

An overview of current assessment practices in universities in Ukraine

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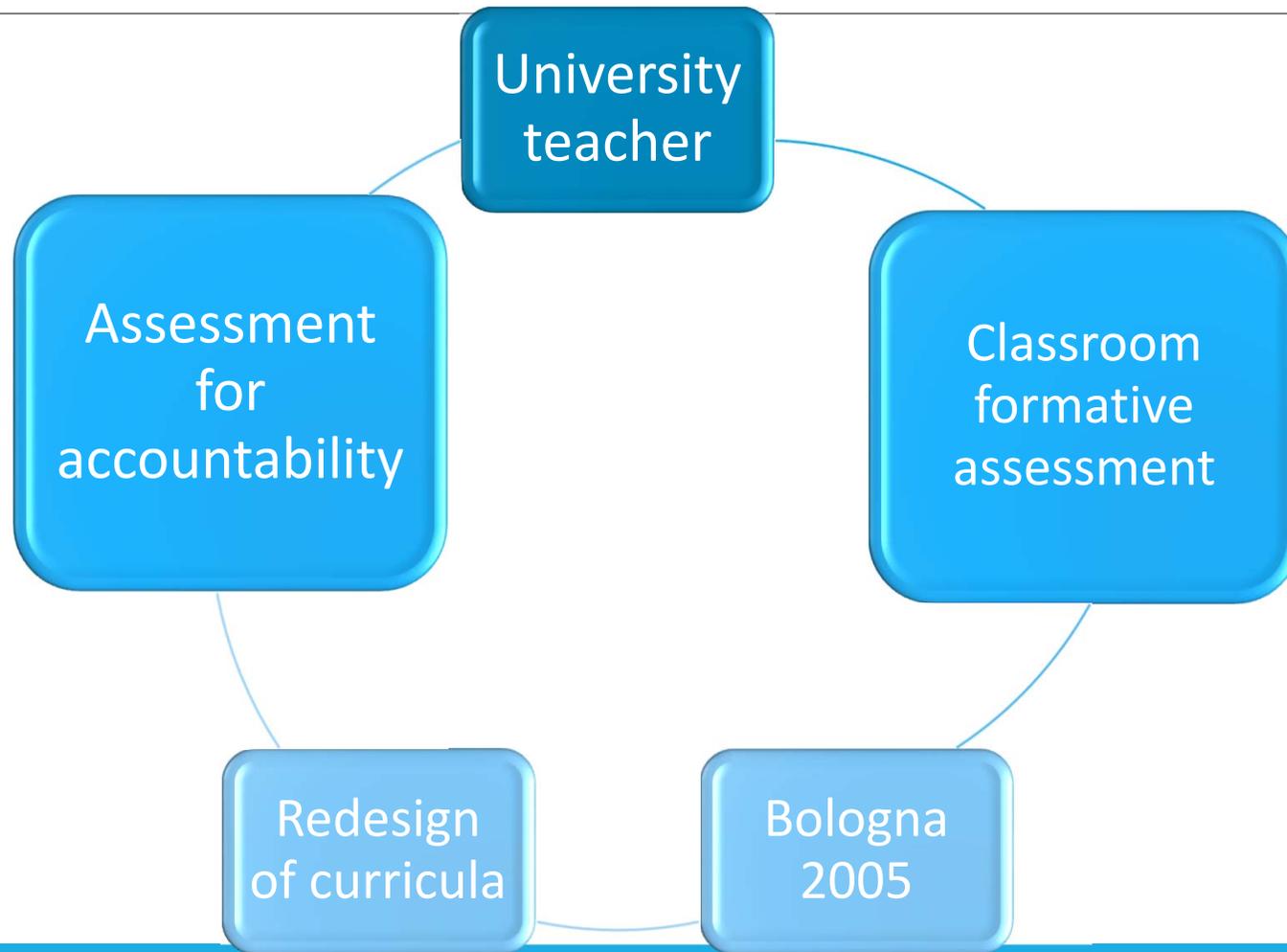


UALTA

Ukrainian Association for Language
Testing and Assessment



Assessment landscape in UA HE



Surveying teachers' assessment literacy

2010. *Survey of Assessment literacy of foreign language teachers in Europe* (Vogt et al. 2008) replicated;

2013. Survey of Ukrainian University teachers' assessment literacy

2017. Survey of Ukrainian University teachers' assessment literacy (UALTA vs non-UALTA)



Typical assessment practices (2013)

Formative assessment

homework assignments (88%)

written work (essays, reports, etc.) (83%)

observation of individual, pair and group work (69%)

oral presentations (66%),

self-made vocabulary and grammar tests/quizzes (64%).

