

USING EXEMPLARS TO DEVELOP EVALUATIVE JUDGEMENT

Speaker: Dr. Chong, Sin Wang

Lecturer, the Education University of Hong Kong

Associate Editor, *Innovation in Language Learning and Teaching* (Taylor & Francis)



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Teaching Development Grant (TDG) project (May 2018– April 2019)

- IELTS as an exit requirement for undergraduate students
- Students' lack of **evaluative judgement** and understanding assessment standards
- Collect authentic student **exemplars** and develop teaching materials related to IELTS writing



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

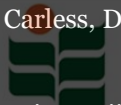
Definition of terms

‘Exemplars’: Samples produced by students (and sometimes teachers) and used to ‘illustrate dimensions of quality’ (Carless et al., 2018, p. 108)

‘Evaluative judgement’: ‘the capacity to make decisions about the quality of work of oneself and others’ (Tai et al., 2018, p. 467)

Carless, D., Chan, K. K. H., To, J., Lo, M., & Barrett, E. (2018). Developing students' capacities for evaluative judgement through analysing exemplars. In D. Boud, R. Ajjawi, P. Dawson, & J. Tai (Eds.), *Developing evaluative judgement in higher education: Assessment for knowing and producing quality work* (pp. 108-116). London: Routledge.

Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: Enabling students to make decisions about the quality of work. *Higher Education*, 76(3), 467-481.



The Education University
of Hong Kong Library

For private study or research only.

Not for publication or further reproduction.

Steps to incorporate exemplars into EAL writing instruction

Step 1

Develop writing assessment standards

Step 2

Select and modify writing exemplars to demonstrate a continuum of quality

Step 3

Adopt a reflective and dialogic approach



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Step 1: Developing assessment standards

- A clear set of **assessment standards** or **writing rubrics** (Carless & Boud, 2018; Tai et al., 2018)
- Different **domains of writing** (e.g. content, language, organization, style) with clear descriptive statements differentiating various levels of achievement
 - Course objectives?
 - Course content?
 - Learners' needs?
- For Ss with **a lower English proficiency...**
 - First language
 - Written in simple language
 - More focused, simplified



