

Developing and using Learning Progressions in Assessment development

Phuong Tran
Monash College



englishaustralia.com.au

Celebrating **40 years** of quality and innovation in ELICOS

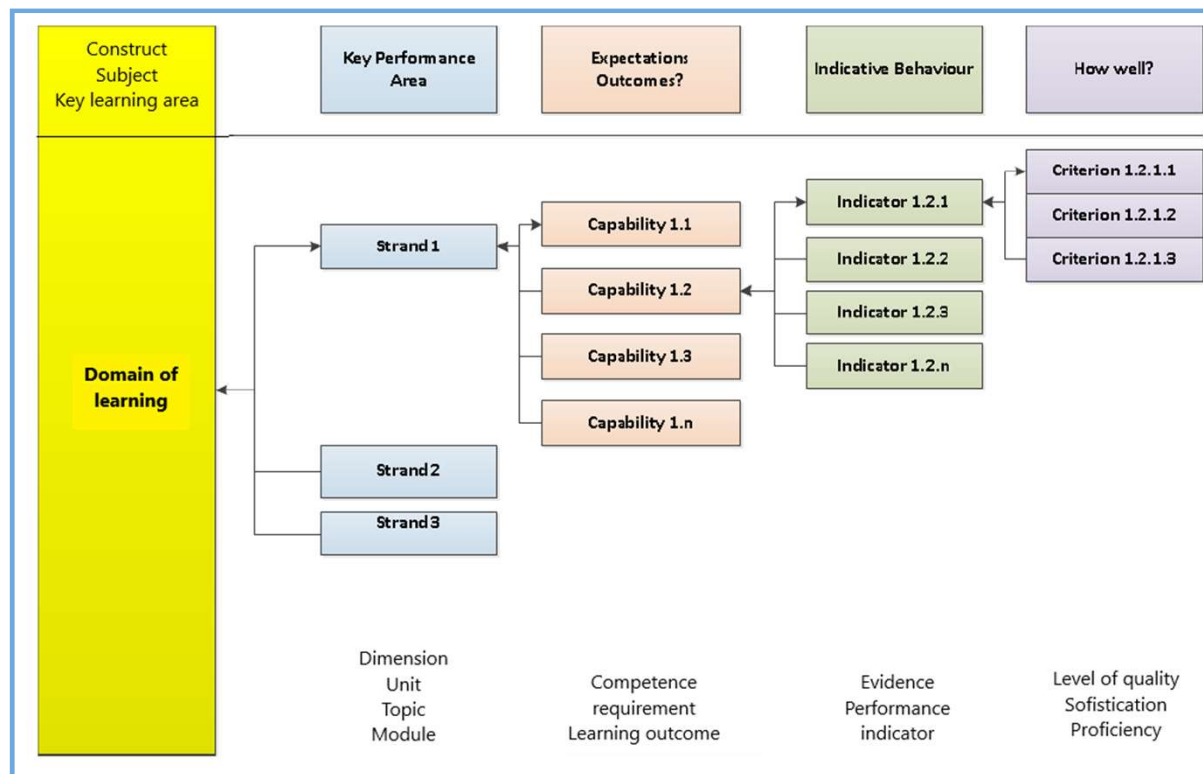
Contents

- Developing learning progressions
- Using learning progressions in assessment development
- Some practical examples
- Q & A

Developmental teaching and assessment

“... the fundamental purpose of assessment is to establish where learners are in their learning at the time of the assessment.”

(Masters, 2013)

