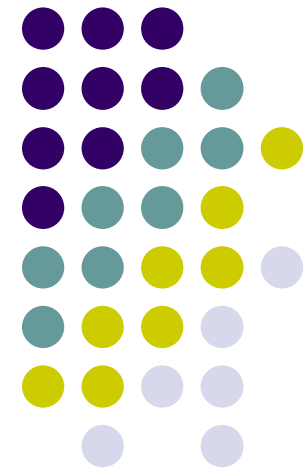


# Assessment practice

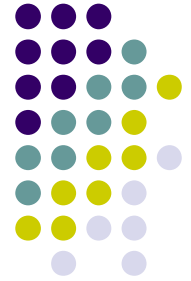
by Andrzej Leszczyński

Toruń Teachers' of Foreign Languages Training College

- **My views on assessment**
- **Assessment as a contract**
- **Practical steps to develop a course assessment scheme**
- **Students' progress assessment**
- **Games to help you assess**
- **Assessment scheme**
  - **an example (Practical phonetics)**



# My views on assessment



- What should be assessed?
- Who should assess?
- How should we assess?
- What is the aim of assessment?
- Is objective assessment possible at all?

# My views on assessment



- How should the results of assessment be expressed?
- Should assessment be regular?
- What is/should be the weight of particular grades given for particular tasks?
- What should I assess: the **process** of learning or the **final product** of this process?



# Assessment as a contract

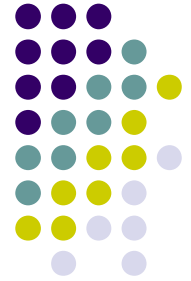
- Aims of assessment
  - Why do we assess and what are the resulting benefits for students and teachers?
  - What rules should assessment beneficial for both parties be based on?
- Forms of assessment (types of tasks)
  - What types of tasks will students do?
  - How many of them will there be per course/semester/school year?



# Assessment as a contract

- Hierarchy of grades for particular tasks
  - What are the assessment criteria of e.g. written assignments, group co-operation, oral presentations, other tasks?
  - How much should a criterion be met to get a given grade?
- The grading scale
  - What is the applied grading scale?
  - Are there any other grading scales in use (the percentage system, pluses/minuses, points, other)

# Assessment as a contract



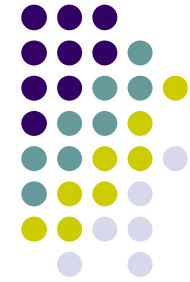
- Openness of assessment
  - In what circumstances can a student find out about his/her grades?
  - What are the rules of students' access to their written tests?
  - Will students' grades be made public (shown in a list on a noticeboard available to everyone) or disclosed to students face-to-face?
- Forms of helping students having problems accomplishing tasks:
  - How often, when and where will the teacher be available for students to help them

# Assessment as a contract



- Possibility of making up for „F” grades and getting credits for tasks:
  - Is it possible to make up for an „F” or a test/task missed due to absence?
  - Is it possible to make up for an „F”, or any other grade, if a student thinks it does not reflect his/her actual performance (knowledge, skills)?

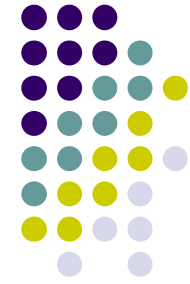
# Assessment as a contract



- Rules of working out semester grades, year-end grades, course grades, credits
  - What is the basic rule?
  - Is the year-end grade an average of semester grades?
  - If one got a „D” for the first semester, can one still score an „A” for the year-end grade?
  - If one has retaken a failed test/exam, can one get grade „B” only, even if s/he has performed for an „A”

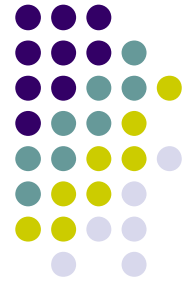


# Practical steps to develop a course assessment scheme



1. Have a close look at the course aims and objectives.
2. Determine:
  1. Assessed skills/knowledge
  2. Students' activities
  3. Ways and tools/instruments of assessment
  4. Assessment criteria (for an „A” a student will have to..., for a „B” a student will have to..., to fail a student will...)

