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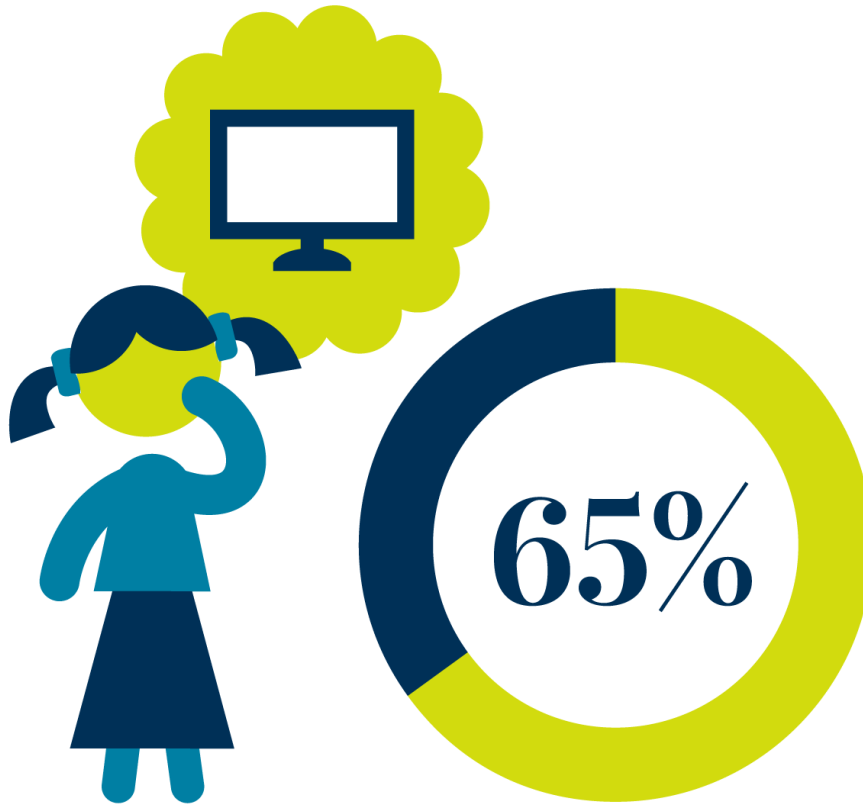
# Towards INVALSI

Developing receptive  
skills for assessment  
purposes

Roy Bennett  
Pearson Educational  
Consultant



**About today's  
session...**



of children  
aged 12 in  
2015 will do  
jobs that don't  
yet exist

Source: UNESCO / World Bank

How does this affect the way we teach?

*'Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people's beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognise that their own understanding of the world is inevitably partial.'*



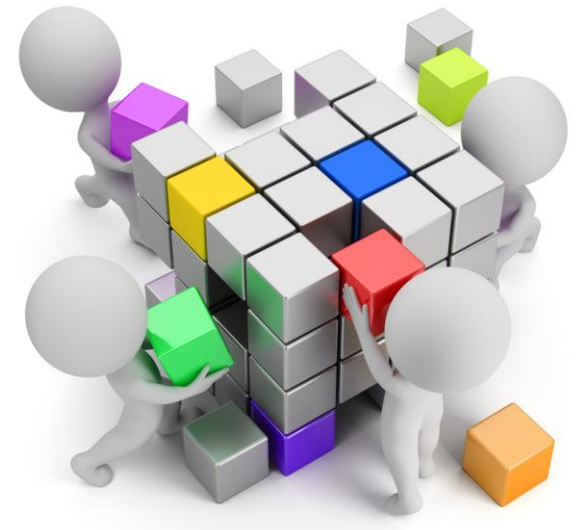
**Source:** OECD, Global Competency  
for an Inclusive World

*'To be effective **global citizens**, learners need to be **flexible, creative and proactive**. They need to be able to **solve problems, make decisions, think critically, communicate ideas effectively and work well within teams and groups**. These **skills and attributes** are increasingly recognised as being **essential** to succeed in other areas of **21st century life** too, including many workplaces.'*

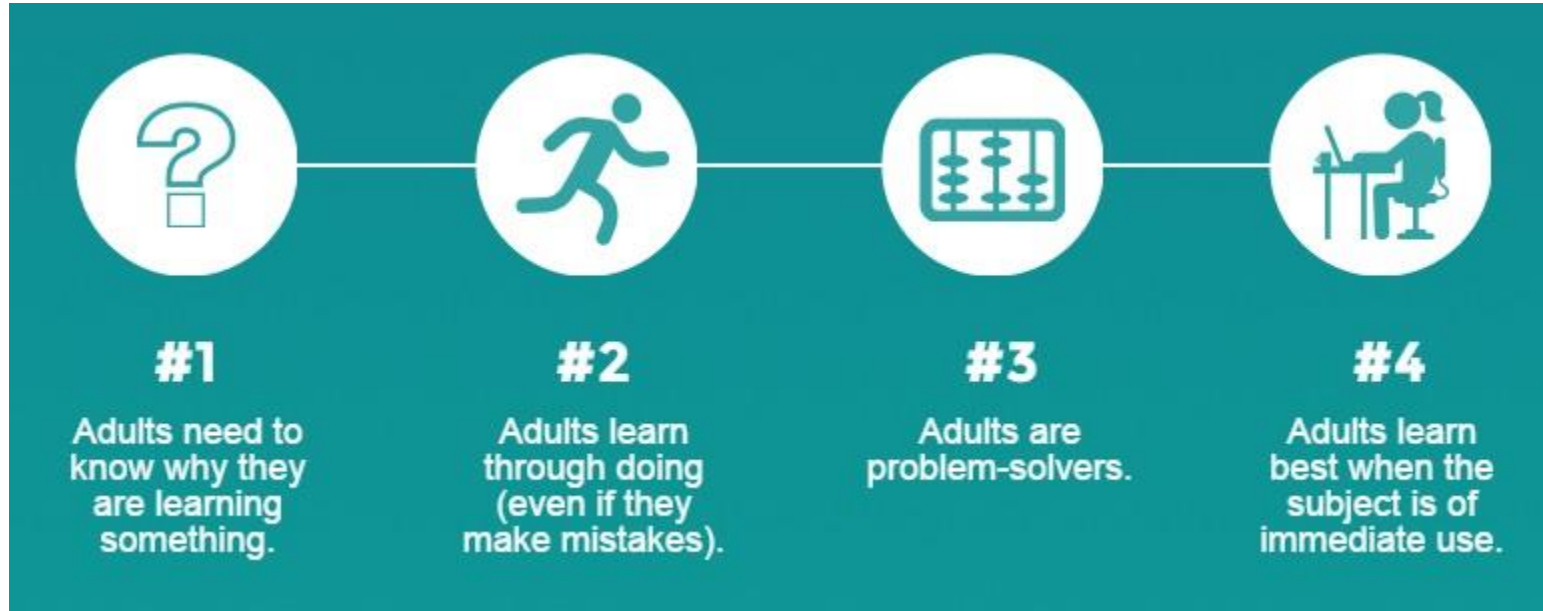
'These skills and qualities cannot be developed without the use of **active learning** methods which involve learning by doing and collaborating with others.'

