

# Primary Progress: Assessment is your Friend

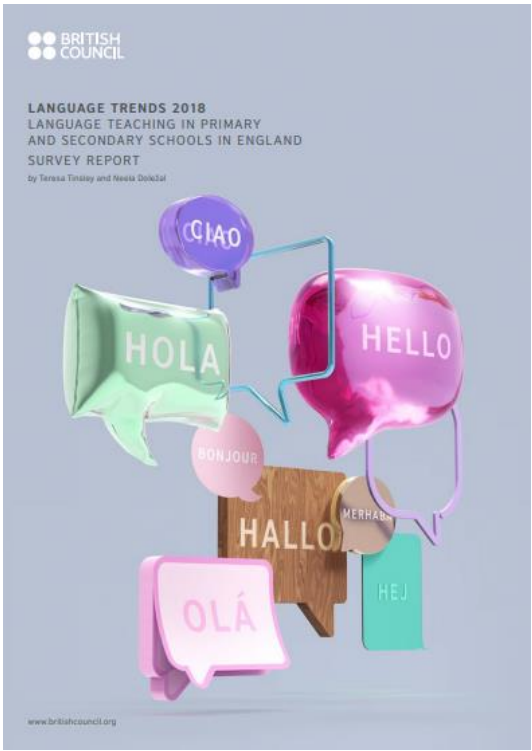
@CaraBleiman



- To better understand the context for lack of assessment in primary MFL and why assessment is important
- To share ideas and develop a toolkit of techniques for both formal and informal, formative and summative assessment in primary
- To explore time-saving ideas for effective assessment such as benchmarking, computer-assisted assessment, 'wedge lessons' and 'hands-free marking'
- To better understand how assessment can inform planning and ensure good progress through the years

# Assessment Audit

Do you carry out any formal assessment of Mandarin in your primary school?



Forms of assessment for languages	2018	2017
Formal assessment of each child		
Informal assessment of each child		
Individual pupils are not assessed but group records are kept of progress in language learning		
We don't assess or record pupils' progress in languages		
Other		

Which of these forms of assessment do you use?  
Why? Why/not?

### **Formative**

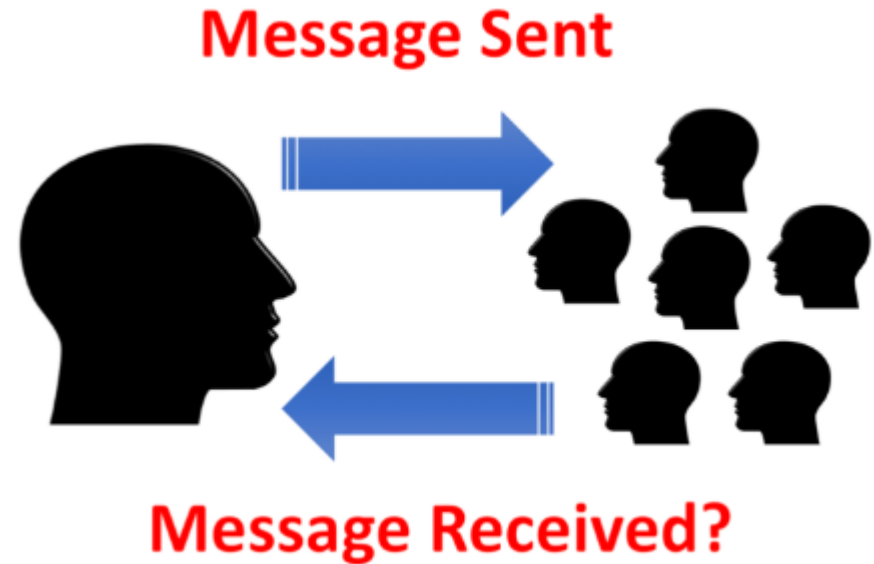
- Hands-up questioning
- Targeted questioning
- Mini-whiteboard tasks
- Marking books, worksheets or written outcomes
- Peer or self-assessment against success criteria
- Low-stakes tests
- Regular tracking against KS2 MFL Outcomes
- Other?

### **Summative**

- School-based formal test
- Youth Chinese Test
- End of year tracking against KS2 MFL Outcomes
- Other?

