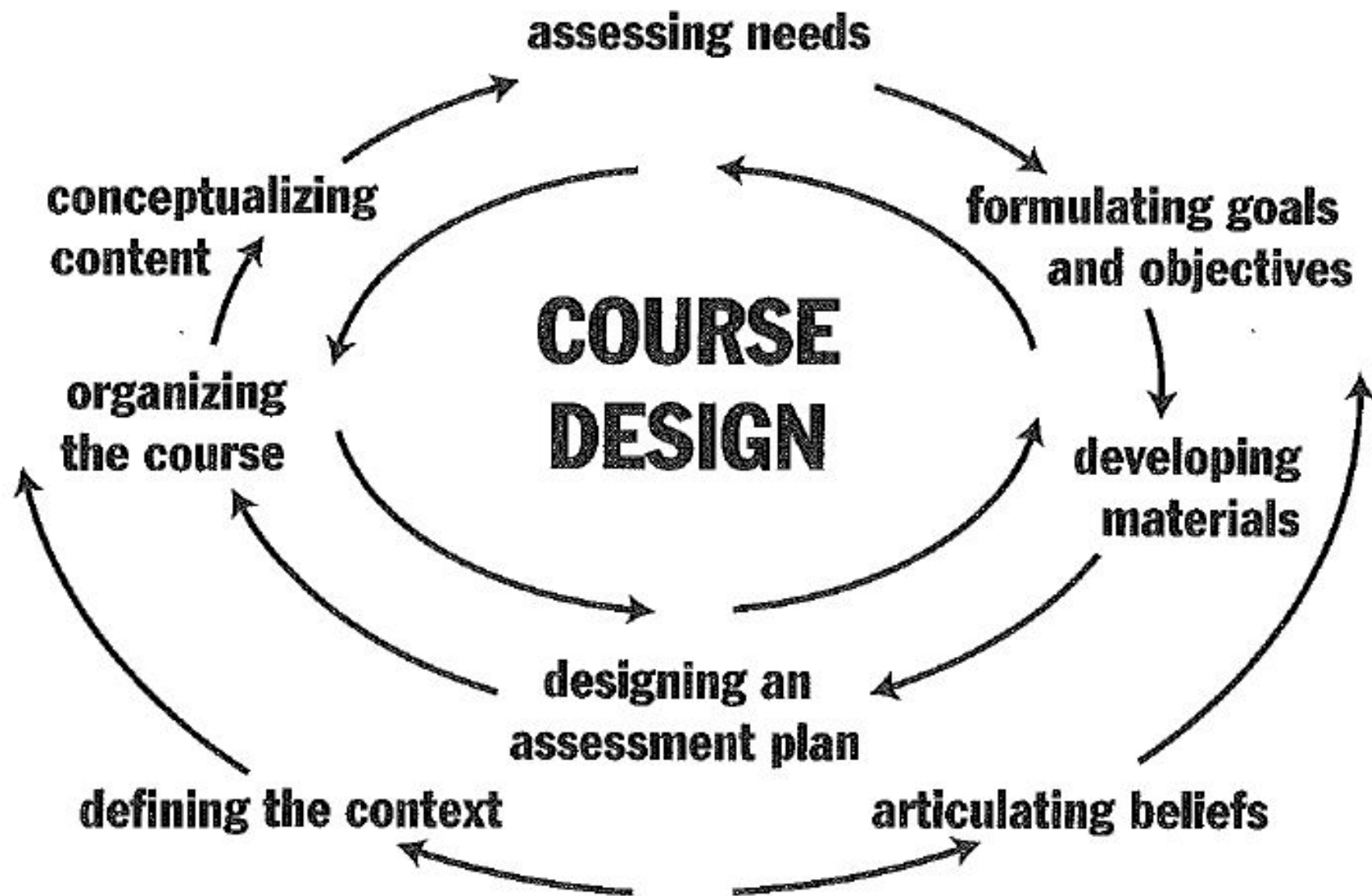


DESIGNING AN ASSESSMENT PLAN

Anna N. Kondakova,

Higher School of Social Sciences, Humanities and International Communication

Figure 1.1: A Framework of Course Development Processes



Assessment in course design

Needs assessment

- Learner needs?
- How can T find out about Ls needs?
- What can T do to address those needs?

