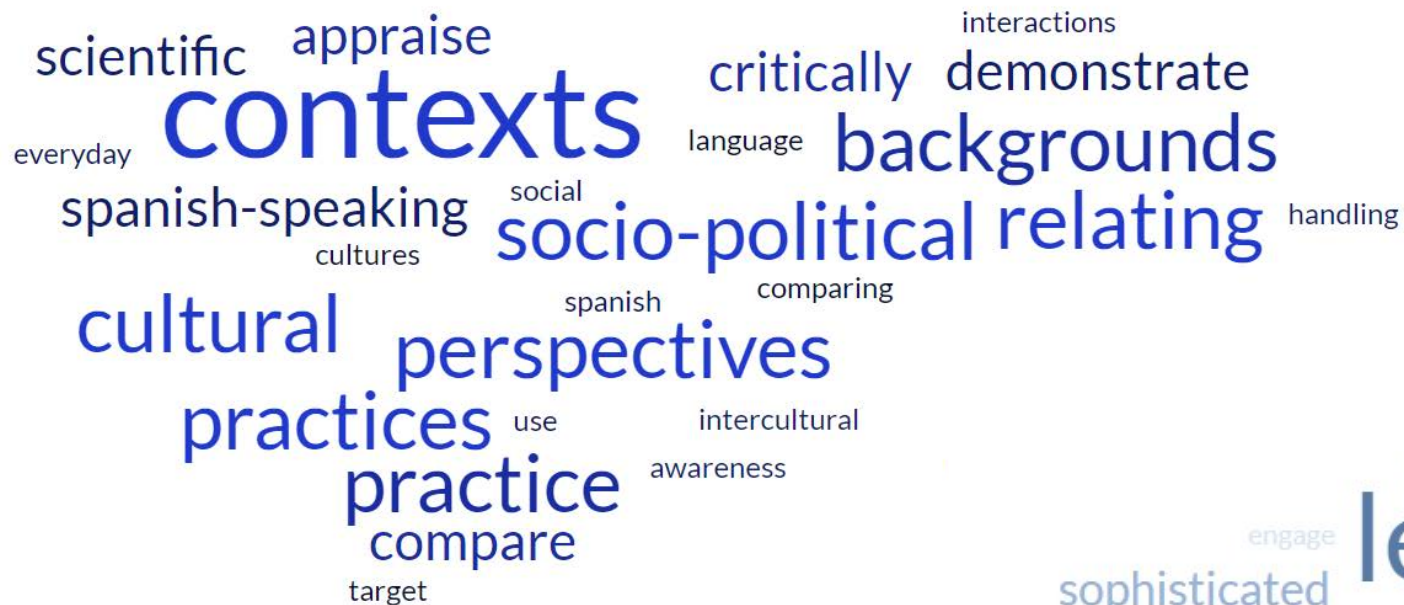
Assessment practices which stimulate **meaningful engagement**

Foster student autonomy

Deep, long-term learning

**Assessment for learning
Assessment for engagement**

Intended learning outcomes (iLO)



ILO: Intercultural Awareness



ILO: Lifelong Learning





Your work



CV & motivation letter



Job interview



Congratulations! You got the job

¿Recuerdas tu entrevista de trabajo para el puesto de 'tutor'? Acaban de enviarte esta respuesta. Completa el texto con las expresiones necesarias (8 puntos).

(33) **Querido / Estimado / Saludos** solicitante;

Le (34) **agrado / agradezco / doy gracias** su interés en el puesto de tutor privado, fue (35) **encantador / agradable / un placer** conocerle el pasado mes durante la entrevista. Después de haber (36) **escuchado / realizado / considerado** con detenimiento las distintas (37) **peticiones / solicitudes / entrevistas** recibidas, me (38) **complace / alegra / gusta** escribirle para informarle de que estamos interesados en (39) **darle / proponerle / ofrecerle** el puesto, inicialmente con un (40) **trabajo / contrato / sueldo** sujeto a seis meses de prueba, a (41) **tiempo / temporada / jornada** parcial y ampliable a un año más una vez finalizado este período.

**REAL
RELEVANT
REFLEXIVE**

Your world



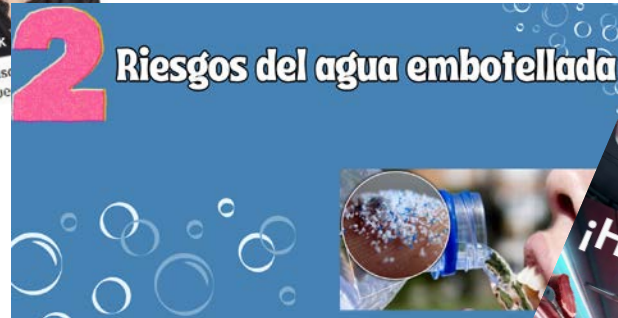
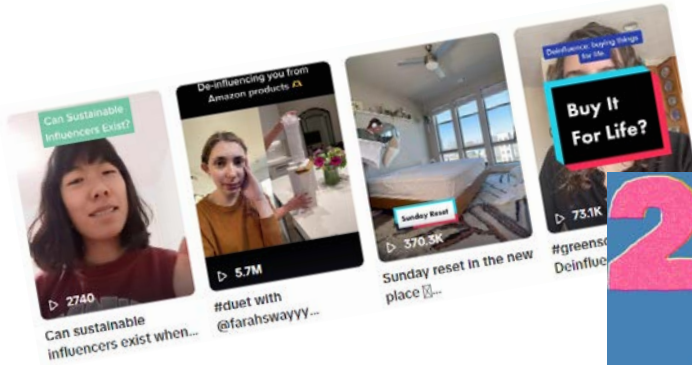
Social media campaign (sustainability)



You choose the tools & format



Real models: identify & apply their strategies



Criteria: Task completion & Reflexive task

30 Points

Response to the task above and beyond expectations.

