



Classroom-based Assessment Without Tears: Flipgrid

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Ellen Head, Miyazaki International College, Japan

Introduction

Recording dialogues provides a basis for assessment which is transparent and engaging for students. This poster describes the use of an app called Flipgrid to record tasks at the end of each function-based module in a one-semester course. Students were asked to do self-evaluations and provided with feedback in various different forms over several cycles of the course. The focus was on finding a format which was transparent while also scaffolding students' understanding of speaking strategies and encouraged short-term goal setting. Context: first and second year compulsory oral English for liberal arts students. Function-based curriculum with speaking test in groups of 3 as a final test. Continuous assessment with 20-30% grade for recordings of monologues and dialogues throughout the term. Final test conducted by two teachers who are not the class teacher and grades held centrally. The same rubrics are used by all teachers for the exam. The exam evaluation criteria are: pronunciation, grammar and vocabulary, fluency, strategies. Preceived problems: students do not understand the metalanguage of the rubrics used for the semester final test. Students need help with goal setting and calibrating their progres

Criteria for speaking evaluation

Point level	(Pronunciation)	(Grammar & Vocabulary)	(Fluency)	(Strategies)
(Next Level) 10/9	10 9	10 9	10 9	10 9
8 7 6 PASS	8 7 6	8 7 6	8 7 6	8 7 6
5/4/3	5 4 3	5 4 3	5 4 3	5 4 3
2 1	2 1	2 1	2 1	2 1
Total				/40

Can students understand the criteria of the rubric? My "easy" version is below.

Score (5-points each) >>>	Pronunciation	Fluency and communication strategies	Grammar and vocabulary	Interaction and task-fulfillment
A (80%+)	Speaker is easy to understand. She/he uses stress and intonation to convey meaning expressively.	She/he communicates smoothly. If communication breaks down, she/he can repair the communication skillfully. Even though the speaker made a few errors, she/he can be understood clearly.	She/he used grammar and vocabulary skillfully. She/he used a lot of different words and expressions.	The speaker was on topic, spoke at appropriate length, gave reasons for their opinions and interacted very effectively with others. They used the correct language for this Functional Objective.
B (60%+)	Speaker sometimes uses stress and intonation to convey meaning. Can be understood most of the time.	Can keep the conversation going. Makes some attempt to repair the conversation if communication breaks down.	She/he made some mistakes but we can usually understand the meaning.	The speaker said something interesting and interacted well. They used the correct language for this Functional Objective.
C (70%+)	Can be understood most of the time but sometimes her pronunciation is difficult to understand.	Can talk about a familiar topic (example: my hobby) but has difficulty talking about a new topic (example: my opinion about the news).	She/he made a lot of mistakes and it was difficult to understand the meaning at times.	The speaker responded to questions but did not initiate (start a new topic). Or their speech was too short. Or it was off the topic. Or she/he used one or two words of Japanese in an inappropriate way. They did not use the language for the functional objective much.

Research Questions

1. What kind of tools are helpful for guiding students in goal setting in English 1 and 2?
2. Which tools work with flipgrid and how can they be integrated if they need to be?
3. Did students understand the criteria for their speaking assessments in English 1 and 2?

Can do Statements for English 1 (as a google form)

English 2: Can you...?

Please use this form to write your self-evaluation for each function or strategy. This form is automatically collecting email addresses for Miyazaki International College users. Change settings