Typical assessment practices (2013)

Summative assessment:

Self-made test papers (73%)

oral presentations
(69%)

written work (essays,
reports, etc.) (67%)

oral tests (46%)

Self-made test papers include:

reading (94%)

language in use (90%)

writing (84%)

listening (66%)

Self-made test papers: use of testing formats

multiple-choice questions (100%)

filling gaps in text with clauses (61%)

filling gaps in text with sentences (55%)

matching texts to questions (52%)

matching headings to parts of a text (52%)

short-answer questions (48%)

filling gaps in text with paragraphs (27%)



Inauguration of UALTA 2015

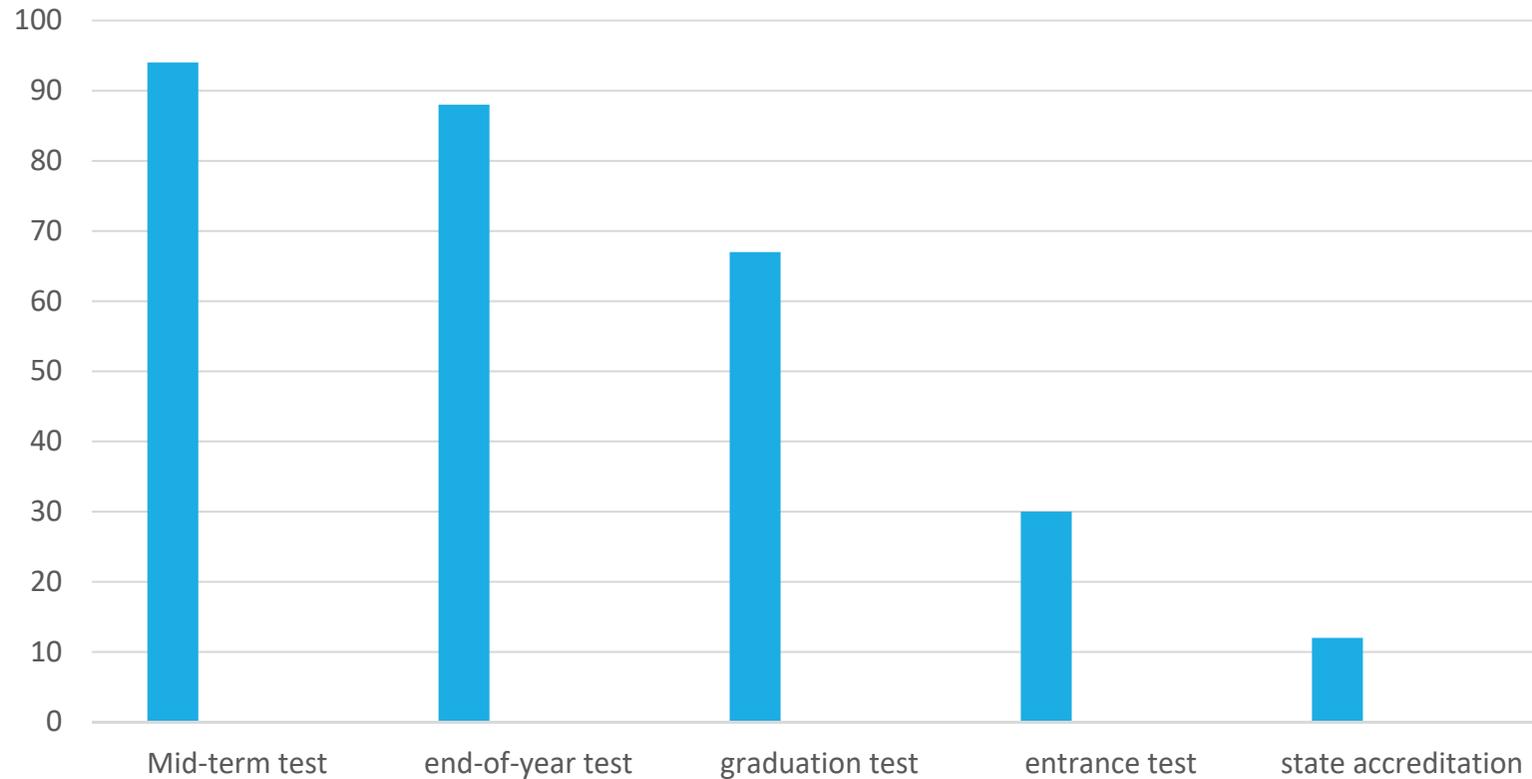


2-day workshop

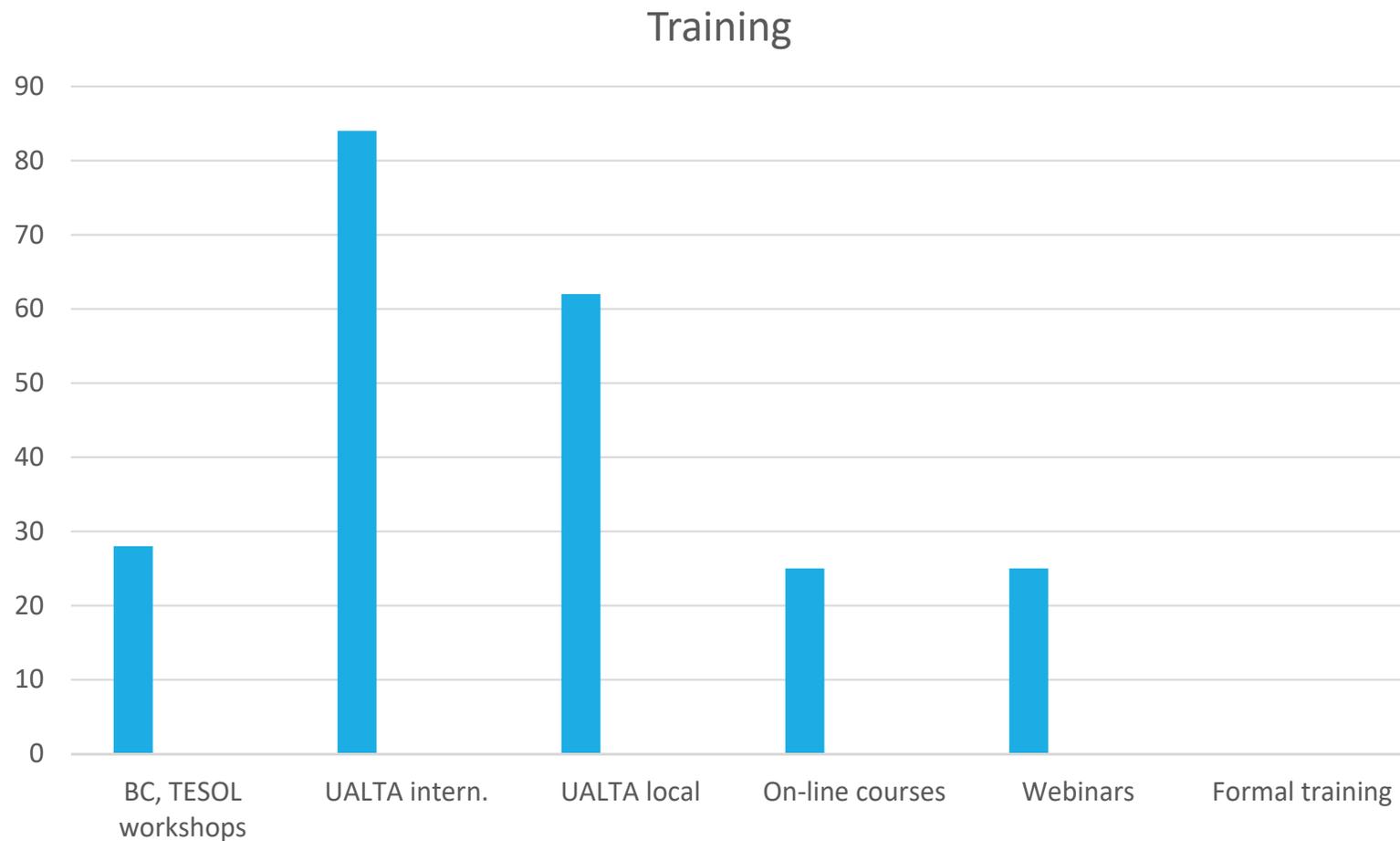
***'Enhancement of
Assessment Literacy of
University English
Language Teachers in
Ukraine'***

