

Benchmarking end-of-course assessments

Barry O'Sullivan

British Council

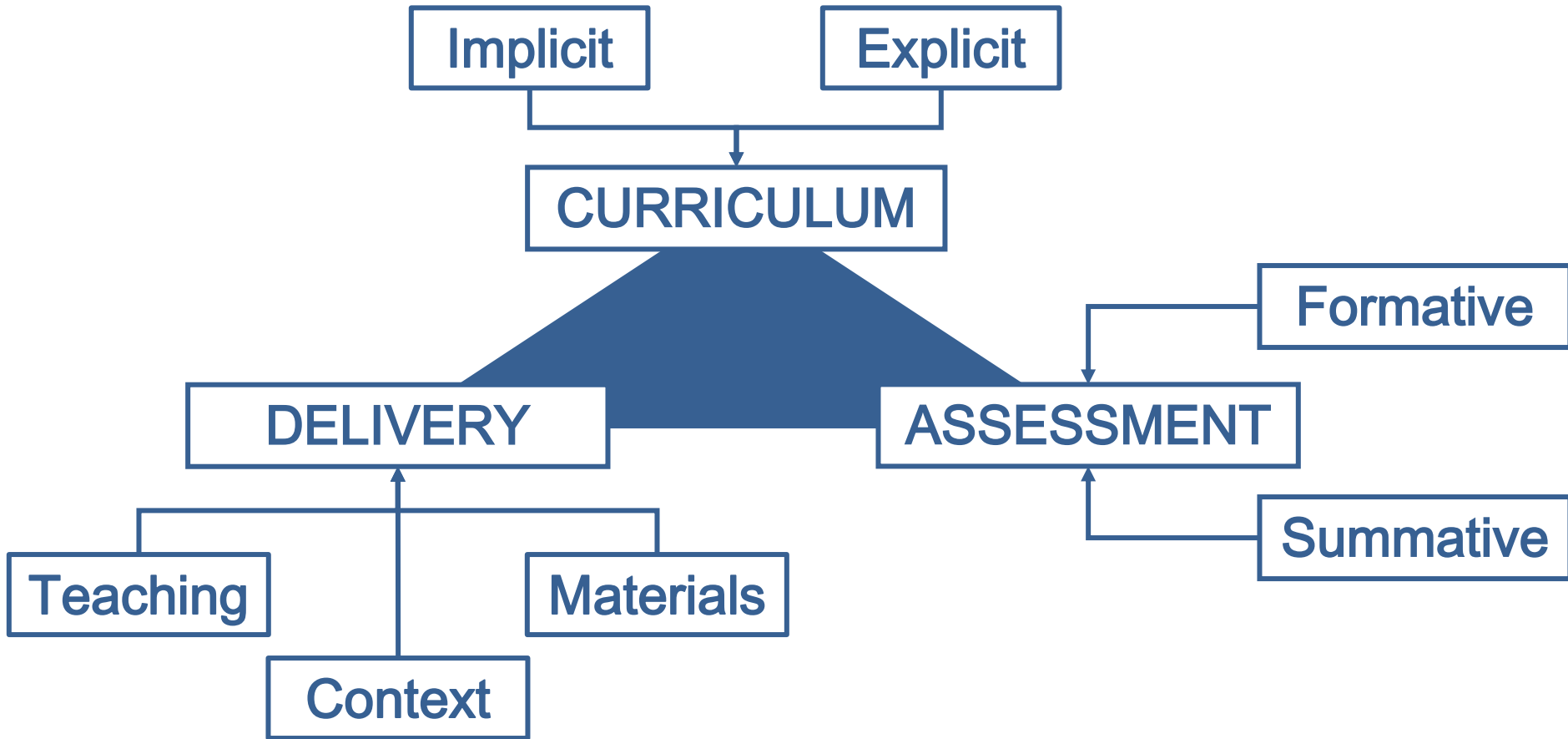
Overview

- Assessment in the Learning System
- Standards
- Benchmarking

The role of assessment in the system

ASSESSMENT IN THE LEARNING SYSTEM

Integrated Learning System



where the learner needs to be

STANDARDS

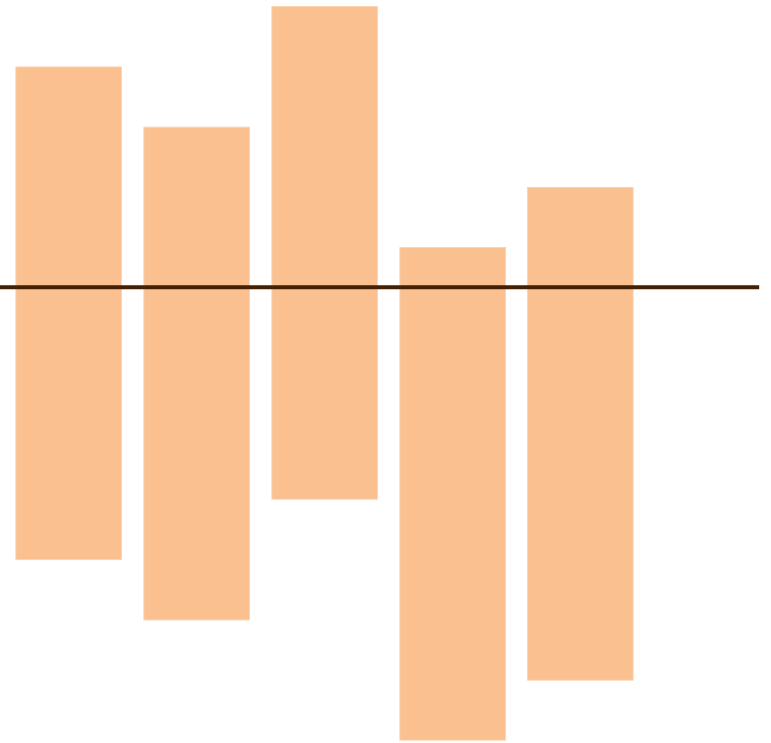
Defining Standards

- **Language standards define the knowledge and skills students should possess at key points in their learning**
- **Standards are progressive in that they identify a series of steps along the way to proficiency**
- **The minimum acceptable level of language proficiency for a specific domain is defined in terms of the standards**