What is your name? _____
Short answer text

1. I can ask follow-up questions to keep the conversation going.
1 2 3 4 5
no yes I can do it very well

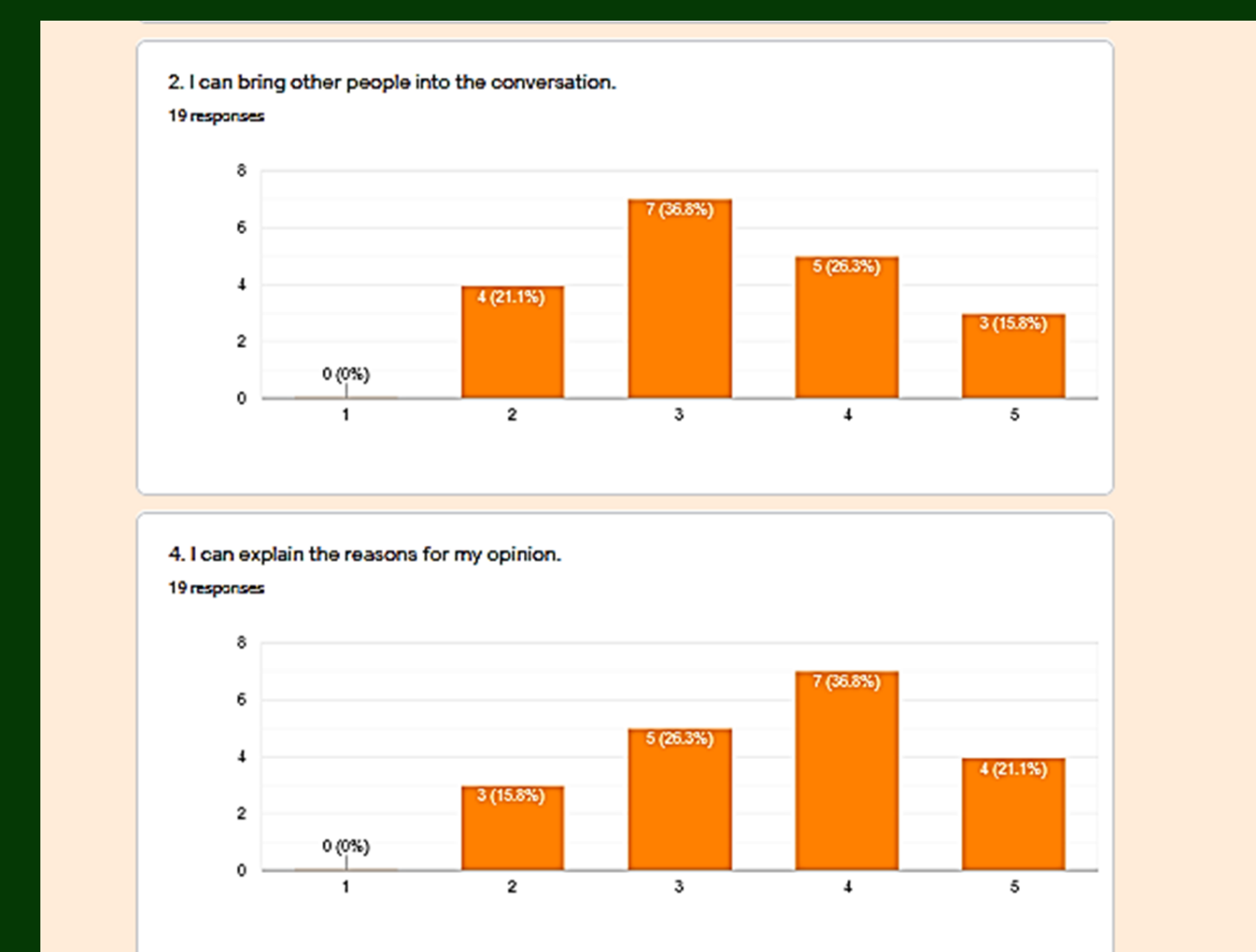
2. I can bring other people into the conversation.
1 2 3 4 5
no yes I can do it very well

4. I can explain the reasons for my opinion.
1 2 3 4 5
no yes I can do it very well

5. I can persuade someone that my opinion is correct.
1 2 3 4 5
no yes I can do it very well

4. I can keep the conversation going by reacting and commenting on what others say.
1 2 3 4 5
no yes I can do it very well

Can Do lists set up in google forms can give feedback on the whole class's progress and help with planning the next goal or course activity. Below is the graph for two of the functional objectives of English 2.



Giving feedback

Educator Feedback

You have new feedback from your educator. Go to my.flipgrid.com or use the link below to check it out!

