THE DEMONSTRATION OF COMMUNICATIVE COMPETENCE THROUGH CALL

INTEGRATING ASSESSMENT BEYOND TESTING

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EF EDUCATION FIRST, ZÜRICH

VI VALENCIAN WORKSHOP ON COMPUTER-ASSISTED LANGUAGE LEARNING: GAMIFICATION AND COMMUNICATIVE COMPETENCE

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ITECLA

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

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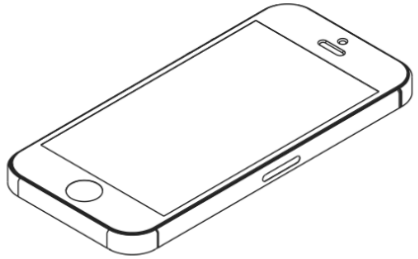
Education First

ENTRY TEST

Go to **www.menti.com** and enter the code **46 11 63**



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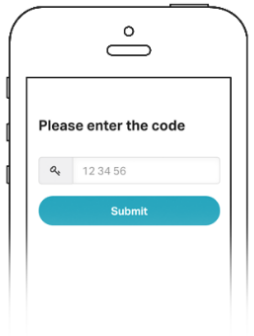
Grab your phone

2

Go to www.menti.com



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Enter the code 63 07 3 and vote!

WHAT DID WE EXPERIENCE?

- Engagement & socialisation
- Personalisation & segmentation
- Washback – some of you learned two things there
- This was not automated or stored (or was it?)

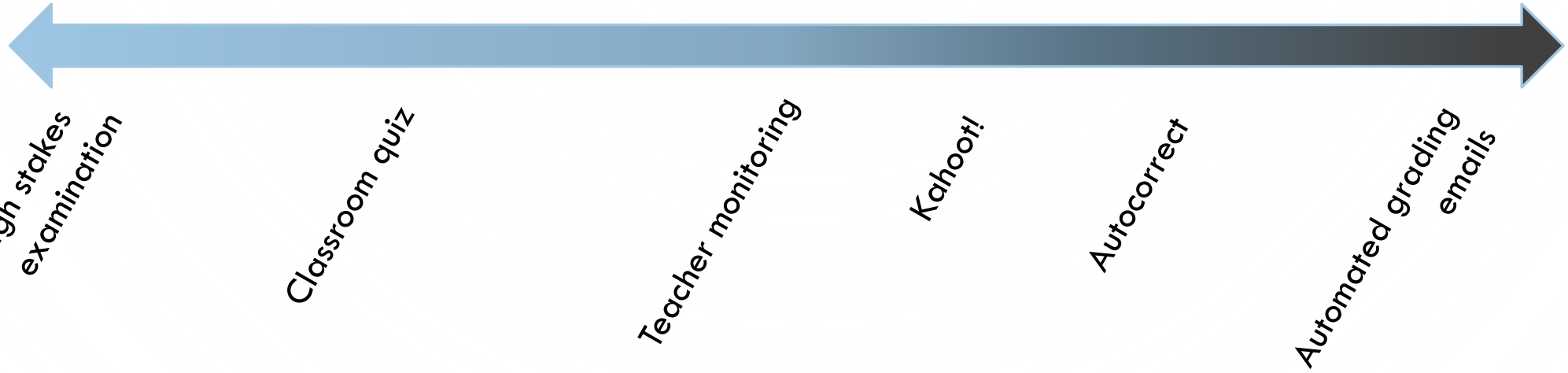
HOW CAN WE TEST WITH TECH?