Source: OECD, Global Competency  
for an Inclusive World

*'Tell me, I will forget  
Show me, I may remember  
Involve me, and I will  
understand.'*

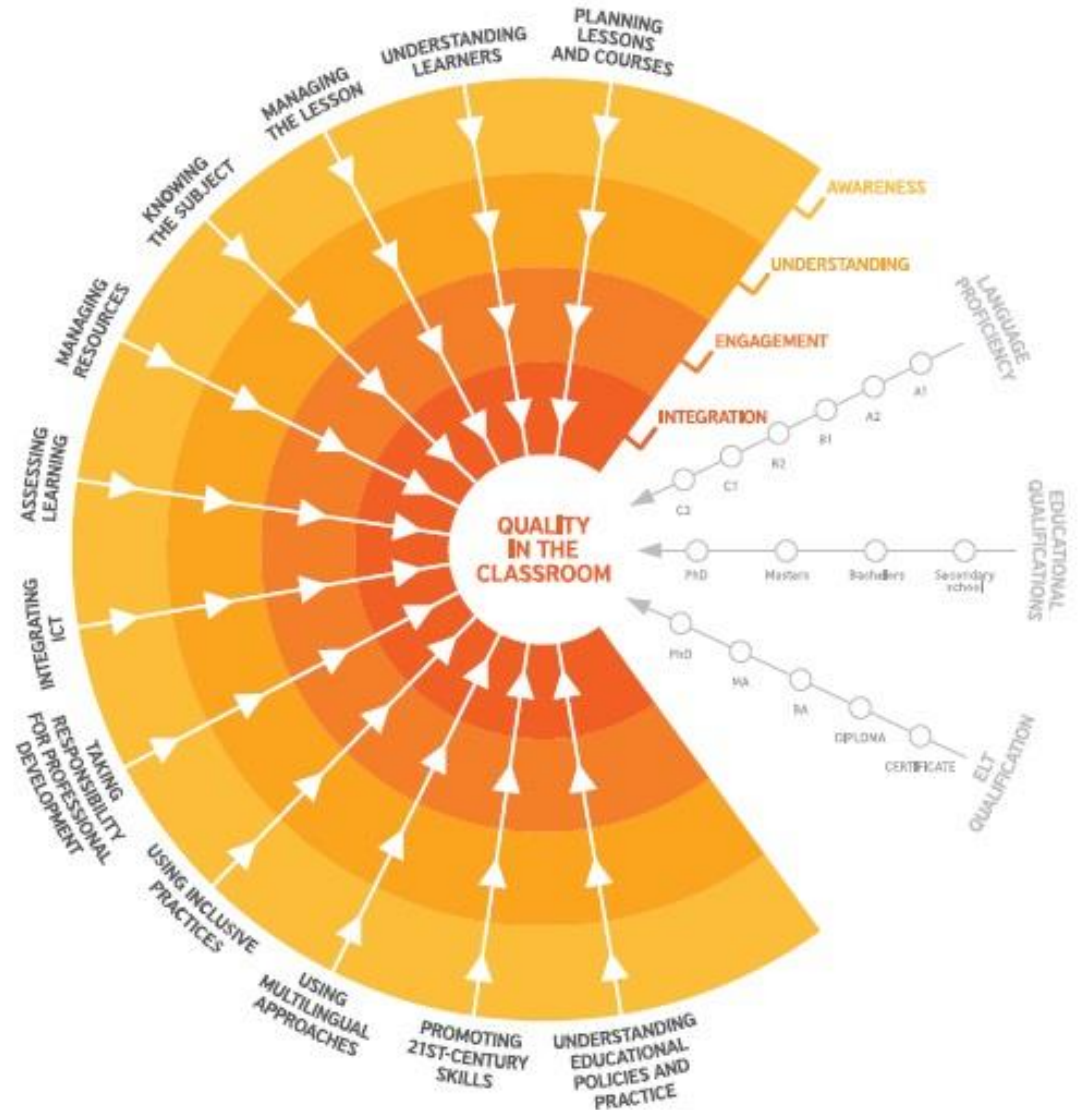


# Knowles' 4 Principles of Andragogy





# Session objectives based on the British Council's CPD Framework





# The 12 professional practices

- 1. Planning lessons and courses**
- 2. Understanding learners**
- 3. Managing the lesson**
- 4. Knowing the subject**
- 5. Managing resources**
- 6. Assessing learning**
- 7. Integrating ICT**
- 8. Taking responsibility for professional development**
- 9. Using inclusive practices**
- 10. Using multilingual approaches**
- 11. Promoting 21st-century skills**
- 12. Understanding educational policies and practice**

?





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# 1. The Global Scale of English

*'The Global Scale of English represents the most significant advance in performance-based approaches to language learning, teaching and assessment since the development of the Common European Framework of Reference.'*

David Nunan Ph.D.,  
Professor Emeritus of  
Applied Linguistics,  
University of Hong Kong



# About the Global Scale of English



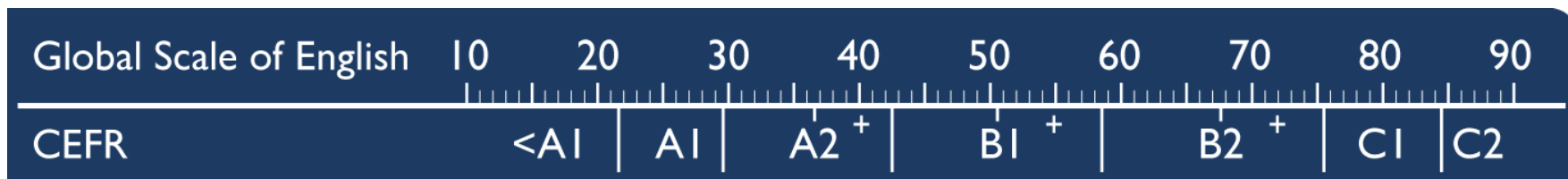
*The Global Scale of English (GSE) is the standardised, granular and global measure of English language proficiency*

It is the result of the **most comprehensive, on-going research** with 6,000 teachers from 50 countries ever conducted in the field.

**Measuring from 10 to 90**, the GSE scale was developed in response to on-going issues with existing scales and new opportunities for a granular approach to progress.

## Why a scale of 10 - 90?

There's not enough language below 10 to measure accurately. Above 90 there are not enough differences to measure (plus, no one is perfect in a language!)



# Why use a different scale?

## What are advantages of a granular scale?



On the CEFR, which language skill has the most can-do statements?

- A Reading
- B Listening
- C Speaking
- D Writing

• Reading – 50  
• Writing and listening – around 90  
• Speaking – nearly 300

## NUMBER OF NEW LEARNING OBJECTIVES BY SKILL



## NUMBER OF NEW LEARNING OBJECTIVES PER SECTOR CEFR\*





COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

**COMPANION VOLUME  
WITH NEW DESCRIPTORS**

The Council of Europe wishes to thank the following institutions and projects for kindly making their validated descriptors available:

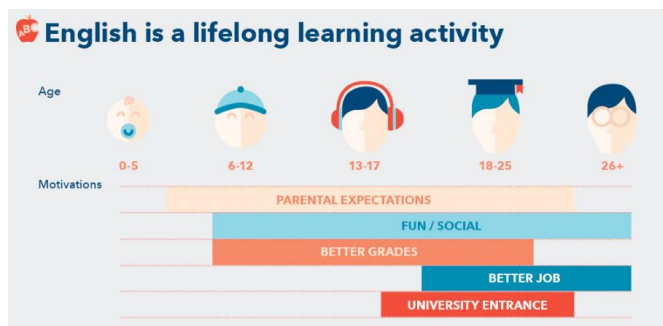
Pearson Education

Global Scale of English (GSE)

The Council of Europe would also like to thank Pearson Education for kindly validating some 50 descriptors that were included from non-calibrated sources, principally from the Equals' bank and the late John Trim's translation of descriptors for the C levels in Profile Deutsch.