A Line in the Sand

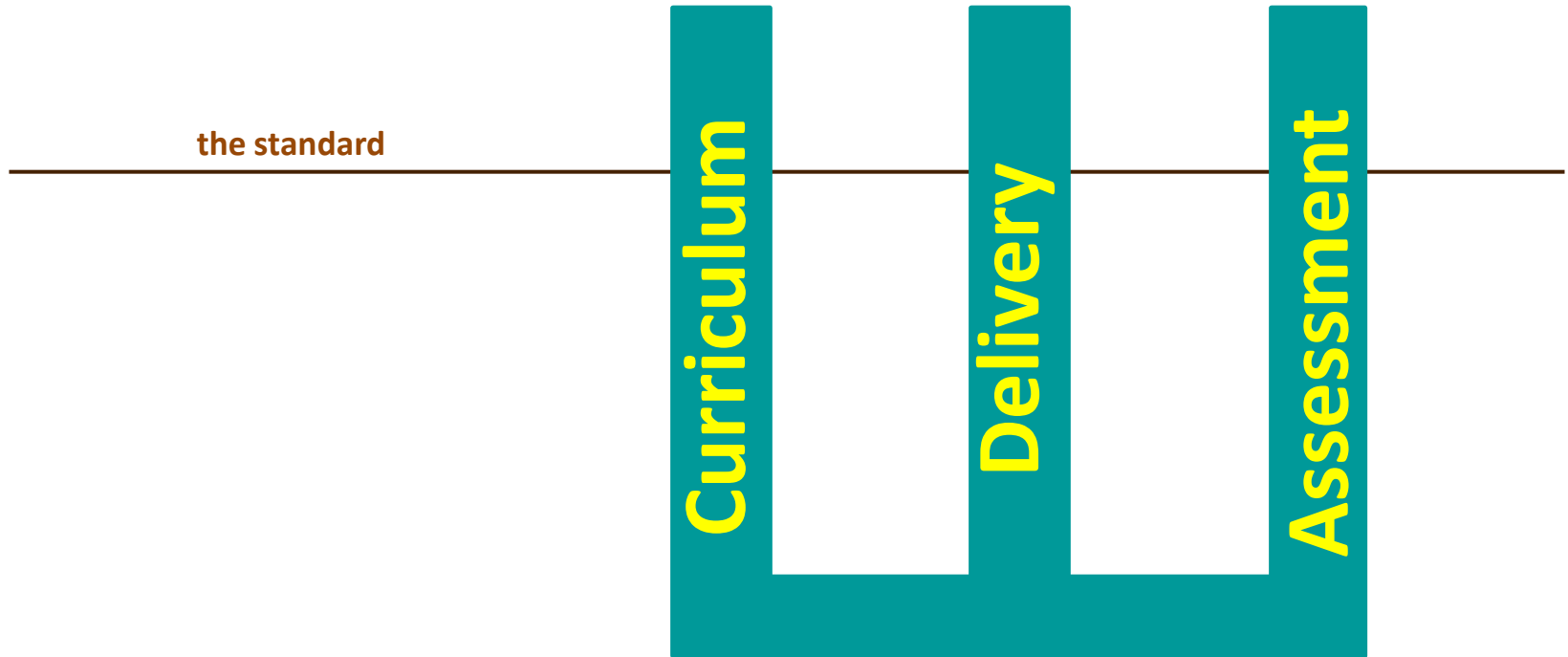


the standard

