



VI Symposium

ASSESSING MATHS AND ENGLISH

Evaluación informal en el aula

Victoria Peña Jaenes



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Nafarroako Gobernua
Departamento de Educación
Hezkuntza Departamentua



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Nuestros objetivos...

- Algunas preguntas sobre evaluación
- Una ¿nueva? narrativa
- Evaluación útil
- *Feedback* eficaz
- Reflexión





¿Qué es la evaluación?





La **evaluación** incluye un **amplio ciclo** de actividades. Puede realizarse a través de **diferentes métodos** para obtener y evaluar datos lingüísticos, entre los que pueden encontrarse procedimientos más informales que los exámenes. Green (2014:7)





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La **evidencia** que se obtiene de la **evaluación** puede emplearse para marcarse **objetivos realistas**, diseñar **tareas adecuadas** y hacer que el aprendizaje y la enseñanza sean más relevantes.





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La **evidencia** que se obtiene de la **evaluación** puede emplearse para marcarse **objetivos realistas**, diseñar **tareas adecuadas** y hacer que el aprendizaje y la enseñanza sean más relevantes.

La evaluación es **inseparable** del aprendizaje y de la enseñanza.



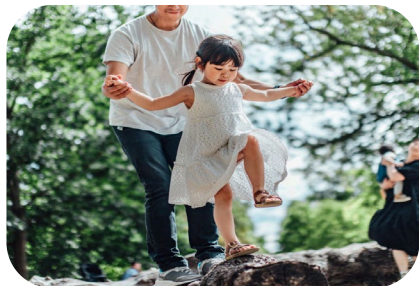


¿Qué evaluamos?





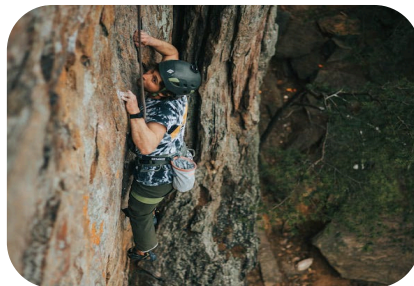
¿Qué evaluamos?



Competencias



Comprensión



Progreso



Objetivos de
aprendizaje





¿Qué evaluamos?

Colaboración

Interés por
aprender

Esfuerzo

Curiosidad por
otras culturas

Participación

Actitud





¿Quién evalúa?





¿Quién evalúa?





¿Cómo evaluamos?





¿Cómo evaluamos?





¿Cómo evaluamos?



Pre A1 Starters		A1 Movers		A2 Flyers	
... understand simple sentences  This is a chair	... respond to simple questions How old are you? I'm six	... agree/disagree with someone I think this is pretty Yes, it is	... ask someone how they are and what they like doing, and answer similar questions How are you? Fine, thank you	... understand instructions given in more than one sentence Could you say it again please?	... understand simple conversations on everyday topics The wheel on the bicycle is broken
... follow very short stories in simple language Then I try eats an apple	... understand and follow simple instructions Open your book	... give simple descriptions of objects, pictures and actions The boy is running	... answer questions about school activities To read a story	... ask basic questions about everyday topics Do you like pop music? Yes, I do	... talk briefly about things they have done I read a magazine yesterday
... understand some very simple descriptions of everyday objects This is blue.	... recognise and write the letters of the English alphabet Aa Bb Cc	... understand simple written sentences The children went to the park.	... write simple sentences giving personal details I live in a town	... understand short texts, even if they do not know every word	... understand simple written descriptions English Book
... spell her/his name and simple words Anna cat dog	... name some familiar people and things cat mum brother dog cow dad	... understand simple stories with the help of pictures I like going swimming	... write short sentences about what they like or dislike Sarah is eating a strawberry	... write simple descriptions of objects and people I am sad because it is raining	
... understand some very short conversations I like football. I like tennis.	... copy words, phrases and short sentences This is a television This is a television	... understand simple signs and notices Do not feed the animals	... tell a very simple story with the help of pictures I went to the beach today	... write short simple stories using pictures	... tell a story using pictures or their own ideas

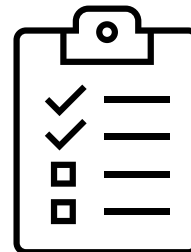


¿Cómo evaluamos?





¿Cómo evaluamos?





¿Cómo evaluamos?



Portfolio





¿Cómo evaluamos?