All information provided is relevant and organised efficiently. Shows outstanding ability to create content applying strategies elicited from the original sample. Text is engaging and original.

Clearly answers the assignment question, providing a perceptive and insightful understanding of the writing / learning process. Develops how the experience contributed to improving own practice and achieving learning goals. Appraises the learning process beyond simple description, proposing new modes of thinking as a result.

25 Points

All aspects of the prompt are fulfilled above and beyond expectations. Demonstrates deep knowledge of the theme discussed (in presentations), evidencing independent research. Shows creativity and originality in their response.

10 Points

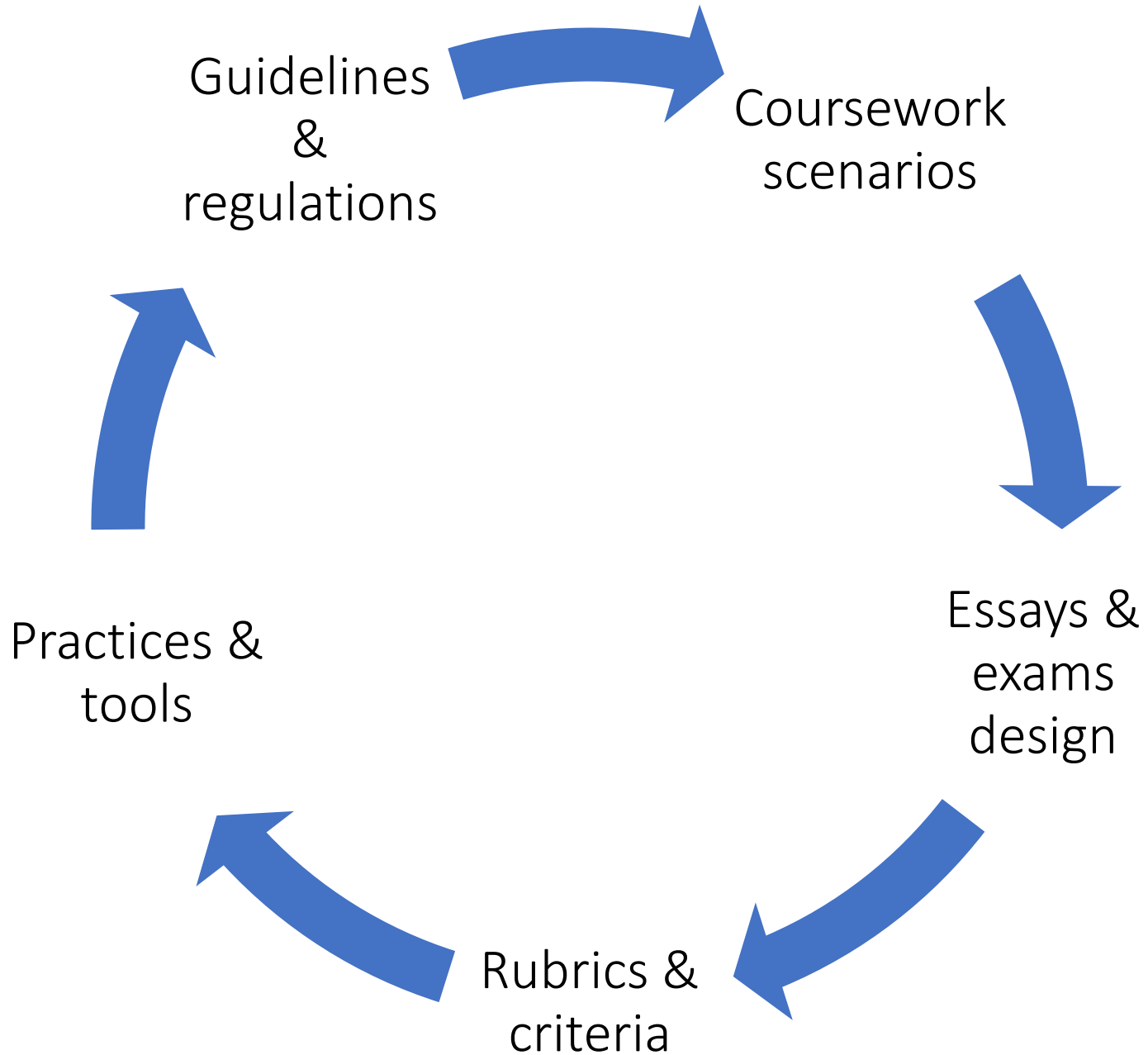
Very good production, demonstrating awareness of accent and of the specificities of the Spanish sounds. Little or no pronunciation issues present not impeding communication.

13.5 Points

Speech is produced with a natural flow, controlling intonation, pace and rhythm with some hesitations which do not impact the conversation. Speech does not seem 'read' or 'memorized'.

8 Points

Reacts with ease, providing accurate, detailed, relevant and creative answers which demonstrate control of the communicative situation. In presentations, delivery is natural and engaging.



R

REALISM:

The quality or fact of representing assessment in scenarios that are accurate and true to life.

R ELEVANCE:

*The degree to which
assessment and/or its
tasks
are related or useful to
what is happening in the
students' lives or reflective
of their interests.*

R

EFLEXIVITY:

*The fact of someone being able to examine their own feelings, reactions, and motives and how these influence what they do or think in a **learning** situation.*

What activity or topic did you enjoy the most when completing the different types of (graded) coursework? Let us...



GRACIAS
Any questions,
Reflections
Or **R**equests?

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