# Effective Questioning

1. Targeted questioning
2. How to choose who answers questions in your class?
3. Closed vs. Open questions
4. Higher-order questions
5. Basket-ball questioning



@Teacherhead

# 1. Targeted questioning

1



2



3



4

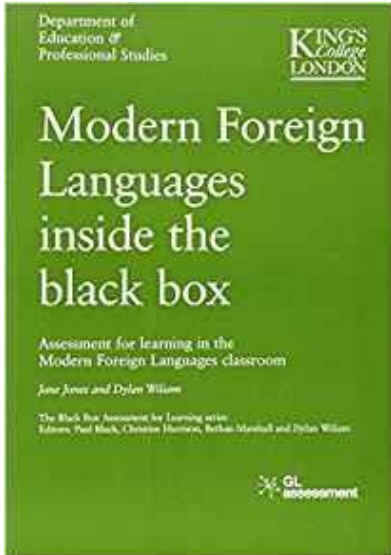


LA) 这是苹果，对不对？

MA) 这是什么？ / 哪一个苹果？

HA) 你喜欢吃什么？为什么？

## 2. How do you choose who answers questions in your class?



Hands up



*“allowing students to decide whether to participate or not therefore increases the achievement gap between the lowest-and highest achieving students”*

Random student selection

<https://www.classtools.net/random-name-picker/>



*“selecting students to answer questions at random increases the level of engagement in the whole class, and also broadens the information a teacher has about the class’ progress”*

“All-student response systems”