# Current challenges in English teaching



## Motivation and confidence

These are very difficult to influence with current scale systems, curriculum, course books and assessment.

## Progress in English

It's challenging to measure ability to communicate effectively across four skills and enabling skills (vocab and grammar) with current scales.

## Too general

We don't often know what ability learners actually have e.g. two learners at B2 could be vastly different and across four skills.

## Not environment specific

Learning English for Academic or Professional reasons – or even as a young learner - are not properly supported with relevant learning objectives.

# What does the GSE help with?

## So what does the GSE really solve?



**For teachers** – can make more informed choices about course content and the resources they develop. It allows them to better plan and deliver in and out of class.

*It enables teachers to improve motivation by demonstrating regular, small steps of progress.*

**For administrators/managers** – it allows them to deliver greater value to their learners by better ensuring courses and lessons are at the right level and facilitates regular progress, so they can fulfil their institution's promise.

**For learners** - it allows them to know more explicitly what they need to do to progress and to experience progress. Allows them to question the value of teaching – is it appropriate / challenging?

# THE CHALLENGE

1. Open your envelope
2. Which skill do your descriptors refer to?
3. Put the descriptors in order (lowest to highest)
4. Try and match each descriptor to a specific score on the GSE

# SCORING SYSTEM

Correct CEFR level = 1 point

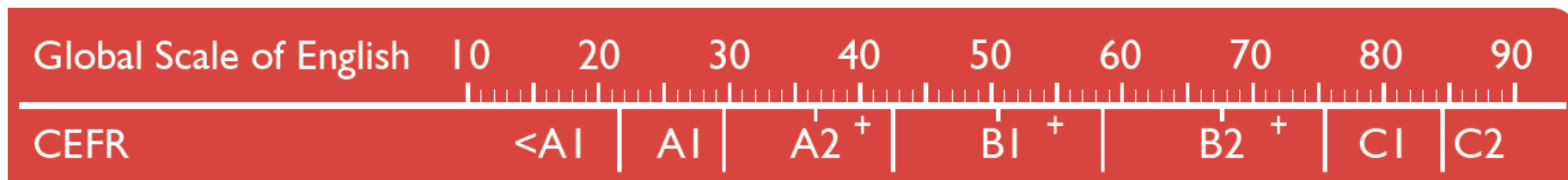
Correct GSE score (margin of error +/- 1) = 5 points

Correct order = 10 points bonus

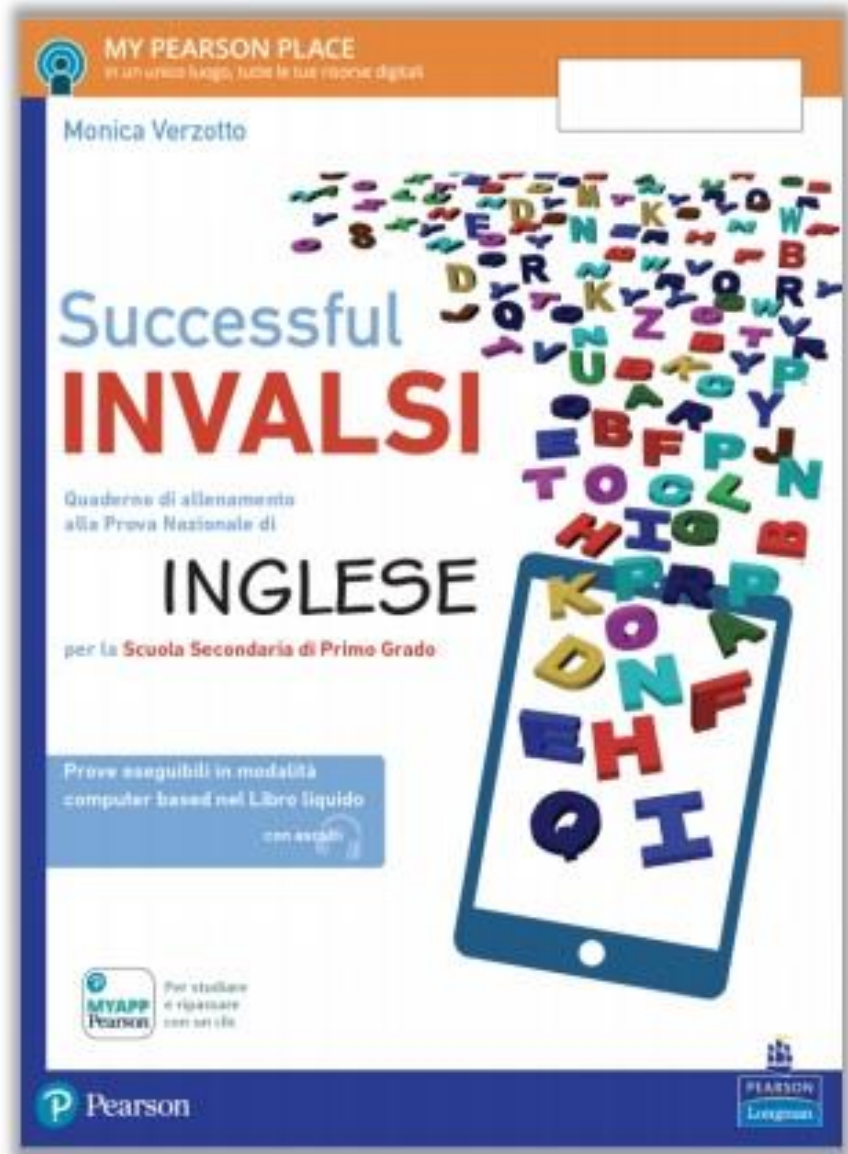


# The GSE in the SSPG

- GSE 22-29 is equivalent to A1 level on the CEFR
- **GSE 30-36 is equivalent to A2 level on the CEFR**