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

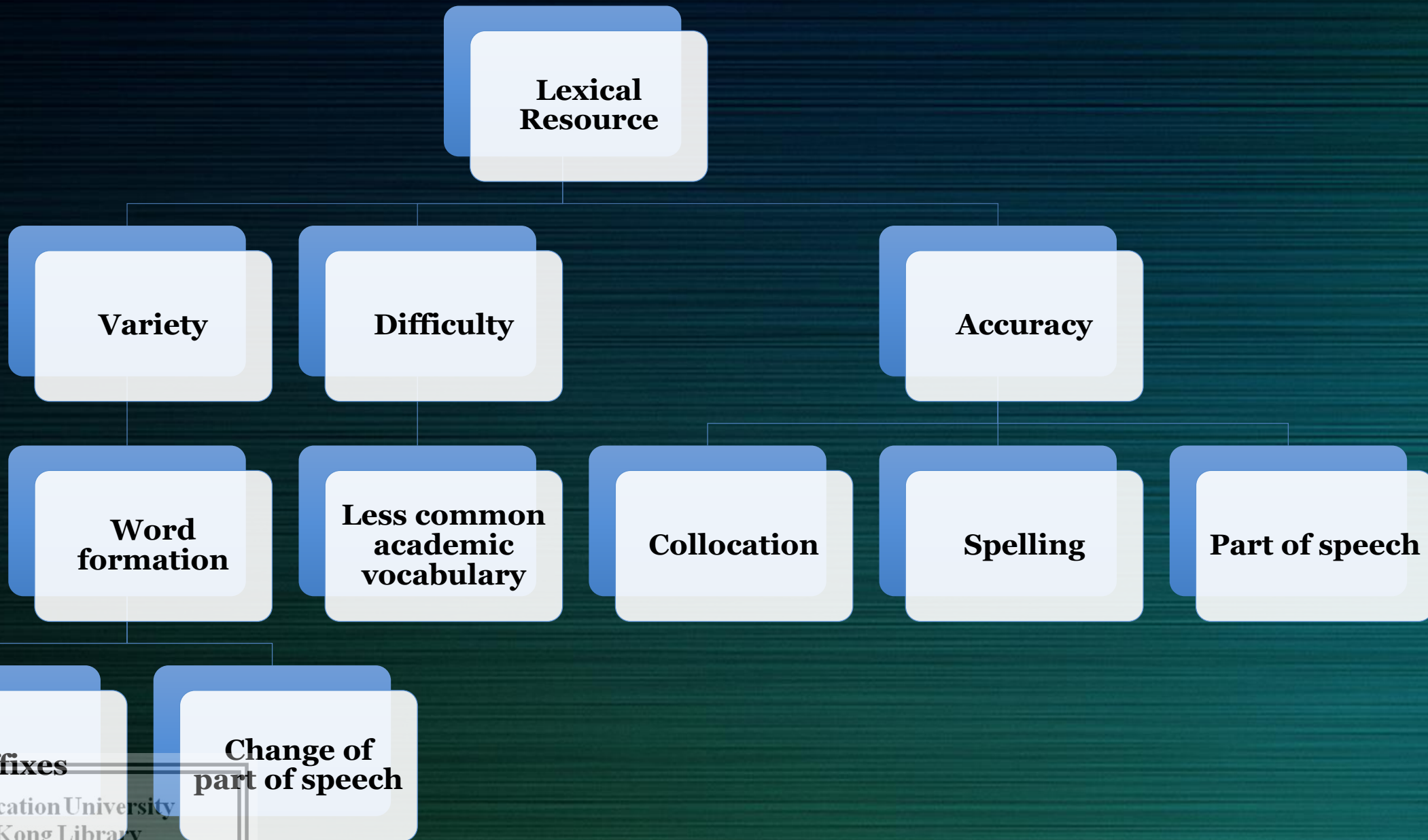
IELTS TASK 2 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully addresses all parts of the task presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> sufficiently addresses all parts of the task presents a well-developed response to the question with relevant, extended and supported ideas 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> addresses all parts of the task presents a clear position throughout the response presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use presents a clear central topic within each paragraph 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Step 2: Selecting and modifying writing exemplars to demonstrate a continuum of quality

- Exemplars are different from ‘model essays’ because they illustrate a continuum of quality (high, average, low) (Carless et al., 2018)
- Three ways of selecting and modifying writing exemplars:
 - Include exemplars of different **lengths** (e.g. sentence-level, paragraph-level, essay-level)
 - For weaker students, sentences in an exemplar which are important can be **highlighted** or **underlined** so that students can focus on the salient features
 - Wordings or phrases that may cause confusion need to be revised



The Education University
of Hong Kong Library

Carless, D., Chan, K. K. H., To, J., Lo, M., & Barrett, E. (2018). Developing students' capacities for evaluative judgement through analysing exemplars. In D. Boud, R. Ajjawi, P. Dawson, & J. Tai (Eds.), *Developing evaluative judgement in higher education: Assessment for knowing and producing quality work* (pp. 108-116). London: Routledge.

For private study or research only.
Not for publication or further reproduction.

Exemplar 3.1

Sentence-level exemplar

Referring to the graph, it shows the number of academic jobs in some humanities and social sciences disciplines from 2012 to 2014.

Guiding question	Yes/No	Remark
Did the student indicate what the graph is about?	Yes	The student indicated the topic of the graph and the period concerned.
Did the student use different wordings or did s/he simply copy the question?	Yes	The student started the overview with 'referring to the graph'; replaced 'gives information' with 'shows'; replaced 'between...and...' with 'from...to...'
Did the student summarize the graph in a succinct manner?	No	



The Education University
of Hong Kong Library

Rating: Low (Bands 4-5) /

Average (Bands 6-7) / High (Bands 7+)

Not for publication or further reproduction.

