

Đánh giá lớp học

(Classroom Assessment, Thom Hudson - July 28, 2005)

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Tóm tắt

Qua đợt đào tạo ngắn hạn (21 ngày) tại Hawaii vừa qua, chúng tôi đã được truyền đạt nhiều điều bổ ích, thú vị và có tính học thuật cao, trong đó có thể kể đến:

- Phương pháp giảng dạy dựa trên nội dung trực tuyến (Online Content-Based Instructions), cụ thể là làm việc qua Moodle);
- Sử dụng công nghệ trong phát triển chuyên môn, dự giờ và đóng vai quan sát viên (Application of modern technology in CBI).
- Phương pháp dạy phát âm (Pronunciation teaching strategies);
- Phát triển từ vựng (Vocabulary development strategies);
- Làm quen với TOEFL thế hệ mới (iB TOEFL);
- Kiểm tra và đánh giá hoạt động trên lớp (Classroom assessments).

Bài viết này đề cập tới những điểm cốt lõi nhất của phần *đánh giá lớp học* của giáo sư Thom Hudson, một chuyên gia trong lĩnh vực đánh giá và kiểm tra.

Trước đó GS Thom Hudson đã có bài giảng tổng quát về *đánh giá* nói chung tại Hà Nội vào năm 2004. Do đó, bài giảng lần này chỉ đi sâu vào một khía cạnh của *đánh giá*, đó là *đánh giá lớp học*.

Trong *đánh giá lớp học*, điều chúng ta quan tâm là trong phạm vi lớp học mà thôi. *Đánh giá lớp học* ở đây không đề cập tới việc xem xét học sinh có đạt tiêu chuẩn thi cử hay không, cũng không mang ý nghĩa phân tích hay tổng hợp các kỳ thi. Mục đích của *đánh giá lớp học* là nhận phản hồi từ những gì giáo viên làm trên lớp. Kiểu đánh giá này cho phép giáo viên có được các cách nhìn nhận về những gì đang diễn ra trên lớp. Thoạt nhìn thì điều này có vẻ không logic, bởi có thể cho rằng đã dạy trên lớp thì chắc chắn biết lớp hoạt động như thế nào. Điều này đúng nhưng chưa đủ, bởi thiếu các công cụ để đánh giá lớp học thì sự nhìn nhận các hoạt động trên lớp học, điểm mạnh, yếu, nhu cầu của sinh viên... sẽ không được khách quan lắm. Ngay cả khi có công cụ rồi thì phải học sử dụng các công cụ đó như thế nào để có hiệu quả. Phần này sẽ được đề cập rất kỹ dưới đây (đặc biệt đối với công cụ sử dụng "Bảng câu hỏi" để đánh giá). Một mục đích nữa của *đánh giá lớp học* là giúp giáo viên ra quyết định đối với lớp học và thực hiện các quyết định đó như thế nào.

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CLASSROOM ASSESSMENT

I) Overview of classroom assessment:

1	Instructional Objectives/ Purposes – where do we want to go?
2	Instructional Plans – What, when, how to be taught?
3	Instructional Practices – strategies, materials, activities and tasks
4	Planning Evaluation – Who uses evaluation? What is assessed? When is it assessed?
5	Collecting information- Types of Information (qualitative and quantitative)? Reliability and Validity.
6	Observation in the classroom
7	Portfolios
8	Conferences in the classroom
9	Questionnaire and Interviews
10	Tests – Criterion referenced tests, Norm referenced tests.

II) Alternatives in assessment:

Following are different choices in classroom assessment in which differences between assessment and grading, evaluating and planning are dealt with first.

1 Assessment versus grades. Evaluating vs. planning.

2 Observation in the classroom

- 2.1.** Informal and informal observation of learning: inferences from behaviors.
- 2.2.** Classrooms are complex. Focus observations on stated objectives.
- 2.3.** Planning classroom observation. Some questions to ask:
 - 2.3.1.** Why do you want to observe, and what decisions will you make?
 - 2.3.2** What is focus of observation: single students, groups, whole class?
 - 2.3.3.** How often will the observations take place?
 - 2.3.4.** How will you record your observations?
 - 2.3.5.** How narrow will the observations be? (Student language? Student work habits? Student learning strategies? Student reactions to new or old instructional materials?)
- 2.4.** Recording classroom observations.
 - 2.4.1.** Anecdotal records
 - 2.4.2.** Checklists – one time or cumulative over time: See **Figure 1**
 - 2.4.3.** Rating scales: See **Figure 2**