- Open class, gamified testing
- Online Summative or Formative testing
- Discrete Point Testing / Integrative Testing (Continual Assessment)
- Analysing input or artefacts

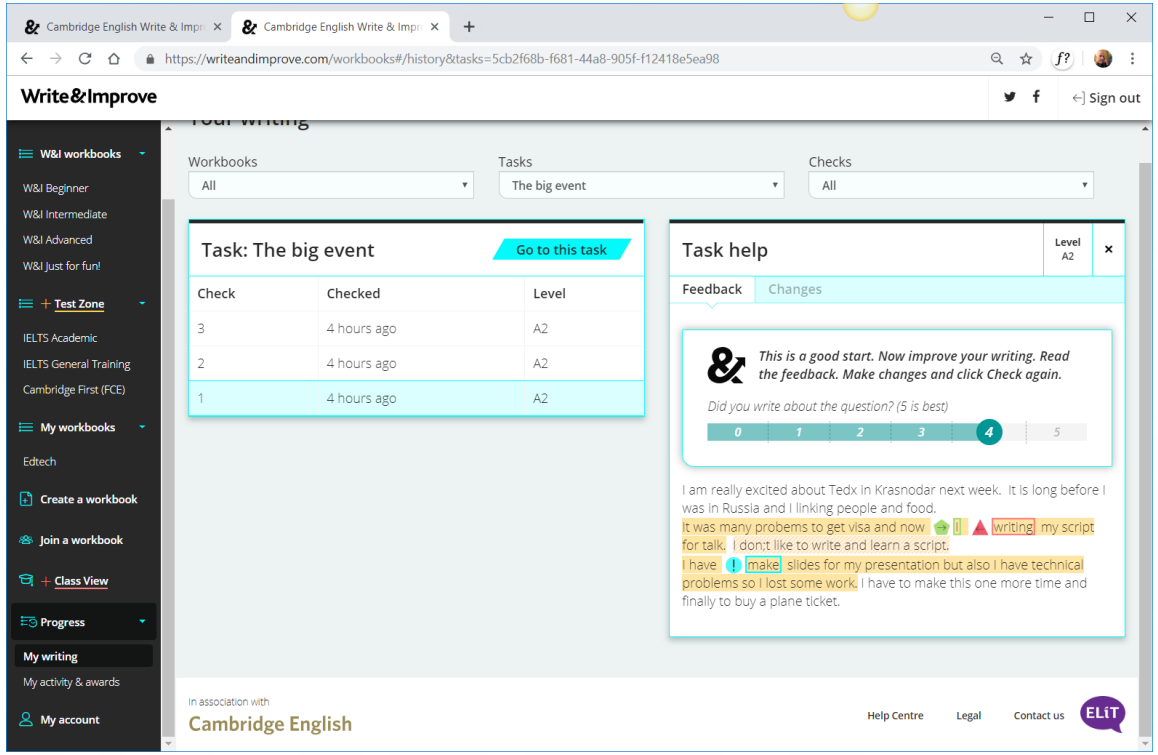
HOW CAN WE TEST WITH TECH?

Overt Assessment

Covert Assessment



TEACHING ORIENTED ASSESSMENT



Write&Improve (Cambridge English)

Automated Scoring Technologies and the Rising Influence of Error

Cheville (2004)

Automated Writing Assessment in the Classroom

Warschauer & Grimes (2008)

Automated Writing Analysis for writing pedagogy: From healthy tension to tangible prospects

Cotos (2015)

ADVANCED SPEECH RECOGNITION

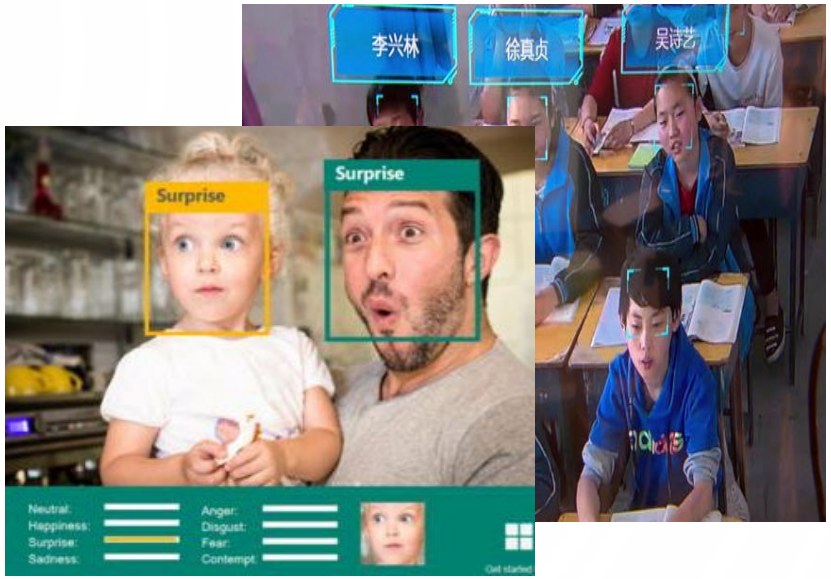
"Technological innovation has revolutionized capability in assessing speech, making it possible to record, quantify, and score oral performances outside of live testing conditions.“