Exemplar 3.4

Paragraph-level exemplar

To start with, the number of academic jobs in English declined gradually from 1200 to 900 between 2012 and 2014; yet English still managed to have the highest number of jobs compared to other disciplines.

Regarding subjects that showed a steady boom in the amount of jobs over the three years, there were approximately 200 more academic jobs in the discipline of communication. Furthermore, the number of jobs in sociology escalated slowly between 2012 and 2014.

Guiding question	Yes/No	Remark
Did the student choose the most important and representative data points to report or report every data point?	Yes	“declined gradually from 1200 to 900 between 2012 and 2014”
Did the student categorize data and information into groups?	Yes	“Regarding subjects that showed a steady boom in the amount of jobs over the three years...”
Did the student report data that represent the extremes in the graph?	Yes	“...yet English still managed to have the highest number of jobs compared to other disciplines.”



The Education University
of Hong Kong Library

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)
Not for publication or further reproduction.

Exemplar 3.12

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China. In 2018, electronics and appliance dominated the four retail sectors. On the other hand, video games dropped in its distribution of online sales. Besides, the distribution of online sales for home furnishing remained unchanged, while food and beverage showed a decline in the distribution of online sales compared to that in 2008.

The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018. Moreover, electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade. (134 words)

Guiding question	Yes/No	Remark
Did the student report data by using not only verbs (e.g. increased, decreased) but also adverbs and adjectives to denote the extent of change?	Seldom	Only one instance of such use is noted: "The online sales for retail sectors distributed more evenly in 2008..."
Did the student report data that are presented in the graph or table and not include explanations of the data?	Yes	No predictions and personal interpretations of data were included as they are not required by the question.
Did the student include specific numbers to support his/her data description?	No	No percentages from the two pie charts were included.
Did the student report the majority of the data points or information presented in the graph?	Yes	The student reported information related to all four retail sectors as presented in the pie charts.



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Rating: Low (Bands 4–5) / Average (Bands 6–7) / High (Bands 8–9)

Essay-level exemplar

Step 3: Adopting a reflective and dialogic approach

- Create exemplar-based pedagogic tasks which are **reflective** and **dialogic** in nature (Hendry et al., 2016; Carless et al., 2018)
- Tasks can be designed to promote students' reflective thinking by:
 - Asking students **evaluative questions**
 - Phrasing questions using the **keywords** found in the assessment standards
 - Asking students to give **examples** from the exemplars as evidence

Exemplar 9.2

First and foremost, inadequate monitor brings by distance education will cause high withdraw rate. By adopting distance education, teachers and student are no longer sitting in the same classroom in class - students are required to watch pre-recorded video lesson instead. In view of the phenomenon that most parents need to work in daytime, there will not be any authorities to supervise students in classes. As a result, this may contribute to a high withdrawal rate. Offering a tutor for every student is clearly unaffordable. Therefore, assigning after-lesson quiz for students is a way to surmount the problem. If all students are required to take a test regarding teaching content after lesson, they will be more willing to attend online lesson with a view to get a pass. The pupils will attend and be concentrated in online class after implementation of live lessons.

Guiding question	Yes/No	Example/Suggestion
Did the student form new words through the use of prefixes?	Yes	in-adequate pre-recorded un-affordable
Did the student form new words through the use of suffixes?	Yes	withdraw-al implement- <u>ation</u> <u>educat-ion</u>
Did the student form new words through the use of conversion?	Yes	pass (v.) → a pass (n.) after lesson → after-lesson (adj.)
Did the student form new words through the use of compounding?	Yes	with-draw class-room day-time

Exemplar 9.11 (paragraph 1)

The number of slash workers is rising (Q1) in recent years. Youngsters would like to be (Q2) slash workers because they want to broaden their horizon (Q3). There are bad impacts (Q4) brought by slash workers such as (Q5) shortage of full-time workers and low salary tax revenue.

Questions for paragraph 1:

Q1. What is a more formal and academic word to replace ‘rising’?