B1	CONTENT	COMMUNICATIVE ACHIEVEMENT	ORGANISATION	LANGUAGE
5	All content is relevant to the task. Target reader is fully informed	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		





B2 First Speaking Success Criteria	Yes	No	Comments
Grammar and Vocabulary	Yes	No	Comments
Has your partner used simple grammar e.g. present simple, past simple, can, etc.?			
Has your partner used some complex grammar e.g. modal verbs, future tenses, conditionals, perfect tenses, phrasal verbs...?			
Has your partner used synonyms?			
Has your partner repeated the same words several times?			
Discourse Management	Yes	No	Comments
Has your partner used longer sentences?			
Are there long pauses when your partner speaks?			
Has your partner spoken about the task?			
Has your partner repeated their ideas?			
Has your partner used connectors such as and, but, so, because, although, however, moreover?			
Pronunciation	Yes	No	Comments
Can you understand your partner?			
Are there any problems with pronunciation that make communication difficult?			
Is intonation appropriate e.g. in questions, showing interest, etc.?			
Interactive Communication	Yes	No	Comments
Does your partner start the conversation sometimes and respond to your ideas?			
Does your partner help you reach a decision?			
Does your partner need some help when talking?			



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¿Cuándo evaluamos?



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¿Por qué evaluamos?



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¿Cuándo y por qué evaluamos?

Prueba de nivel

¿Qué grupo se ajusta mejor a sus habilidades?