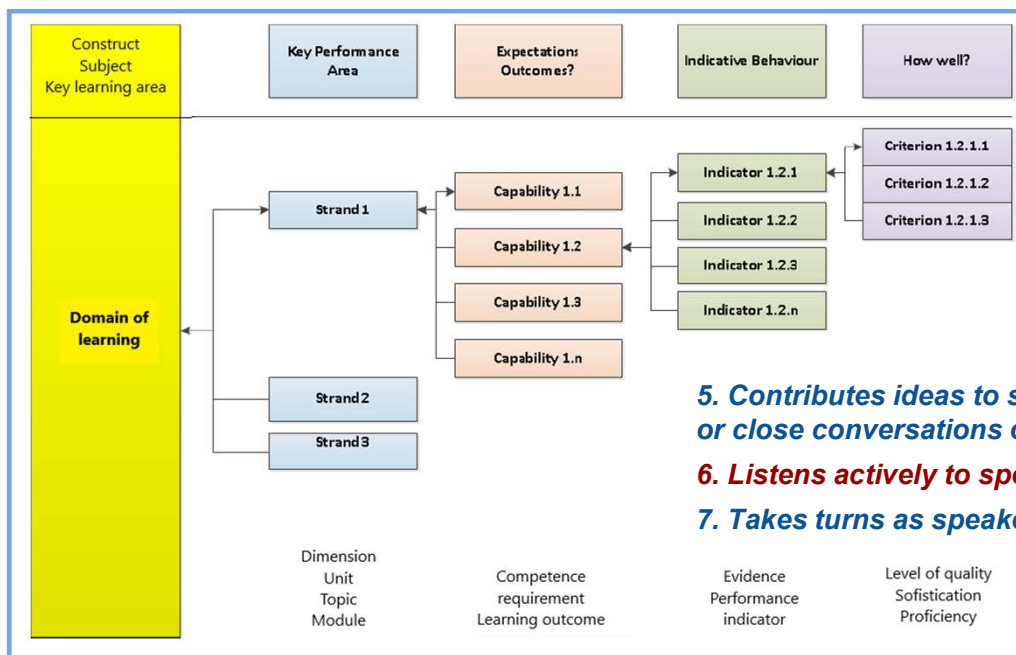


(Hutchinson, Francis & Griffin, 2014)

English Mod 1
Listening
Reading
Speaking
Writing

Spoken production
Spoken interaction
Speech quality
Communication strategies
Intercultural competence

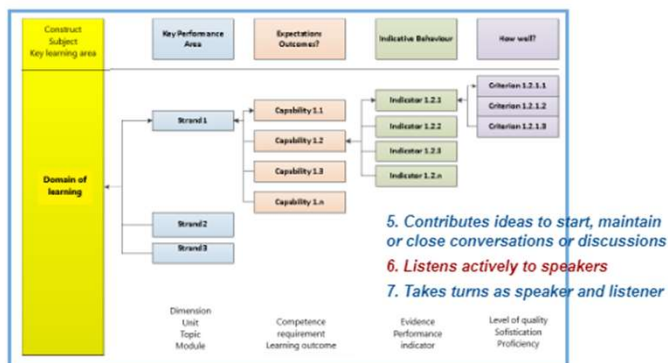
An example from MC Direct Entry English Program



English Mod 1

Listening
Reading
Speaking
Writing

Spoken production
Spoken interaction
Speech quality
Communication strategies
Intercultural competence



An example from MC Direct Entry English Program

Capabilities	Indicators	Quality criteria			
		Phase 1	Phase 2	Phase 3	Phase 4
SPOKEN INTERACTION Participate with some confidence in a simple interaction on familiar topics.	6. Listens actively to speakers	Listens to speakers without interrupting.	Shows attention using simple non-verbal responses (e.g. nods, eye contact).	Encourages or supports other speakers by using facial expressions (e.g. smiles), gestures (e.g. thumbs up), simple expressions of agreement (e.g. 'Yes, I think so too') or simple non-verbal backchanneling (e.g. 'mmm').	Shows understanding by asking relevant questions, repeating back details to confirm understanding or making relevant comments to what has been said.

What is a Learning Progression?

*“A learning progression describes what it **typically** looks like for learners to move **from early** knowledge, skills and understandings **to more advanced** knowledge, skills and understandings within a domain.”*

(Waters, 2018, p. 2)

*“...a description of **qualitative change** in a student’s level of sophistication for a key concept, process, strategy, practice, or habit of mind. Change in student standing on such a progression may be due to a variety of factors, including maturation and instruction. Each progression is presumed to be **modal**—i.e., to hold for most, but not all, students. Finally, it is **provisional, subject to empirical verification and theoretical challenge**...”*

(Deane, Sabatini & O’Reilly, 2012, para. 1, cited in Graf & van Rijn, 2016, p. 166)

