

Assessment in the English Subject (LK20)

January - February 2022



The Centre

One of 11 national centres in Norway

One centre for languages

We work on all levels from kindergarten to tertiary

- Mandate - help all children, young people and adults to receive equal and adapted education and training of a high quality in an inclusive environment.
- improve the quality of foreign language education and to increase motivation and interest in foreign languages.
- dissemination of research of practice-oriented activities that support language education. Teacher training institutions, leaders and staff members of kindergartens and schools, and the educational and counselling services.
- Help kindergartens and schools to interpret and operationalize the framework plan and the curricula.

Who are we?

Spiwe

Head of English section.

Assistant Professor of English
(Linguistics)

Worked in primary, secondary and
tertiary institutes in South America,
Caribbean, Europe the past 19 years

Masters in TESOL (Teaching English to
Speakers of Other Languages)

And Applied Linguistics

Background from TESOL, socio, neuro
and psycholinguistics

Elena

Lecturer, Advisor for Russian language

Bachelor's Degree in Philology
(Linguistics – Russian and English)
St.Petersbutg Univ., Russia

Master Degree in Educational
Management

Worked primarily in the upper
secondary school and high school

PPU

Digital Exam Group (foreign languages)

Plan for dagen

økt A

1215 – 1300: Fagdel

Styringsdokumenter, LK 20 (engelsk som fag), bakgrunn for endring i eksamen, forskning

Sluttvurdering, endringer i skriftlig eksamen for 10.trinn

1300 – 1315 pause

økt B

1315 – 1330 Sluttvurdering, endringer i skriftlig eksamen for 10.trinn

1330 – 1400: Praktisk arbeid med eksamensoppgaver, kartlegging (part 1, 2, 3)

1400 – 1415 Pause

økt C

1415 – 1430 : Praktisk arbeid med eksamensoppgaver, kartlegging (part 4)

1430 – 1500: Oppsummering, tilbakemelding

Bakgrunn

- Mye bra med vurderingsarbeid i norsk skole (Bøhn, Udir)
- Generelt godt læringsmiljø, elever blir utfordret faglig

Dette må jobbes videre med:

- Alle skal være godt kjent med prinsippene for underveisvurdering
- Mer systematisk arbeid med vurdering
- Elever må involveres mer i egen læringsprosess

Økt A

Styringsdokumenter, LK 20 (engelsk som fag), bakgrunn for endring i eksamen, forskning

Sluttvurdering, endringer i skriftlig eksamen for 10.trinn

Viktige intensjoner bak LK20

- Hjelp elevene å lære mer og bedre
- Øke forståelse for hva som er viktigst i fagene
- Styrke kritisk tenkning og kreativitet
- Vurdering som er integreert del av læringsprosessen
- Utforskning (å være en del av prosessen)
- Dybdelæring

Forskrift om vurdering

- **Formålet med** vurdering i fag er å fremme læring (vurdering for læring) bidra til lærelyst underveis gi informasjon om kompetansen underveis og ved avslutningen av opplæringen

Udir.no

- **Det som er nytt:**
vurderingen skal «bidra til lærelyst underveis»
«underveisvurderingen skal være en integret del av opplæringen»

https://lovdata.no/dokument/SF/forskrift/2006-06-23-724/KAPITTEL_5#KAPITTEL_5

<https://www.udir.no/regelverkstolkninger/opplaring/endring-av-vurderingsforskriften/>

- Grunnlaget for vurdering er **kompetansemålene i læreplanen** i faget
- Det som er nytt:
 - kompetansemålene skal forstås i lys av teksten om faget i læreplanene
 - fagets relevans og verdigrunnlag
 - kjerneelementer i faget
 - tverrfaglige tema
 - grunnleggende ferdigheter i faget
- Grunnlaget for vurdering i fag skal være kjent for elevene
- Eleven har en **plikt** til å møte opp og delta aktivt i opplæringen for å gi læreren grunnlag for å vurdere deres kompetanse i faget
- Det er **ikke krav** om å bruke karakter utover halvårsvurderinger og sluttvurderinger.