“Test delivery and scoring of speech production [is possible] without any human intervention, achieved through both automatic speech recognition (ASR) technology, and an algorithmic score generator to optimize approximation to human ratings.

Isaacs (2018)

THE FACE OF AI CAPTURE

- Facial recognition
- Emotion AI / Affective computing
- ASR



"A system can tell when the child is excited about math or Poetry.

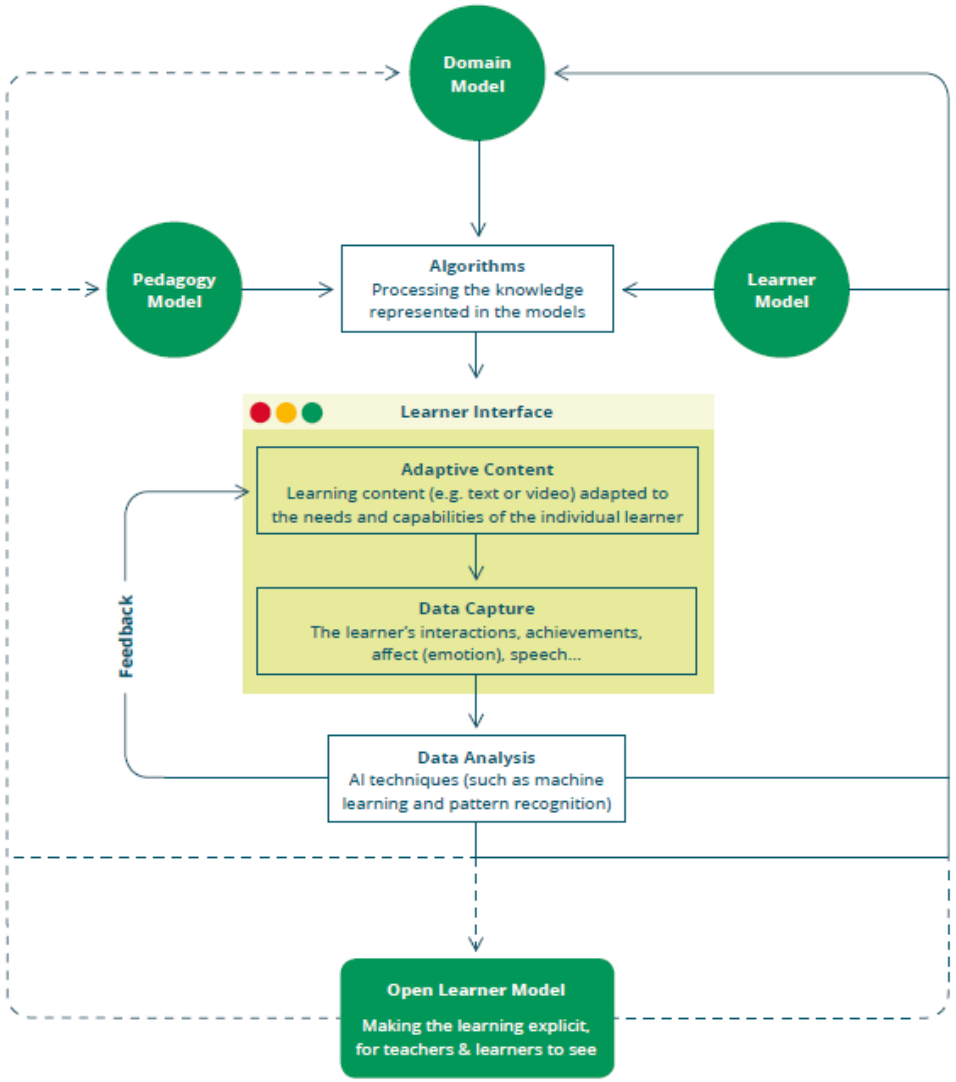
These AI systems could pick out geniuses from the countryside in the future. It can also create a student profile and know where the student got stuck so the teacher can personalize the areas in which the student needs help."