*“the teacher has a good grasp of understanding in the class”*



### 3. Closed vs. Open questions

Up-level my sentence

Wo jiao Rubble

wǒ yǒu duǎn tóu fā  
wǒ yǒu xiǎo de kǒu

wǒ méi ěr duǒ



Wǒ jiào Rubble。

Wǒ yǒu duǎn hé hóng sè de tóu fā 。

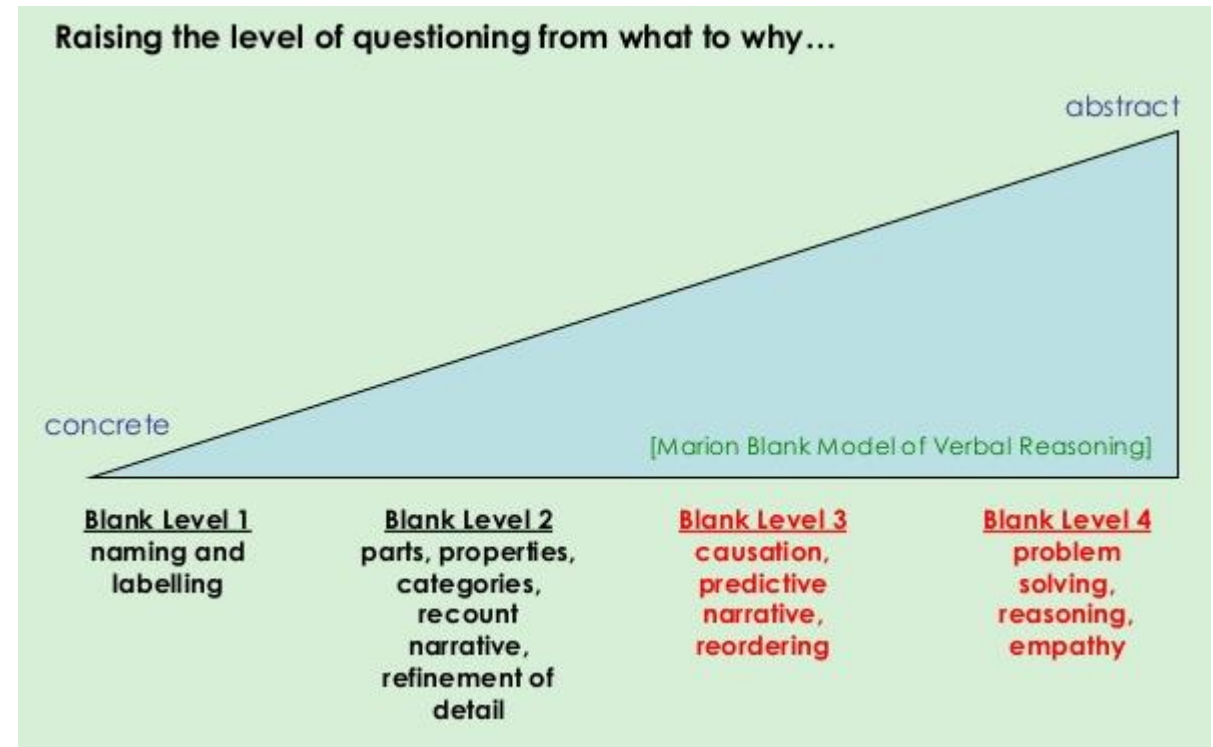
Wǒ yǒu xiǎo de kǒu 。

Wǒ méi yǒu ěr duǒ 。

### 3. Higher-order questions



Bloom's Taxonomy

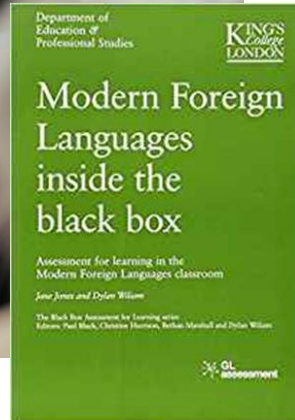


Blank's Levels of Questions

### 3. Higher-order questions

- Do you remember this one?
- Is it green? 对不对?
- Read your partner's description of the Monkey King and give them two stars and a wish.
- Point to 红色.
- Who can tell me the answer?
- Can you explain how we could make this sentence better?
- Write down the word you hear on your mini-whiteboard.
- Complete the sentence: 苹果是\_\_\_\_的。
- Describe the character of the Monkey King
- Up-level the sentence and write the new sentence on your whiteboard.
- Show me the action for 橙色。
- Tell your partner what does 红色 mean?

## 4. Basket-ball questioning



- How can you develop X's answer in more detail?
- Do you agree with what Y said?
- What did your partner think about Z?
- Does anyone have a different answer?