Language learning assessment

- What is assessed?
 - Who
 - When
 - How
 - When
 - What is done with the results of assessment?
- assess(es) Ss?

Course evaluation

- Formative evaluation
- Summative evaluation

Personal needs

- Security
- Challenge
- Support
- Praise
- Movement
- Goals
- Learning expectations
- Psychological or physical needs

Learning needs

- ❑ Specific learning styles
- ❑ Specific target skills
- ❑ Exam strategies
- ❑ Learner autonomy
- ❑ Working at a suitable level

(Future) Professional needs

- Specific subskills
- Specific vocabulary
- Specific functions
- Specific text types

Different courses to meet different learner needs

- A 3-day intensive course on exam strategies for students, taking a university entrance exam
- A series of one-to-one lessons over 8 weeks on business presentations
- A six-month course for future tourists focusing on social and daily survival English
- A short summer course in an English-speaking country for teenagers, involving lots of sports, trips to tourist sites and chatting with English teenagers
- A once-a-week course for a small group of accountants focusing on English for accountancy, and held in the learners' company
- A four-week online course on writing business letters in English

Pilar

Age 5, female,
Spanish father
and mother, lives
in Italy

Shy

Loves reading and
drawing

Will start learning English at primary
school next year



Kulap

Age 25, female,
Thai, lives in Thailand
Works as a shop assistant in
a tourist shop – speaks basic
English with tourists from
many different countries



Needs to improve her English for her new job
working in a call centre for a bank

Very sociable

Started learning English at age 7 in primary school
Has excellent grammar, weak speaking skills, good
reading and writing skills

Knows very little banking English
Wants to learn quickly and to a high level
Can only go to lessons after work

Here are some teacher choices. Which of the learner needs on pages 79-80 do they aim to meet? Some choices may aim at more than one need.

- A Choosing to play the class an extract from a comedy show
- B Asking the learners what they are learning English for and what they want to do with it
- C Deciding to do more grammar work and fewer communicative activities with a class this term
- D Letting one learner work with his friend for pairwork
- E Deciding that three learners should do an easier task while the others do a more difficult one
- F Choosing to focus on the language of negotiation with a class of business people
- G Giving learners tips on how to do multiple-choice questions in preparation for an exam
- H Focusing on the specific common grammar errors of the class
- I Asking learners to decide what topics they would like to focus on this term
- J Deciding only to focus on correcting a learner's pronunciation

Language Learning Assessment

- ❖ Who assesses SSs learning?
- ❖ What is assessed?
- ❖ Why assess learning?
- ❖ When can you assess SSs learning?
- ❖ How can you assess?
- ❖ What is done with the results of assessment?

Why and when assess students?

Four Major Purposes for Assessing Learning in Course Design

Assessing proficiency	Diagnosing ability/needs	Assessing Progress	Assessing Achievement
<i>pre course:</i> to place students appropriately <i>post course:</i> may be done to assess achievement	<i>pre and during course:</i> in order to identify and meet needs	<i>during course:</i> to assess progress	<i>at end of course or unit:</i> in order to assess what has been learned and/or assign a grade

Follow up activities

- 1 Here are six assessment tasks. Can you name them and say what they test?
 - 1 The learners listen to a recording about buying food, and point to the correct picture on the wall when they hear that food item mentioned.
 - 2 The learners each give a mini-presentation about their house and family.
 - 3 The learners read a text in which every seventh word has been taken out, and complete the blanks.
 - 4 The learners take part in a discussion activity in which they discuss their opinions on a topic the teacher has given them.
 - 5 The learners, as they leave the class, write a number from 1-5 on the board to show how much they think they have learnt in the lesson.
 - 6 The teacher moves round the class during group work, taking notes on how much individual learners contribute ideas and on pronunciation.
- 2 Look at all the reading and writing tasks in the table in the Key concepts section, and label them subjective (S) or objective (O).