Kau Fu-Lee, Wall Street Journal 2018

MACHINE LEARNING AI ED

UCL/PEARSON MODEL

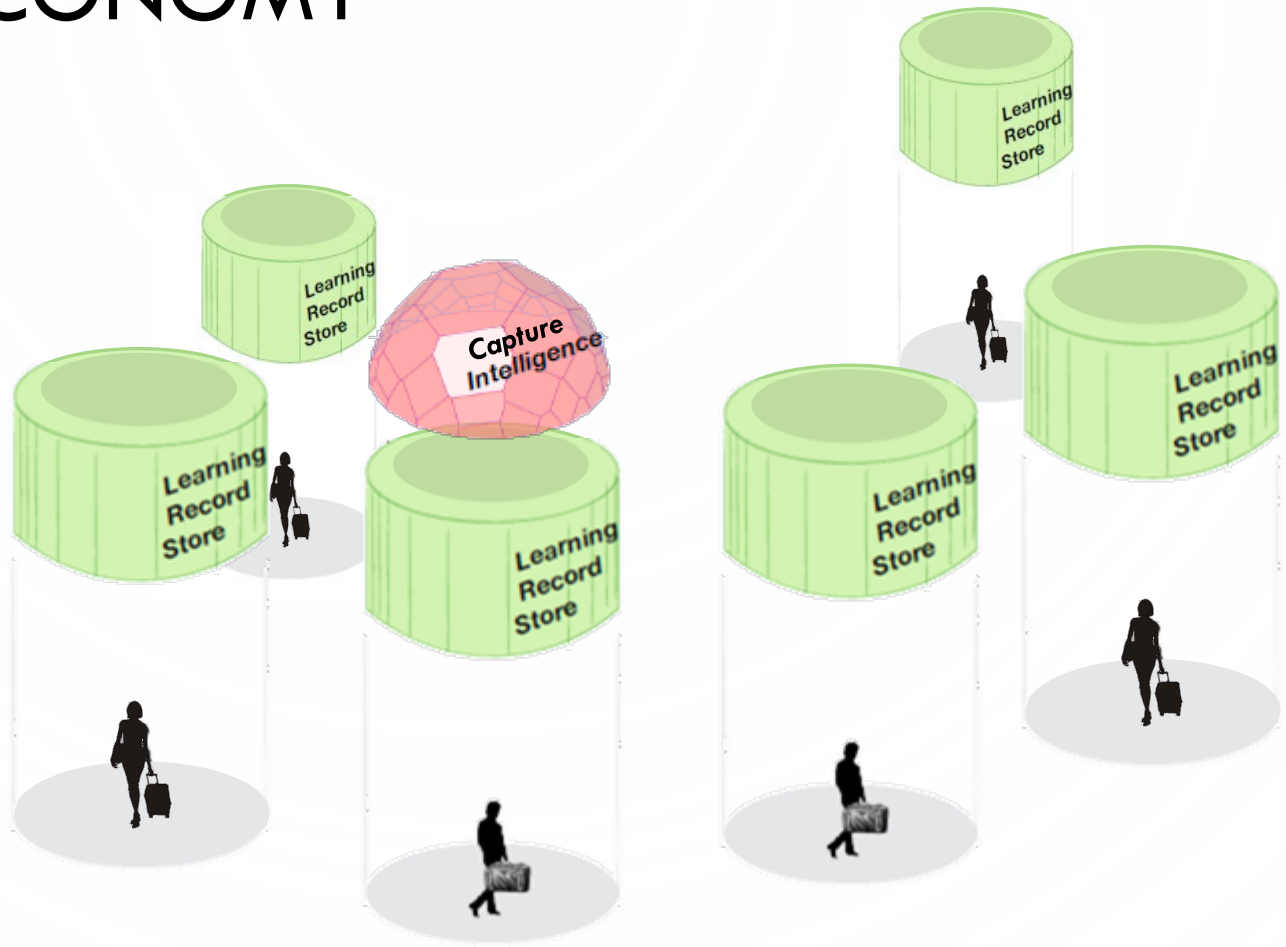
