

NEW PERSPECTIVES ON EVALUATION IN FOREIGN LANGUAGE TEACHING

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SEMINAR AIMS

to clarify terms *assessment, evaluation, feedback*

to identify the reasons for the evaluation/assessment

to distinguish between various types of assessment (formative, summative, continuous, final, subjective, objective) and their purposes

to introduce different assessment methods, both traditional and alternative, and look at them critically

to work with some assessment tools

ATTITUDE SURVEY

Do you like assessing your learners? Why yes/not?

How often do you assess them?

Do your learners want to be assessed? Why yes/not?

What kind of assessment is popular with your learners? What do they dislike?

WHAT IS ASSESSMENT?

„Assessment is a tool which has the potential to help pupils make progress in their learning. The feedback which assessment can provide may make children more aware of their learning process, and so help them to reach higher levels of achievement in the long term.“

J. Moon: *Children Learning English*, Macmillan

„.....a general term which includes all methods used to gather information about children´s knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal.“

S. Ioannou-Georgiou, P. Pavlou: *Assessing Young Learners*, OUP

EVALUATION AND FEEDBACK

A global view of achievement of the teaching and learning process over a period of time, e.g. analysis of the success or failure of teaching approach, coursebook, pupil response, motivation, etc.

Vale with Feunteun: *Teaching Children English*, CUP

Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance. Feedback has two main distinguishable components: assessment and correction.

Ur, P.: *A Course in Language Teaching*, CUP

WHY DO WE ASSESS OUR LEARNERS?

To give feedback to learners

To monitor learners' progress

To get feedback on our teaching

To inform parents, school management, authorities....

WHAT DO WE ASSESS?

Skills development (listening, speaking, reading, writing, integrated skills) and language systems

Learning how to learn

Attitudes

Behavioural and social skills

TYPES OF ASSESSMENT

1. Formative
 2. Summative
 3. Final
 4. Continuous
 5. Subjective
 6. Objective
- A. Assessment of learning
 - B. At the end of the course
 - C. Ongoing, in each lesson
 - D. Teacher's view is evident in the assessment
 - E. Assessment for learning
 - F. Reliable, based on given criteria

ASSESSMENT TOOLS

Tests

Achievement, progress, proficiency, standardized....

Observations

Profiles, reports, performance lists....

Self-assessment

Portfolios

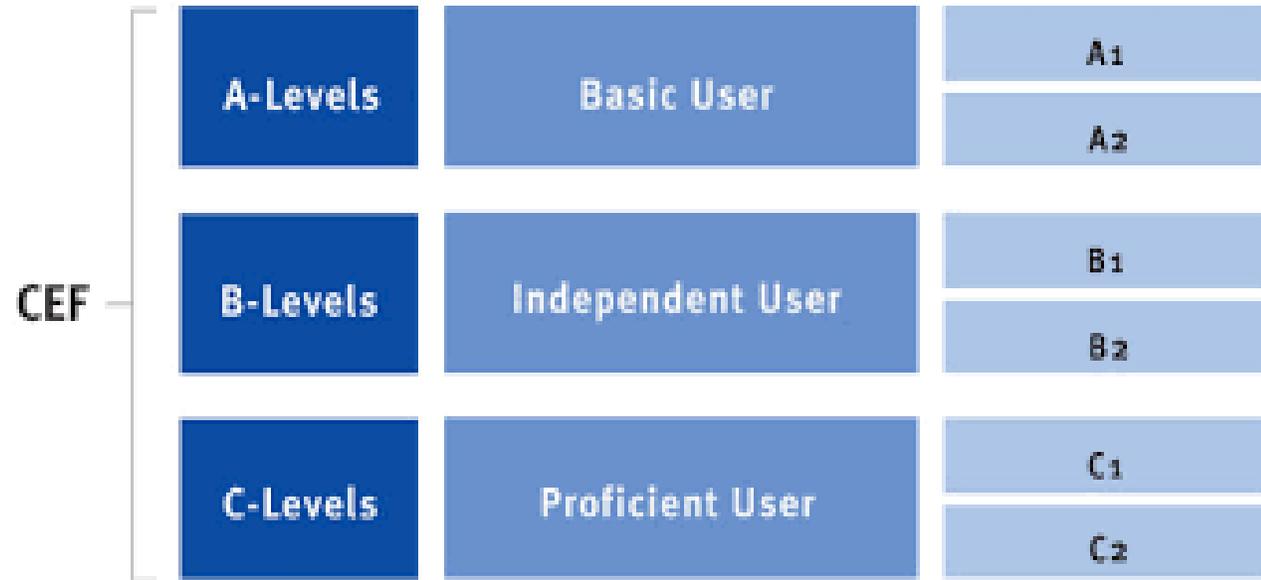
Peer-assessment

Which of them:

1. may be shared with the learner
2. provide accurate information to the teacher about the learner's ability in English
3. provide necessary information to school purposes
4. may be shared with the class
5. may motivate/demotivate learners, especially the weaker ones
6. are required by the system
7. may be useful for parents/administration
8. reflect best the classroom practice

GENERAL STANDARDS

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES



COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

Basic User (A2)

Can understand sentences and frequently used expressions related to areas of most immediate relevance (eg.very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

WHICH TASK IS APPROPRIATE?

Say 10 sentences about your Christmas holidays.

Listen to the text about global warming and decide whether the sentences are true or false.

Read the following article about the famous mathematician and translate it into Czech.

Write a thank-you letter to your friend and thank him/her for his/her Christmas present.

SPEAKING TASK

Name: _____ # _____ Date: _____

Oral Presentation Rubric



Assignment: _____

	4	3	2	1
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Speaks Clearly	Speaks clearly and distinctly all the time.	Speaks clearly and distinctly most of the time.	Speaks clearly and distinctly at times.	Often mumbles or can not be understood.
Volume	Volume is loud enough to be heard throughout the presentation.	Volume is loud enough to be heard most of the time.	Volume is loud enough to be heard some of the time.	Volume often too soft to be heard by the audience.
Posture	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Props	Student effectively uses several props (could include costume) that show considerable work/creativity and which make the presentation better.	Student uses props that show work/creativity and which make the presentation better.	Student attempts to use props which may or may not make the presentation better.	The student uses no props OR the props are used ineffectively.

EVALUATING AN ASSESSMENT TASK

How did the exam go?

Did the criteria work?

Would it be realistic and possible to carry out in your classes?

Why yes/not?

How could we tackle possible problems?

I CAN:

EPOSTL (EUROPEAN PORTFOLIO FOR STUDENT TEACHERS OF LANGUAGES)

use a wide range of assessment tools appropriate to learning aims and objectives

use the process and results of assessment to inform my teaching and plan learning for individuals and groups

use appropriate assessment procedures to chart and monitor a learner's progress

use assessment scales from the Common European Framework of Reference

use a valid institutional/national grading system in my assessment

assign grades for tests and examinations using procedures which are reliable and transparent