



What do standards mean for teachers?

Keith Morrow

Innsbruck September 2011



What does 'standard'
mean?



CAA 234 **Standard** rooms or rooms with private shower/wc are available.

AM5 237 Even **standard** floorboards can look attractive if carefully prepared, sanded and sealed.



J55 578 JE: Though this role was written for you, in a sense, did you find it difficult having to sing Britten after a long career in the **standard** repertoire?

K3G 20 The Honda has metallic paint as standard while Rover fits an anti-theft alarm with engine immobiliser as **standard**.



K52 6307 The **standard** of reporting by Simon Turnbull and, to a lesser extent, Clive Hetherington, leaves much to be desired when they are covering Newcastle United.



J52 669 The reason for this **double standard** in our scepticism is, quite simply, that we can see and we can't echo locate.



G0E 2097 'It's **standard** procedure.'

CRF 825 the creation of a **standard**
age of retirement from work was a
twentieth century phenomenon



CN5 1239 Such viewpoints I have since found elaborated in Brereton (1944) who records, almost as an educational 'law', that: 'the **standard** of an examination adjusts itself to the **standard** of those taking it' (p.43).

(*The Case for Examinations*)

Standards and standardized



A standardized test is a test that is administered and scored in a consistent, or "**standard**", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, **standard** manner.

Wikipedia accessed Sept 12 2011

What is a standard?



Put at its simplest, a **standard** is an agreed, repeatable way of doing something. It is a published document that contains a technical specification or other precise criteria designed to be used consistently as a rule, guideline, or definition.

British Standards Institution

reliability



validity



Put at its simplest, a **standard** is an agreed, repeatable way of *describing* something. It is a published document that contains a technical specification or other precise criteria designed to be used consistently as a rule, guideline, or definition.



reliability

validity

Describing competence standards



Can do statements

Specified tasks

At a specified level

Common European Framework

The impact of competence standards on the classroom



What do we expect our students to be able to do in relation to these external 'standards'?

PISA - Programme for International Student Assessment

Country-specific initiatives

Dealing with an external standards-based exam



Find out what the standards are

Work out what the standards mean

Standards for reading



B1

Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.

A2

Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.



Make sure that your classroom
teaching covers these areas

Washback ↑



Get hold of some sample test material

Look at this with your students

Make sure they are familiar with the
formats

Stop!!!!

Why?



Because a national standards exam should be the same for everyone

Because a large-scale standards exam will emphasize reliability - hence formats such as multiple choice and (multiple) matching

Why?



These are testing, not teaching techniques

Washback ↓

How do you design your own standards-based assessment?



Find out what the standards are

Work out what the standards mean

See if your students can "do" the standards



Rather different from a "normal" end-of-term (cycle, year) test

- focus on what has been taught (grammar / vocabulary)

- focus on "nothing"

Write an essay: *Tema 'La vaca'!!*

Focus on whether the students 'can do' tasks at the level



Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension

How?



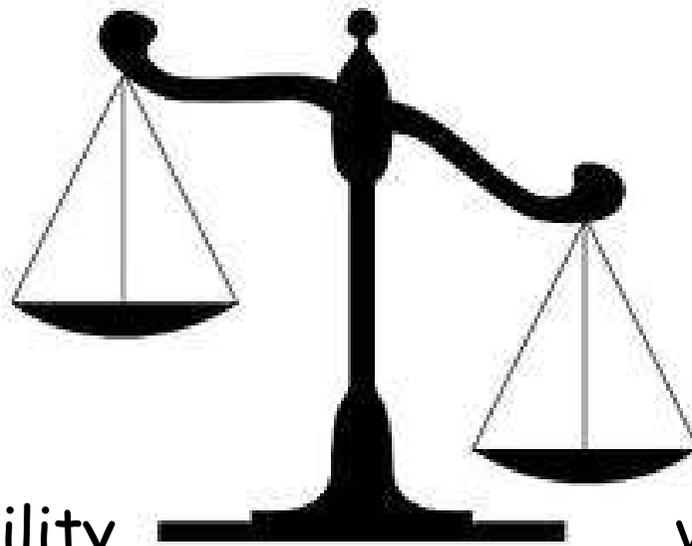
Ask some relevant questions

Don't use multiple choice

Let the students answer

Evaluate their answers

Language



reliability

validity

Good test design



As many questions / tasks as possible

Some simple tasks for the level

The majority of tasks at the level

Some difficult tasks for the level

Constant reference back to 'the standard'

How universities grade their students



DEPARTMENT OF HISTORY:

All students get the same grade they got last year.

DEPARTMENT OF PSYCHOLOGY:

Students are asked to blot ink in their exam books, close them and turn them in.

The professor opens the books and assigns the first grade that comes to mind.



DEPARTMENT OF PHILOSOPHY:
What is a grade?

LAW SCHOOL:
Students are asked to defend their
position of why they should receive
an A.



DEPARTMENT OF THEOLOGY:

Grade is determined by God.