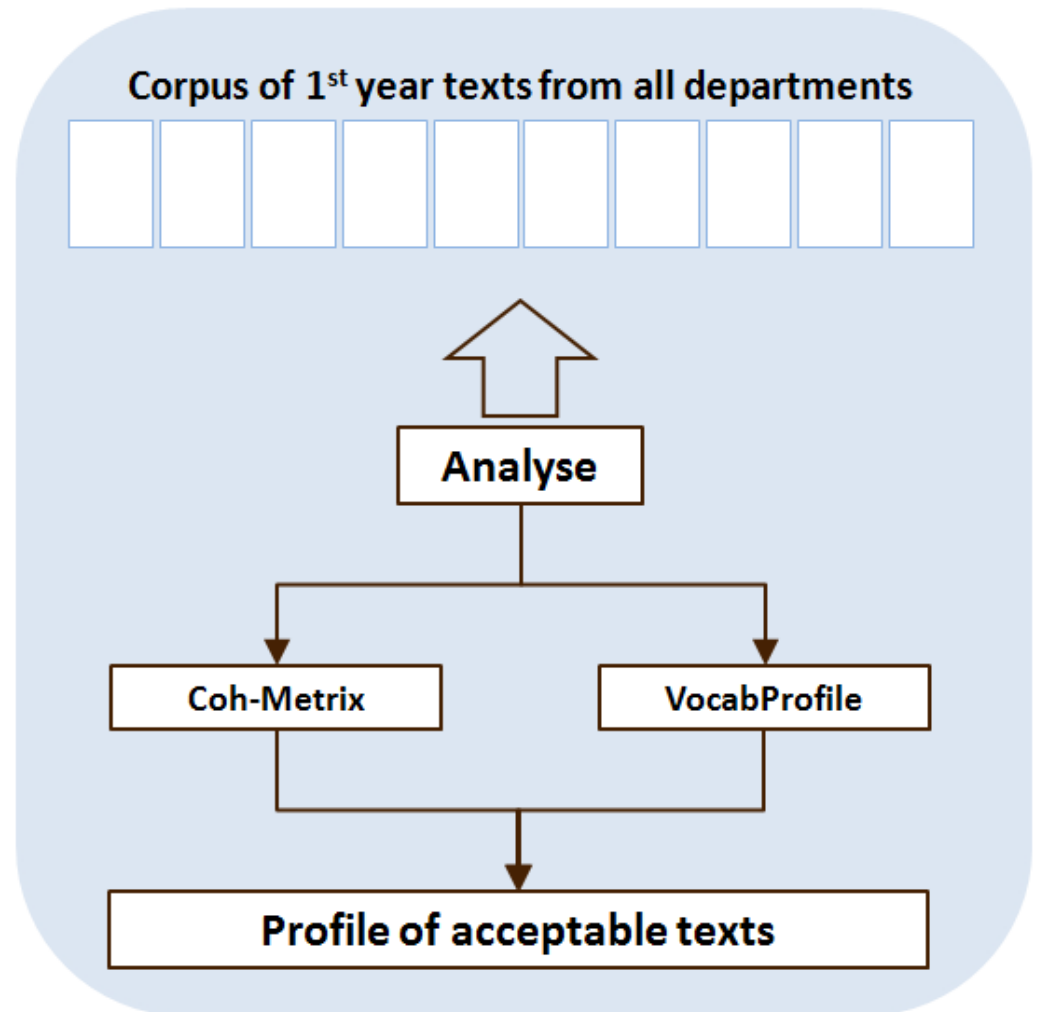
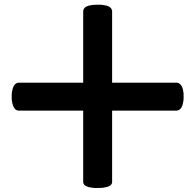