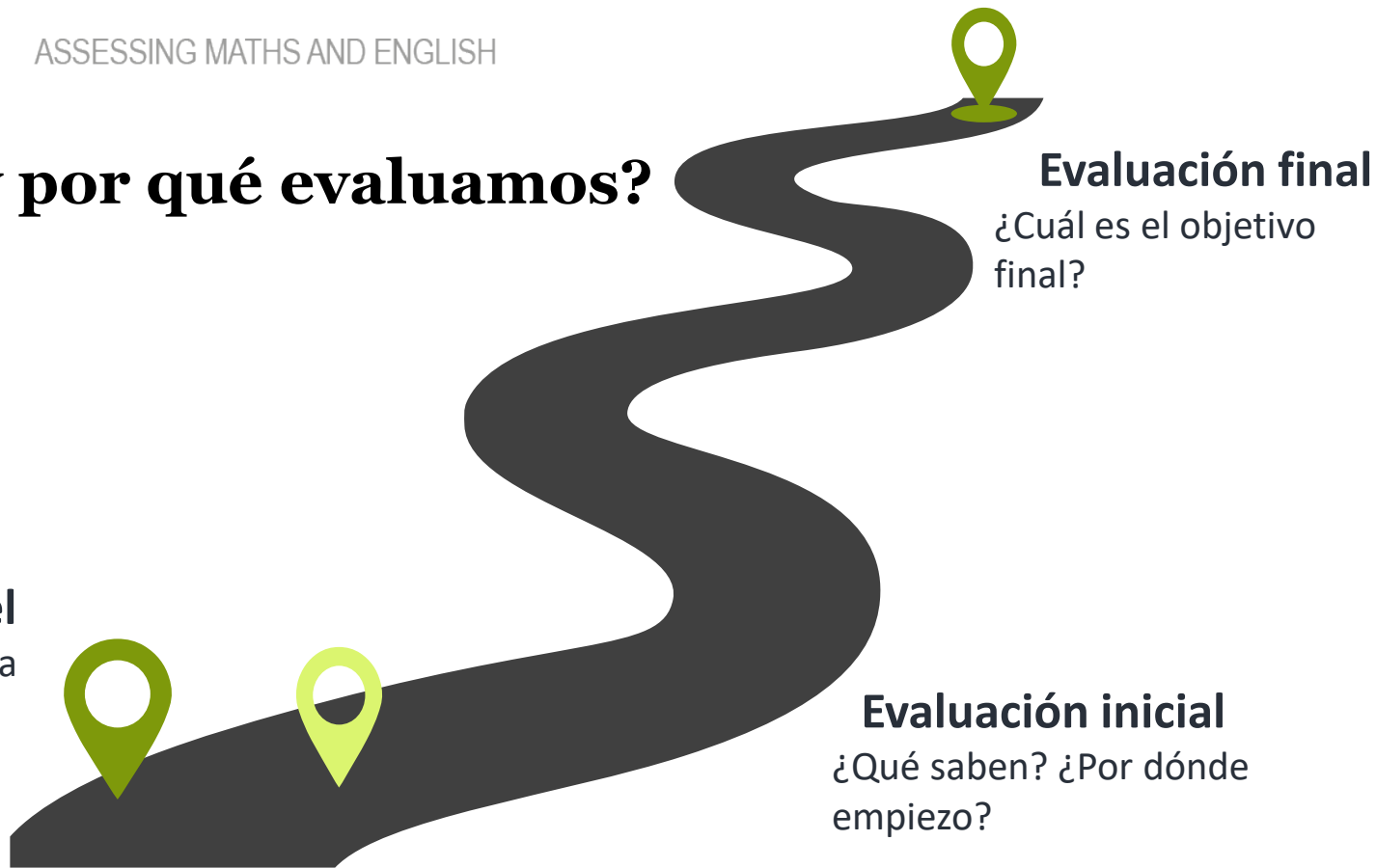
Evaluación inicial

¿Qué saben? ¿Por dónde empiezo?





¿Cuándo y por qué evaluamos?





¿Cómo es el aprendizaje?



Un camino por recorrer...









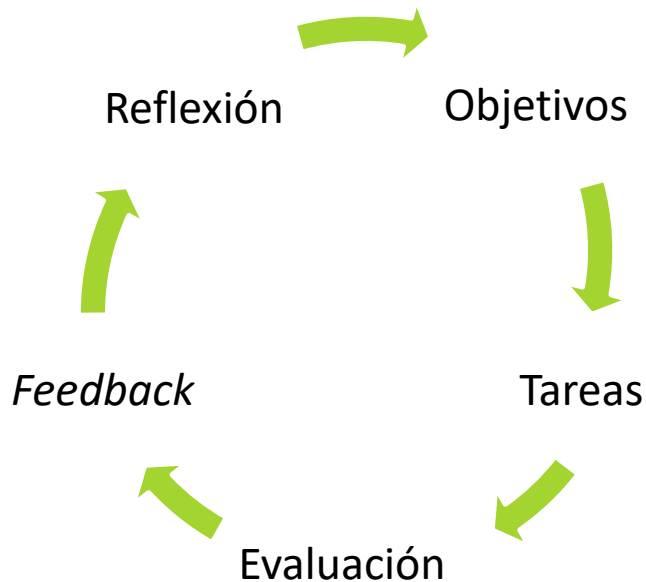
El punto final es el nuevo punto de partida...

(Hamilton, 2025)





¿Cómo es el aprendizaje?



Aprendizaje como **ciclo**





¿Cuándo y por qué evaluamos?

Sumativa

Vs.

Formativa





¿Cuándo y por qué evaluamos?

Sumativa

evaluación **del** aprendizaje

- ✓ Evalúa si se han conseguido los resultados deseados
- ✓ Asigna un nivel o calificación

Vs.

Formativa

evaluación **para** el aprendizaje

- ✓ Evalúa el aprendizaje que se ha producido
- ✓ Identifica las necesidades que no se han cubierto
- ✓ Orienta al profesorado y alumnado sobre siguientes pasos

(Green, 2014:14)





Una ¿nueva? narrativa...

Sumativa



Formativa

...enmarcar la evaluación dentro de un **sistema coherente**, definir **objetivos realistas**, ofrecer evidencia del **progreso y acreditar** los resultados de manera que quede claro lo que se ha conseguido.

Jones & Saville (2016:69)





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Hacia un aprendizaje y evaluación integrados



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Evaluación útil





Evaluación útil

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil





Evaluación útil

- ✓ ¿**Qué** queremos evaluar?
- ✓ ¿**Cómo** podemos evaluarlo?
- ✓ ¿Cómo podemos **medir** el constructo?
- ✓ ¿Podemos **comunicar** esto a nuestros alumnos (y a otras personas interesadas)?

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil





Evaluación útil

- ✓ ¿Contamos con **criterios de evaluación claros**?
- ✓ ¿Contamos con la **ayuda necesaria** para aplicarlos?
- ✓ ¿Queda claro lo que **esperamos conseguir**?

Específica

Justa y
objetiva

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Útil





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Si compartimos los **criterios de éxito** con nuestros alumnos, estamos haciendo que los objetivos de aprendizaje sean más tangibles y concretos.