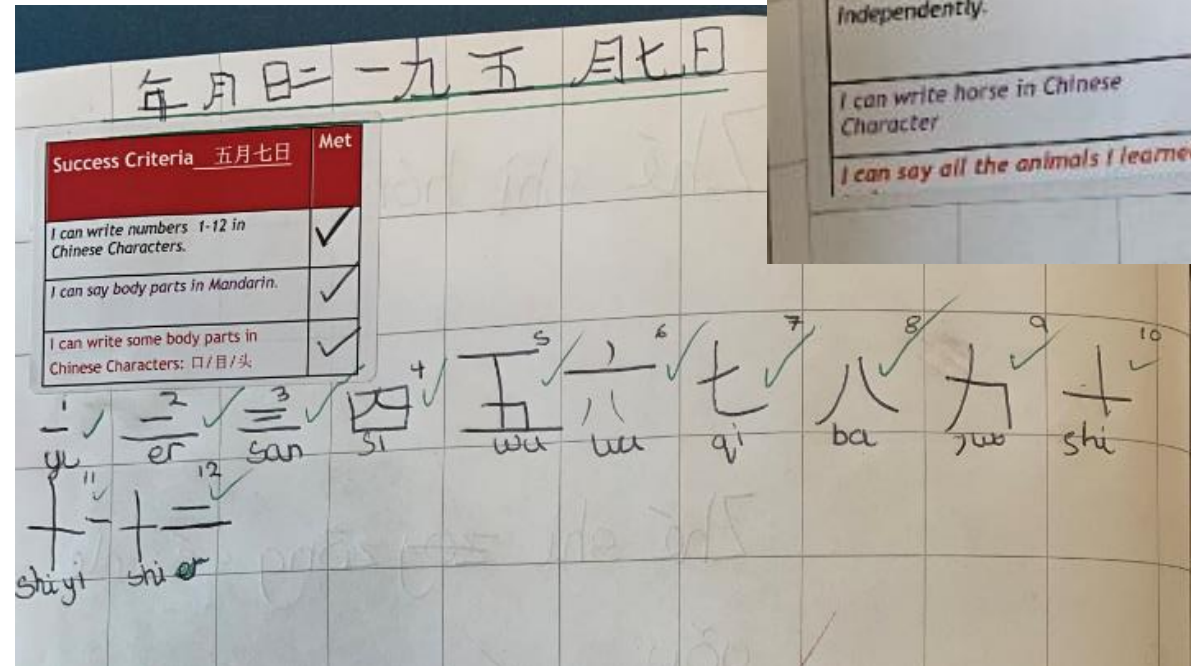
# Effective Marking

1. 'Hands free marking'
2. Diagnostic marking & wedge lessons



# 1. 'Hands free marking'

## Plickers

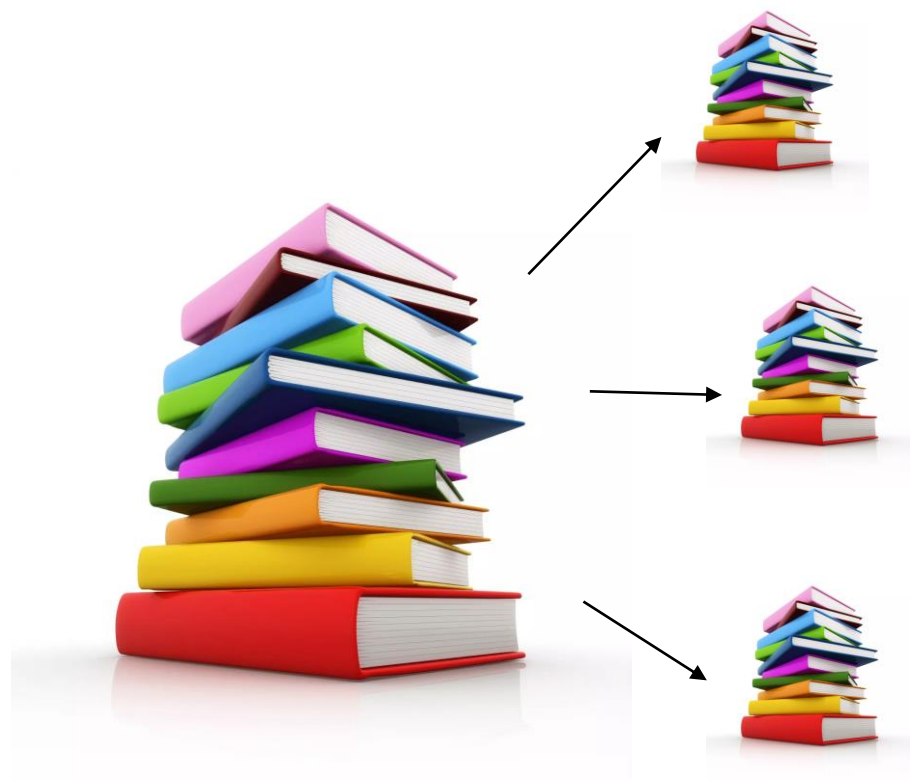



## Self-Assessment

(example from Jessie Moore, Chobham Academy)

<https://get.plickers.com/>

## 2. Diagnostic marking & wedge lessons





<b>Lesson 5</b> <u>wb</u> , 27/11/17 LI: To recognise characters for family members	Explicit teaching of characters for family members. TPS: what do you notice about these characters? 妈妈姐姐, 妹妹? Children to write 文 and then 妈妈, 姐姐, 妹妹。  Drill characters as flashcards on <u>wb</u> and using number game above.	Model vocab matrix challenge where pupils must read and sort pinyin and character vocab they have studied recently.  Challenging/Extremely challenging/mind-blowingly challenging levels.	Mini-plenaries to discuss answers.
<b>Lesson 6</b> <b>Wedge Lesson</b>			
<b>Lesson 7</b> <u>wb</u> , 4/12/17 To introduce my family	Refresh memory of 3 female family members learned last week (妈妈, 姐姐, 妹妹)  Sing song <a href="#">Chinese family song</a> Then share song lyrics. TPS: oral translation into English -	Then give pupils pinyin translation to complete in books.   <p>                         Nǐ hāo, wǒ jiào Dàshì,                          Zhè shì wǒ de jiěmā,                          Zhè shì wǒ de māma,                          Wǒ de māma jiào Helen,                          Zhè shì wǒ de bàba,                          Wǒ de bàba jiào Bob,                          Zhè shì wǒ de jìjiě,                          Wǒ de jìjiě jiào Violet,                          Zhè shì wǒ de dìdì,                          Wǒ de dìdì jiào Jack,                          Wǒ ài tāmen.                     </p>	If time, teach male family members – write to read. 爸爸。弟弟，哥哥