Escalating/skyrocketing/increasing/on the rise

Q2. What is a more formal and academic expression to replace ‘would like to be’?

Opt to be/prefer to be/are inclined to be

Q3. What is the spelling mistake of ‘horizon’?

Horizons (the expression is ‘broaden one’s horizons’ which means to enrich one’s understanding about something)

Q4. What is a more formal and academic word to replace ‘bad impacts’?

Setbacks/drawbacks/pitfalls/disadvantages

Q5. What is a more formal and academic expression to replace ‘such as’?

Namely/including

Exemplar 9.11 (paragraph 2)

*First and foremost, youngsters want to be slash workers because they would like to **broaden their horizon** (Q1). Take my friend Jack as an example, he works as an English tutor, a secretary and a photographer at the same time. Having several jobs allows him to experience both flexible and **regular** (Q2) workplace cultures. Being slash workers can **also** (Q3) enable Jack to **broaden their horizons** (Q4) by offering him more opportunities to make new friends. He meets colleagues in each job and able to encounter people **in different backgrounds** (Q5).*

Questions for paragraph 2:

Q1. The same expression ‘broaden one’s horizons’ has been used in the first paragraph. Can you suggest another synonymous expression?

... because they would like to explore different possibilities in life

Q2. The collocation between “regular” and “workplace cultures” is wrong. Can you suggest an alternative to “regular”?

A formal workplace culture

Q3. What is a more formal and academic word/expression to replace “also”?

Moreover/Furthermore/Additionally, being slash workers enables...

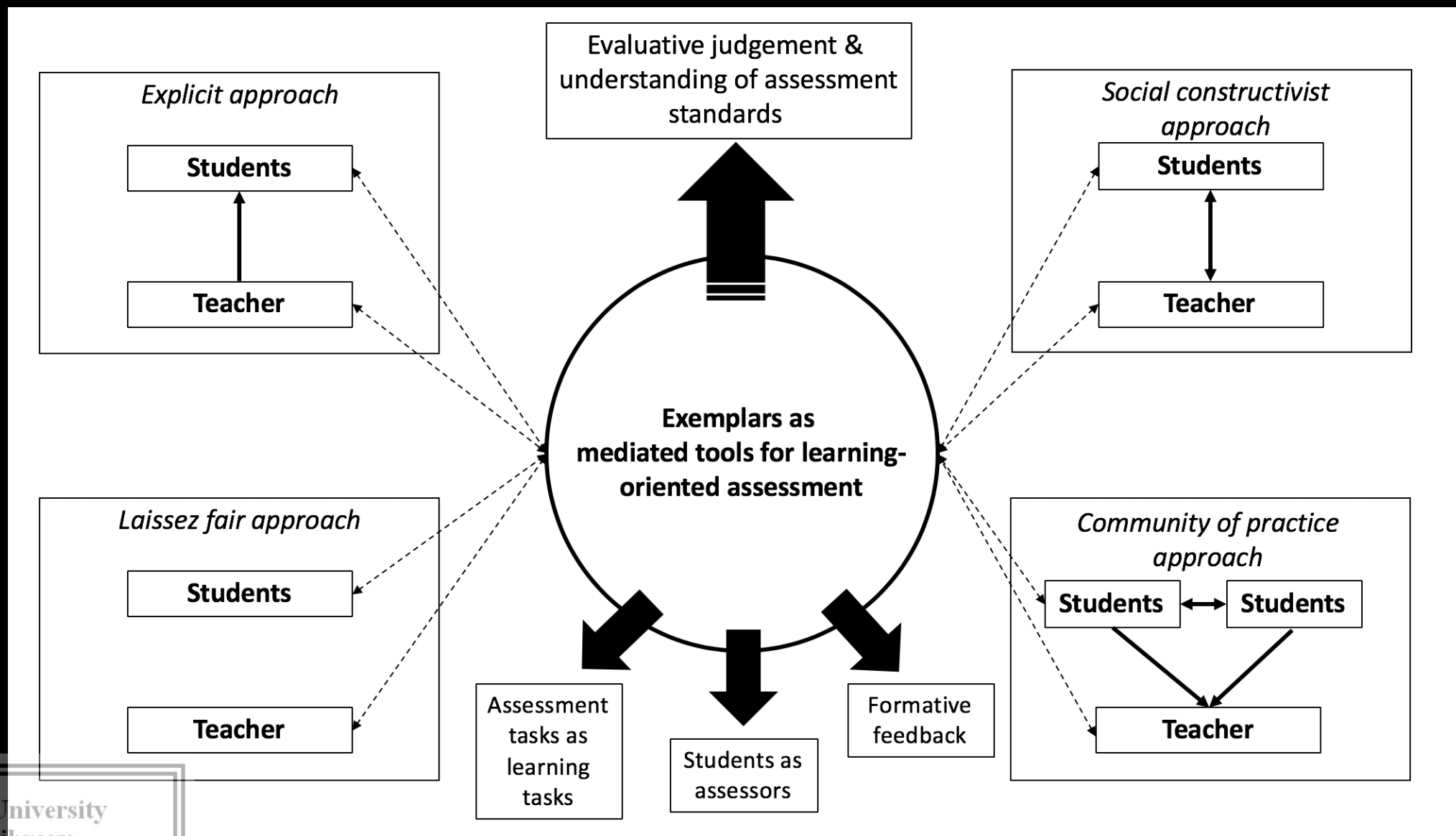
Q4. The same expression ‘broaden one’s horizons’ has been used in the first paragraph. Can you suggest another synonymous expression?