Luckin, R., et Al (2016), Pearson



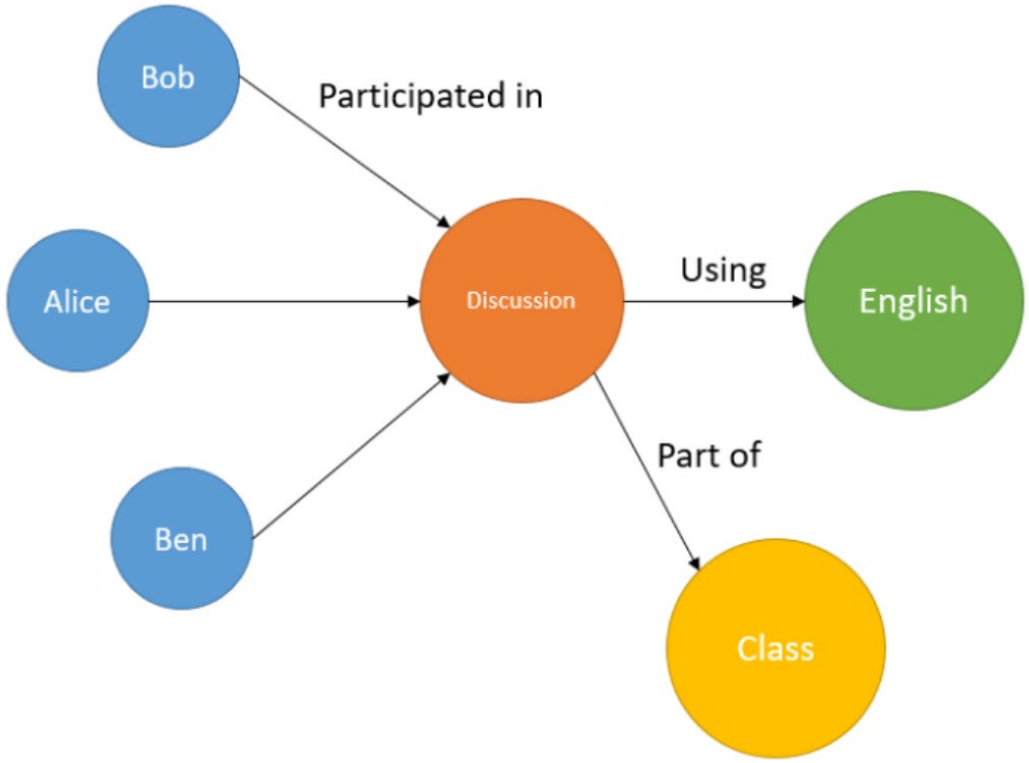
AIEd Model-based adaptive tutor.