Feedback Link: <https://flipgrid.com/a/4d70f36a31bf>

Performance 5/5
Control and ease of communication

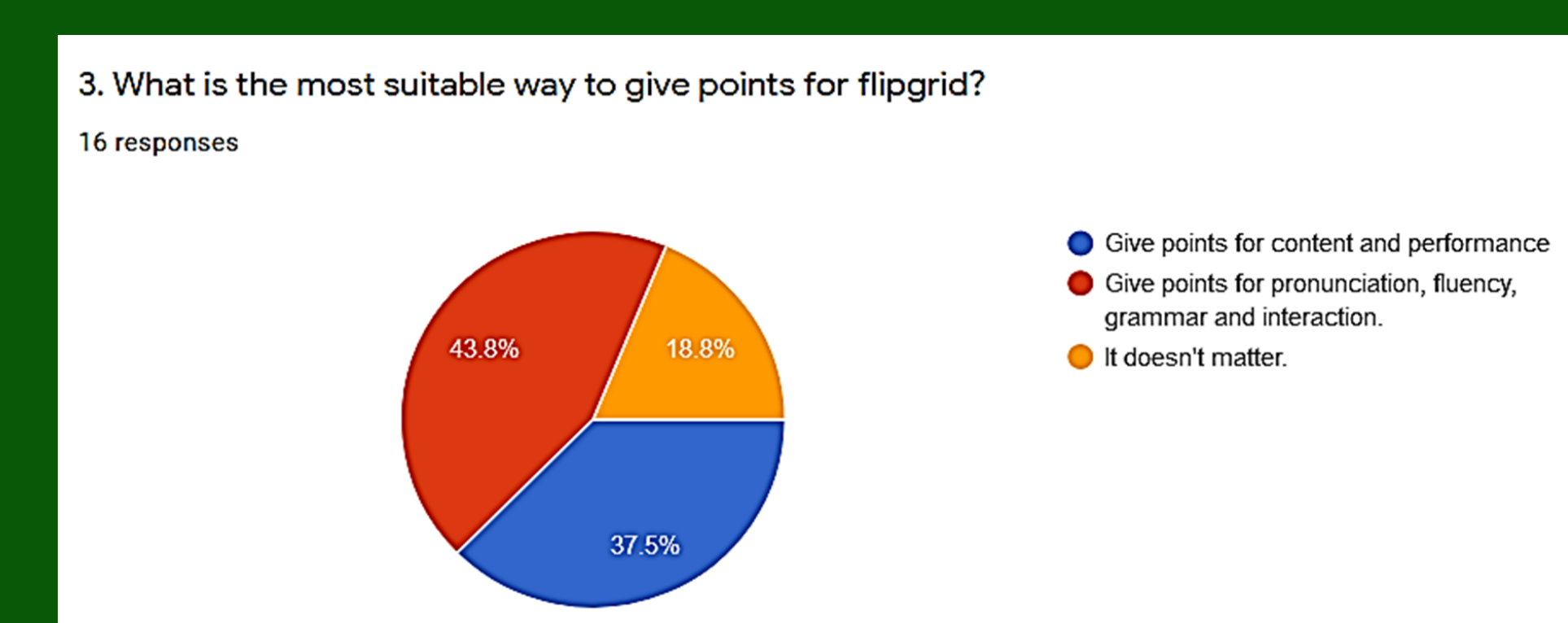