Engagement in summative test development (2017)

Summative tests



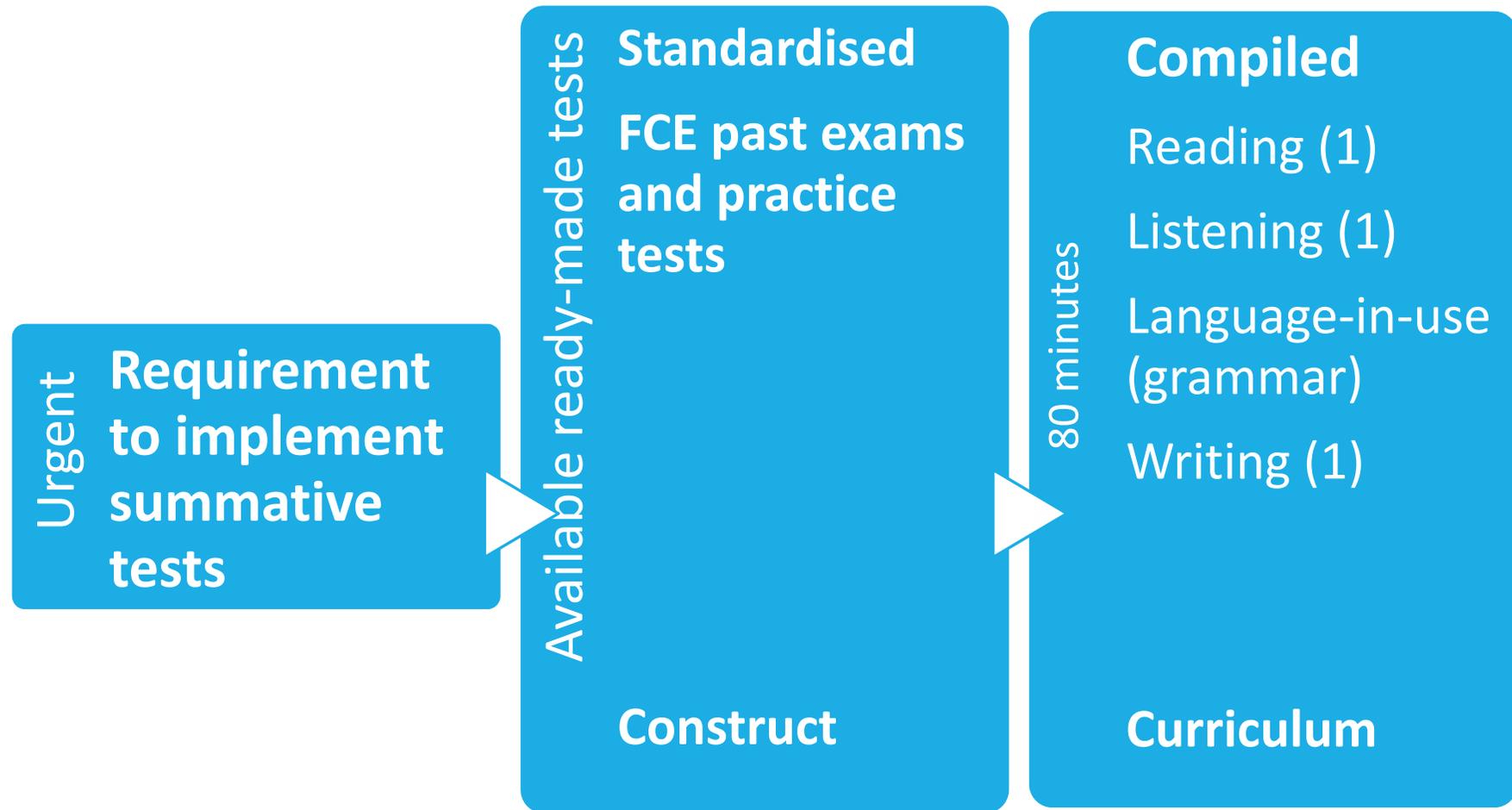
Training undertaken in 2015-2017



A case of LAL development

- Learning to Use and Adapt Ready-made Tests
- Building Assessment Literacy in Testing Receptive Skills
- Building Assessment Literacy in Testing Speaking
- Building Assessment Literacy in Testing Speaking

Learning to adapt ready-made tests (mid-term)



Building Assessment Literacy in Testing Receptive Skills

Workshops: ABC of LTA

Assessing reading

Assessing grammar

Assessing listening comprehension of TV news

MCQ , a testing panacea

uneven distribution of items throughout the input text,
a nearly total focus on checking understanding of details,
lengthy and complicated stems, implausible distractors,
unparallel options of different length



Teacher-constructed item 1

Read the passages below and answer the questions choosing the best answer (A-D).