The example of Module 1 Learning Progressions

DEEP 1 Reading Learning Progression

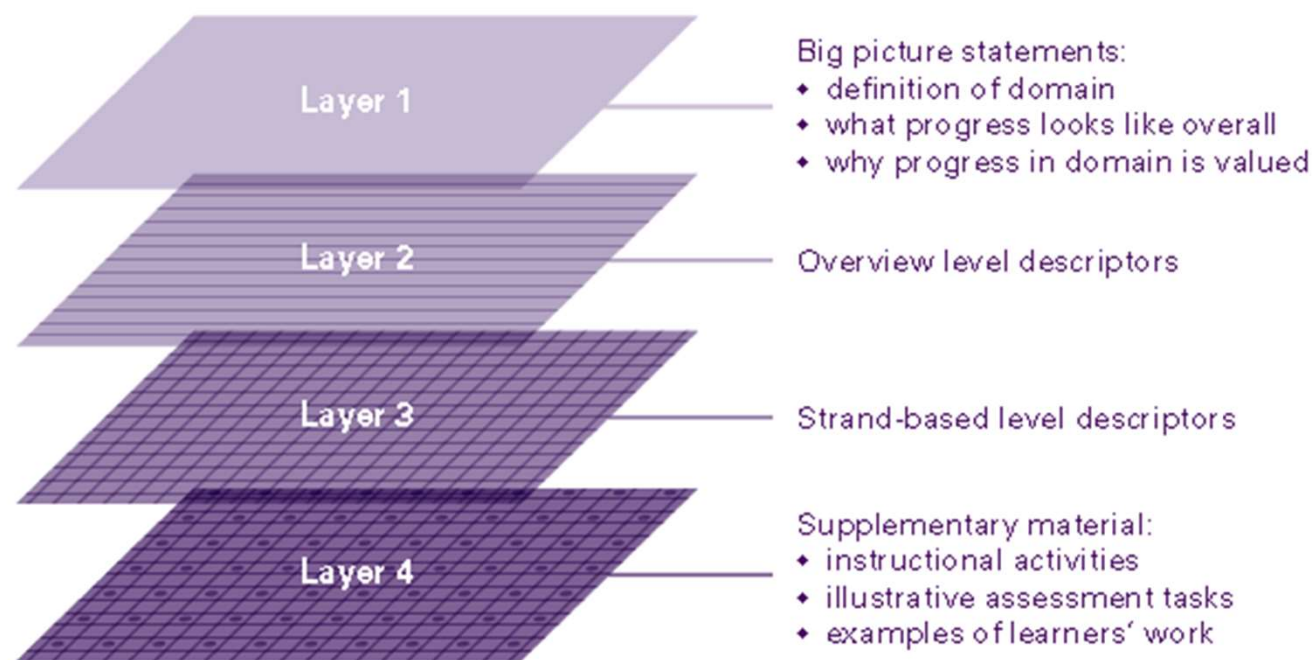
Layer 2

DEEP 1 READING	Phase 1	Phase 2	Phase 3	Phase 4
<p>This learning progression describes what it typically looks like for learners to move from early knowledge, skills and understandings to more advanced knowledge, skills and understandings in Reading in the DEEP 1 program.</p> <ul style="list-style-type: none"> There are 4 capabilities, 8 indicators, and 31 quality criteria, describing learners' Reading learning progression through 4 broad phases. For each indicator, achievement of a higher level criterion requires the achievement of a lower level criterion. Statements in Phases 1-4 are the overview level descriptors, and they are the summary, the commonality, of the quality criteria in the corresponding columns. 	<p>Students at this level have a limited understanding of the content of straightforward and factual general reading passages on familiar topics when they are written at B1 level on the CEFR.</p> <p>They typically can:</p> <ul style="list-style-type: none"> Identify the main ideas of paragraphs when the topic sentence is clear and placed at the beginning of the paragraph or if low-level B1 cues are given. Locate clearly-stated key details, including interpreting numerical values and clear, straightforward features in visual data. Connect main ideas and simple key details, identify relevant pieces of information or opinions, and attribute these to the correct person. Understand implied meaning when supported by clear textual and grammatical cues in low B1-level language or by conventions such as direct quotations. Recall the meaning of high-frequency, basic (A1-A2 on the CEFR) words and synonyms. Scan and locate straightforward specific information that is clearly signalled by basic text features and expressed in low B1-level language. 	<p>Students at this level have a partial understanding of the content of straightforward and factual general reading passages on familiar topics when they are written at B1 level on the CEFR.</p> <p>They typically can:</p> <ul style="list-style-type: none"> Extract the main idea of a paragraph by drawing on information from the whole paragraph and by recognising the meaning of B1-level word synonyms or short phrases. Understand key details by connecting pieces of clearly-stated information, including major trends and prominent similarities or differences in numerical or visual data. Identify overt relationships between paragraphs or between ideas that are clearly signalled Identify and understand implied information or opinions when supported by clear textual and grammatical cues in B1-level language or by conventions such as direct quotations. Recall the meaning of B1-level words and synonyms by using the context or the grammatical and textual cues. Locate several pieces of relevant information across clauses, sentences or paragraphs and select the particular information required for a specific task. 	<p>Students at this level have a solid understanding of the content of straightforward and factual general reading passages on familiar topics when they are written at B1 level on the CEFR.</p> <p>They typically can:</p> <ul style="list-style-type: none"> Determine the main idea of a paragraph even when it is not explicitly stated by drawing on information from the whole paragraph, distinguishing main ideas from specific details, and interpreting textual cues. Recognise the meaning of key details by deploying B1-level grammar knowledge and textual cues Distinguish similar features or information presented in a graph or a chart if guided by questions. Establish relationships between ideas using textual cues Construct inferences based on limited information in the text when supported by clear textual and grammatical cues in B1-level language. Distinguish multiple meanings of B1-level words. Identify relevant concepts or ideas by navigating long sentences or paragraphs. 	<p>Students at this level have an excellent understanding of the content of straightforward and factual general reading passages on familiar topics when they are written at B1 level on the CEFR.</p> <p>They typically can:</p> <ul style="list-style-type: none"> Construct the main idea of a paragraph on a more complex topic from information across sentences. Follow a line of idea development within and across adjacent paragraphs, distinguish between closely related pieces of specific information, and navigate a range of numerical and visual data to answer specific questions. Link ideas across clauses, sentences and paragraphs to construct cause-and-effect or problem-and-solution relationships in a structured text. Follow a line of argument and attribute it to the correct person, and make logical deductions based on limited information, even in the absence of clear textual cues or conventions such as reported or direct speech. Guess the meaning of unfamiliar words from context. Find relevant information when it is expressed in a different way using complex B1 phrasing and surrounded by some closely related details.