- ✓ Los alumnos tienen una **meta clara** para trabajar y **saben cómo** alcanzarla.
- ✓ Les ayuda a **ganar independencia** y a **responsabilizarse** más de su aprendizaje.
- ✓ Además, les permite **evaluar su propio progreso**, **identificar** dificultades y considerar cómo **pueden mejorar**.





Evaluación útil

- ✓ ¿Contamos con suficiente **apoyo** y un **enfoque gradual**?
- ✓ Compartir **herramientas** para una **evaluación continua**
- ✓ Dedicar **tiempo** a la evaluación de **forma periódica**

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil





Autoevaluación



- | | |
|-----------------------------------|-----------------------------------|
| 1. Esto me resulta fácil. | a. nuevo vocabulario |
| 2. Esto es un poco difícil. | b. raíces cuadradas |
| 3. Esto es lo que más me cuesta | c. elegir un título para el texto |
| 4. Debería trabajar más... | d. elegir la opción correcta |
| 5. Esta parte la tengo controlada | e. prestar atención |

¿Te sientes
cómodo
escribiendo...
ensayos de
opinión?





Tarjetas de reflexión

Puedo:

En clase hoy he demostrado que...

La próxima vez lo hare mejor si...



SAMPLE EXIT TICKET

- What I learnt today: _____
- How confident I feel about being able to do this:
Not at all / Not very / Somewhat / Very / Completely
- What I still feel unsure about: _____
- What I especially enjoyed: _____

Mercer & Dörnyei (2020)





Haz que tus alumnos se sientan **partícipes** de su **aprendizaje**.



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My KWL chart

Name: Date:

I know...

I want to know...

I learned...





Evaluación entre compañeros

Criteria	Good thing	Weaker thing
Organisation of ideas		
Vocabulary		
Grammar		

Actividad	Sí	Comentario
Planteamiento		
Resultado		
Proceso		

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Marco de evaluación

Anímalos a reflexionar sobre:

- cómo se **prepararon** para realizar la actividad / proyecto
- cómo trabajaron **en grupo**
- cómo **presentaron** su trabajo

PEER-EVALUATION FORM

1 In your group, evaluate your performance. Mark (✓) the columns.

1 PREPARATION	😊	😐	☹
We listen to the instructions.			
We understand the project.			

2 DEVELOPMENT	😊	😐	☹
We participate 100% in the project.			
We work well as a group.			

3 PRODUCTION	😊	😐	☹
We answer questions about our work.			
We ask questions about others' work.			

2 Write one good thing about this project.

3 How can your group work better in the next project? Write one idea.





Evaluación útil

- ✓ ¿Por qué **ahora**?
- ✓ ¿Cómo va a **beneficiar** a mis alumnos?
- ✓ Adopta distintos **enfoques** para recoger distintos constructos
- ✓ **Combina** la evaluación realizada por distintas personas (compañeros, el alumno, el profesor)

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil



Estrategias no invasivas para evaluar la comprensión

Ejemplo:

Adjetivo **quick**

- *What things do you know that are quick?*
- *What is the opposite of quick?*
- *Are snails quick?*

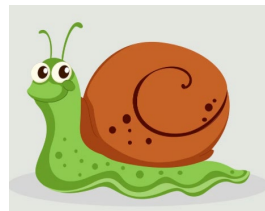


Key terminology

Concept-Checking Questions (CCQs) are designed to check or support a learner's understanding of a new word or grammatical item, and offer more reliable insight than just asking 'Do you understand?'. Example CCQs for the adjective **quick** might be: 'What things do you know that are quick?', 'What's the opposite of quick?' or 'Are snails quick?'. Or you could use pictures of objects or gestures to check understanding.

With **multisensory** input and practice, learners use more than one sense at a time and so the brain is stimulated in a variety of ways. Multisensory activities may involve a combination of reading, listening, viewing, touching an object, moving physically around the space, or using gesture.

También podemos emplear imágenes y objetos como apoyo.





Estrategias no invasivas para evaluar la comprensión

What did we do... (first / next / then)?

Why did we...?

What did you learn when we played the game?

How did the activity help you learn?

What strategies did you use to...?