Contains the descriptors from 10 – 42 on the Global Scale of English





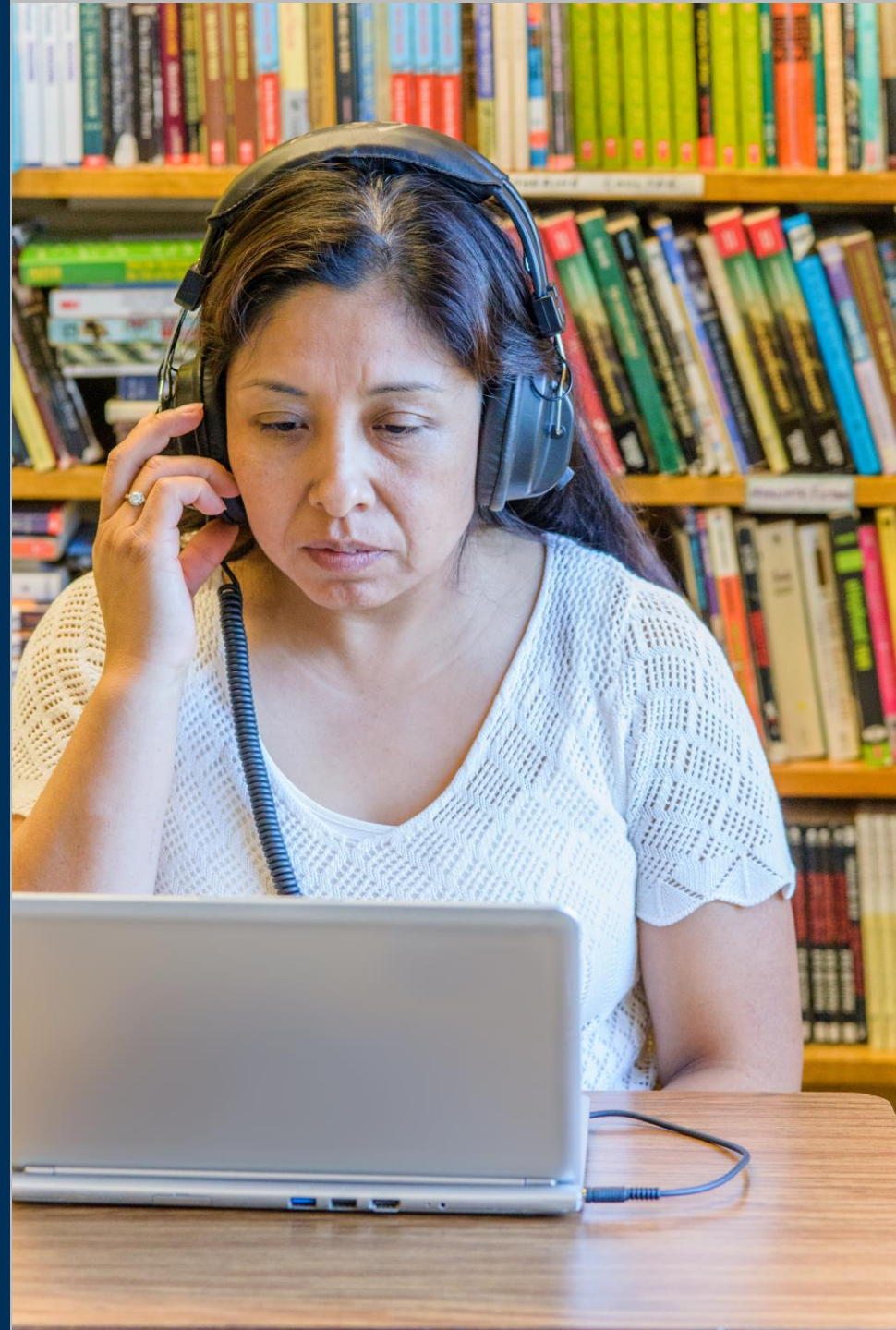


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## 2. Listening

*'Listening is probably the most important of the four skills; it's the starting point for learning any living language, and most people spend more time listening – including listening during conversation – than they do speaking, reading or writing.'*

Penny Ur, OBE, teacher  
trainer, author and  
conference speaker



## Duration:

- 40 minutes

## Tasks:

- **3-4 tasks A1**
- A1 listening tracks (max. length 2 mins)
- **3-4 tasks A2**
- A2 listening tracks (max. length 2 mins)
- comprehension questions (3-8 questions)

## Types of questions:

- multiple choice
- matching
- open questions with short answers (max. 4 words)

# LISTENING



## **Listening skills needed:**

- quick selective listening
- careful listening

## **Types of listening tracks:**

- authentic
- in keeping with the A1/A2 descriptors of the CEFR with content that 3° Middle School students are familiar with

## **Instructions:**

- in English
- always formulated in the same way

# LISTENING



What exactly  
do we mean  
by 'authentic'  
listening?



# Authentic vs scripted listening: task

Authentic	Scripted
Overlaps and interruptions between speakers	Little overlap between speakers

# Authentic vs scripted listening: task

Authentic	Scripted
Overlaps and interruptions between speakers	Little overlap between speakers
Normal rate of speech delivery	Slower delivery
Relatively unstructured language	Structured language, more like written English
Incomplete sentences, with false starts, hesitation, etc.	Complete sentences
Background noise and voices	No background noise
Natural stops and starts that reflect the speaker's train of thought and the listener's ongoing response	Artificial stops and starts that reflect an idealised version of communication
Loosely packed information, padded out with fillers	Densely packed information

# Authentic or scripted?






# Types of listening

- Listening for gist
  - Listening for specific information
  - Listening in detail
  - Inferential listening
- Quick selective listening
- Careful listening
- 
- ```
graph LR; A[Listening for gist] --> B[Quick selective listening]; C[Listening for specific information] --> B; C --> D[Careful listening]; E[Listening in detail] --> D; F[Inferential listening] --> D;
```

# Types of listening tasks


| Productive tasks                    | Objective tasks      |
|-------------------------------------|----------------------|
| Sentence or table completion        | Y/N answers          |
| Short answers                       | Ordering information |
| Identifying and correcting mistakes | Multiple choice      |
|                                     | Matching             |
|                                     | True/false           |

## Listening


**5**  038 **K** Ascolta e collega le bandiere ai luoghi corrispondenti.



- |                    |            |          |
|--------------------|------------|----------|
| 1 Northern Ireland | 3 Wales    | 5 The UK |
| 2 England          | 4 Scotland |          |

**6**  038 **K** Riascolta e abbina il nome del Santo Patrono (1-4) al luogo giusto (a-d).

- |                                          |            |
|------------------------------------------|------------|
| 1 <input type="checkbox"/> Saint George  | a Scotland |
| 2 <input type="checkbox"/> Saint Andrew  | b Ireland  |
| 3 <input type="checkbox"/> Saint Patrick | c Wales    |
| 4 <input type="checkbox"/> Saint David   | d England  |

**17**  **081** **K** Patrick wants to convince his dad that he really needs a moped. Listen to the conversation and choose the correct reason Patrick gives his father.

a  Patrick's dad has never driven a scooter. It will be a good opportunity for him to drive one.

b  Patrick's dad has to go to work

c  Patrick's dad says they can't afford one

d  Patrick's dad has to go to work during a strike.

**18**  **081** **K** Listen to the conversation again. What decision has Patrick's dad taken?

a  He will buy Patrick a moped.

b  He offers to buy Patrick a bike.

c  He is going to buy Patrick a new car when he is 17.

d  He will use a Boris bike\* to go to work.

# **Tips & Strategies**

## **1. Start simply**



- 5  054 Ascolta Mark che parla di suo padre e scegli l'alternativa corretta.

### My dad

He's very tall.

His legs are <sup>1</sup>short / long and his feet

His eyes are <sup>3</sup>blue / green.

His hair is <sup>4</sup>dark / brown and <sup>5</sup>straight

**Say it!**

**Guys ...**

Ragazzi ...

**Not again!**

Non di nuovo!

**What's wrong?**

Che cosa c'è che non va?

**I can't see a thing**

Non vedo niente

**Let me see ...**

Fammi vedere ...



**What about you?**

E tu?

**Let's make (some pancakes)**

Facciamo (dei pancake)



- 7   055 Guarda e ascolta Part 1 del dialogo. Perché Jen ha bisogno dell'aiuto di Alex?

Because the book is too \_\_\_\_\_.

- 8 Scegli l'alternativa corretta.

1 Jen / Alex isn't careful.


2 Alex / Jen is tall.

3 Alex's arms are long / short.

4 Jen's head isn't big / fine.

5 Alex's / Jen's book is about cars.

6 Alex's / Jen's book is about cakes.

- 13  074 Completa i dialoghi con le espressioni del box **Say it!** Poi ascolta e ripeti.