# Summative Assessment

1. Tracking using a Progression document
2. Benchmarking
3. Mock YCTs



# 1. Tracking using a Progression document

<div>   </div> <div> Harris Federation Swire Chinese Language Centre London  Draft Primary Progression Document </div>						
		Listening	Speaking	Reading	Writing	Grammar
<b>Reception</b> (Approx. 9hrs)	<b>Skills &amp; Knowledge</b>	1. Listens and responds to familiar spoken words and some short phrases	1. Joins in with familiar songs and rhymes. 2. Responds with single word or short phrase answers to familiar questions	1. Shows some awareness of the differences between Chinese characters, pinyin and English	1. Gives meaning to marks as they trace/copy simple characters	
	<b>Example context &amp; language</b>	1. <i>Runs to the blue cone when T says 蓝色</i>  <i>Does a bunny hop when T says 兔子</i>	1. <i>Joins in with '我叫Tim' song</i> 2. <i>Says their name when T asks '你叫什么?'</i>  <i>Says 黑色 when asked '这是什么颜色?'</i>	1. <i>Can sort word cards into three piles: characters, pinyin, English</i>	1. <i>Chooses red paint to finger-paint over the character 红</i>  <i>Uses a stick to write 山 in the sand and says 'mountain'</i>  <i>Labels a picture of their mum as 'mā ma'</i>  <i>Copies the character 三 and draws 3 dots</i>	
<b>Y1</b> (Approx. 18hrs/27)	<b>Skills &amp; Knowledge</b>	1. Listens and responds to familiar spoken words and phrases	1. Can join in with a range of songs and rhymes known by heart. 2. Communicates with others using simple words, phrases and some short sentences	1. Recognises and understands some familiar written words and phrases in pinyin 2. Recognises the meaning of a small number of	1. Writes some familiar words in pinyin using a model and some from memory. 2. Attempts to add tones to words which	1. Uses a range of nouns from familiar topics 2. Begins to use 是 3. Begins to use '什么' and '几' in simple questions

## 2. Benchmarking

Name
Sara
Roshan
Aaron
Nehemiah
Gaia
Anthony
Lola
Dora
Bobby
Lugmaan
Maryum
Terina
Darren
Joseph
Josephine
Ismat
Kyrell



	Listening	Speaking	Reading	Writing	Grammar
Reception	1. Listens and responds to familiar spoken words and some short phrases	1. Joins in with familiar songs and rhymes. 2. Responds with single word or short phrase answers to familiar questions	1. Shows some awareness of the differences between Chinese characters, pinyin and English	1. Gives meaning to marks as they trace/copy simple characters	
Y1	1. Listens and responds to familiar spoken words and phrases	1. Can join in with a range of songs and rhymes known by heart. 2. Communicates with others using simple words, phrases and some short sentences	1. Recognises and understands some familiar written words and phrases in pinyin 2. Recognises the meaning of a small number of foundational pictograms 3. Shows awareness of sound-spelling links in pinyin	1. Writes some familiar words in pinyin using a model and some from memory. 2. Attempts to add tones to words which may not always be correct 3. Writes some simple characters using a model, following stroke correct order 4. Applies phonic knowledge to support writing in pinyin where graphemes are similar to those in English (a/ b p m f d t n l g k h/ ch sh /an)	1. Uses a range of nouns from familiar topics 2. Begins to use 是 3. Begins to use '什么' and '几' in simple questions 4. Uses basic pronouns 5. Uses 但是 does not yet conceive of it as a measure word
Y2	1. Listens for specific words and phrases 2. Begins to distinguish between the four tones	1. Communicates with others using a wider range of words, phrases and short sentences 2. Explores the patterns and sounds of the language to help develop accurate pronunciation and intonation	1. Reads and understands familiar written words, phrases and short texts made of simple sentences in pinyin 2. Recognises the meaning of a handful of foundational characters 3. Applies phonic knowledge of pinyin to support reading and reads words, phrases and sentences aloud with increasingly accurate pronunciation.	1. Writes a few simple sentences using a model in pinyin with increasing accuracy of tones 2. Writes some simple characters using a model 3. Applies phonic knowledge to support writing in pinyin including new vowel sounds (o e yi u ü)	1. Uses 的 particle to describe 2. Uses 的 particle for possession 3. Begins to use 谁 to form questions. 4. Builds simple Subject-Verb-Object sentences phrases 5. Forms the negative using 不 6. Uses 和 to join two nouns