Mer info:

<https://www.udir.no/regelverkstolkninger/opplaring/Vurdering/udir-2-2020-individuell-vurdering/generelle-bestemmelser/#-3-3-vurdering-i-fag>

Fire prinsippene for underveisvurdering

I underveisvurderingen i fag skal elever, lærlinger, lærekandidater og praksisbrevkandidater

- a. delta i vurderingen av eget arbeid og reflektere over egen læring og faglige utvikling
- b. forstå hva de skal lære og hva som blir forventet av dem
- c. få vite hva de mestrer
- d. få råd om hvordan de kan arbeide videre for å øke kompetansen sin.

<https://www.udir.no/laring-og-trivsel/vurdering/om-vurdering/underveisvurdering/>

Assessment Reform Group:

- Innhentning av informasjon for å finne ut hvor elevene er i læringsprosessen, hvor de skal og hvordan de kan komme dit

Hattie:

- *Where are you going? How are you going? Where to next?*
(Hattie, 2009. Visible Learning.)

Lev Vygotskij: *scaffolding*

- målet skal være et trinn over ens nåværende nivå. Utviklingen skjer når arbeidsmåter og materiell er tilpasset målet. Kompetent partner er viktig i denne prosessen.

Profesjonsfelleskap (Overordnet del)

Lærerprofesjonen bygger sin profesjonsutøvelse på felles verdier og et **felles** forsknings- og erfaringsbasert kunnskapsgrunnlag. <...>

Lærere og ledere utvikler faglig, pedagogisk, didaktisk og fagdidaktisk dømmekraft i **dialog** og **samhandling** med kolleger. Utøvelse og utvikling av det profesjonelle skjønnet skjer både individuellt og **sammen med andre**.

Planlegging på tvers av fag.

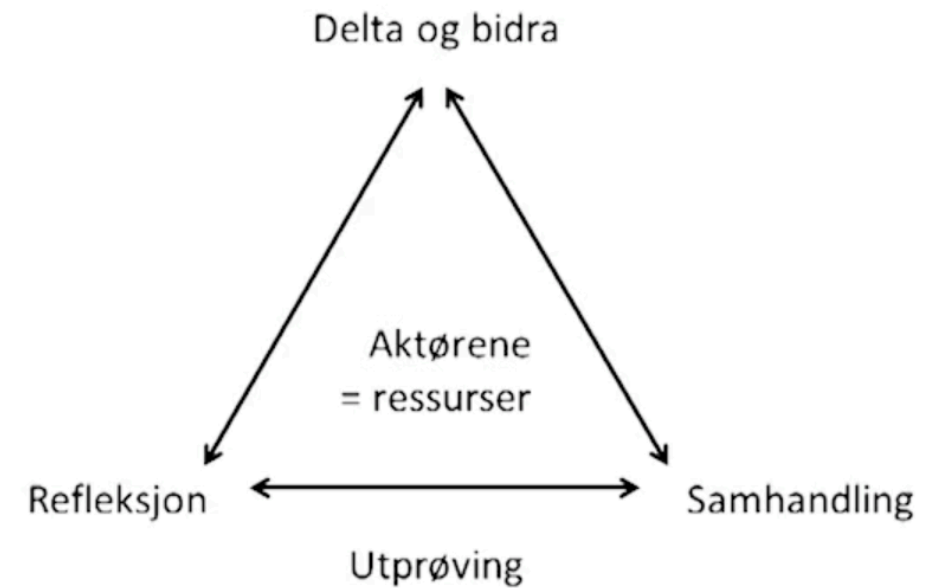
Støtt på det som er bra!

Det er lov å prøve noe nytt for å se det funker.

Elevmedvirkning som prinsipp

[Roald Jensen om elevmedvirkning](#)

<https://vimeo.com/289886142>



The new digital written exam after year 10



Background for new exam

➤ Strengthening the quality

- LK20: Introduction of a new English subject curriculum
- An extended definition of "competence":

"(...)acquire and use knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations"

=> The exam should be reliable, valid and fair

Development

- From PDF to digital solution
- Bergen University
 - Analytical assesment and creation
 - Ensure the quality of the exam
 - “Tune” the tasks after the feedback

- Konstrukt : Hva måles til eksamen?

About the exam

Fully digital exam (info based on VG1 at time of publishing)

Preparation day starts: 09.00

Students can work together, find information and get guidance.
Preparation material access through username and password.