1 A: Oh, no, not <sup>1</sup> again !

B: What's <sup>2</sup> \_\_\_\_\_ ?

A: There isn't a light in here.

I can't see a <sup>3</sup> \_\_\_\_\_ !

B: Let me <sup>4</sup> \_\_\_\_\_ ...

I can fix it.


2 A: What <sup>5</sup> \_\_\_\_\_ you?

What can you do?

B: I can make biscuits.

<sup>6</sup> \_\_\_\_\_ make some

biscuits.

 02 Listen to the girl talking to the boy about her visit to the museum.  
Complete the text.

More than (1) ..... species of wild animals

Number of floors (2) .....

Number of rooms (3) .....

**Open:** From (4) ..... to Sunday

From (5) ..... to 22:00

**Price:** Adults: (6) ..... euros

Children: 5.50 euros

Family tickets (2 adults and 2 children):

(7) ..... euros

**Address:** Nr (8) ..... Oak Street

**Telephone:** (9) 0141 496 .....

Closed on December 24<sup>th</sup> and on (10) .....

What sort of information are students asked to identify?



- Girl** Last weekend I went to the mountains and I visited a museum about wild animals.
- Boy** Really? How was it?
- Girl** Fantastic! The museum has got three floors and there are more than 270 species of wild animals, in 35 rooms.
- Boy** Is it open every day of the week?
- Girl** No, only from Wednesday to Sunday because Mondays and Tuesdays are for school groups.
- Boy** What time does it open?
- Girl** At 9:30 and it closes at 10:00 p.m. You can also have lunch in a very nice cafeteria.
- Boy** Is it expensive?
- Girl** Yes, quite expensive because it costs 8 euros for adults and 5.50 for children ...
- Boy** It's quite a lot, there are four of us in my family.
- Girl** If you buy a family ticket, you save 7 euros because the family ticket is 20 euros for 2 adults and 2 children.
- Boy** Great! And the address?
- Girl** The museum is at 54 Oak Street and the telephone number is 0141 496 0548.
- Boy** Thank you! I think I'll go there next week, for Christmas.
- Girl** Wonderful but be careful, the museum is closed on Christmas Eve and on the 1<sup>st</sup> of January ...

| Numbers | Days      | Dates                | Times               |
|---------|-----------|----------------------|---------------------|
| 270     | Wednesday | The first of January | 9:30/half past nine |
| three   |           |                      |                     |
|         |           |                      |                     |
|         |           |                      |                     |

## Short dictations

# **Tips & Strategies**

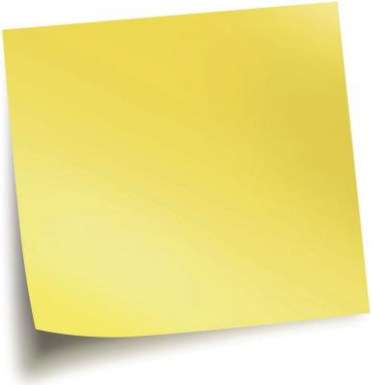
## **2. Prediction**

# What's in a rubric?

 03 Listen to Mr Todd and Mrs Todd talking to the waiter.

- How many people will we hear speak?
- Where are they?
- How will the dialogue be scripted?
- What language will be used?

# Brainstorm!



# Brainstorm!

- What did we achieve during the last activity?
- Can you think of any other variations?





# Prediction: what's in a rubric?

 16 Listen to Mark, a contestant on a TV programme, answering some questions. Choose the best answer.

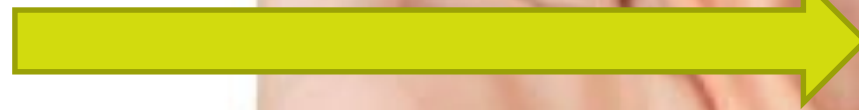
- Class discussion
- Create quiz show questions
- Class quiz
- Role play, etc. etc.



**Tips & Strategies**  
**3. Focusing on key  
information**



Is it necessary  
to understand  
every single  
word in a  
listening  
passage?



# Dictogloss

1. Prediction. What is the passage about? What words are we likely to hear?
2. First listening. Do not take notes
3. Second listening. Write down key words
4. Third listening. Write down sentences
5. Work with a partner to reconstruct the text



People in the USA are very proud of their flag, to them it is a symbol of freedom, solidarity and national unity. The colours of the flag are symbolic, too. Red is for strength, white is for purity and blue represents justice. At school children say the Pledge of Allegiance and salute the flag with these words: «I pledge allegiance to the flag of the United States of America and to the Republic for which it stands. One nation under God, indivisible, with liberty and justice for all.





**Tips & Strategies**  
**4. Using the  
tapescript**

# Using the tapescript

## 16 Prova 15, pagina 19

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- Jessy** Thank you and welcome to the teens' favourite quiz show 'True or false?' We are here today with Mark from Liverpool, trying to win the super prize, 15,000 pounds and a trip to Niagara Falls ... OK Mark, to win the prize you must answer five true or false questions in only two minutes ... are you nervous?
- Mark** Hi Jessy! Not at all, I'm very calm and ready to win the prize!
- Jessy** Good, first question: 'The cheetah is the fastest animal in the world.' True or false?
- Mark** True, it's true!
- Jessy** Good, second question, 'The elephant has the largest eyes in the world.'
- Mark** False, the giant squid has the largest eyes ...
- Jessy** Great, third question, 'Italy has won more World Cup championships than any other country.'
- Mark** False, Brazil has won five and Italy four ...
- Jessy** Excellent, fourth question, 'Andromeda is the closest star to the Earth' ...
- Mark** False, the Sun is the closest star of course ...
- Jessy** Good and now fifth question, 'The smallest bone in the human body is in the ear' ...
- Mark** True!
- Jessy** Exactly! You're the winner Mark!
- Mark** Thank you very much!

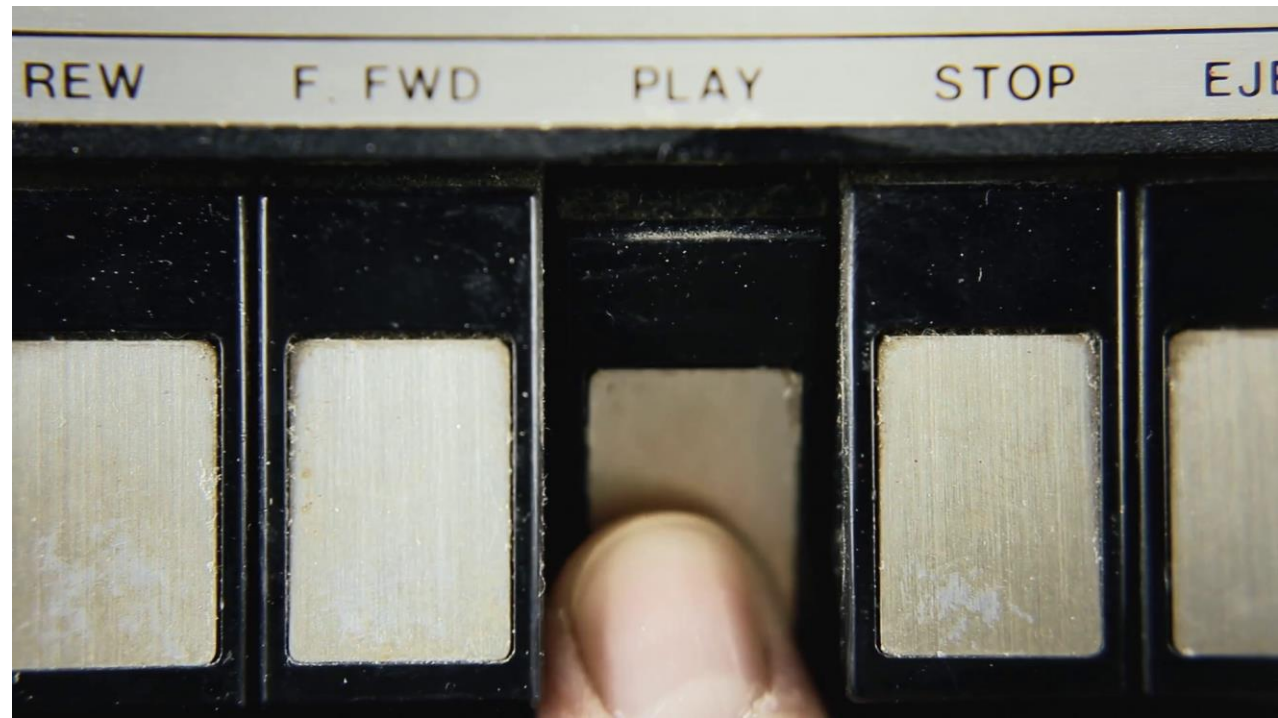
How could we use this tapescript in class?