Layer 3

Capabilities	Indicators	Quality criteria			
READING COMPREHENSION Read straightforward and factual general texts on familiar topics with guidance, with a satisfactory level of comprehension of the main ideas. Has sufficient vocabulary to understand the general meaning. (High B1)	1. Understands main ideas	Identifies the main idea of a paragraph when the topic sentence is simple and straightforward in meaning, expressed clearly and placed at the beginning of the paragraph, or by recognising basic sentence structures and words at low B1 level on the CEFR.	Extracts the main idea of a paragraph by drawing on information from the whole paragraph even in the absence of a clear topic sentence and by recognising the meaning of B1-level word synonyms or short phrases.	Determines the main idea of a paragraph even when this is not explicitly stated by drawing on information from the whole paragraph, distinguishing main ideas from specific details, and interpreting textual cues (e.g., the use of thematically linked vocabulary items or synonyms of key B1-level vocabulary items, and discourse markers).	Constructs the main idea of a paragraph, even when the topic is complex, by distinguishing between similar pieces of information, connecting the meaning of details across sentences and using textual cues (e.g., discourse markers) and B1-level grammar knowledge (e.g., verb tenses, conditional structures).
	2. Understands key details	Locates clearly-stated information by reading across parts of a text and recognising basic sentence structures, tenses and words at B1 level.	Makes connections between pieces of clearly-stated information in a text, using knowledge of simple B1-level words, grammatical structures (e.g., active vs passive voice to identify agent and action) and textual cues (e.g., the use of conventions such as quotation marks for direct speech).	Recognises the meaning of details in a text by deploying a range of B1-level grammar knowledge (e.g., part of speech, comparative language and modal verbs) and textual cues (e.g., the use of thematically linked words or synonyms of key words, and discourse markers).	Follows a line of idea development within and across adjacent paragraphs and distinguishes between closely related pieces of specific information or details by drawing on both explicit and implicit textual cues and grammatical cues, even in the absence of conventions of reported/direct speech.