Figure 1: Example cumulative checklist: Yes/No or scale (e.g, 1=unsatisfactory, 2=satisfactory, 3=excellent)

Listening skills		Speaking skills	
_____	Understands simple directions	_____	Pronounces vowel sounds correctly
_____	Understands simple sentences	_____	Pronounces consonants correctly
_____	Understands simple yes/no questions	_____	Uses word stress correctly
_____	Understands textbook vocabulary	_____	Gives simple directions
_____	Understands tense markers	_____	Uses prepositions correctly
_____	Understands rapid speech	_____	Forms complex sentences
_____	Understands classroom language	_____	Uses advanced vocabulary
_____	Understands language of peers	_____	Uses classroom language easily
_____	Indicates comprehension of complex information	_____	Narrates complex events

Figure 2: Sample rating scale for composition**ORGANIZATION**

1=excellent	Well organized with strong coherence and cohesiveness.
2=good	Fairly well organized generally showing coherence and cohesiveness. Organization clear to follow.
3=average	Loosely organized, but main ideas can be followed. Some organizational points missing.
4=poor	Ideas not connected and has some incoherence.
5=unacceptable	No adequate organization. Difficult to comprehend.

VOCABULARY

1=excellent	Very good lexical selection and use of idioms.
2=good	Effective choice of lexicon and idioms.
3=average	Adequate lexical selection, but some misuse of idioms and words.
4=poor	Limited range of vocabulary with misuse of some terms
5=unacceptable	Very poor use of vocabulary and idioms.

CONTENT

1=excellent	Main ideas stated very accurately and clearly. Opinions stated very clearly.
2=good	Generally states main ideas and opinions well and effectively.
3=average	Main ideas somewhat unclear and ambiguous.
4=poor	Main points not clear and confusing.
5=unacceptable	Main ideas not clear at all. Very little supporting information.

GRAMMAR

1=excellent	No errors in grammar, many complex structures.
2=good	Very few errors with good control of structure.

3=average	Some errors and lack of control of structure.
4=poor	Many errors that effect comprehension. Poor control of structures.
5=unacceptable	Primarily affected by errors. No structural control.
MECHANICS	
1=excellent	Mastery of all spelling and punctuation. Complex punctuation.
2=good	Few spelling and punctuation errors.
3=average	Several errors in spelling and punctuation.
4=poor	Frequent errors in punctuation and spelling.
5=unacceptable	Spelling and punctuation errors heavily affect ability to correctly comprehend the intended message.

At the end of this part, participants were asked to have discussion focusing on 2 questions:

Discussion focus:

- 1. What type of classroom observation techniques do you use?**
- 2. What type of cumulative checklist would be appropriate for one of your classes?**

3. Portfolios

- 3.1** A portfolio is a purposeful collection of a student's work that demonstrates a student's progress, efforts, and achievements in a given area to the student and others.
- 3.2** They provide students the opportunity to become actively involved in the assessment of their own learning.
- 3.3** Benefits: See Figure 3
- 3.4** Questions about portfolios:
 1. What are portfolios physically?
 2. What kinds of work are kept in portfolios? Narrow or wide.
 3. How much work should be kept in portfolios?
 4. When and how often in work put into portfolios?
 5. Who has access to portfolios?
 6. Who keeps the portfolio? Where?
 7. How are the portfolios evaluated? Reliability issues?
- 3.5** Using portfolios with students:
 1. Include students in all or most of the decision making about portfolios.
 2. Students have some choice about what goes into the portfolio.
 3. Encourage students to review their portfolio.
 4. Portfolios should be positive and collaborative.

- 3.6** Teacher guidelines for using portfolios:
- Listen and respond to students' concerns about their progress.
 - Discuss process and strategies as well as products.
 - Be realistic about setting goals.
 - Focus on both what has been done as well as what remains to be done.
 - Have students write a memo about why each piece is in the portfolio.
 - Encourage students to review for both strengths and weaknesses.
 - Plan regular review sessions with students to go over the portfolios.
 - Recognize that this is a time-consuming process.