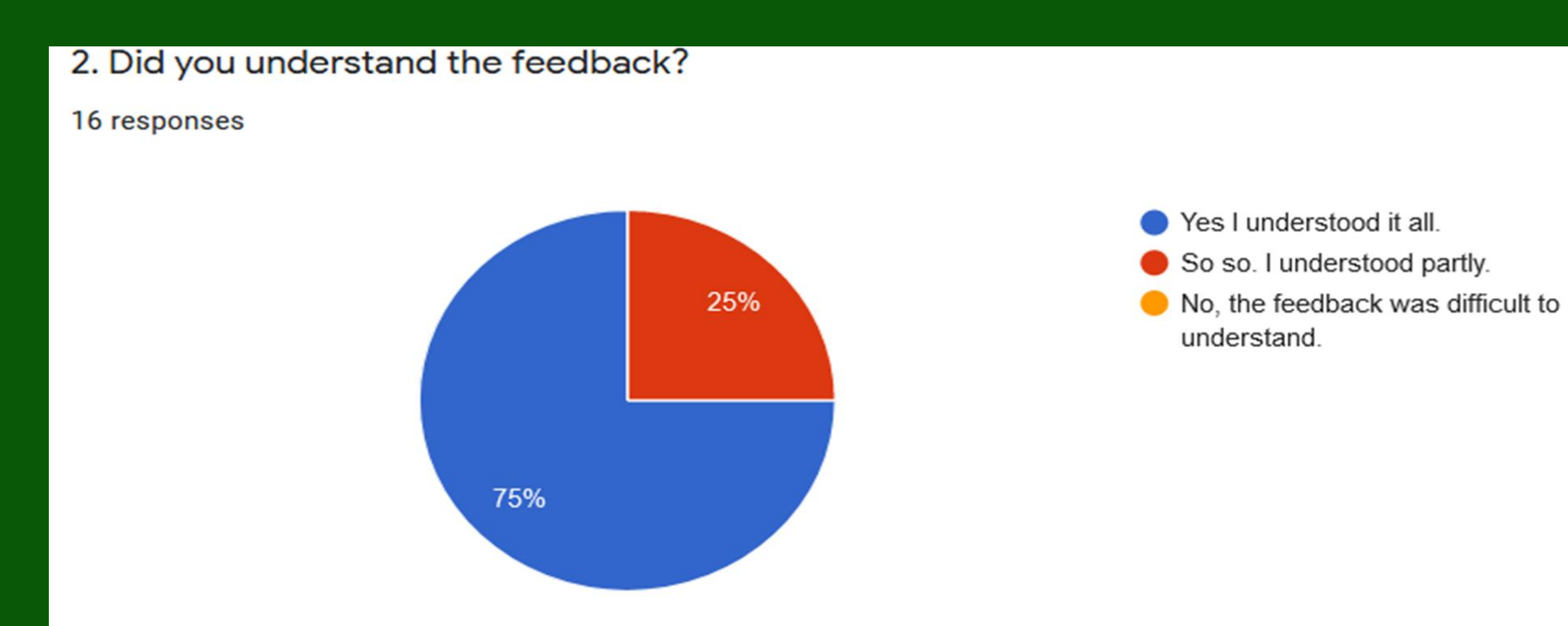
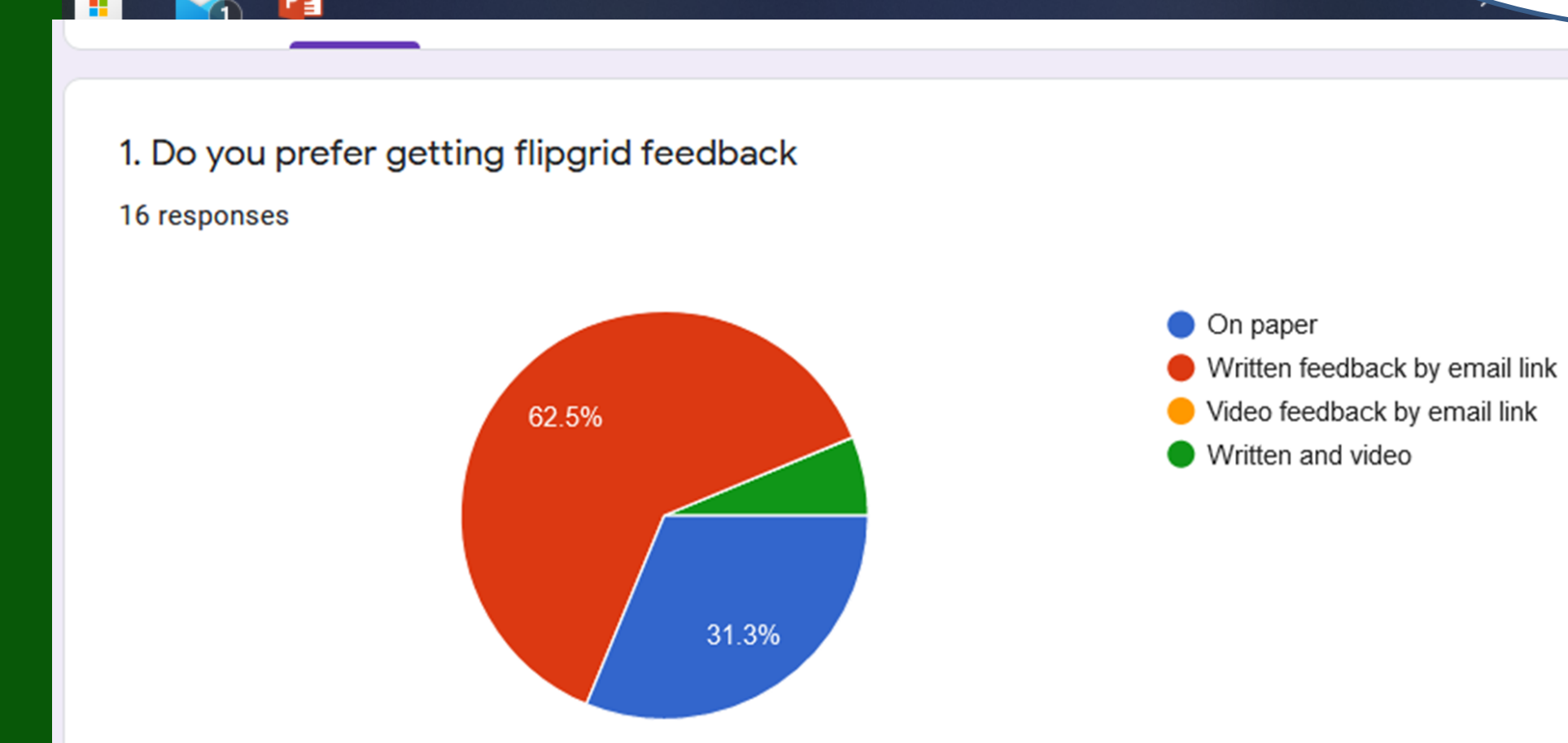
Ideas 4/5
Quality and clarity of expressed ideas

