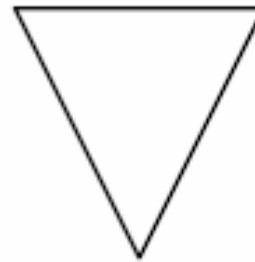


ASSESSING USING OUTCOMES

Anthony J. Liddicoat

COMPONENTS OF OBL

Instruction –
how you get
there



Assessment –
how you will
know if you got
there

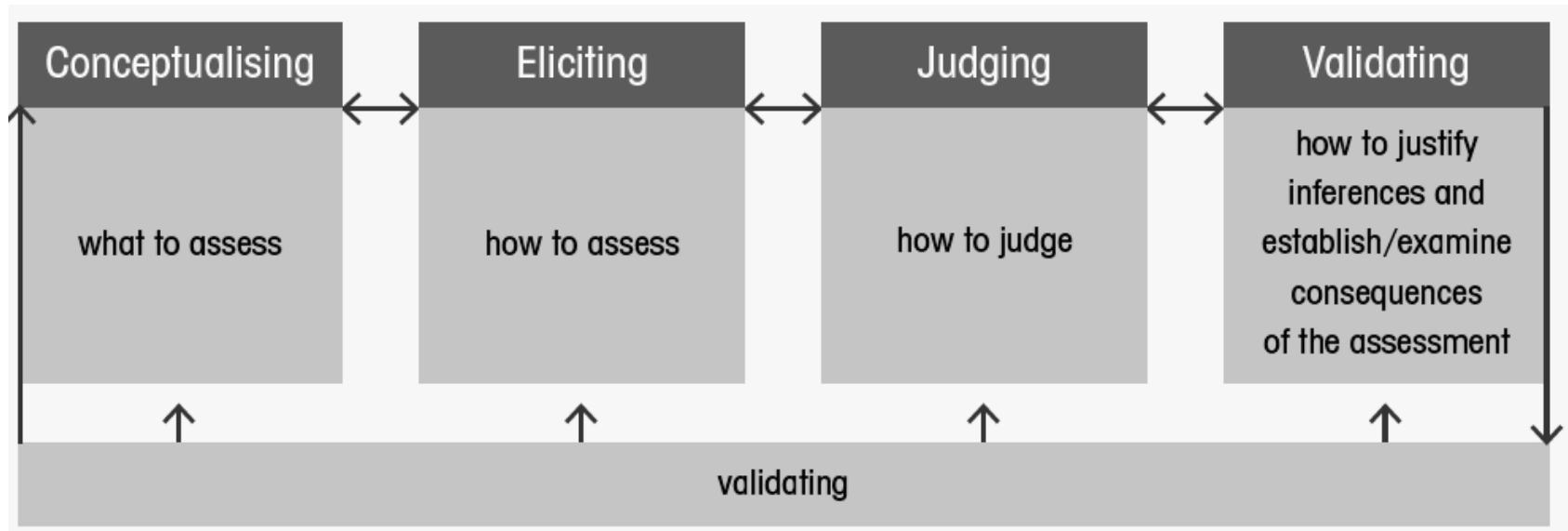
Outcomes – where
you are going

Rigby & Dark (2006:11)

OBL AND ASSESSMENT

- ◎ OBL is an assessment driven-approach – only in assessment does OBL become outcomes based:
 - ◎ Assessment is based on outcomes
 - ◎ Assessment is not input driven, curriculum is outcomes driven.
 - ◎ The aim of assessment is to demonstrate that the learner can perform the outcome at a threshold level – not the coverage of the input. Other assessment aims are incidental to this focus.

THE ASSESSMENT CYCLE



(Scarino & Liddicoat 2009: 67)



CONCEPTUALISING

- ⦿ Outcomes provide an initial conceptualisation of what is to be assessed.
- ⦿ Higher level outcomes have to be understood in relation to the particular module of work in which they are assessed.

CONCEPTUALISING

- ⊙ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”
- ⊙ **Introduction to Language Studies:**
 - ⊙ MILO₁ analyse and articulate the nature, structures and functions of English language as a rich and complex system;
 - ⊙ MILO₂ apply principles of language to the specifics of the English language system;
 - ⊙ MILO₃ demonstrate a clear understanding of the roles and value of different varieties of English and their uses;

CONCEPTUALISING

- ◎ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”
- ◎ What is meant by *use, describe, identify*?
 - *E.g. use:*
 - ◎ apply a single framework or select a relevant framework?
 - ◎ replicate an analysis or create an analysis?
 - ◎ describe for what purpose?
- ◎ What is meant by metalinguistic framework, context purpose?

ELICITING

- ◎ Assessment tasks need to provide evidence that the outcome has been mastered by the learner.
 - ◎ Evidence should be direct evidence of the performance of the outcome.
 - ◎ Different tasks may elicit different dimensions of the whole performance.
 - ◎ Evidence needs to be of a relevant cognitive complexity to demonstrate outcomes have been met.

ELICITING

- ⊙ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”

Introduction to Language Studies:

- ⊙ Individual written essay
- ⊙ Group task: students work in groups to write chapters for a student-authored academic textbook based on the module content
- ⊙ Group presentation of the framework of the chapter
- ⊙ Short online weekly quizzes

ELICITING

- ③ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”
 - ③ What is the evidence of *use* of frameworks?
 - ③ What is the evidence for *description* of texts?
 - ③ What is the evidence for *identification* of context and purpose?
- ③ What task types are needed to elicit that evidence?

JUDGING

- ③ Assessment criteria should relate explicitly to the outcome identified for assessment.
- ③ The main criteria for assessment should be those required to perform the outcome.
- ③ Criteria for judgment need to be task specific – they need to capture what aspects of the outcome are being demonstrated by the task.
- ③ Additional criteria not directly tied to the outcome may be included as “pre-conditions” for achievement of the outcomes for particular tasks or subject matter.

JUDGING

- ◎ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”
- ◎ Assessment criteria need to address and weight most heavily:
 - Ability to use of frameworks (however understood)
 - Ability to describe texts
 - Ability to identify context
 - Ability to identify purpose
- ◎ Other criteria are secondary to this, or relate to other outcomes

VALIDATION

- ◎ The assessor needs to be able to articulate how the evidence available allows a judgment to be made about the performance of the outcome.

VALIDATING

- ◎ “Use recognised metalinguistic frameworks to describe English texts, identifying their context and purpose.”
- ◎ Can you as an assessor articulate how you know that all students who have completed a module/programme can
 - use recognised metalinguistic frameworks?
 - describe English texts?
 - identifying their context and purpose?



CONCLUDING COMMENTS

- ⦿ Outcomes provide a way of reflecting on assessment.
- ⦿ To be effective, outcomes need to be considered and articulated at each point of the assessment cycle.
- ⦿ Tasks need to map onto outcomes:
 - ⦿ It is possible that a task may not give complete evidence that a complex outcome has been met.
 - ⦿ Tasks collectively need to ensure adequate evidence that the learner can perform the task.
 - ⦿ Assessment scheme (over module/over programme) – assessment as portfolio of capabilities