## Using the tapescript – some ideas

1. Students are given a copy of the tapescript. The teacher reads the text to the class, but changes key words. Students underline the words that have been changed
2. As above, but certain words are removed from the script to create a cloze exercise. This will help students to focus on specific items.
3. Students are shown an excerpt from the script (one or two lines) and are asked to predict what the passage is about.

# ‘Empowering listening’ with tapescripts

Every week, one pair or group of students is given a tapescript. They prepare the task questions and manage the listening practice in class.





# **Tips & Strategies**

## **5. Using video**



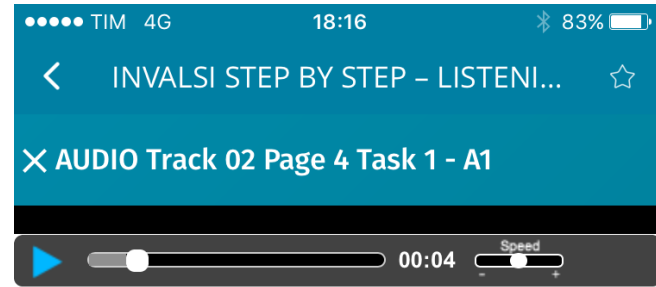
# How can video be used to develop listening?

1. A multisensory experience
2. Contextualisation of language
3. Non-verbal communication (what is implied through gestures, facial expressions, etc.)





**MYAPP**  
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## 3. Reading

*'It is the most powerful educational tool in language education. It serves to increase literacy and to develop vocabulary.'*

Stephen Krashen, Emeritus  
Professor of Linguistics,  
University of Southern  
California, on free voluntary  
reading



## Duration:

- 40 minutes

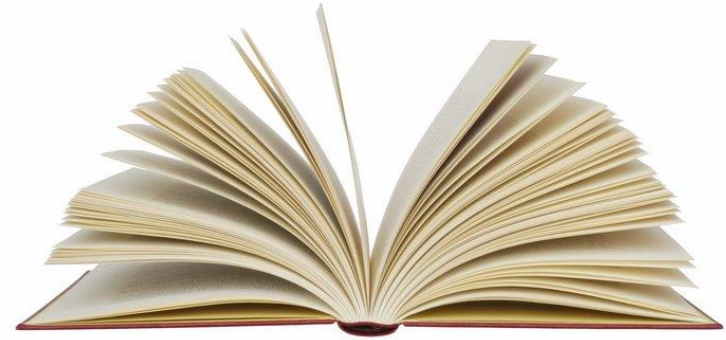
## Tasks:

- **3-4 tasks A1**
- A1 texts (max. length 110 words)
- **3-4 tasks A2**
- A2 texts (max. length 220 words)
- comprehension questions (3-8 questions)

## Types of questions:

- multiple choice
- T/F/NG
- matching
- open questions with short answers (max. 4 words)

# READING



## Reading skills needed:

- quick selective reading
- careful reading

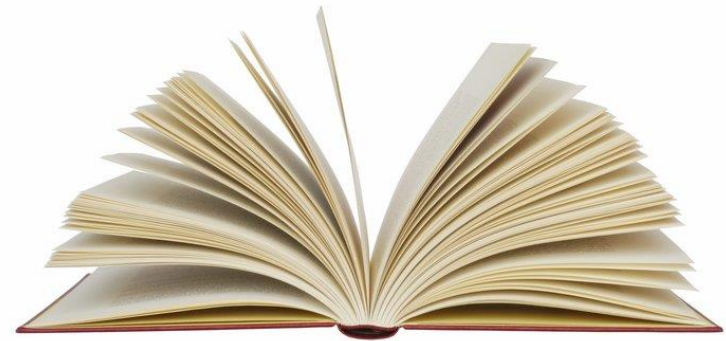
## Types of text:

- authentic
- continuous and non-continuous text
- in keeping with the A1/A2 descriptors of the CEFR with content that 3° Middle School students are familiar with

## Instructions:




- in English
- always formulated in the same way

# READING





In Britain, children from 5 to 11 are at primary school. Students from 11 to 18 are at secondary school. Private schools are **expensive** and they are not “mixed” (with girls and boys). State schools are free. In state and private schools uniform is obligatory. In a lot of schools the final year students are “prefects” and they are responsible for the junior students. Students are divided into

**35**   **048**  **Leggi o ascolta. Poi indica se le affermazioni sono vere (T) o false (F).**

- 1 In Britain, a 13-year-old student is at a secondary school.
- 2 Private schools aren't expensive.
- 3 At school students are in jeans and T-shirts.
- 4 In school students are in different “houses”.
- 5 The school week in Britain is Monday to Saturday.
- 6 In British schools lessons are in the morning and in the afternoon.
- 7 French, Spanish or German are in the school timetable.
- 8 In British schools clubs for theatre, dance or sports are in the morning.

- |   |   |
|---|---|
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |
| T | F |





stay at school after lessons for extracurricular activities. They organise clubs (for example, science and drama), sports matches, music shows or school parties to collect money for **charity**.

## INDIA

My name is **Jalal** and I am 13. I live in Mumbai. It's a busy, noisy, lively city. The majority of the people in Mumbai can speak English. English is the language of education, media and business and in big cities a lot of people can speak it. The language most people in India speak is Hindi and many people use regional dialects called Hinglish.

In my free time I play Kho Kho, one of the most popular traditional sports in India. It's a simple team game, it doesn't require special equipment and, most importantly, it doesn't last very long. My father loves cricket but I hate it because games last too long! Once I was watching a cricket match on TV when I fell asleep. I slept for three hours. When I woke up the game was still on. That match lasted five days!



9  007  **K** Read or listen to the text. Are these sentences true (T) or false (F)? If there isn't enough information to answer, choose **Doesn't say (DS)**.

