

UDC: 37.01.

LBC: 74.202.4; 74.202.5

MJ № 180

Assessment Tool Development using AFL, AAL and AOL

Elnur Pashayev*

Abstract. This article is about the use of AFL (assessment for learning), AAL (assessment as learning), and AOL (assessment of learning) while developing an assessment tool. These approaches are important in teaching and learning as they provide feedback, which is then used to improve students' performance. While establishing assessment tools the teacher should consider the learner profile, (namely the age and level), the purpose of the assessment as well as the objectives and the assessment purpose and scoring criteria.

In this article readers will get information about how the teacher should give instruction, scoring keys, scoring criteria, and particularly the analysis of the assessment according to the five principles (Practicality, Reliability, Validity, Authenticity, and Washback). By using AAL (Assessment as Learning) students reflect on and monitor their progress to inform their future learning goals.

Keywords: the assessment purpose(s) and objective(s), metacognition, AFL, AAL, AOL

1.Introduction

When it comes to the assessment of language skills, instructors are concerned with selecting the most practical and applicable approach to evaluate the learners' progress and concentrate on their points of strength and weakness. As an innovative breakthrough in education and in line with the unification approach, AFL (Assessment For Learning), AAL (Assessment as Learning), and AOL (Assessment of Learning) emerged when constructivism [Piaget, 1960] attempted to pinpoint the role of assessment in teaching language skills and whether the three above-mentioned assessment approaches could facilitate the learners' development of the language skills.

* Ph.D. student in the "Organization and planning of education" at Khazar University
ElcPro, Teacher Training and Official Cambridge English Preparation Center; Baku, Azerbaijan
E-mail: epashayev6490@ada.edu.az

<https://orcid.org/0009-0004-6325-3387>

To cite this article: Pashayev, E. [2023]. Assessment Tool Development using AFL, AAL and AOL. "Metafizika" journal, 6(3), pp.99-110.

Article history:
Received: 04.10.2022
Accepted: 01.09.2023

AOL is synonymous with summative assessment and AFL is equivalent to formative assessment [Dann, 2014; Earl, 2013]. In this article, the focused assessment tool is AAL. In AAL, students are engaged, critical, and active assessors, who can comprehend the information, associate it with previous knowledge, and learn the abilities involved. These are the regulatory processes in metacognition, which occur when learners monitor their learning process and use the feedback to make adjustments, changes, and adaptations in their knowledge [Earl, 2013]. Thus, AAL is “the ultimate goal, where students are their own best assessors” [Earl, 2003, p.47].

According to several experts like Lam (2015), Earl (2013), and Lee (2017), AAL is a subcategory of AFL, however, some fundamental features differentiate the two perspectives. Firstly, Lee (2017) asserts that AAL tenets draw on several theoretical viewpoints as well as theories of autonomy, motivation, self-regulation and metacognition. Another characteristic of AAL is the major role played by the learners during the assessment procedure resulting in different combinations of ‘self’ with other concepts related to the assessment, such as, self-reflection, self-assessment, and self-evaluation. According to Lam (2015), self-assessment is a learning-oriented procedure during which students evaluate the quality of their own work and adjust it consequently. Andrade and Du (2007) believe that in self-evaluation learners are involved in assigning a mark or grade to their own work. On the other hand, according to Lam (2015), self-reflection is a more comprehensive procedure in which learners reflect on their accomplishment regarding what they have mastered during a course or program. While these expressions are usually employed interchangeably, Dann (2014) states that the concept of self-assessment is most frequently related to AAL.

The further distinguishing feature of AAL is sharing quality criteria with learners. It distinguishes "systematic self-assessment in AAL from fragmented and informal self-assessment in AFL [Leach, 2012] in which learners are normally asked to select, often without set criteria, and present their most representative work for final grading [Lam, 2013]. The last differentiating feature of AAL is the positive effect on learners’ meta-cognitive progress [Lee, 2017]. According to Lee (2017), this is accomplished through learners asking themselves meta-cognitive questions like ‘what I am doing’, ‘how I am doing that’, and ‘what/where I should do/go next’. This is different from AFL where information concerning various steps of learning is delivered by instructors rather than being achieved within a procedure of meta-cognitive involvement.