...enable Jack to expand his social circle by offering him more opportunities to make new friends.

Q5. In the expression “in different backgrounds”, the collocation between the preposition “in” and the noun “backgrounds” is wrong. Can you suggest another preposition?

From/with different backgrounds

Use of exemplars



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Publications of the project

- Chong, S. W. (2018). The use of exemplars in English writing classrooms: From theory to practice. *Assessment & Evaluation in Higher Education*, 1-16. Advanced online publication.
- Chong, S. W., & Ye, X. (Under Contract). *Developing writing skills for IELTS: A research-based approach*. London, UK: Routledge.
- Chong, S. W. (Under Review). The use of exemplars to develop students' evaluative judgement: The case of IELTS writing. *Assessment & Evaluation in Higher Education*.



The Education University
of Hong Kong Library

For private study or research only
Not for publication or further reproduction.

Points for discussion

Affordances of using exemplars

- Promote students' understanding of rubrics
 - *"I think it could be better if we talk about these [requirements in rubrics] while reading the exemplars, integrating these two, and no need to explain them separately. It is meaningless to explain them separately. For example, when we talked about pronouns, we might not know how to place the pronouns in a sentence. We need to learn how to use."*
- Facilitate comparison through peer and self—assessment
 - *"When we use exemplar, we would automatically compare our own articles with the exemplar, thinking about the differences between our articles and the exemplar, then I know what I should improve on."*
 - *"You can compare, because he (the teacher) gave two passages. So, while you are comparing the two passages, you can consider why this gets higher mark, or somehow, to learn the... how to say... to learn from this comparison, and to improve your writing skills."*



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.

Points for discussion

Limitations of using exemplars

- It is difficult to select ‘appropriate’ exemplars for analysis.
 - *“I am not sure if the exemplars were the original ones from some students or were modified a little bit by the teacher. I hope the teacher could do some modifications on it, to cover as many points of descriptors as possible.”*
- It is time-consuming to analyze exemplars.
 - *“Due to the time limitation, we could only read 2 exemplars. If possible, I really wanted to read more in class so that I could learn more.”*
- It may limit students’ thinking.
 - *“I would be limited by the structure and cannot think of something else and new. When you attend a test, without any exemplars, you would not know how to structure, how to group.”*



The Education University
of Hong Kong Library

For private study or research only.
Not for publication or further reproduction.