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Pervasive, not invasive



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Evaluación útil

- ✓ La evaluación nos ofrece **evidencia** para decidir si los alumnos están listos para dar el siguiente paso
- ✓ Nos permite **identificar** fortalezas y aspectos a mejorar

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil





Evaluación útil

- ✓ Puede contribuir a **mantener la motivación** y a **gestionar expectativas**
- ✓ Nos permite marcarnos un plan de aprendizaje con **objetivos realistas**

Específica

Justa y
objetiva

Estructurada

Equilibrada

Útil





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Feedback



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Consideraciones a la hora de dar *feedback*



¿Cuándo?



¿Con qué
frecuencia?



¿Cuánto?



¿A quién?



¿Sobre qué?



¿Cómo?





- ✓ **Centrado en la tarea** y no en el individuo
- ✓ **Específico:** estrechamente conectado con los objetivos de aprendizaje





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I recently went to the theatre ^{VOC} for see a play. It was the best play I ever ^{VT} saw. It is called 'The Spirits'. The story was very ^{SP} interesting and all the time I was thinking what will happen next.

The stage and the ^{VT} costumes were very simple. All the players were ^{VF} wear black and they all looked like similar. Sometimes I was ^{VF} confuse about which ^{SP} character was on the stage until they started speaking. But there were only five people in this play so it wasn't a major problem.

The story was ^{VT} telling about a family and the spirits in their home. They started to be afraid of the spirits but later they became their friends.

By the end of the drama, they ^{VT} lived happily together. It was a very ^{VOC} touched drama.

I really recommend you ^{VT} to see this play. The acting was so good that you ^{VF} forget it isn't the real world. You will be ^{SP} amaze by the wonderful ^{VF} acting.

Available on Windows, Mac and iOS, Android, and Chromebook

How can Screencast-O-Matic help you?



I need to record my screen



I need to edit my video



I want to share my videos



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Leave a Vibe!

Feedback

Edit

Share

Video Feedback

This video will only be available to VICTORIA.

Grading Rubric

Score Cambridge's video based on the Topic criteria. [Edit the rubric](#)

Ideas

Performance

Comments

Add detailed feedback for Cambridge

Excellent speaking task Victoria!

33 / 1024

Feedback Saved

Share Feedback

Students can visit [my.flipgrid.com](#) to view the feedback. You can also email or copy the link directly to students.

Copy Feedback Link

Email Feedback

Cambridge Assessment

Display Name: VICTORIA

Hei!oi!

May 25, 2020 5:30pm 1 view

Flip Code: [aa915a35](#)

Helo friend, I write to you of my houses. It are middle big, wih eyte rooms and gardens. The kichten is for to eating lanches and and have four windoes. I like living room becos it have telivision and sofas. My garden is big and good place for to play futbol with my frends and to have the sun, not for raining.

- Victoria Peña Jaenes SP
- Victoria Peña Jaenes SP
- Victoria Peña Jaenes VT
- Victoria Peña Jaenes Prep
- Victoria Peña Jaenes VF



- ✓ **Centrado en la tarea** y no en el individuo
- ✓ **Específico:** estrechamente conectado con los objetivos de aprendizaje
- ✓ **Alcanzable:** presenta un desafío que el alumno puede salvar
- ✓ **Práctico:** invita al alumno a actuar





Candidate B

Dear Pat,

I want to meet for shopping at train station. So how about on 10?

I want to buy new computer game and new trainers.

Bye.

Commentary and mark

Which ones?
Can you find
them in the
text?

Can you
correct it?

Good attempt at the task. All three elements of the message are communicated. The target reader would be, on the whole, informed. The text is connected and coherent, and the basic linking words (and) are used to help organise the text. The grammatical forms and everyday vocabulary are generally used appropriately. The error (*So how about on 10?*) may make it difficult to understand the meaning of the question clearly.

Which ones? Can
you underline them
in the task and in
the answer?

Can you find
an example?





- ✓ **Centrado en la tarea** y no en el individuo
- ✓ **Específico:** estrechamente conectado con los objetivos de aprendizaje
- ✓ **Alcanzable:** presenta un desafío que el alumno puede salvar
- ✓ **Práctico:** invita al alumno a actuar
- ✓ **Equilibrado:** combina observaciones positivas y constructivas
- ✓ **Manejable:** no lo abarca todo, sino que selecciona algunos aspectos en los que trabajar para evitar abrumar al alumno





Reflexión





Antes de acabar... reflexionemos sobre estos días juntos...

¿Podéis completar estas frases mentalmente...?

En estos dos días hemos hablado sobre...

Ha sido... porque...

En mi próxima clase, voy a...





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¡Muchas gracias!



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