



Innovating Formative Assessment to improvise Learner Engagement amongst Second Language Learners in light of NEP 2020

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Abstract— National Education Policy 2020, Para 12.2 states, ‘Accordingly, curriculum and pedagogy will be designed by institutions and motivated faculty to ensure a stimulating and engaging learning experience for all students, and continuous formative assessment will be used to further the goals of each programme. All assessment systems shall also be decided by the HEI, including those that lead to final certification.’ The core of the NEP 2020, rests in holistic development of learners while working on the principles of Universal Design for Learning and not, ‘One Size Fits All’ paradigm. Understanding the thin lines of the policy, the Act points out in differentiating measurement, assessment and evaluation of a learner in the hands of Teacher and not the Administrators or Affiliating Bodies. The Assessment formats need to provide for Multiple Means of Representation, Flexibility and Autonomy to learners and not just Assessment of learning, as we are doing it presently. They need to be bi-directional where it not only assesses the learner’s abilities but also provides input to the teacher in designing its pedagogy. This article aims at demonstrating ways of assessing students innovatively in the consortium of English Language with an aim to upsurge the thinking process of a teacher in the designing continuous assessment process suiting its needs.

Keywords— Assessment, National Education Policy 2020, India, Rural Second Language Learners, Vocabulary

I. INTRODUCTION

“Write a 5-minute dialogue between Shopkeeper and a customer discussing inflation.” We both as teachers and learners have indulged in this exercise of writing dialogue and being tested on it. This method of measuring students’ subject knowledge is still considered to be correct in its form under the present framework of assessment and evaluation. Then why even after completing one’s graduation in English Literature or even just schooling, does English proficiency among most of them lack precision? Why do most of us find it burdensome to deliver our views in English as a form of communicative language?

Have we as teachers ever questioned ourselves or the policy framers on how can a dialogue be tested in a written form? Is it not like curing a disease with a medicine that has never been tested or tried before? Yes, the harm is equally bad, it has impacted the very process of infusing language as a medium of communication among learners. Confronting these ground-level scenarios in the world’s second-largest English-speaking population, the National Education Policy 2020, empowers every teacher to design its process of teaching and evaluating learners not through a structured framework but an inclusive education ecosystem. The success of NEP 2020 largely hinges upon Innovation and Sustainability in Delivering and Assessing Learners. The Act exclusively focuses on developing

language skills amongst the learners in the right context to enrich the further process of lifelong learning through open educational resources. The Act balances the beam between the authority and responsibility of teachers in creating an enabling environment for its learners based on their entry behaviours and not based on the umbrella act. This article aims at demonstrating ways of assessing students innovatively in the consortium of English Language with an aim to upsurge the thinking process of a teacher in the designing continuous assessment process suiting its needs.

We all are aware that, learning any language is a multifaced with varied meaning and context. According to **Nation (2013)**¹, a language form primarily involves recognizing a new word's spelling and pronunciation. When learners see or hear a recently learned word, they should be able to recognize the word's spelling or pronunciation and word parts (e.g., interest – interesting – interested). Meaning is about understanding a word's synonyms, antonyms, associated words, and polysemy (having a large number of meanings). Moreover with diverse and next generation learners, personalized learning with accountability provisions is imperative. Assessing the inconsistent and unpredictable cases in the language learners provides opportunity to teacher to design and redesign formative assessments to enrich learner's experience and facilitate knowledge building.

Confining the article for describing in details the innovative methods of formative assessment, with an aim to sharpen the critical thinking order of teacher in imparting and assessing learners. The paper provides an overview of two formative assignments designed on lines of UDL and Creativity. (Note these are just examples and each educator has to customize it considering its teaching-learning environment.)

The font size for **heading is 11 points bold face** and **subsections with 10 points and not bold**. Do not underline any of the headings, or add dashes, colons, etc.