Four layers of a Learning Progression



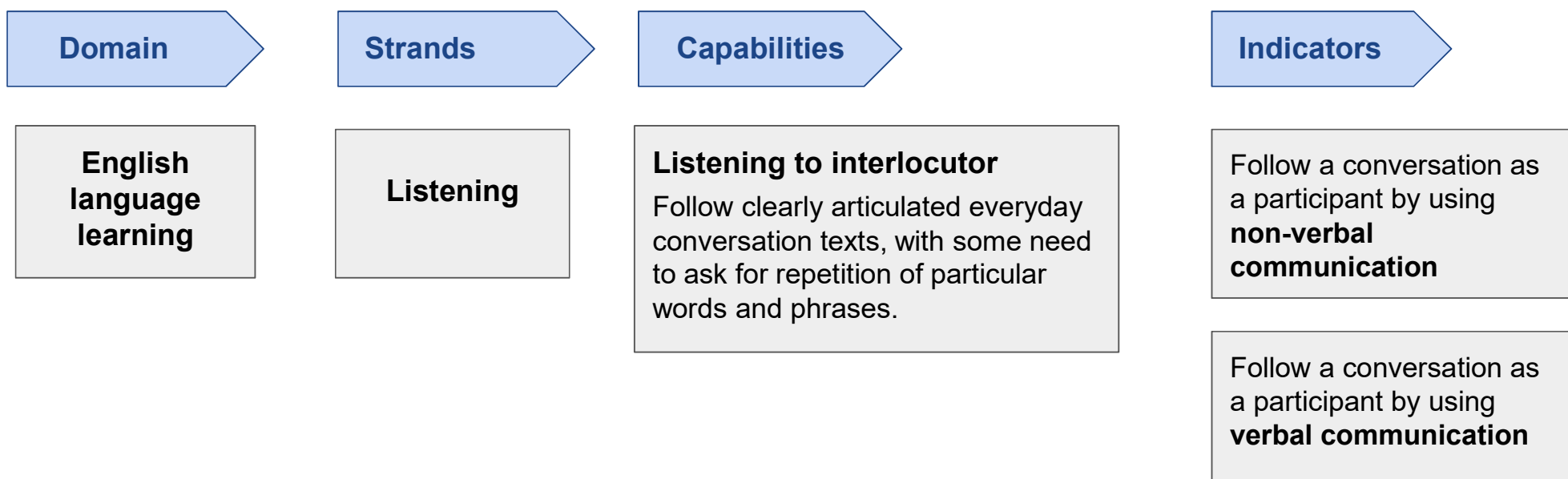
(Waters, 2018)

Bases of development

- A review of
 - theories on language development/acquisition
 - concurrent studies on English tests
 - available learning progressions (e.g. ones by Victorian Curriculum and Assessment Authority and Australian Council of Education Research)
 - CEFR levels and descriptors, Pearson Global Scale of English levels and descriptors
- Empirical data from past assessments
- Professional judgment

Development process

- Conduct research into the discipline and associated learning domains
- Operationalise the model: define domain, strands, capabilities, indicators



- Develop **quality criteria**

- ⇒ Identify evidence
- ⇒ Use evidence to decide on number of phases
- ⇒ Fully analyse evidence and write

Follow a conversation as a participant by using verbal communication

Phase 1: **Shows** following by identifying and responding to direct requests for thoughts or opinions when these are formulaic, and predictable in the context of the conversation (e.g. 'What do you think?').

- Write and review
 - Write and review Layer 3 descriptions
 - Write and review Layer 2 descriptions
 - Have the LPs reviewed by teachers
 - Act on feedback
- Release the hypothetical LP for use