- 1 Jalal lives in a quiet, boring city.  T  F  DS
- 2 Jalal goes to a British school.  T  F  DS
- 3 In schools, teachers and students speak English.  T  F  DS
- 4 Most people in India speak Hindi.  T  F  DS
- 5 In Mumbai young people can find a job easily.  T  F  DS
- 6 Kho Kho is an individual sport.  T  F  DS
- 7 Jalal's father played cricket when he was young.  T  F  DS
- 8 Cricket matches can go on for days.  T  F  DS

**Tips & Strategies**  
**1. Pre-teaching**  
**vocabulary**





*'To pre-teach or not to pre-teach...'*

**Tips & Strategies**  
**2. Support the**  
**understanding of**  
**content**

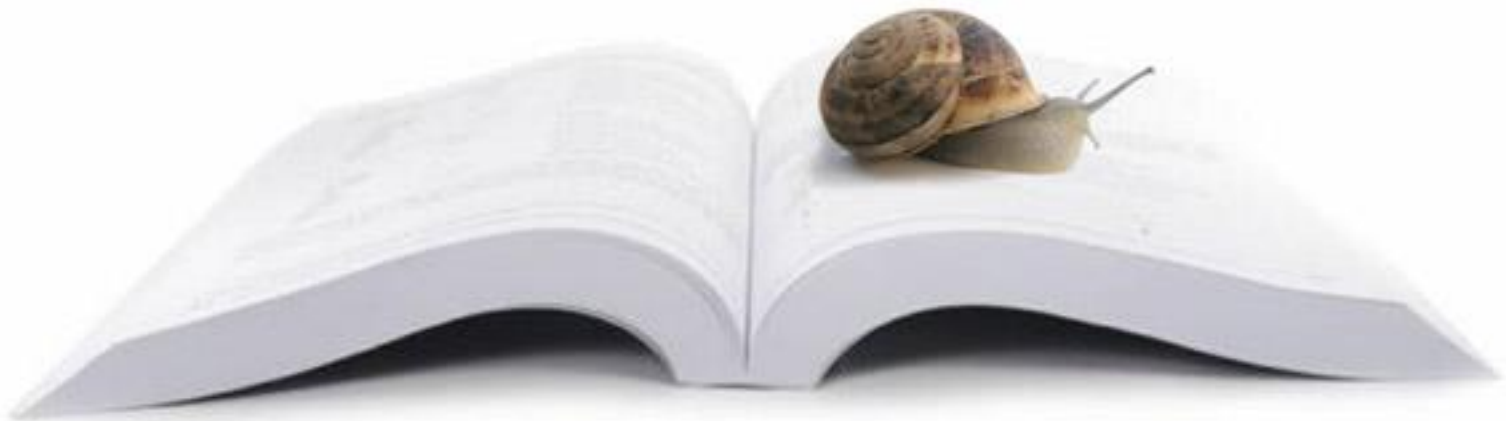


- Reading aloud is traditionally discouraged by EFL teachers and methodology specialists
- Reading aloud, in fact, is particularly important for EFL learners at the early stage of learning
- Beginning readers tend to read word by word; reading aloud helps them read larger semantic units rather than focusing on graphic cues

**Tips & Strategies**  
**3. Improving reading  
speeds**



Slow readers get stuck on individual words, while fluent, faster readers are more concerned with meaning beyond the sentence and do not hesitate even if there is quite a high proportion of new vocabulary.



We can help students by teaching them to:

- Distinguish between essential and non-essential words
- Work out meaning from context
- Work out meaning from word form



*'The cat was sleeping peacefully in his favourite spot on the **Chesterfield**. I sat down next to him.'*



- Decide on the part of speech (noun, verb, adjective, etc.) of the word.
- Look at the words and sentences before and after the word.
- Try to think of a better-known word that could replace the unknown word.



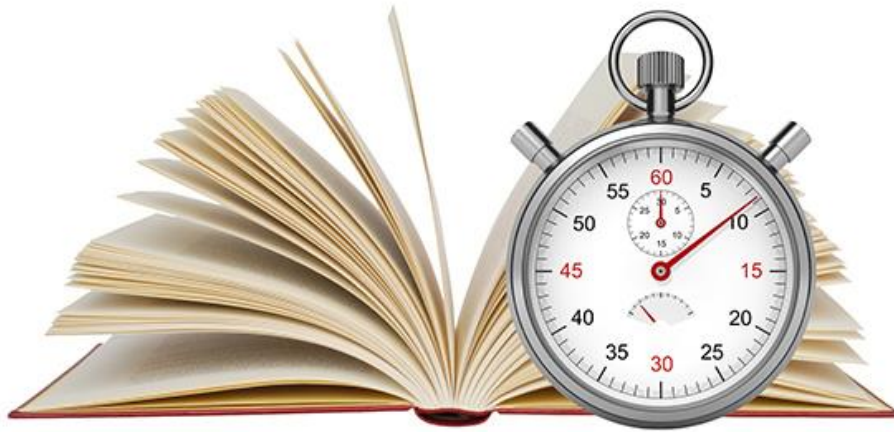
1. She *nordled* all her final exams because she hadn't studied at all.

To *nordle* means: **A** to sing **B** to fail

2. He was wearing jeans, a t-shirt and a pair of *galvies*.

*Galvies* are: **A** shoes **B** books

Even students with good reading speeds in their first language may have difficulty with timing in reading exams. How can we help them improve their reading speed?



[www.cueprompter.com](http://www.cueprompter.com)

**Even though they  
live in water,  
dolphins are  
aquatic mammals,  
not fish. Like all  
mammals, they**

# **Tips & Strategies**

## **4. Extensive reading**

# Successful Extensive Reading

Alan Maley – British Council 2008

1. Students read a lot and read often
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting : they are engaging/compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.

# Successful Extensive Reading

- .6. Reading is its own reward.
- .7. There are no tests, no exercises, no questions and no dictionaries.
- .8. Materials are within the language competence of the students.
- .9. Reading is individual and silent.
- .10. Speed is faster not slow.
- .11. The teacher monitors and guides the students.
- .12. The teacher is a role model, a reader who participates along with the students.

# Benefits of Extensive Reading

.Alan Maley – British Council 2009

- .Develops learner autonomy
- .Comprehensible input
- .Enhances general language competences
- .Opens windows on the world
- .Consolidates and sustains vocabulary growth
- .Improves writing
- .Motivation



# Choice: Free Voluntary Reading

.Stephen Krashen– Emeritus Prof Linguistics Uni. S. California 2009

*.'The reading of any book newspaper or magazine that students have chosen for themselves and is not subject to follow up work eg tests or a summary.'*

*.'It is the most powerful educational tool in language education. It serves to increase literacy and to develop vocabulary.'*



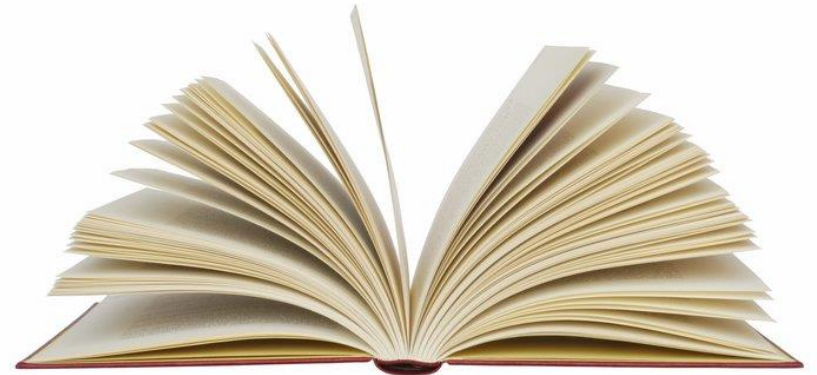
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## 4. During the test