Hence, in this article of assessment development tool, AAL and its features are highlighted in teaching listening comprehension more

interactively by encouraging learners’ self-assessment compared to the traditional assessment of AOL.

2.A description of the teaching context (learners’ age, level, etc.)

The context of this article is concerned with teaching listening comprehension to pre-intermediate language learners from a private language institute in Baku, Azerbaijan. The participants’ age range is between 13 to 19 years old. In order to develop an assessment tool for these learners’ listening comprehension, two groups of learners are specified. They include AAL and AOL groups. Each group constitutes 15 learners.

According to the records of the target language, the learners’ level of proficiency is pre-intermediate, which ensures the homogeneity of the learners.

In addition, the supplementary textbook covered in the language institute for teaching listening comprehension is *Basic Tactics for Listening* [3rd edition, Richards, 2013].

3.The assessment purpose(s) and objective(s)

By concentrating on two types of assessment, namely AAL and AOL, the researcher investigates the effect of each assessment-oriented instruction on the learners’ listening comprehension to see which assessment scenario can be more effective regarding the learners’ listening comprehension.

AAL aims to provide an interactive learning environment for learners by self-assessing their progress of listening comprehension. In addition, learners are encouraged to assess their peers’ listening comprehension under the teacher’s monitoring. Formative assessment is highlighted in AAL.

AOL does not involve the learners in the assessment process. While the teacher is teaching listening comprehension and the related comprehension exercises are done in the classroom, the students’ grades at the end of the term shows whether they can improve their listening comprehension. Summative reports are important in AOL.

4.A description of the assessment

(formative/summative, norm-referenced/criterion-referenced, etc.)

AAL:

- 1) Integration of teaching and assessing listening comprehension;
- 2) The teacher’s attempt to involve the learners in the process of instruction by assessing their peers’ listening comprehension;
- 3) The learners are expected to write diary journals and express their points of view regarding each session;
- 4) They are able to have self-evaluation of their own learning behaviors;

5) AAL-oriented instruction extends the role of teachers to include designing instruction and assessment that allows all students to think about, and monitor their own learning;

6) The learners are expected to write portfolios concerning the listening activities and any comments they found necessary to be used by the teacher for the future classes;

7) AAL aims to help learners be in charge of their listening success or failure and self-reflect or self-mediate their listening progress; and

8) No grades are concerned by the teacher.

AOL:

1) The learners in this type of assessment are provided with scores and grades at the end of the treatment sessions in order to check their overall listening development;

2) AOL is fulfilled by the teacher-made listening test taken by the participants at the end of the term for the purpose of summative reports; and

3) The results of AOL-oriented instruction can be somehow beneficial for the institute, the teacher, and the learners to be aware of their final score regardless of their formative assessment during the term, which is fulfilled by AAL assessment scenarios.

5. Instructions to the teacher giving the test and the learner taking the test

In order to investigate the effect of assessment tools of AAL and AOL on the learners' listening comprehension, the listening comprehension test is used (see Appendix A). It involves the preparation exercise that the teacher tries to provide a vocabulary practice for the learners. Then, the learners are required to take the test including 24 questions. The learners listen to the audio file for the first time followed by a discussion on the comprehension questions posed by the teacher. The learners listen for the second time to check ambiguities made in the first listening. After comprehension is achieved, the learners are encouraged to take part in real-life discussions related to the listening comprehension test for more interaction opportunities.

6. The quiz itself

The test contains 24 questions (12 items are related to the topic of 'A Morning Briefing' and the remaining 12 items are about 'Changing a Meeting Time') with a variety of items including true/false, multiple choice, and filling the blanks (see Appendix A). The learners are requested to take the test within 15 minutes. It has been adapted from British Council (<https://learnenglish.britishcouncil.org/skills/listening/pre-intermediate-a2>).

7. The answer key and scoring criteria, including specific comments if necessary

The answer key for the test is provided in Appendix B. The entire score is 24 in the sense that each questions has one score.