I would use a	proficiency test progress test portfolio continuous assessment diagnostic test summative test placement test	to ...		if ...	
---------------	--	--------	--	--------	--

When designing an assessment plan

- ❑ Decide on what types of assessment you are planning to use
- ❑ Consider the cornerstone principles of assessment (validity, practicality, authenticity)
- ❑ Devise criteria for assessment and grading system
- ❑ Plan what you are going to do with assessment results

Evaluating the course

- Who evaluates the course?
- What can be evaluated?
- Why evaluate the course?
- What are some ways to evaluate it?
- When can you evaluate it?
- What is done with the results of evaluation?

Goals and Objectives?

Course content?

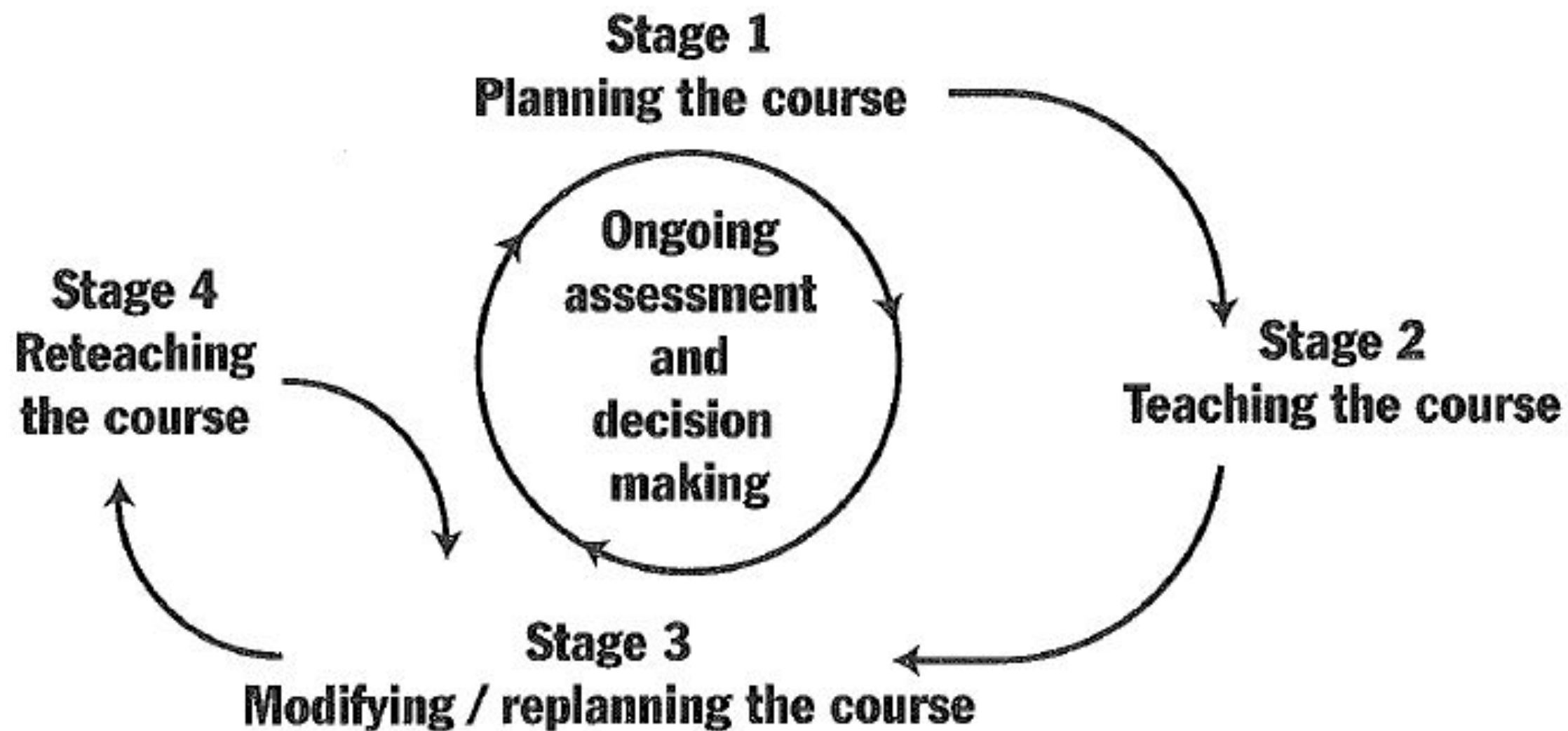
Organization of the course?