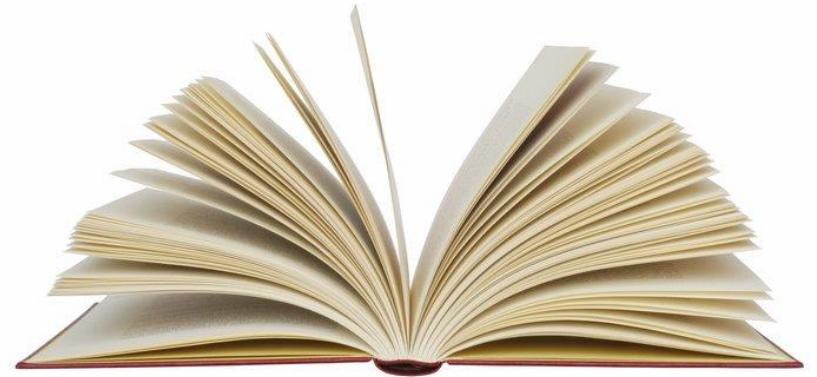
General tips and strategies for the INVALSI test

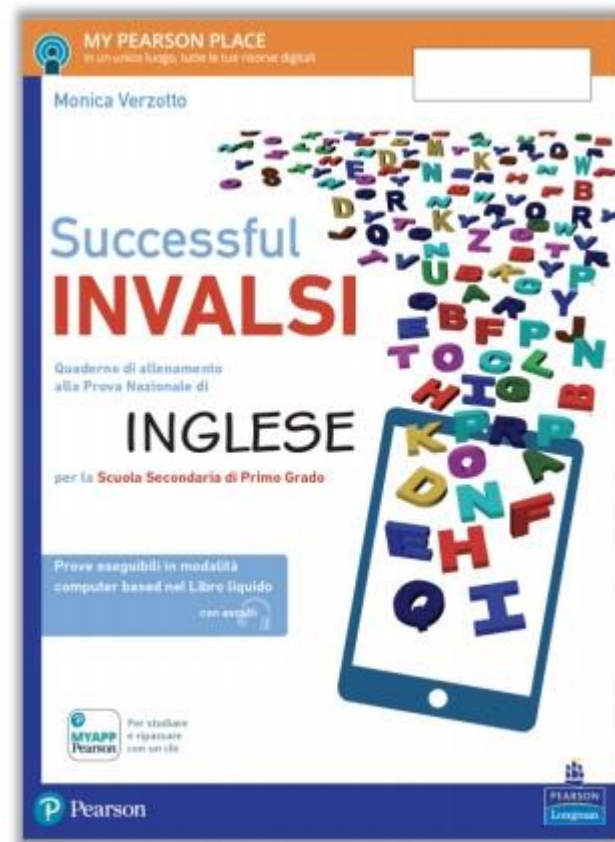
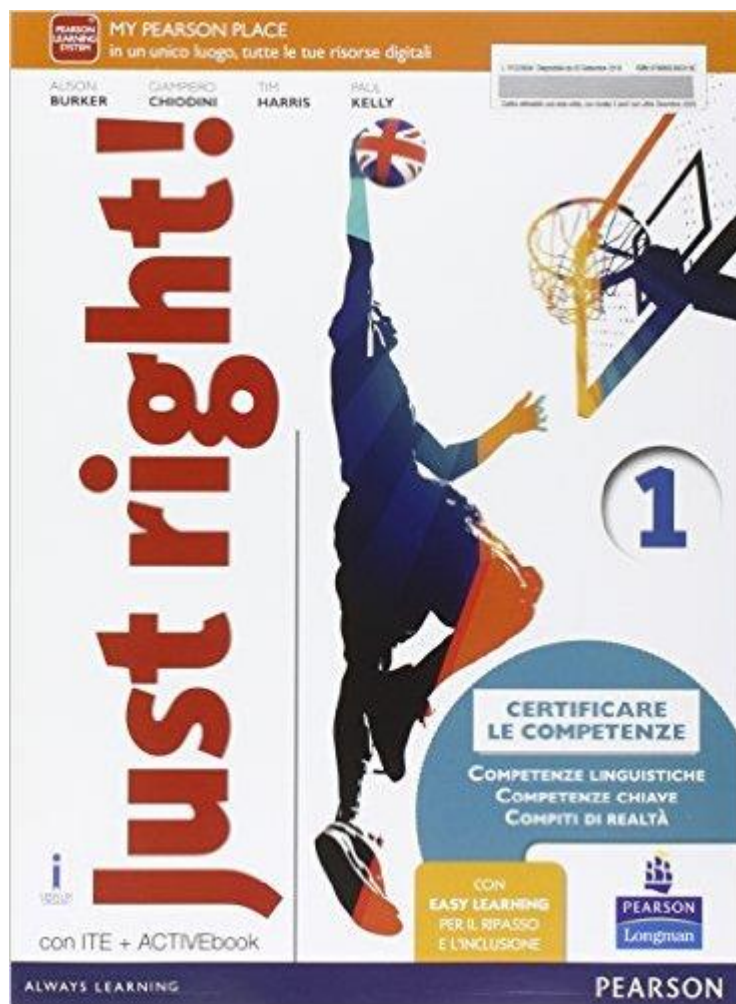


- Note down key words and phrases
- Answer while listening – don't try to recall what you have heard afterwards
- If you miss an answer go on to the next question
- Focus on missed answers the second time you hear the recording
- Use context and memory to help you work out any answers you missed



- Don't leave questions unanswered
- Check your spelling and grammar
- It is not necessary to paraphrase
- Use context and memory to help you work out any answers you missed
- No more than four words for short answers!









MY PEARSON PLACE: [pearson.it/place](http://pearson.it/place)

In un unico luogo, tutte le tue risorse digitali

Catherine Bright - Sandy Zervas - Peter Anderson

# Get it!



Questo libro non è solo un libro. Fa parte di un progetto per imparare tutti, nessuno escluso. E per imparare insieme, in modo cooperativo, a partire dalla realtà che ci circonda. Costruendo le competenze necessarie a essere cittadini consapevoli. Un progetto per imparare a 360°, attraverso le pagine del libro e le risorse digitali a corredo del corso.

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**Amazing Readers**

# Amazing Readers Project

Students choose their favourite book and make:

- .A Lap Book
- .A game
- .A video
- .A poster
- .An infographic
- .Costumes
- .Music
- .Drawings
- .Plays



# Amazing Readers Day

**Students organize an Amazing Readers Day at School**

**Programme**

**Invitations**

**Presentations of their work on the project**



# Amazing Readers Day

## Themes

- My Favourite Book
- CLIL Connections
- Cultural Heritage
- Global Issues



*More than a building that houses books and data, the library has always been a window to a larger world*

*...the moment we persuade a child, any child, to cross that threshold into a library, we've changed their lives forever, and for the better..”*

*(Barack Obama)*

# More Information

## BC CPD Framework

<https://www.teachingenglish.org.uk/article/british-council-cpd-framework>

## Pearson Professional Development courses

[roy.bennett@pearson.com](mailto:roy.bennett@pearson.com)



**Thank you!**

**[roy.bennett@pearson.it](mailto:roy.bennett@pearson.it)**

ALWAYS LEARNING