8.An analysis of the assessment according to the five principles

According to Brown and Abeywickrama (2010) and Brown (2019), the five principles of assessment include:

1. Practicality
2. Reliability
3. Validity
4. Authenticity
5. Washback

In terms of practicality, Brown and Abeywickrama (2010) argue that the assessment procedure should be economical to provide, and the test items should follow a smooth procedure to figure out. Time efficiency is recommended as well. Both AAL and AOL procedures have been attended in the literature [Dann, 2014; Earl, 2013] as being cost- and time-effective.

As to reliability and validity, AAL and AOL benefit from reliable and valid materials covered in the syllabus. Both the text book (*Basic Tactics for Listening*) and the listening comprehension test (adapted from British Council) are considered as reliable and valid resources for foreign and second language learners.

Regarding authenticity, the listening comprehension test in each type of AAL- and AOL-oriented instruction encourages learners to take active part in the classroom by getting them involved in meaningful language use and sharing their thoughts according to the discussions questions after the main test. The teacher tries to address a variety of personal questions related to the test, leading to real-life interactions and the learners’ production of their own experiences of the target situations.

The most important principle that can differentiate between AAL and AOL is washback, which refers to the positive and negative effect of assessment on teaching and learning language skills [Brown & Abeywickrama, 2010]. AAL is done to guide and provide a variety of opportunities for each student to monitor and critically reflect on his or her learning and identify next steps for quality learning. In fact, AAL is thought-directed and aims at involving the learners in the challenging learning environment by writing portfolios and diaries. They are free to comment teachers’ instruction and the teacher ‘is all ears’ to the points they mention although they might be just what they have thought to be effective in the listening, which is not truly right. Since the purpose is to stimulate their reflection, teacher’s patience in handling the learning environment and playing the role of both observer and facilitator is more remarkable in AAL-

oriented instruction [Lee, 2017]. However, AOL is in the form of exams or tests that contain questions derived from the material being taught throughout that time. The focus is on comparing the learners, and feedback to them comes in the form of grades or marks, with little advice or direction for improvement [Lam, 2015].

It can be mentioned that AAL enables the learners to be in charge of their learning behaviors while the teacher's spontaneous feedback can be more practical in making the listening progress more meaningful and interactive. On the other hand, AOL-oriented instruction provides summative assessment on the learners' listening comprehension by taking the teacher-made tests at the end of the term in order to check the learners' overall listening development without involving the learners in the assessment procedure and assigning active role for them during the teaching of listening comprehension as assessor. Hence, AAL appears to be more effective than AOL in developing the learners' listening comprehension as the learners are aware of their progress and identify their points of strength and weakness during the term.

REFERENCES

1. Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment & Evaluation in Higher Education*, 32(2), 159-181. (in English)
2. Dann, R. (2014). Assessment as learning: Blurring the boundaries of assessment and learning for theory, policy and practice. *Assessment in Education: Principles, Policy & Practice*, 21(2), 149-166. (in English)
3. Brown, D. (2019). *Language assessment: Principles and classroom practices* (3rd ed.). London: Longman Pearson. (in English)
4. Brown, D., & Abeywickrama, P. (2010). *Language assessment, principles and classroom practices*. The United States of America: Pearson Longman. (in English)
5. Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin. (in English)
6. Earl, L. M. (2013). Assessment for learning; Assessment as learning: Changing practices means changing beliefs. *Assessment*, 80. 63-71. (in English)
7. Lam, R. (2013). Formative use of summative tests: Using test preparation to promote performance and self-regulation. *The Asia-Pacific Education Researcher*, 22. 69-78. (in English)
8. Lam, R. (2015). *Assessment as learning: Examining a cycle of teaching, learning, and assessment of writing in the portfolio-based classroom*.

- Studies in Higher Education, 1-18. (in English)
9. Leach, L. (2012). Optional self-assessment: Some tensions and dilemmas. *Assessment & Evaluation in Higher Education*, 37(2). 137-147. (in English)
 10. Lee, I. (2017). Classroom writing assessment and feedback in L2 school contexts. Singapore: *Springer Nature*. (in English)
 11. Piaget, J. (1960). *The child's conception of the world*. London: Routledge & Kegan Paul. (in English)
 12. Richards, J. C. (2013). *Basic tactics for listening (3rd ed.)*. Oxford: Oxford University Press. (in English)

Appendix A.