Exam day starts: 09.00.

Duration: 5 hours.

Exam questions available on exam day.

About the exam

Pupils are responsible to bring along what is technically required to do the exam (computer, headphones, charger)

4 parts

One part to be answered directly into the system.

Parts 2, 3 and 4 will be saved by the student in one file on the computer and uploaded in the system.

The student is responsible for time distribution.

Part 4 (writing) is estimated to take 2 hours, while each of the other 3 parts is expected to be an hour each.

The student can navigate back and forth.

About the exam (practical information)

- Merk dokumentet med fagkode og kandidatnummer for eksempel i toppsteksten
- Sett inn sidetall
- Velg en lesbar font
- Bruke linjeavstand 1,5
- Skriv inn riktig oppgavenummer i eksamenssvaret, for eksempel 4A

Types of tasks

- 4 types (Norwegian words for ease of reference)
- Type 1 **resepsjon** (lytting og lesing)
- Del 2 **mediering** (videreformidling av innhold)
- Del 3 **interaksjon** (samhandling)
- Del 4 **skriftlig produksjon** (friskriving)

Reception

- Listening
- **understand** specific information, understand **main content** and can draw **conclusions**
- Reading
- **find** information, understand main content, **draw conclusions and understand connections** in texts.

Reception (listening og reading)

- Altogether 18 listening og reading tasks (updated from 22)
- Aim: that student manages to understand **written** and **spoken** information
- Understands through using listening and reading **strategies**.
- Click on words, paragraphs and different answer alternatives to show that he can understand **detailed** informasjon, main content and connections. Some questions ask for the student to be able to draw conclusions and/or **interpret content** he is presented.

Mediation (videreformidling)

- One task/question
- Aim: student can show that he understands different text types and can further **mediate** these.
- **Relaying** of information
- Be able to understand the **essence** of a text and be able to relay same
- 150 words (recommendation)

Example: mediation (mediering)

You are going to hear an interview with a young woman studying abroad. Read the task, then listen to the recording, making notes for your text.

TASK

Bella, a former pupil at your school, is now studying in England. She has told you about her corona experiences abroad. You have got her permission to write about this on the school's web page. In your text you should cover the following key points.

- First impressions regarding the early corona situation in Britain
- Impact on studies
- Taking part in a trial
- Motivation for participating

The recommended word limit for the text is 150 words.

Interaction (interaksjon/samhandling)

- Task is based on written or spoken text
- Student can express meanings and views
- student can participate though written dialogue
- Oppgavene skal måle samhandling slik det er beskrevet i kjerneelementene.

Interaction (interaksjon/samhandling)

Aim: student can participate in an exchange of opinions, views, experiences through **responding** to others' views.

Focus is on how the student takes up **and reacts to** others' views

Positive if the student can ask critical questions, ask for explanations etc.

Interaction (interaksjon/samhandling)

Write the next post in the thread above and express your own opinion on the topic. Make sure to refer to some of the other posts. Comment on, criticise, compliment and/or question what has already been written. (150 words)

Written production (friskriving)

- Final part of the exam
- written text
- Recommended time: 2 hours
- Shall choose only **one** of four tasks, either 4a, b, c
- **write** a text where the student **reflects** and shows/demonstrates ability in **critical thinking**.

Written production (friskriving)

- Aim: student shall use knowledge and skills he has acquired throughout the years.
- **Can be asked to discuss** and justify claims, opinions, interpretations and opinions and reflect on the content in the task.

Written production (friskriving)

- By choosing what type of text to write, the student demonstrates part of his competence
- shall use knowledge about **language** and **text** to choose what type of text is most **suitable** to write, keeping in mind **aim** of text and **the reader** (recipient).
- The marker shall therefore be open for students' choice of text

Written production (friskriving)

Examples of tasks in part 4 can be:

- Using one or more of the pictures for inspiration, create a text in which you reflect on what culture may mean to people.
- Create a text in which you explore and reflect on **ONE** of the statements below.
- Knowing English can be your key to an exciting future
- Knowing English can give you a better insight into how people live, think and work
- Knowing English can improve your confidence in many ways

Example Task 4

"I will build a great wall - and nobody builds walls better than me, believe me - and I'll build them very inexpensively. I will build a great, great wall on our southern border, and I will make Mexico pay for that wall."