### 3. Mock YCTs

## 一、听 力

### 第一部分


第 1-5 题

例如:		✓
		✗

## 二、阅 读

### 第一部分



第 21-25 题

例如:		gǒu 狗	✗
		mǐfàn 米饭	✓

### 3. Mock YCTs

#### 第二部分

第 6-10 题

例如:	 A ✓	 B	 C
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### 3. Mock YCTs

#### 第二部分

第 26-30 题

A



B



C



D



E



F



例如: Wǒ de bízi cháng .  
我的鼻子长。

☐ E

26. Xiǎomāo , nǐ jǐ suì ?  
小猫，你几岁？

☐

27. Zhèr yǒu hěnduō niǎo .  
这儿有很多鸟。

☐

28. Māma ài nǐ , nǐ ài māma ma ?  
妈妈爱你，你爱妈妈吗？

☐

29. Wǒ xǐhuan hē zhège .  
我喜欢喝这个。

☐

30. Yǒu rén zài jiā ma ?  
有人在家吗？





☐

### 3. Mock YCTs

#### 第三部分

#### 第 31-35 题

xièxie      miàntiáor      rènshi      sān      lǎoshī      xīngqī  
A 谢谢      B 面条儿      C 认识      D 三      E 老师      F 星期

 <p>Zhèr yǒu jǐ ge rén? 例如: A: 这儿有几个人? Zhèr yǒu      ge rén. B: 这儿有 ( D ) 个人。</p>	 <p>Nǐ hē niú'nǎi ma? 31. A: 你喝牛奶吗? B: (    )!</p>
 <p>Nǐ míngtiān qù xuéxiào 32. A: 你明天去学校 ma? 吗? Bù, míngtiān liù.</p>	 <p>Nǐ hǎo! 33. A: 你好! Nǐ hǎo! Hěn gāoxìng B: 你好! 很高兴 (    ) nǐ.</p>

 <p>Tā shì shéi? 34. A: 她是谁? Tā shì wǒ de B: 她是我的 (    ).</p>	 <p>Jīntiān chī shénme? 35. A: 今天吃什么? Jīntiān wǒmen chī B: 今天我们吃 (    ).</p>
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### 3. Mock YCTs

# Wǒ xǐ huān māo .

A



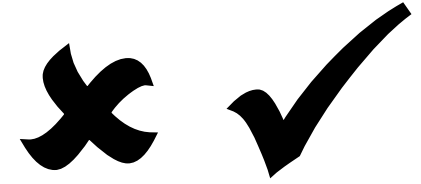
B



C



### 3. Mock YCTs

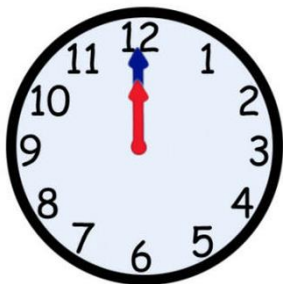


1.		<p>现在三点。 Xiànzài sān diǎn。</p>	
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### 3. Mock YCTs

A



B



C



D



E



F



1. 这儿有很多狗。Zhè er yǒu hěnduō gǒu.

☐

4. 我们喜欢喝水。Wǒ men xǐ huān hē shuǐ.

☐

2. 现在十二点。Xiàn zài shí èr diǎn.

☐

5. 很小的鱼。Hěnxǎo de yú.

☐

3. 现在十一点。Xiàn zài shí yī diǎn.

☐

6. 弟弟在商店。Dì dì zài shāng diàn.

☐

# Primary Progress: Assessment is your Friend

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JUL  
08

## Primary Mandarin "Deep Dive" Day

by UCL IOE Confucius Institute for Schools

[Follow](#)

Free

### Date And Time

Mon, 8 July 2019  
10:30 – 15:30 BST  
[Add to Calendar](#)

### Location

Harris Primary Academy Beckenham  
Manor Way  
Beckenham  
BR3 3SJ