Listening Comprehension Test



LearnEnglish

Listening: A2
A morning briefing

Listen to a morning briefing to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a-f) with the vocabulary (1-6).

Vocabulary	Definition
1. ___ a position	a. a short meeting to give information and updates
2. ___ a replacement	b. a job
3. ___ a briefing	c. a person who will take the place of another one
4. ___ to make improvements	d. to make something better
5. ___ a solution	e. a way of dealing with a difficult situation or problem
6. ___ to introduce something	f. to start or begin something

Tasks

Task 1

Are the sentences true or false?

1. The briefing will be short this morning.	Answer	True	False
2. The new head of department is starting this week.	True	False	
3. The car park will be closed for improvements.	True	False	
4. If you arrive first thing in the morning, you should park on Brown Street.	True	False	
5. There will be no parking in the church car park after 6 p.m.	True	False	
6. You can only pay with credit and debit cards in the canteen.	True	False	



LearnEnglish

- The agenda
 - Anna has already sent the agenda.
 - Anna is sending the agenda now.
 - Anna will send the agenda later.
- Lucy's presentation
 - Lucy is nervous about her presentation.
 - Lucy is looking forward to her presentation.
 - Lucy isn't ready to give her presentation.
- Telling the other people
 - Lucy will tell the others about the time change.
 - Sven will tell the others about the time change.
 - Anna will tell the others about the time change.

Task 2

Complete the sentences with words from the box.

accept	bring	agenda	
forward	postpone	invitation	cancel

- I sent an with the topics for the meeting.
- Could we the meeting to a later date?
- Could we the meeting to an earlier time?
- The project has been stopped. So we need to the meeting.
- I'll send a meeting with the time and place.
- I'll the invitation when I get it.

Discussion

What meetings do you have to go to? How do you arrange them?



Changing a meeting time

Listen to two colleagues arranging a meeting to practise and improve your listening skills.

Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

Preparation task

Match the definitions (a–f) with the phrases (1–6).

Phrases

1. to cancel a meeting
2. to confirm a meeting
3. to bring a meeting forward
4. to postpone a meeting
5. to move a meeting
6. to accept an invitation to a meeting

Definitions

- a. to change the time or date of a meeting
- b. to have a meeting at a later time or date
- c. to have a meeting at an earlier time or date
- d. to say that a meeting will happen
- e. to say that you will go to a meeting
- f. to decide that a meeting will not take place

Tasks

Task 1

Circle the sentence that is correct.

1. The meeting time
 - a. The meeting was first planned for 9 a.m.
 - b. The meeting was first planned for 11 a.m.
 - c. The meeting was first planned for 1 p.m.
2. Moving the meeting
 - a. Lucy wants to cancel the meeting.
 - b. Lucy wants to bring the meeting forward.
 - c. Lucy wants to postpone the meeting.
3. The new meeting time
 - a. The new meeting time is 9 a.m.
 - b. The new meeting time is 11 a.m.



Task 2

Write the words in the correct group.

Firstly, there will be ...	I have two more quick points.	If you arrive before 8.30 a.m., please use ...
If you arrive after that you should go directly to ...	The other thing I want to tell you about is ...	You have to leave before 6 p.m.

Giving information	Giving instructions

Discussion

Who do you have to give information and instructions to? What about?

Appendix B. The Answer Key for the Listening Comprehension Test



LearnEnglish

Answers

Preparation task

1. b
2. c
3. a
4. d
5. e
6. f

Task 1

1. True
2. False
3. True
4. True
5. True
6. False

Task 2

Giving information	Giving instructions
The other thing I want to tell you about is ... Firstly, there will be ... I have two more quick points.	If you arrive after that you should go directly to ... You have to leave before 6 p.m. If you arrive before 8.30 a.m., please use ...