- Donald Trump, former president of the USA. (From a speech when he launched his campaign in 2015.)

"Let's build bridges, not walls."

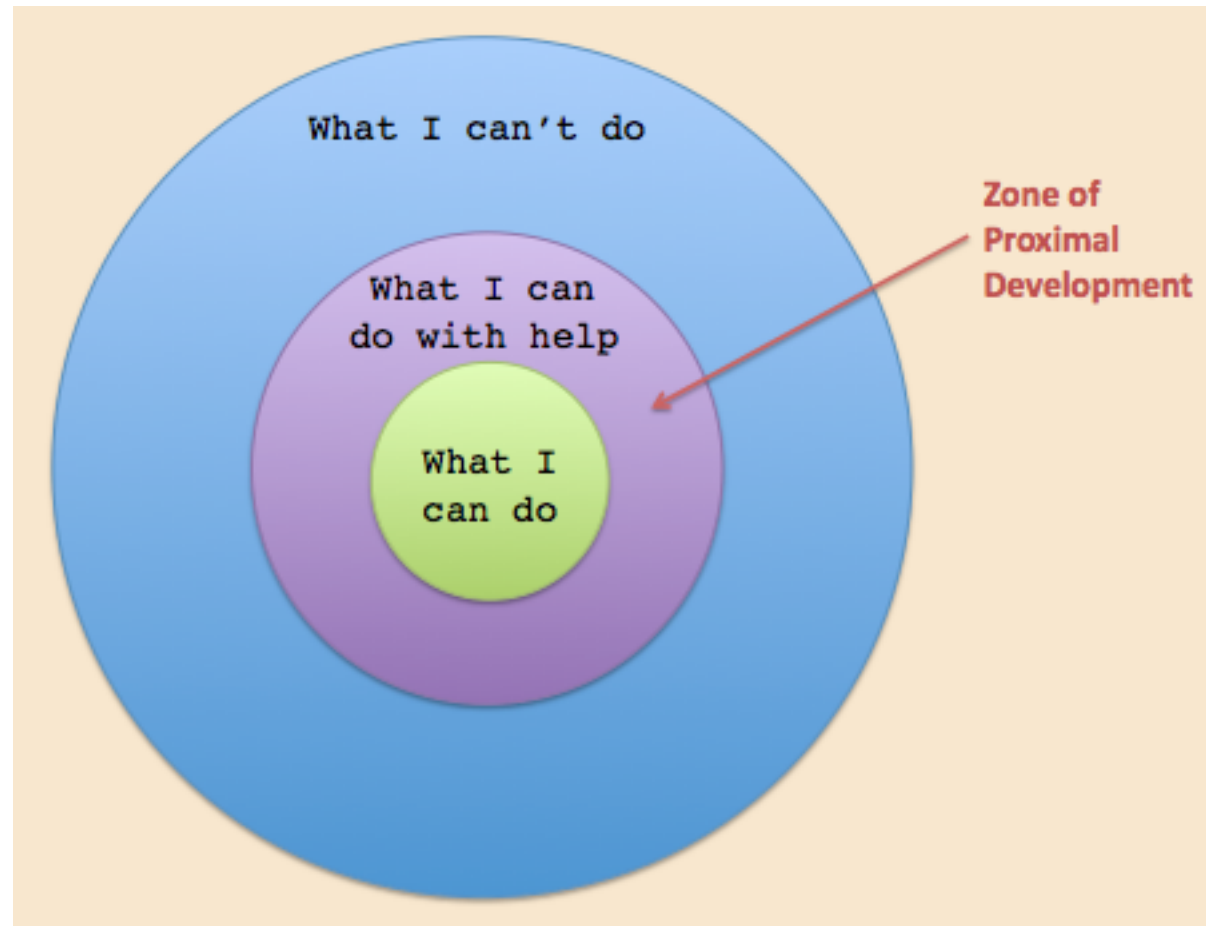
- Martin Luther King jr., civil rights activist in the USA. (From the speech "I have a dream" in 1963.)