II. ACTIVITIES

Level – Intermediate and above

Activity: Story Re-Telling with help of Story Pyramid (--- ki Kahani Apke Zubani)

{Give title to the activity in regional language to attract the learners }

Time Required – 45 minutes

Goals-

1. To expand re-telling capabilities of learner
2. To provide practice for spoken language
3. To increase vocabulary of learners

Materials Required –Papers, pens and colours

Background

Learners often shy to speak in public, and English being second language often pulls them down on confidence level. We as teachers are often perplexed as whether learners have grasped the knowledge or no and traditional way of writing spoken language is ineffective. Under this activity, learners get the opportunity to voice the stories in their own contexts, and help them co-relate words in the correct context i.e. proper vocabulary. However before indulging into this activity teacher should ensure the story has been read multiple times to the learner and are made well – versed. Further the Story Pyramid helps the learner to advance from providing background, characters and move towards climax of the story with help of colourful charts and pictures based on the theme of the story or the central characterization.

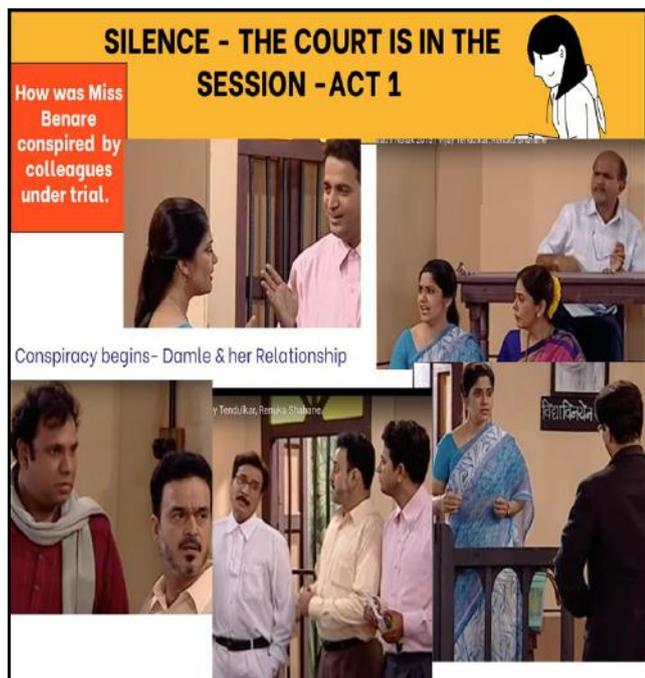
Preparation

1. Teacher will create a story pyramid template for learners using multiple colours wherein each layer of the pyramid will be of different color advancing towards climax of the story as desired, similar to Bloom's Taxonomy. You can create around 7-8 layers depending upon the assistance required for the learners.
2. Each layer will be sequenced in chronological order of the story. The layers would be subdivided with characteristics of characters in one part and other part key scene of the story to help learners recall the story line.
3. The teacher needs to create a rubric for assessing the learner during the activity.
4. The teacher will also keep an audio or video recorded for sample reference.

Implementing

1. The teacher would narrate the story or play the audio/ video file so recorded. Make sure students understand the entire process and role of pictographs used in the pyramid.
2. Now students from a given group can either narrate the whole story if your class strength is limited and if your catering larger groups each learner is expected to narrate a given layer in his own words.
3. While on other hand the peers and teacher can rate the learner based on rubric created by the teacher.

Illustration 1: Story board



Source: Researcher's Compilation.

Activity II- Level –Advanced and above

Activity : Logic Grid Puzzle

Time Required – 40 minutes

Goals-

1. To expand critical thinking skills of the learner
2. To increase comprehending and interpretation skills of the learner.
3. Background

The learners being teenagers and millennials prefer logical activities to keep them engaged. With the help of entry behaviour test, understand what learners want and prefer. Generally millennials prefer games and challenging tasks rather than traditional forms of essay type questions or even multiple choice questions and hence puzzle is to be designed. Most of the time learners are provided with a passage, based on which they are asked to write personal, interpretative and grammar questions. However here the evaluation follows biased opinion and has been monotonous in nature. To this a logic grid puzzle can be used. Here are the guidelines and sample for the same.