BUILDING A KNOWLEDGE MODEL

EXPERIENCE ECONOMY

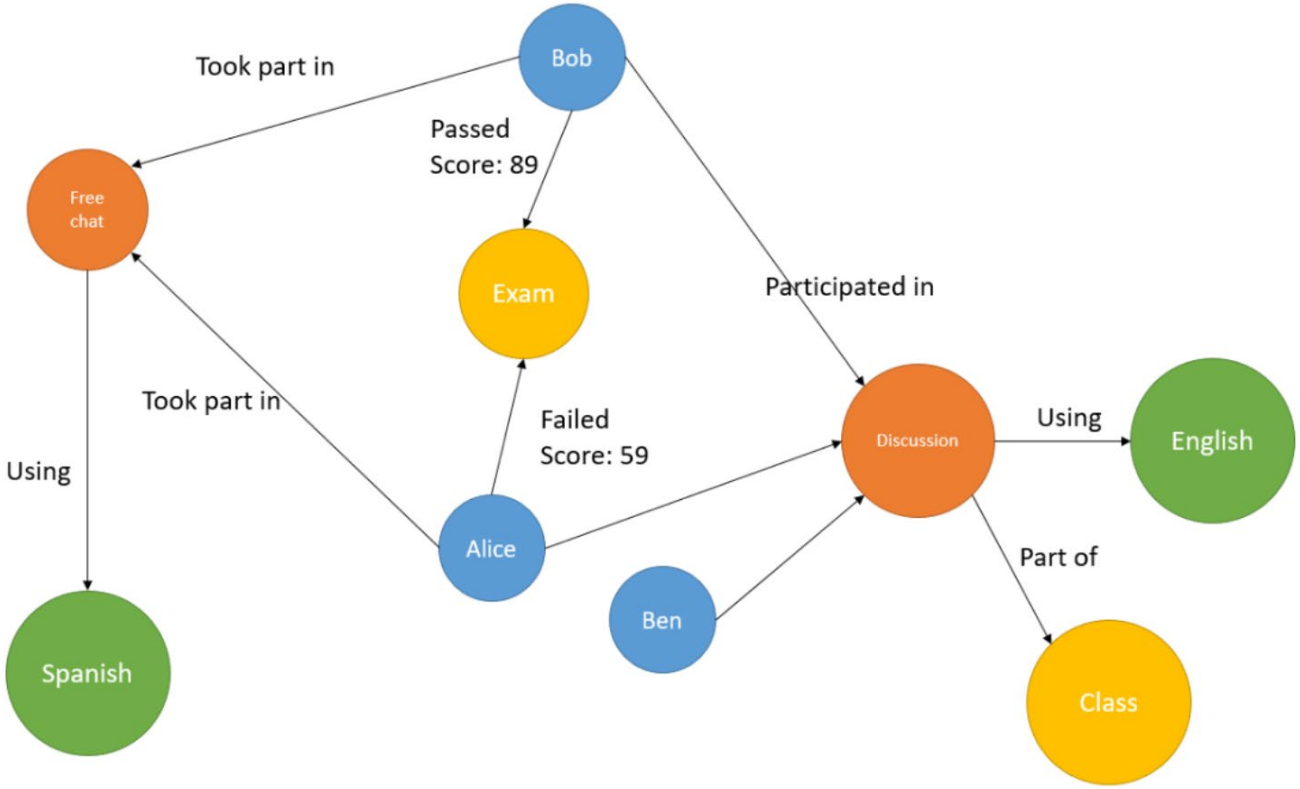


MAPPING STUDENT EXPERIENCE



Basic experience graph, Omaye (2017)

MAPPING STUDENT EXPERIENCE



Expanded experience graph, Omaye (2017)

EXPERIENCE API

Grammar of an xAPI statement:

<Actor (learner)> <verb> <object>, with <result>, in <context>

Example:

Bob verbally discussed clothing, with basic participation, in a discussion (planning going out)

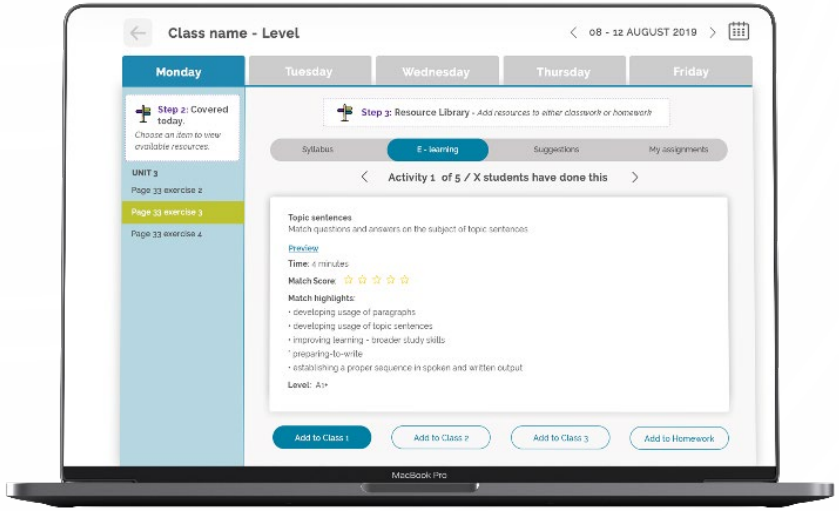
CEFR (2018):
Can give opinions on familiar topics (clothing), with brief reasons and explanations.