LearnEnglish

Answers

Preparation task

1. f
2. d
3. c
4. b
5. a
6. e

Task 1

1. b
2. b
3. a
4. a
5. b
6. c

Task 2

1. agenda
2. postpone
3. bring | forward
4. cancel
5. invitation
6. accept

AFL, AAL və AOL-dan istifadə etməklə qiymətləndirmə vasitələrinin işlənib hazırlanması

Elnur Paşayev*

Abstrakt. Bu məqalədə qiymətləndirmə vasitələri hazırlayarkən müxtəlif qiymətləndirmə yanaşmalarından (AFL - öyrənmə üçün qiymətləndirmə; AAL - öyrənmə kimi qiymətləndirmə və AOL - öyrənmənin qiymətləndirilməsi) istifadə etməyin vacibliyi vurğulanıb. Bu yanaşmalar tələbələrin fəaliyyətini yaxşılaşdırmağa kömək edən rəy təmin etməklə yanaşı tədris və öyrənmədə mühüm rol oynayır. Müəllimlər qiymətləndirmə vasitələrini yaradarkən şagird profilini, o cümlədən onların yaşını və səviyyəsini, qiymətləndirmənin məqsəd və vəzifələrini, bal toplama meyarlarını nəzərə almalıdırlar. Məqalədə oxucular həm də müəllimlərin təlimat verməsi, qiymətləndirmə açarları, bal toplama meyarları və xüsusilə qiymətləndirmənin beş prinsip (praktikilik, etibarlılıq, doğruluq, həqiqilik və geri yuyulma) əsasında təhlil edilməsi ilə tanış olacaqlar. Öyrənmə kimi qiymətləndirmə yanaşmasından istifadə etməklə tələbələr nəticələrini nəzarətdə saxlayıb onlar üzərində düşünməklə gələcək hədəflərini müəyyən edirlər.

Açar sözlər: qiymətləndirmə məqsədləri və hədəfləri, meta-idrak, AFL, AAL, AOL

Развитие средств оценивания с использованием AFL, AAL и AOL Эльнур Пашаев*

Абстракт. В статье отмечена важность использования различных подходов при разработки оценивания, а именно оценивание в процессе

* Xəzər Universitetinin “Təhsilin təşkili və planlaşdırılması” ixtisası üzrə doktorant,
“Official Cambridge English Preparation Center”də müəllim; Bakı, Azərbaycan
E-mail: epashayev6490@ada.edu.az
<https://orcid.org/0009-0004-6325-3387>

Məqaləyə istinad: Paşayev, E. [2023]. AFL, AAL və AOL-dan istifadə etməklə qiymətləndirmə vasitələrinin işlənib hazırlanması. “Metafizika” jurnalı. 6(3), səh.99-110.

Məqalənin tarixçəsi:

Məqalə redaksiyaya daxil olmuşdur: 04.10.2022

Təkrar işlənməyə göndərilmişdir: 28.11.2022

Çapa qəbul edilmişdir: 01.09.2023

* Докторант по специальности «Организации и планирования образования», Университет Хазар,
Преподаватель Официального Кембриджского Центра по подготовке английского языка, Баку, Азербайджан
E-mail: epashayev6490@ada.edu.az
<https://orcid.org/0009-0004-6325-3387>

Цитировать статью: Пашаев, Э. [2023]. Развитие средств оценивания с использованием AFL, AAL и AOL. Журнал «Metafizika», 6(3), с.99-110.

История статьи:

Статья поступила в редакцию: 04.10.2022

Отправлена на доработку: 28.11.2022

Принята для печати: 01.09.2023

обучения (AFL), оценивание как средство обучения (AAL) и оценивание обучения (AOL). Эти подходы играют важную роль в преподавании и обучении, предоставляя обратную связь, которая помогает улучшить успеваемость студентов. При создании инструментов оценки учителям следует учитывать профиль обучающего, включая его возраст и уровень, цель и задачи оценки, а также критерии оценивания. В статье также предоставлены различные методы преподавания в связи с инструктажом, разработыванием ключей и критерий оценки, а также анализированием оценки на основе пяти принципов, среди которых - практичность, надежность, достоверность и обратная связь. AAL, в частности, стимулирует студентов к рефлексам и контролю прогресса, информируя их о будущих целях обучения.

Ключевые слова: цели оценивания, метапознание, AFL, AAL, AOL