Use one of the quotations above and reflect on the difference between building walls and building bridges. Include at least one example of a relevant text you've worked with on this topic.

How do we work?

- Basic formal writing (and referencing)
- Critical thinking is important for the whole exam
- Formative assessment in the subject – preparation for summative (final) assessment
- Student participation in the subject
- Self- and peer assessment

ZPD revisited (Vygotsky)



Recommended hands-on group work

[Engelsk 10. trinn - Kandidat - Udir.no](#)

Part 1: 4 tasks (10 mins) try to do at least 3 different task types

Part 2: 10 minutes (short summary of main points - paragraph)

Part 3: 10 minutes (short summary of main points - paragraph)

Part 4: 15 minutes (draft with bullet-points which show clear structure)

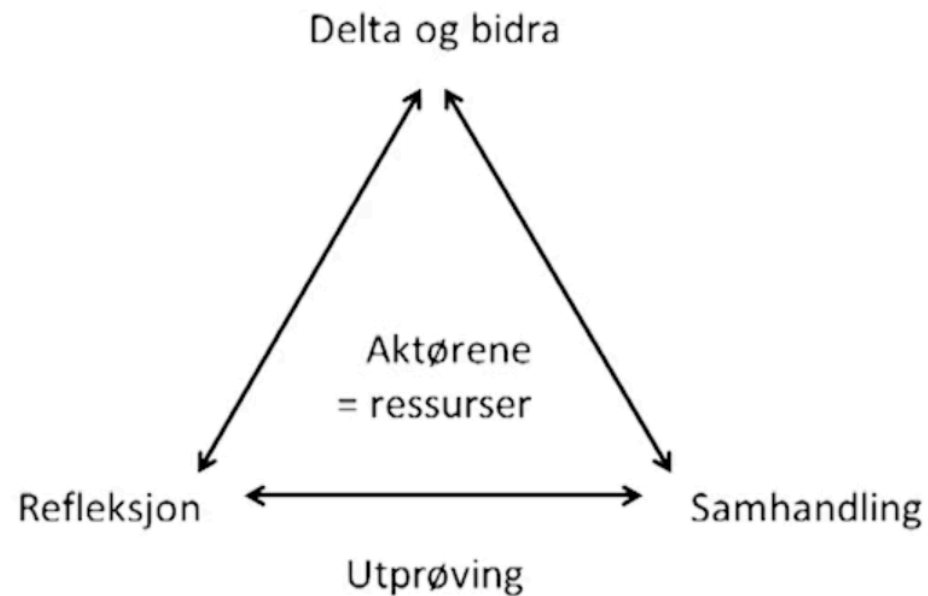
Tilbakemelding på Del 1 (lytting og lesing) og Del 2 (videreformidling)

- Oppgavetype
- Formuleringer
- Vanskelighetsgrad
- Mulige utfordringer for elever

Del 1 - Lytting og lesing
i 1 2 3
Del 1 - Lytting og lesing
4
Del 1 - Lytting og lesing
5 6 7
Del 1 - Lytting og lesing
8 9 10 11
Del 1 - Lytting og lesing
12
Del 1 - Lytting og lesing
13
Del 1 - Lytting og lesing
14 15 16 17
Del 1 - Lytting og lesing
18
Del 2 - Videreformidling av innhold
i 19

Profesjonsfelleskap – "lekser" til neste samling

- Hvordan?
- Hva?



References

[Kompetansemål etter 10. trinn - Læreplan i engelsk \(ENG01-04\) \(udir.no\)](#)

[Læreplan i engelsk \(ENG01-04\) \(udir.no\)](#)

[Eksamen \(udir.no\)](#) (search further for specific exam and exam guides. Password required).

Zone of Proximal Development [zone-proximal-development.png \(455×346\) \(bp.blogspot.com\)](#)

Fremmedspråksenterets ressursider

Communicare

[Communicare 2020/2021 - Fremmedspråksenteret \(hiof.no\)](#)

Flipped classroom

[flipped_classroom_communicare_2020.pdf \(hiof.no\)](#)

Lytting

[Lyttetekstar - Fremmedspråksenteret \(hiof.no\)](#)

[metodiske tips - skriving 2019.low.pdf \(hiof.no\)](#)