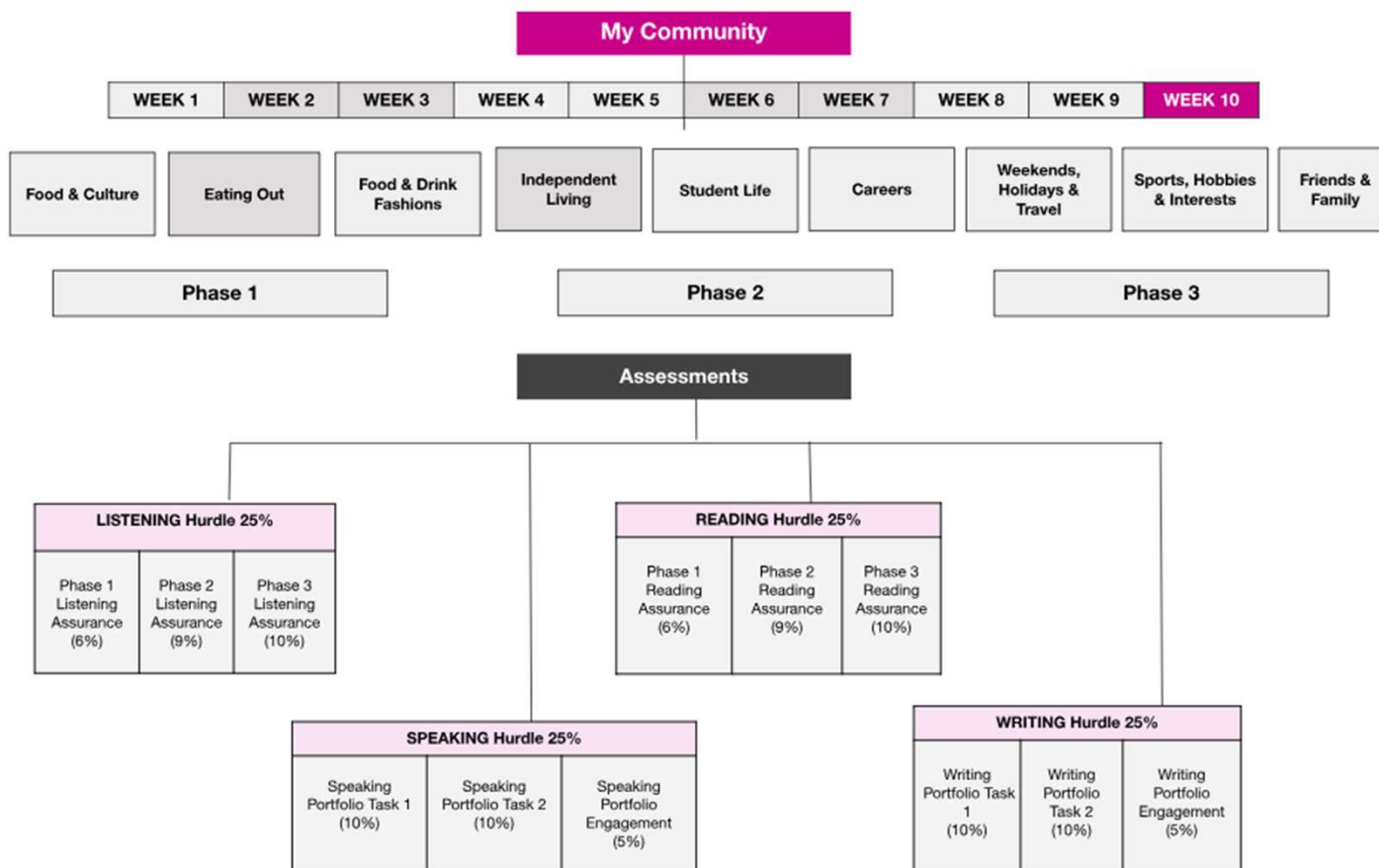
Learning Progression, Curriculum, & Assessment

Learning progressions are used:

- To underpin curriculum development
- To inform the progressive teaching and assessment activities and resources
- To inform the content and the level of difficulty of assessment tasks and items
- To report assessment results and provide feedback to students
- Gather empirical evidence
- Validate the LPs
- Adjust where required

Using the LP to design the assessment regime

Module 1 - Overview



Using the LP to design Reading tasks

Capabilities/ Learning outcome	Indicators	Phase 1 Assurance	Phase 2 Assurance	Phase 3 Assurance
	READING			
Reading Comprehension	1 Understands main ideas	Q8, Q16.1-16.5	Q16-20	Q1, Q16, Q17-21
	2 Understands key details	Q2-7, Q17-18	Q1-4, Q13-15	Q2
	3 Understands vocabulary	Q11-15, Q20	Q9-12, Q24-26	Q12-15, Q24-25
	4 Understands numerical & visual data	Q1, Q19	Q5-8	Q3-6
Reading for information and argument	5 Understands opinions and viewpoints	Q21.1-21.5	Q27.1-27.4	Q7-8, Q10-11
	6 Understands implied meaning		Q27	Q9, Q26.1-26.5
Interpretation	7 Identifies the relationships between ideas		Q21-23	Q22-23
Orientation	8 Locates relevant information in long texts	Q9-Q10	Q16-20; Q27.1-27.4	Q16-21; Q26.1-26.5

Using the LP to design Reading tasks

Read straightforward and factual general texts on familiar topics with guidance

when the topic sentence is **simple and straightforward** in meaning, **expressed clearly and placed** at the beginning or at the end of the paragraph

by **drawing on information from the whole paragraph** even **in the absence of a clear topic sentence** and by recognising the meaning of word synonyms or short phrases

when it is **not explicitly stated** by distinguishing main ideas from specific details and interpreting textual cues