Comments: You describe changes in your hometown... the things you like about your hometown. You used some good vocabulary and you... present perfect correctly. Well done! You could try practicing more before doing... because you paused for a long time in one or two places. Generally your... to understand.

Your Video

Name: Ellen H
Date: November 04, 4:34am (UTC)
Email: ehhead@sky.miyazaki-mic.ac.jp

Flipgrid's default criteria "Ideas and Performance" Most students chose the four criteria of the semester speaking eval.



References

Dörnyei, Z. (2001). *Teaching and researching motivation*. Cambridge: Cambridge University Press.

Nivja H. De Jong (2018) Fluency in Second Language Testing: Insights From Different Disciplines, *Language Assessment Quarterly*, 15:3, 237-254, DOI: 10.1080/15434303.2018.1477780

Tivakoli, P., Nakatsuhara, F. & Hunter, A. M., (2015), Scoring Validity of the Aptis Test Investigating fluency across tasks and levels of proficiency. Summary of ARG research report, retrieved from: <https://www.britishcouncil.org/exam/aptis/research/publications>

See Dörnyei on the importance of setting goals & offering chances for self-eval and feedback. De Jong, Tivakoli et al. on objective measures / criteria for judging fluency.

Findings and reflections

A recent poll of students ("Giving feedback" below) showed that most of them preferred to use multiple criteria (pronunciation, fluency etc) for flipgrid feedback. They preferred written feedback to videoed feedback. Over the last two years of using flipgrid, students were asked to do end of semester r self-evaluations by looking back at their recordings. In recent interviews (for another project about WTC) three students said that looking back at earlier videos to see their progress, and positive receiving peer feedback, had increased their confidence.