“Sean (the father) peered over their (the doctors’) shoulders watching his new born baby. ‘She’s perfect,’ he said, turning to me (the mother), but the words curled up at the end like a puppy’s tail, looking for approval...

...Perfect babies didn’t sob so hard that you could feel your own heart tearing down the center...” [Picoult J. “Handle with Care,” pp.5-6].

Which of the following is an unstated assumption made by the author?

A The father admired his new born daughter, finding her beautiful. (0.11)

B The father feared that his wife did not share his admiration. 0.22

C*The father was apprehensive that something might be wrong with the baby. 0.67

D The father couldn't decide if his baby was really a beauty. 0.00

According to the text, the father

A admired the beauty of his new born daughter 0.15

B doubted that his wife shared his admiration 0.11

C* felt something was wrong with the little girl 0.55

D was aware that the new born was fatally ill 0.19



Teacher-constructed item 2

State the difference in meaning between the sentences (1 point for each correct answer).

1.

a) I know! I'll ask my boss for a pay raise tomorrow.

b) I've arranged to see my boss tomorrow. I'm going to ask for a pay raise.

State the difference. Write your answers as in example (0).

Example (0):

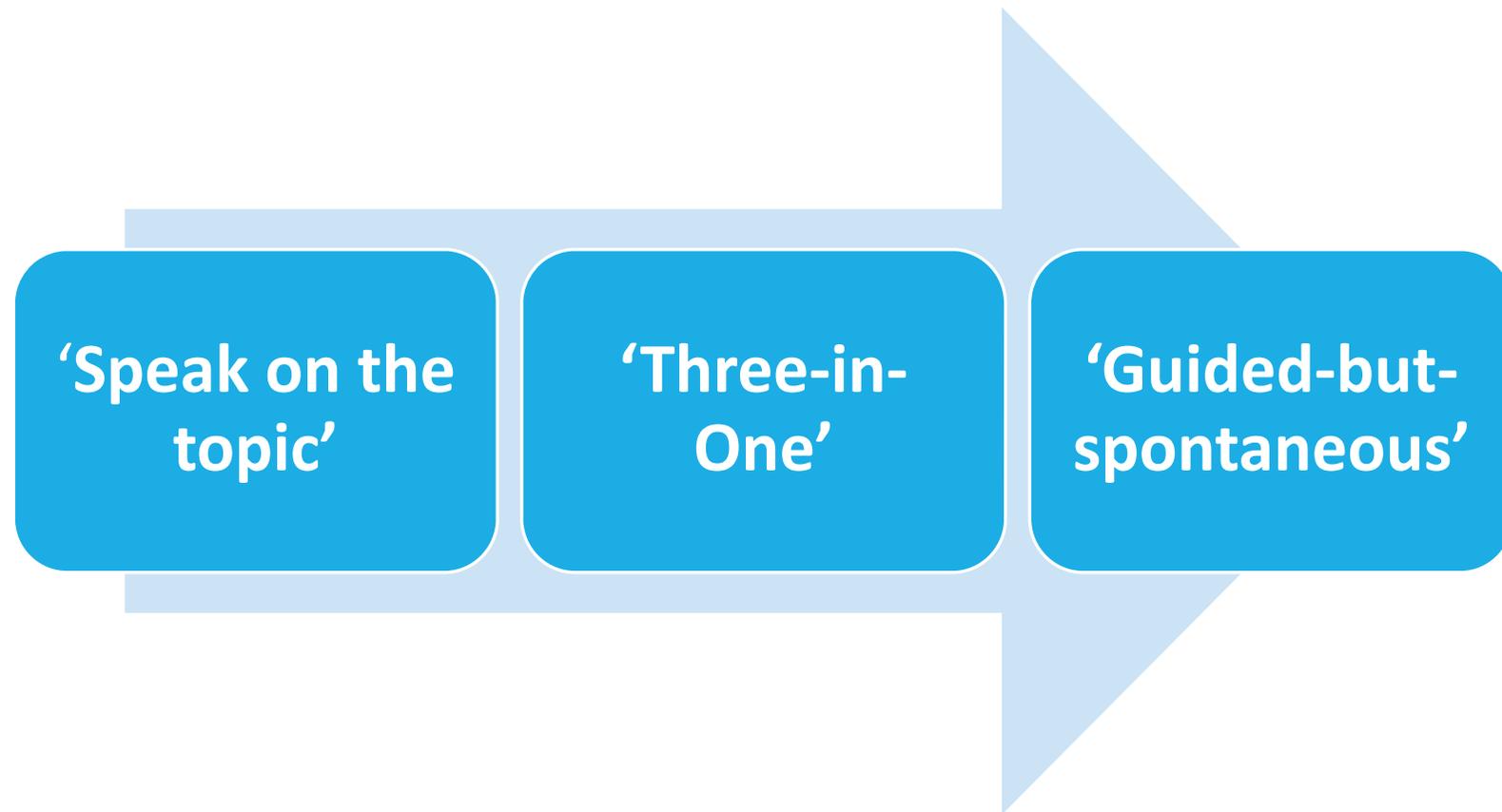
A She arrived late for the meeting.