Materials and methods?

Assessment plan? Evaluation plan?

Evaluation plan?

The Course Development Cycle



IE7 Class Assessment Plan

This is how you will be assessed during the semester:

<i>What</i>	<i>How</i>	<i>Percent of grade</i>
Attendance	daily count	20%
Participation	4 observations each	20%
Coursework:		
■ Text/classwork	1 student-made quiz	15%
■ Projects:		
Brazil Tour	tasks/group presentations	15%
Mixed Projects	tasks	20%
■ Conversation skills	oral assessment	10%

1. *Attendance.* There are 48 classes this semester. If you only miss two classes, you will get an A.

A 48–46 (2 absences) C 43–42 (6 absences)

B 45–44 (4 absences) F 41– (7 or more absences)

2. *Participation.* Your participation grade is based on the following Table of Standards that we made in class:

5. ■ completes all classwork and homework

- always eager and interested to learn English
- speaks only English in class
- often volunteers opinions and asks questions
- works very well in pairs and groups

4. ■ completes most classwork and homework

- usually eager and interested to learn English
- usually speaks only English in class; occasionally speaks Japanese
- sometimes volunteers opinions and asks questions
- works well in pairs and groups

3. ■ completes most classwork and homework

- interested, but not very eager to learn English
- sometimes speaks English in class, but often speaks Japanese

- occasionally volunteers opinions and asks questions
- works OK in pairs and groups

2. ■ seldom completes classwork and some homework

- not very interested in learning English
- rarely speaks English in class, usually speaks Japanese
- rarely volunteers opinions and asks questions
- doesn't work very well in pairs and groups

1. ■ almost never completes classwork and homework

- not interested in learning English
- almost never speaks English in class, always Japanese
- never volunteers opinions and asks questions
- doesn't work well in pairs and groups

How will you be evaluated on the above Table of Standards?

- This is a subjective opinion made by me.
- I will observe four students each day during the semester.
- I will observe you each four times.
- I will randomly choose whom I observe. You will not know that I am observing you.
- If you are absent that day, you will receive a zero grade (unless you have a doctor's certificate, etc.).

3. *Teacher assessment.* In class, you wrote down the following ideas about a “good teacher.” I will ask you to evaluate me on the below points during the semester.

- does not get angry
- is kind
- cheerful, smiling
- tried to understand Ss (students)
- has a sense of humor
- is friendly
- corrects Ss mistakes
- speaks English loudly and clearly
- talks to all the students fairly
- speaks at a natural speed
- has an interesting class
- lectures are understandable
- tries to know Ss ability
- teaches Ss what they need most
- is always on time
- writes clearly on the board
- is well prepared for class

Sample course evaluation questionnaire

Sample Questionnaire:

Name: _____

Unit: _____

1. What activity or activities did you find most worthwhile in this unit?
What was it specifically that made them worthwhile?
2. What activity or activities did you find least worthwhile in this unit? What
was it specifically that made them less worthwhile than the other activities?
3. What specifically would you suggest to improve the activities that you
listed in #2?