…in a discussion of options for an evening out

COMPETENCY MAPPING

DOMAIN MODELS

- CEFR
- Pearson Global Scale of English (GSE)
- Compass
- GEL
  - Syllabus matching
  - Performance tracking
  - LMS



GEL
GUIDED LEARNING

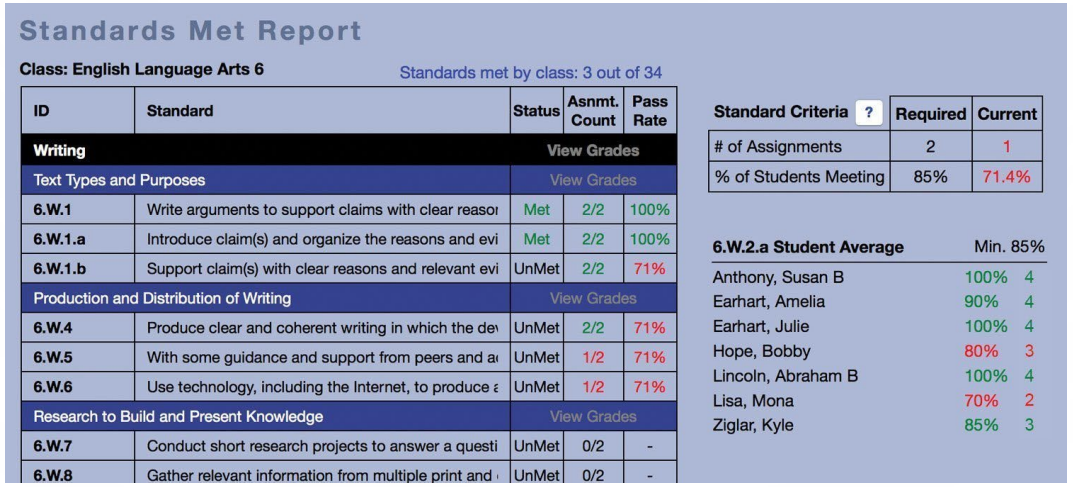
STUDENT INFORMATION SYSTEMS (SIS)

PowerSchool

- 45 Million students in 70 countries
- 75% of US K-12 students

Gradelink

- 1,300 independent schools worldwide



Standards Met Report

Class: English Language Arts 6

Standards met by class: 3 out of 34

ID	Standard	Status	Asnmt. Count	Pass Rate
Writing		View Grades		
Text Types and Purposes		View Grades		
6.W.1	Write arguments to support claims with clear reasor	Met	2/2	100%
6.W.1.a	Introduce claim(s) and organize the reasons and evi	Met	2/2	100%
6.W.1.b	Support claim(s) with clear reasons and relevant evi	UnMet	2/2	71%
Production and Distribution of Writing		View Grades		
6.W.4	Produce clear and coherent writing in which the dev	UnMet	2/2	71%
6.W.5	With some guidance and support from peers and a	UnMet	1/2	71%
6.W.6	Use technology, including the Internet, to produce a	UnMet	1/2	71%
Research to Build and Present Knowledge		View Grades		
6.W.7	Conduct short research projects to answer a questi	UnMet	0/2	-
6.W.8	Gather relevant information from multiple print and	UnMet	0/2	-

