

## **TESL Kingston Workshop: Supporting Teachers and Learners Through Classroom Assessment**

April 18, 2015



TESL Kingston offered up its Spring Workshop to a crowd of ESL teachers from all across the province. In addition to local attendees—including teacher candidates—TESL Kingston invited affiliate representatives who came from as far away as Niagara-on-the-Lake and Ottawa to hear Professor Liying Cheng, Ph.D., speak about supporting teachers and learners through classroom assessment.

Dr. Cheng started by defining the difference between assessment *for* learning and assessment *of* learning. That is, the difference between day-to-day teaching, observation and feedback, and testing. She went on to explain that learners should know what to expect from assessment. Furthermore, she said, the way a test is designed is very important as it needs to account for timing, amongst other factors. Dr. Cheng also stated that it is a good idea to take a test that a student is going to take. Make sure you understand it before throwing it to the students.



Dr. Cheng also spoke of *validity*, which refers to the accuracy and appropriateness of the test score and its use, and *reliability*, which refers to the consistency of the testing process in relation to test administration and scoring.

Carolin Taguchi, an instructor with the Kingston Literacy & Skills LINC program, noted that she came away with the knowledge that we need to be more careful about assessment. Teachers need to be more aware of both formative and summative assessment.



Dr. Cheng was an animated presenter who kept the crowd engaged through various activities that integrated the information she provided and punctuated her thoughts.

In conclusion, Dr. Cheng expressed that learners need support for assessment if it is to truly reflect what they understand. Teachers are a student's best ally.