Implementation Process

1. Prepare the scenario

There are three students, Diya, Kiara and Tina. Each one wrote a sentence each.

The sentences contain 7,8 and 9 words.

They are written in past, present and present perfect tense.

The sentences are simple sentences with an independent clause, another with complex sentence and third one is a question.

The sentences are written in First, second and third person.

2. Display the Grid to be solved.

Student	Tense	Number of words	Type of sentence	Person used.
Diya				
Kiara				
Tina				

3. Provide Clues to help student complete the grid.
 - a. Sentence written by Diya is longest.
 - b. Tina's sentence are neither short nor in present perfect tense.
 - c. Kiara's didn't use the past tense and Diya didn't write a question.
 - d. Complex sentence was neither longest nor shortest.
 - e. The question was written using third person and didn't use present perfect tense.
 - f. The person who wrote simple sentence was not the one who used past tense.
 - g. The complex sentence, sentence in present tense and sentence in first person are written by three different people.
 - h. The sentence using second person was not written in present tense.
4. Now ask the learners to fill the grid.
5. Once the grid is filled, ask learners to frame the three sentences using the characteristics of the grid.

Answer Key (For Reference)

Student	Tense	Number of words	Type of sentence	Person used.
Diya	Present Perfect	9	Simple	First
Kiara	Present	7	Question	Third
Tina	Past	8	Complex	Second

Diya: I have finished all my daily homework in the morning itself.

Kiara: Are the fishes in the lake hungry?

Tina: Although you were exhausted, you played cricket well on the field.

The above two methods of providing assessments to the learners are indicative with an urge to initiate the critical thinking learning capabilities of the teacher. Further every teacher depending upon its catering learners group design and redesign varied form of

formative assessments to keep assessment and evaluation flexible but accountable. A brief checklist while creating or reusing an assessment are illustrated in the tabular form below-

Table 1: Guiding Questions

Guiding Questions	Measures
Curricular (Content) Validity <ul style="list-style-type: none"> Are the assessment tasks aligned to the curriculum? 	✓ Align targeted SLOs to the assessment tasks.
Instructional Validity <ul style="list-style-type: none"> Is the content and format of the assessment relative to the instruction received? 	✓ Assess what has been actually taught.
Face Validity <ul style="list-style-type: none"> Does the test “look” valid to students and instructors by simple inspection? 	✓ Create tests valid and credible for their purposes (e.g., a speaking test should be composed of “authentic” speaking tasks).
Construct Validity <ul style="list-style-type: none"> Does the test measure the skill/ability it intends to measure? Is scoring of responses related directly to the language ability (construct) being tested? 	✓ Clearly define the abilities (constructs) that an assessment aims to measure and score accordingly (e.g., a listening test should measure listening ability; if spelling is accounted for in the scoring process, that should be made explicit in the test instructions, and spelling should be explicitly taught and practiced prior to the exam).

Source: EMAN ELTURKI , United States

<http://americanenglish.state.gov/english-teaching-forum>

III. CONCLUSION

Reconciling the Teacher’s Toolbox with the objectives and framework of National Education Policy 2020 is capable of redefining the teaching pedagogies in the higher education ecosystem. The responsibility of framing the assessment and autonomous formative system of the evaluation largely rests with subject teacher rather than administrative body of affiliating body in NEP 2020. Every teacher is expected to evolve the teaching pedagogy with micro learning models to achieve the greater good of the Act . It is therefore imperative for successful implementation of NEP 2020, that assessment ecosystem must be handled with differentiated process providing flexibility and autonomy to learner in form of multiple means of representation.

Irrespective of the sample assignments listed in this article , teachers can adapt the framework presented here can be used for further infusion at micro level.

on the importance of the work or suggest applications and extensions.

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