Facilitating Students to Get More Involved in Chinese College English Classroom Assessment

Lili Zhang[1, 2, a]

[1]School of languages and media, Anhui University of Finance and Economics, Bengbu 233000, China;

[2]Department of Education, Pusan National University, Pusan 46241, South Korea.

[a]lilizhang2008@yeah.net

Abstract

Researches on student-involved classroom assessment mainly focus on connotation, value and ways to get students involved in classroom assessment. Through literature review, it can be found that the purpose of student-involved classroom assessment is to promote student learning through self-assessment and peer assessment. Functions of student-involved classroom assessment lie in helping students realize their autonomy, promote students' academic performance and improve their metacognitive skills. Designing authentic assessment tasks, using self-assessment and peer assessment with assessment criteria and feedback based on samples are suggested as approaches to facilitate students to get more involved in classroom assessment.

Keywords

College English, student-involved classroom assessment, curriculum ideological and political education, assessment literacy, feedback.

1. INTRODUCTION

In January 2017, the State Council of China issued the "13th Five-Year Plan for the Development of National Education", which further highlighted the moral education orientation of education assessment. Moral education-oriented assessment is based on the hypothesis of human nature, that is "students are concrete people, people in relationships, and people in the process of development". One of the conditions for realizing moral education-oriented assessment is that the subjectivity of students is fully respected.

Since student-involved classroom assessment recognizes the subjectivity of students in assessment and learning at the value level, under the concepts and background of "assessment for learning" and "assessment as learning", the significance of student involved classroom assessment has been recognized by domestic and foreign researchers as well as many in-service teachers. They hold that students' involvement in classroom assessment can provide students with direct, coherent, and personalized feedback, which will help students to participate more actively in learning activities, promote achievement of learning goals, and help realization of education goals.

2. LITERATURE REVIEW

At present, the study of foreign researchers' research on student-involved classroom assessment mainly focuses on five aspects, including the purpose and objectives, tasks, setting of assessment criteria, scoring, and providing feedback of student-involved classroom assessment etc.

First of all, researchers believe that the purpose and objective of student-involved classroom assessment is to make students aware of the true meaning of student-involved assessment and thus be more responsible for their own learning (Bloxham and West, 2007; Struyven et al., 2005).

However, empirical studies have found that students are unfamiliar with assessment language and do not have a clear understanding of the assessment process (Bloxham and West, 2007; Liu and Carless, 2006). Secondly, the researchers' attitudes towards the tasks undertaken by students in student-involved classroom assessment presented different results. Papinczak et al. (2007)'s research shows that students are skeptical about whether they should take responsibility for classroom assessment. Therefore, Liu and Carless (2006) pointed out that the task of student-involved classroom assessment should be embedded in curriculum as a regular part of the curriculum in order to mobilize students to involve themselves in classroom assessment to the greatest extent. Contrary to the results of this research, studies of Sivan (2000), Falchikov (1995), and Pope (2006)'s   show that students accept peer assessment and regard student-involved assessment as a rich learning experience that contributes to their own development. Third, regarding the criteria setting of student-involved classroom assessment, many researchers have found that it is difficult for students to understand the preset assessment criteria (Bloxham and West, 2007; Carless, 2006; Dochy et al., 1999; Papinczak et al., 2007).The main reason for this is the unclear interpretation of the assessment criteria, which makes it difficult for students to use assessment criteria in specific assessment practices (Carless, 2006; Papinczak et al., 2007), or even avoid using assessment criteria (Orsmond and Merry, 1996), resulting in students becoming more and more concerned about the unfairness and inaccuracy of grading (Vuand Dall'Alba, 2007). Liu and Carless (2006) emphasized the importance of understanding scoring criteria for any form of assessment, especially peer assessment. Fourth, grading is another common problem second only to the vague grading standard. Many students lack confidence in their own assessment abilities, so that they doubt the fairness of peer gradings. In view of this, researchers pointed out that students need to receive special training before grading, especially in the initial adaptation period without assessment experience (Xiao and Lucking, 2008; Sivan, 2000; Prins et al., 2005).