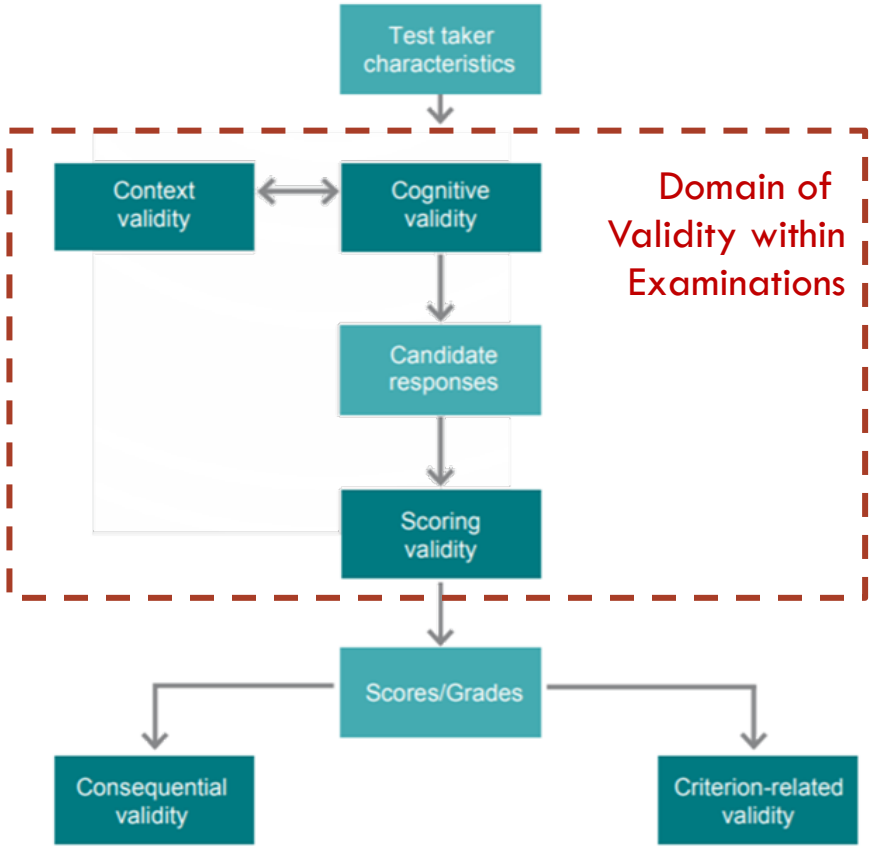
Standard Criteria ?	Required	Current
# of Assignments	2	1
% of Students Meeting	85%	71.4%

6.W.2.a Student Average	Min. 85%	
Anthony, Susan B	100%	4
Earhart, Amelia	90%	4
Earhart, Julie	100%	4
Hope, Bobby	80%	3
Lincoln, Abraham B	100%	4
Lisa, Mona	70%	2
Ziglar, Kyle	85%	3

VALIDITY

"Validity is generally defined as the extent to which an assessment can be shown to produce scores and/or outcomes which are an accurate reflection of the test taker's true level of ability."

Cambridge Assessment (2016)



From: *Principles of Good Practice*, Cambridge Assessment (2016)

CALLS TO ACTION
INTEGRATION & NORMALISATION

- Considering what contribution to capture of learning experiences any systems or tools you produce
- Open source of knowledge representation that can be accessed by different systems, learners and other stakeholders
- Examination boards moving from applying standards in synthetic tests to examining or validating the burden of proof within an SIS
- Tackling the ethics

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A TECHNOLOGY ENHANCED JOURNEY

A STORY FROM DR ENIO OHMAYE

Imagine that you're a language student on the streets of London with a group of classmates. You're in an academic immersion game, and you and your classmates are roaming the streets, talking to Londoners and snapping photos in search of answers to clues. Before the game began, the system carefully selected your fellow team members based on profile data such as native language, common interests, past interactions, etc., so that you and everyone else would feel motivated to communicate with one another in English.

"I found it!" yells a teammate who takes a photo of the statue of Queen Anne. The system recognizes the photo as correct, adds points to the team, and you and your friends quickly move onto solving the next clue. After the game, the system suggests that your teacher focus on common language mistakes collected during the game.