Figure 3:**Benefits of portfolios****They provide:**

- Continuous, cumulative record of language development
- A holistic view of student learning
- Opportunities for collaborative assessment and goal-setting
- Evidence of student learning to be shared with others
- Opportunities to use meta language to talk about language

They promote:

- Student involvement in assessment
- Responsibility for self-assessment
- Interaction with teachers and others
- Students ability to reflect and think critically
- Collaborative classrooms

Discussion focus:

1. **Discuss the advantages and disadvantages of portfolios with a narrow focus. With a wide focus.**
2. **What problems might teachers and students have in implementing a portfolio part of the language program?**

4.**Conference****(HUSF setting: could be workshop)****4.1**

Conferences may be used with portfolios or more widely as part of evaluation. **They involve a conversation between a student and teacher about school work.**

- 4.2. Conferences are advantageous for understanding the processes, strategies, and approaches students use in their class work.
- 4.3. Types of questions to ask in conferences:
Conferences about a single piece of writing:
- Why did you select this piece of writing to discuss?
 - What do you see as the strengths here?
 - What was especially important to you when you were writing this?
 - What things did you have difficult with?
 - How is this piece of writing different from other pieces you have written?
 - If you could work on it further, what would you do?
- Conference about a reading assignment:
- Are you positive that this story/ article was selected?
 - What do you particularly like about the writing?
 - How is this story/article organized?
 - What difficulties did you have with this writing?
 - How was this the same or different from other things you have read in class?
 - How will this influence what you will read later?
- 4.4. **Conferences can help improve instructional planning by the teachers?**
- 4.4.1. Identify successful and problematic learning strategies and styles.
- 4.4.2. Identify areas of instruction that have not been successfully mastered.
- 4.4.3. Identify problem areas of student language performance.
- 4.4.4. Identify students' motivations and interests.
- 4.5. Conferences should be structured and occur regularly.

Discussion focus

1. **What questions would you want to ask in a conference for one of you classes?**
2. **How do you think your students would react to regular formal conference about their language?**

5. Questionnaires and interviews

- 5.1. Questionnaires and interviews are fairly structured and formal.
- 5.2. Questionnaires and interviews can take several forms of questions:
1. Open ended questions. "Why do you want to learn English?"

2. Require checking or selecting possible choices.
 “Why do you want to learn English?”
 Check two that are most important
 - a. _____ To go to an English medium school.
 - b. _____ To travel to English speaking countries.
 - c. _____ To get a job at a hotel.
 - d. _____ To read English in books and magazines.
 2. Choosing a point along a scale:
 How well do you understand English on television?
 Nothing Everything
 1 2 3 4 5
 3. Matching descriptors: Choose the best description of your English reading.
 _____ I read English text as well as a native speaker
 _____ I understand nearly everything I read
 _____ I understand simple written instructions
 _____ I cannot read English very well at all
- 5.3.** Useful questionnaires and interviews require considerable time and thought to construct.
- 5.4.** Guidelines for designing questionnaires and interviews:
- a. Avoid items that may be interpreted in more than one way. “How long have you studied English?” (In years? A long time? Intensiveness? Etc.)
 - b. Avoid irrelevant items.
 - c. Keep the language simple, clear, and direct.
 - d. Provide ample time and space to answer.
 - e. Each item should include information for only one idea.
 - f. Carefully decide whether to use multiple-choice or open-ended items given the type of information you need.
 - g. Provide clear instructions.
 - h. Keep the amount of time necessary to complete the questionnaire or interviews short.

Discussion focus:

1. **Discuss the similarities and differences in the structure and use of interviews and conferences.**
2. **How and for what purposes could you use interviews in your instructional context?**
3. **What kinds of questionnaires might you use in your context?**

6. Language Tests

This part focused on the factors that might affect student's performance in a test.

- 6.1** **Criterion referenced tests vs. Norm referenced tests**
- 6.2** **Primarily – Achievement, placement, diagnostic**
- 6.3** **Again: Validity – Definition of language and language learning**
 - a. Score inferences
 - b. Construct validity
 - c. Criterion related validity
 - d. Consequential validity
 - e. Ecological validity
- 6.4** **Again: Reliability & Consistency**
- 6.5** **Practicality**
 - 6.5.1** Robustness – stability
 - 6.5.2** Transparency
 - 6.5.3** Reasonableness
- 6.6** **Test types**
 - 6.6.1** Selected response - MC, T/F, Matching
 - 6.6.2** Constructed response – Cloze, Short Answer, Essay, Performance
 - 6.6.3** Self-assessment

7. Conclusions regarding assessment

Systematic

Purposeful

Multiple types of assessment in a program

Discussion questions:

- 1. Give all the reasons you can think of that a student may do poorly on a test evaluation.
Which of these can you change? What can you do?**
- 2. What qualitative information do you use for evaluation in your classroom? what quantitative information do you use?**