Fifth, study on feedback of student-involved classroom assessment shows that students generally agree with the importance of meaningful feedback, especially detailed feedback is beneficial to their learning and growth (Jonsson, 2011; Van der Pol et al., 2008). Compared with quantitative and summative assessment, they are more inclined to qualitative descriptive assessment and feedback (Xiao and Lucking, 2008), especially targeted specific assessment (Poulos & Mahony, 2008). Orsmond et al. (2002) found that the sample, as a standard model, helps convey the assessment criteria to students, and can be used as a supplement to the assessment tool of student-involved classroom assessment. Since students can only use feedback when they understand the content of the feedback (Lizzio & Wilson, 2008), feedback should be communicated to students in a language that they can understand (Sadler, 1998).

Compared with some western education developed countries, although Chinese scholars started their researches on classroom assessment late, they have also achieved some noticeable results. In theoretical construction of classroom assessment, different scholars have essentially the same understanding of classroom assessment, that is, classroom assessment is an indispensable part of teaching activities, and its purpose is mainly to improve teaching and promote learning.

Through literature review of student-involved classroom assessment, it is easy to find out that student-involved classroom assessment is rooted in classroom activities and becomes an effective assessment behavior for teachers to judge their own teaching and promote student learning (Hu Zhongfeng, 2013; Liu Zhijun, 2002; Yang Xiangdong, 2009; Zhong Qiquan, 2009;

Wang Shaofei, 2013). At present, cultivation of talents is placed in a more important and prominent position by colleges and universities. In addition, the subject attributes and teaching objectives of college English have made "how to establish a scientific assessment system and create a good education ecology" in college English classroom assessment received more attention from the stakeholders.

In-service college English teachers are also placed more responsibility and expectations for assessment than in the past. They are expected to use classroom assessment to stimulate students' desire for knowledge, enhance their confidence in learning, achieve learning satisfaction, and help students gradually form equality, awareness of democracy promotes formation of a healthy personality and realizes the goal of education (Zhang Ya, Su Chaoju, 2019; Pan Fei, Chen Yiying, 2008). Accurately assessing learners' English competence, paying attention to learners' performance in the learning process, assessing their emotions, attitudes and learning strategies in the learning process, and providing necessary psychological support and strategic guidance in a timely manner are both policy-oriented and realistic calls (Chen Yafei, 2019).

However, analyzing the existing research literature it can be found that in actual teaching, student-involved classroom assessment has the dilemma of unwilling to participate and not participating in classroom assessment. The reasons are mainly summarized as the following two aspects:

Firstly, limited by students' classroom assessment literacy. Classroom assessment is professional to some extent, and it requires certain assessment skills and knowledge as well as structured subject expertise to make informed judgments. Therefore, when students are involved in classroom assessment, the reliability and validity of their assessment are often questioned by teachers, peers, and even themselves due to their insufficient previous assessment experience. Ren Qingmei et al. (2011) and Falchikov N. (2013) based on a questionnaire survey of students and teachers, found that due to the lack of assessment expertise in student-involved classroom assessment, they may feel anxious and afraid in assessment. Besides, students may feel ashamed when they report their shortcomings, and may be frustrated when they get low scores in classroom assessment.

Second, limited by teachers' classroom assessment literacy. The biggest challenge for students to participate in classroom assessment is teachers, because teachers should provide students with a "scaffolding" for participating in assessment when they guide students to get involved in classroom assessment. For example, provide students with assessment criteria, provide appropriate assessment tools, and provide assessment feedback that is conducive to student improvement (Li Yusheng, 2015). But these all depend on teachers' professional assessment literacy to a large extent. If teachers' own assessment literacy is low, organizing students to get involved in classroom assessment will face many difficulties.