Story title
Main idea of paragraphs

Main idea of paragraphs

Main ideas of the text
Main idea of paragraphs

Capabilities/ Learning outcome	Indicators	Phase 1 Assurance	Phase 2 Assurance	Phase 3 Assurance
	READING			
Reading Comprehension	1 Understands main ideas	Q8, Q16.1-16.5	Q16-20	Q1, Q16, Q17-21

Using the LP to design Listening tasks

Capability/ Learning outcome	Indicator	Phase 1 Assurance	Phase 2 Assurance	Phase 3 Assurance
	LISTENING			
Listening Comprehension	1 Understands main ideas	Q1.1-1.5	Q1.1-1.5	Q1.1-1.5, Q13.1-13.4
	2 Understands key details	Q7-16, Q17-22	Q2-6, Q7-11, Q17, Q20, Q23-25	Q2-4, Q6, Q7.1-7.5, Q8-12, Q14-19
	3 Understands vocabulary	Q14, Q17, Q22	Q5, Q10, Q17, Q22	Q7.1-4, Q10-11
	4 Understands clearly articulated speech	Q12-13, Q15-16, Q19, Q21	Q2, Q5, Q12-16	Q14-19
	5 Identifies the relationships between ideas	Q6	Q9, Q10	Q7.1-7.5, Q10-12
Listening to Interlocutors	6 Follow a conversation as a participant by using non-verbal communication	<i>Assessed in Speaking assessments</i>		
	7 Follow a conversation as a participant by using verbal communication			
Understanding interaction	8 Understands messages, opinions and viewpoints	Q2-6	Q19-20	Q6, Q12, Q13.1-13.4
	9 Understands implied meaning		Q21, Q26	Q5
Listening strategies	10 Orientates themselves with text	Q1, Q7-16, Q17-22	Q18, Q20	Q7, Q8-12, Q13.1-13.4, Q14-19
	11 Record key points	Q7-11, Q12-16	Q12-16	Q7.1-7.5, Q14-19

Using the LP to design Listening tasks

contrast and addition of simple, straightforward ideas “and”, “but”

- Time order of linear events
- Similarities and differences

- Time order of non-linear events
- Cause and effect relationships

Capability/ Learning outcome	Indicator		Phase 1 Assurance	Phase 2 Assurance	Phase 3 Assurance
	LISTENING				
Listening Comprehension	5	Identifies the relationships between ideas	Q6	Q9, Q10	Q7.1-7.5, Q10-12

Using the LP to design Speaking tasks

MONASH ENGLISH MODULE 1



Social Activities: Weekends, Holidays and Travel

Role Play: Rules and Behaviour

🕒 30 minutes

Instructions

1. **Form** pairs.
2. **Read** the 'Rules and behaviour' in sequence 1.5 again.
3. **Choose** a topic or situation to focus on: e.g. eating out, inviting someone to dinner, taking public transport, interacting with a shopkeeper.
4. **Write** an imaginary dialogue between a person from your culture explaining the rules of your chosen situation to a tourist with limited knowledge of your culture.
5. **Include** a minimum of 5 turns in the dialogue (each person speaks 5 times).
6. **Ask** for feedback from the teacher on the script.
7. **Practise** reading the revised script.
8. **Be** prepared to act out your dialogue to the class.

MONASH ENGLISH MODULE 1

Script Template

Your script will look something like this: a minimum of 5 exchanges in the dialogue (each person speaking 5 times).

Local:
Tourist:
Local:
Tourist:
Local:
Tourist:
Local:
Tourist:



MONASH ENGLISH MODULE 1



Social Activities: Weekends, Holidays and Travel

Presentation: A Tourist in Melbourne

🕒 20 minutes preparation time + 5 minutes presentation

Instructions

1. **Form** small groups
2. **Prepare** an itinerary plan for a tourist to spend a day in Melbourne. **Choose** 4-5 places to visit during this day.
3. **Describe** what time of the day the tourist will visit each place and what they will do when they are there.
4. **Prepare** a short presentation (1 minute per student).
5. **Use** 1 picture for every point. You can include headings or titles, but do not use sentences.
6. **Make notes** about key points using your own words. Don't read from notes in the presentation.
3. **Practise** delivering your presentation with your group mates. Practise at least once.
4. **Deliver** your presentation to the rest of the class.