different institutions
or
same institution over time

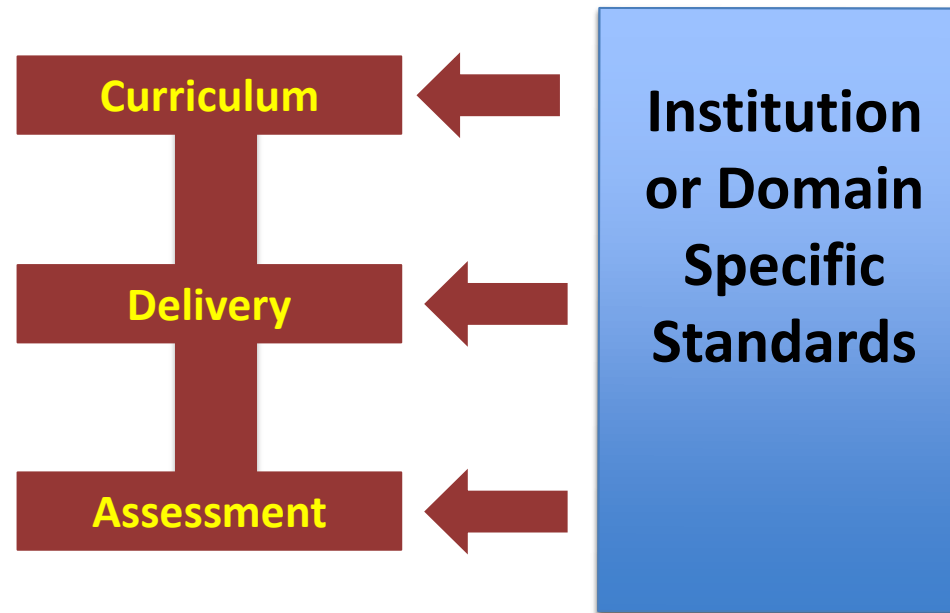
Standards as Quality



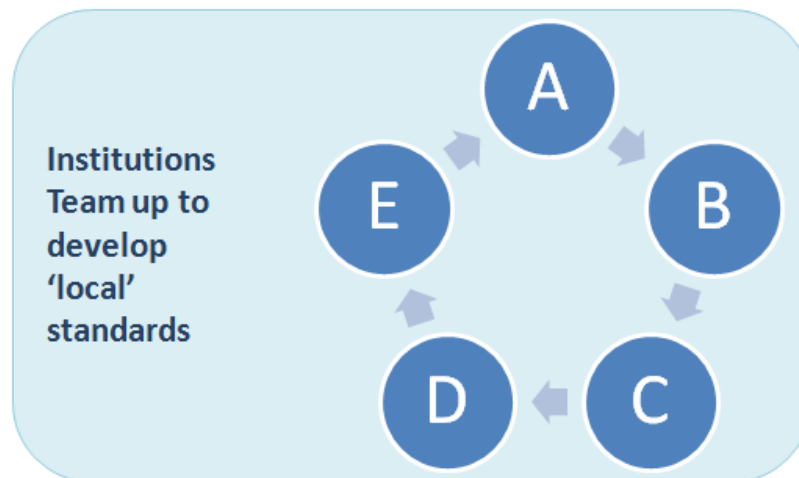
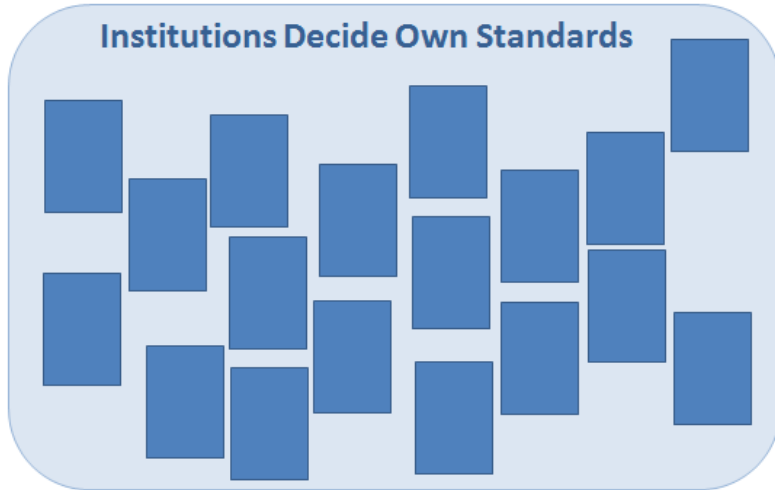
Identifying Appropriate Standards



Linking assessment to standards



Ways Forward



Approaches to a Common Standard

The Whole Enchilada. A central body imposes standards on all institutions. Standards can be used for accountability and comparison. This approach may not be politically feasible.

If You Build It, They Will Come. This is a voluntary version of the first model, with a central body developing standards and providing incentives. This approach may be politically feasible.

Let's All Hold Hands. Institutions are encouraged to join one another in developing common standards, possibly with a central body providing incentives, but no more. This approach may be politically feasible.

Sunshine and Shame. This is the least ambitious model, this approach ensures that individual institutional standards and tests are “more transparent” by making them easier to compare with one another. This approach is feasible.

Based on:

Finn, C. E., Julian, L. & Petrilli, M. J. (2006). *To Dream the Impossible Dream: Four Approaches to National Standards and Tests for America's Schools*. Washington: Fordham Foundation.

Feasibility of a Common Standard

Is it likely to...	ensure a common standard	result in rigorous standards	require a sig. central role	prove politically feasible
Approach				
The Whole Enchilada	Yes	Maybe	Yes	No
If You Build It, They Will Come	Probably	Yes	Maybe	Maybe
Let's All Hold Hands	Maybe	Probably	No	Maybe
Sunshine and Shame	Maybe	No	No	Yes

Concluding Thoughts

- **Language standards should be based on empirically established needs**
- **The standards should not change (they do not go up or down)**
- **Standards should impact on all aspects of the learning system**
- **Any standard is better than no standard**
- **Consideration should be given to broader-based standards (either local or national)**

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