If the assessment goals and criteria set by teachers are not conducive to students' understanding, there will be great differences in the understanding of assessment goals and criteria between teachers and students, and even misunderstandings by students, and student-involved classroom assessment may diverge from its essence. Besides, if teachers only see student-involved classroom assessment as a tool, but do not have awareness that assessment is a part of teaching and is conducive to improving their own teaching and growth of students, then student-involved classroom assessment will become a kind of superficial "fake attention" and "formal attention" (Zhou Shide, Zhang Mingmin, 2005) and college English courses become "hollow courses" (Feng Yan, 2006).

Therefore, it is necessary and significant to explore the countermeasures and practical paths of student-involved college English classroom assessment, which is particularly important under the current education orientation, to deal with students' "cannot learn", "no interest in

learning" and the "hollow crisis" of being lack of educational function in college English classroom teaching (Yu Liming etc. 2005; Feng Yan, 2006).

3. APPROACHES TO FACILITATE STUDENTS TO GET MORE INVOLVED IN CLASSROOM ASSESSMENT

3.1. Designing Authentic Assessment Tasks

The degree of student involvement in classroom assessment depends to a large extent on the design of the assessment task. Generally speaking, assessment tasks should be authentic and challenging to promote student involvement. Researches on assessment tasks is represented by the Stanford Center for Assessment, Learning, and Equity (hereinafter referred to as "SCALE Center") of Stanford University. In 2016, the center summarized six characteristics to promote student involvement in assessment based on the literature of student-involved classroom assessment, namely relevance, authenticity, autonomy, cooperation, higher-order thinking skills, and self-assessment, and used a series of empirical studies to conduct research on verification of these six aspects.

For example, in 2016, semi-structured interviews were conducted with mathematics teachers and 24 students from 8 different classes in four urban high schools in San Francisco, to study what qualities of performance assessment are conducive to student involvement in classroom assessment. Interview questions for students are like "What kind of performance tasks you are glad to be involved in?" "What kind of performance tasks you do not want to get involved in?" If you have to design a performance assessment task, how can you better get involved in it?" (Bae S & Kokka K., 2016). The conclusions of the study confirmed the above-mentioned six points of promoting student involvement, developed the specific characteristics of these six points, and provided suggestions for teachers to design performance tasks that promote student involvement. Based on the research of the SCALE Center, when teachers design assessment tasks that promote student involvement, they should first communicate learning objectives to students clearly so that students know what the final learning results or the quality expectations of the products they will make. Secondly, when designing assessment tasks, teachers should take into account of the relationship between the assessment tasks and students' interests, personal background, and prior experience, etc.; they should also consider the authenticity of the assessment task context, showing how knowledge is applied in the real context; assessment tasks should be challenging, so that students can give full play to their initiative and use high-order thinking such as critical thinking and reflection to process complex information; tasks should allow students to give full play to their autonomy while providing students with opportunities for cooperation as much as possible and let students participate in finishing the task in a group.

3.2. Using Self-Assessment and Peer Assessment

Self-assessment and peer assessment are the major forms of student-involved classroom assessment. Self-assessment is a student's judgment based on the criterion to which extent their tasks and learning have met and is a "process of formative assessment, in which process, students reflect on the quality of their homework, judge the extent to which they have reached goals or criteria, and modify them accordingly (Heidi Andrade & Ying Du, 2007)." In addition, self-assessment is often associated with peer assessment. Peer assessment is a process by which individuals make judgments about peers' work and tasks based on certain assessment criteria. Self-assessment and peer assessment are not only a form of student involvement in classroom assessment, but more importantly, let students involve in assessment and modification of their own learning process and learn to self-regulate their own learning. Self-assessment and peer assessment do not exclude teacher participation in assessment, but need

teachers' organization and guidance instead. In order to make assessment more involved and cooperative, "self-assessment and peer assessment must be based on authentic assessment (Kearney S., 2013).