Using the LP to design Speaking and Writing tasks

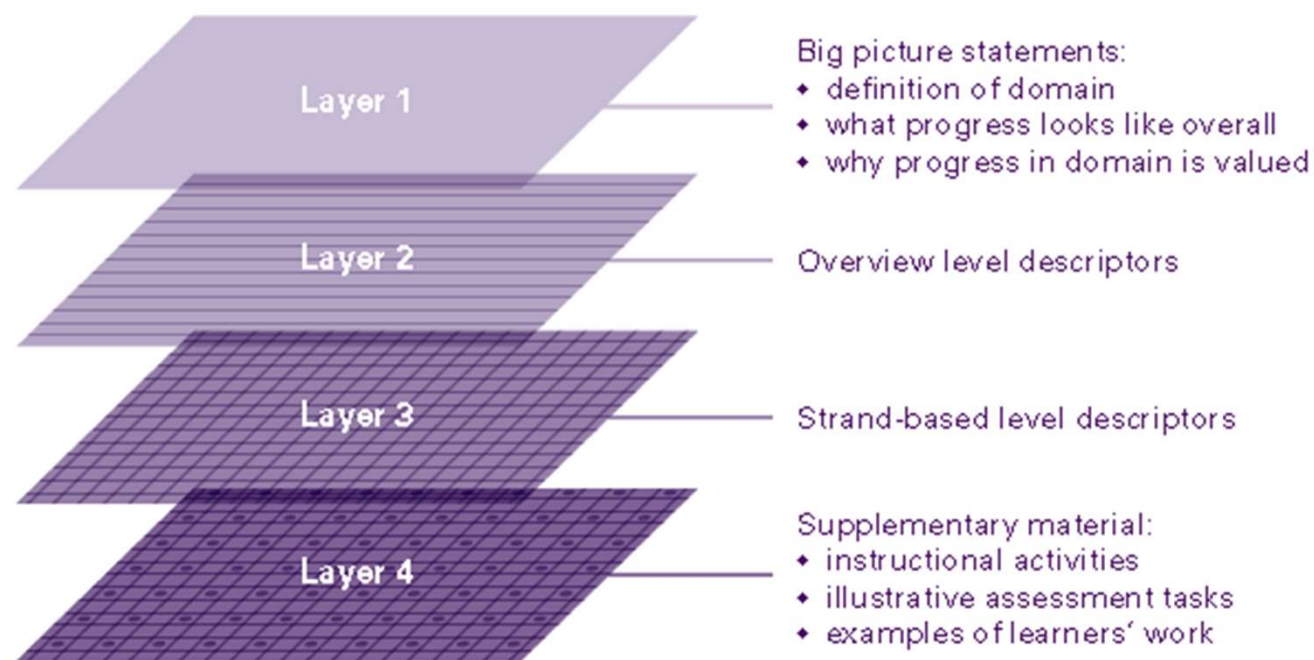
Module 3

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	Diagnostic Writing			Argumentative Essay Outline				Argumentative Essay Draft		Argumentative Essay Final
										Summary Writing
Speaking	Diagnostic Speaking			Individual video task				Group speaking assessment		Group Poster Presentation

Module 4

Strand	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Writing	Diagnostic Writing				Written Reflective Forum Discussion			Research Draft		Research Task Final
										Reflective Writing Test
Speaking	Diagnostic speaking					Tutorial Discussion	Spoken Reflection		Student-led Seminar	

Four layers of a Learning Progression



(Waters, 2018)

References

Australian Curriculum Assessment and Reporting Authority. (2010). *National Numeracy Learning Progression*. Retrieved March 8, 2023 from <https://www.australiancurriculum.edu.au/media/3806/numeracy-learning-progression.pdf>

Graf, E. A., & van Rijn, P. W. (2016). Learning progressions as a guide for design: Recommendations based on observations from a mathematics assessment. In S. Lane, M. R. Raymond, & T. M. Haladyna (Eds.), *Handbook of test development* (2nd ed., pp. 165-189). New York: Taylor and Francis.

Hutchinson, D., Francis, M., & Griffin, P. (2014). Developmental teaching and assessment. In Griffin, P. (Ed.), *Assessment for teaching*, (pp. 26-57). Cambridge University Press.

Masters, G. (2013). *Reforming educational assessment: Imperatives, principles and challenges* (Australian Education Review No. 57). Retrieved from Australian Council for Educational Research website: <http://research.acer.edu.au/aer/12/>

Waters, C. (2018). *Learning progressions in ACER's work*. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1034&context=monitoring_learning