A not in time

B He hasn't been feeling well lately.

B recently

Building Assessment Literacy in Testing Speaking



Sample Card 1

Part One What makes a language truly alive? When does a language die?

Why are so many languages in danger of dying out now?

Is it inevitable for minority languages to die? Why not?

Will English survive another thousand years? Give one reason why it will and one reason why it won't.

Part Two Look at the pictures and tell what do you think is the difference between 'a living language' and 'a dead language'.



Part Three

Dwell on the topic 'Languages alive and dead'

Sample Card 2

Look at the pictures and comment on them.



Answer the questions:

- Why do communication difficulties between males and females occur?
- What is typical of males' and females' communication?

Provide some examples of miscommunication between men and women. Explain how misunderstandings could be prevented.

Spontaneous. Guided-but-spontaneous

Task 1. Explain what makes an advertising slogan efficient and persuasive.

Task 1a. Explain what makes an advertisement efficient and persuasive:

- what are the ingredients of a good advert?
- what makes some slogans more memorable than others?

Share your team's experience of creating and presenting an advertisement.



Scores	Task achievement	Fluency & phonetics	Vocabulary & register	Grammar control
90 - 100	High performance	High fluency	Broad range of vocabulary	Excellent grammar control
75 - 89	Good performance	Good fluency	Good range of vocabulary	Good grammar control & range of structures, infrequent errors
60 - 74	Satisfactory performance	Insufficient fluency	Quite limited range of vocabulary	Frequent grammatical errors
0-59	Poor performance	Too short and slow utterance, frequent pauses & errors	Limited range of vocabulary, wrong choice of words	Limited range of structures, frequent errors

Research into developing rating scales for writing

- A survey

Assessment of writing practices in UA; N = 104

Rater training; N=10

Round 1, rating 100 papers



Rating scale to assess writing

Marks	Textual features (3)	Coherence & cohesion (3)	Vocabulary & register (2)	Grammar (2)
6	Frequent inconsistencies in meeting text type requirements	Sentence-level cohesion noticeable, lack of paragraph-level cohesion	Limited range of vocabulary with frequent cases of wrong choice of words; frequent inconsistencies in register	Limited range of structures, frequent inaccuracies that hinder communication
5				
4	Does not meet text type requirements	Text not coherent	No range of vocabulary, wrong choice of words, no register requirements met	No range of structures, mostly inaccurate
<4				

Rating scale to assess writing

Marks	Textual features (3)	Coherence & cohesion (3)	Vocabulary & register (2)	Grammar (2)
10	Meets all text types requirements	Fully coherent text; cohesive on sentence and paragraph level	Wide range of vocabulary, correct choice of words in compliance with register	Wide range of structures relevant to textual features, few minor inaccuracies
9				
8	Meets major text types requirements	Coherent text; appropriate sentence and paragraph-level cohesion	Good range of vocabulary with few cases of wrong choice of words; few inconsistencies in register	Good range of structures relevant to textual features, some inaccuracies that do not hinder communication
7				

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Thank you!