In addition, implementation of self-assessment and peer assessment has different stages and requires involvement of both teachers and students. Casey, Burke & Houghton etc. (2011) designed a peer assessment model based on self-regulating learning theory, which is mainly composed of three cyclic stages of planning, implementation, and reflection. The planning stage is mainly for teachers and students to analyze task characteristics, grading standards, and to construct peer assessment objectives; the implementation stage is for students to assess and give feedback on their peers' work based on assessment criteria; in reflection stage, teachers and students reflect together on assessment criteria, and how to learning, etc., which is also to prepare for the next stage of planning. Based on this model, Casey etc. (2011) conducted an action study on 37 sophomores majoring in nursery. By using questionnaire surveys and group interviews, they further confirmed that the phased implementation of the model is effective for students' involvement in assessment and improvement of their own learning. Under the background of the current education reform in higher institutions of learning, how to organize true learning-oriented self-assessment and peer assessment to avoid making it superficial and shallow requires continuous exploration by teachers and researchers.

3.3. Providing Assessment Criteria and Assessment Feedback based on Samples

Assessment criteria are an important tool for students to get involved in classroom assessment, and assessment feedback provides directions for students' following improvement in learning. For students who meet assessment criteria for the first time, they often cannot grasp the assessment criteria well, which requires teachers to provide students with practical guidance. As a model to reach the criteria, samples help to convey tacit knowledge of assessment criteria to students, and can be used as a supplement to the assessment tool of student-involved classroom assessment.

Some researchers have conducted a series of empirical studies on actual utility of the examples and have gradually improved them.

Orsmond, Merry & Reiling (2000) tried to help students construct assessment criteria through discussion between teachers and students. Orsmond, Merry & Reiling (2000)'s studies have shown that discussions between teachers and students cannot promote consistency of assessment standards between teachers and students. Therefore, in 2002, they provided a sample of student work to ask students to discuss and construct the scoring criterion of scientific posters and conduct self-assessment and peer assessment to find out whether the sample is helpful for students to understand the assessment criteria. By comparing the scores given by teachers and students and the questionnaire survey among students, Orsmond, Merry & Reiling (2000) found that the examples promoted students' discussion about different qualities of the homework, and the use of samples also reduced the disparity between the scores of students and teachers.

In order to enable students to better engage in feedback, Karen Handley & Lindsay Williams (2011) not only provided samples, but also proposed that teachers should use samples with feedback, and conducted empirical research on them. Researchers use online questionnaires to investigate students' feelings about feedback with samples. The questionnaire mainly focuses on four questions: first, how useful the samples are (not at all, useless, quite useful, very useful); second, what aspects of feedback with samples do you like; third, what aspects of feedback with samples you do not like; fourth is how to improve this kind of feedback. Based on this online survey, it is found that most students agree that feedback with samples can help students improve their homework (Lindsay Williams, 2011). Providing samples is an effective way for

students to understand the assessment criteria and assessment feedback, and can help students better conduct self-assessment or peer assessment.

4. CONCLUSION

In short, as a learning-centered assessment method, student-involved classroom assessment needs to attract more attention from teachers and researchers in the field of classroom assessment.

At present, in empirical researches of classroom assessment, the starting point of most researches is to discover the deficiencies in classroom assessment of teachers and then conduct related research. Few researches deal with what kind of assessment students need to promote their own development from the perspective of students. Classroom assessment is a common assessment behavior in the classroom. However, researchers only draw conclusions by studying current phenomena with lack of theoretical guidance and practical construction for the directions of student-involved classroom assessment, which results in superficial and neglected practice and absence of further discussion on competence structure of student-involved classroom assessment. Moreover, at present, researches on classroom assessment is still at an exploration stage, and there are relatively few samples or paradigms that can be used for reference and use, especially in promoting students' involvement in classroom assessment. The above research gaps pose more difficulty and challenges in this field of research, and at the same time provide space and opportunities for upcoming researches.

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