# Practical steps to develop a course assessment scheme



3. Develop an assessment schedule/calendar
  1. How often is a given assessment tool going to be applied?
4. Develop a system of working out/calculating the final grade.
5. Consult the other teachers teaching the same course/subject about the assessment scheme.
6. Put the assessment scheme into practice and evaluate it after a period of implementation (include students' assessment of the scheme)
7. Implement necessary changes

# Practical steps to develop a course assessment scheme



**IMPORTANT!**

ALL DATA AND EVIDENCE COLLECTED  
FOR THE PURPOSE OF ASSESSMENT  
SHOULD COME FROM

***VARIOUS***

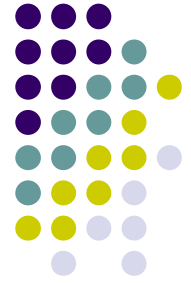
SOURCES

# Students' progress assessment



- Students' progress is assessed in the areas of what they:
  - **Say** (during discussions in class)
  - **Do** (presentations, projects)
  - **Write** (home assignments, essays, reports)

# Students' progress assessment



- Relate homework, projects, portfolio assessment criteria to respective course objectives
- Read everything that your students have written
- Attach a positive feedback (written/oral) to a student's work
- Anticipate a student's reaction to what you write
- Try to avoid explicitly negative comments

# Games to help you assess



- **The Criteria Poker**
  - In 5-person teams decide:
    - **Which 5 criteria are the key (most important) ones – put them in the middle of the table**
    - **Which 7 criteria are secondary (yet still important) ones – put them on the edges of the table**
    - **Which ones should be discarded (are unimportant)**
  - The group can write down their own criteria on two blank cards, if they think they are important and were missing in the card deck
  - Then, each team presents 1 key criterion and the others discuss the choice (whether theirs was the same or not; it's important to agree on the „pass criterion” i.e. how many votes „FOR” mean that a criterion is commonly accepted)

# Games to help you assess – The Criteria Poker cards



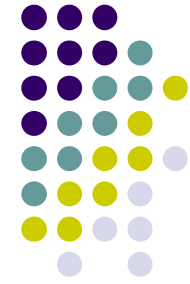
<p>1.Assessment is accompanied by reflection and a discussion on the ways of improving further work.</p>	<p>2.Assessment motivates a student for further work.</p>	<p>3.Assessment should indicate to the students the strengths and weaknesses of their work.</p>	<p>4.Students know the assessment criteria very well.</p>
<p>5.It is essential that a student is assessed up to 6 times a semester.</p>	<p>6.Assessment should depend on a student's intellectual capacity to allow for his/her work input.</p>	<p>7.Assessment of written assignments should „weigh” more that assessment of oral presentations.</p>	<p>8.All grades are accompanied by extensive verbal comment.</p>
<p>9.Students are encouraged to perform self-assessment of their knowledge/skills.</p>	<p>10.Teacher use the FULL scale of grading (1-6 in Poland).</p>	<p>11.PUNCTUAL final assessment is an important factor of assessment.</p>	<p>12.Home assignments or students' preparation for classes are regularly assessed.</p>

# Games to help you assess – The Criteria Poker cards



<p>13. Grades obtained for written assignments are of greater importance.</p>	<p>14. Students are regularly updated on their progress and grades.</p>	<p>15. All students' grades are kept in a register.</p>	<p>16. Assessment is done on a regular basis.</p>
<p>17. All teachers in the school apply a consistent, established policy of student assessment.</p>	<p>18. The way of assessing students and keeping assessment records is taken into account when assessing a teacher's performance.</p>	<p>19. Students get lower grades when they don't show a sufficiently fast progress.</p>	<p>20. In the case of group work, all members of the group get the same grade.</p>
<p>21. (your criterion)</p>	<p>22. (your criterion)</p>		





# Games to help you assess

- „Assessment in Court”: The defendant - a grade
  - The jury of 3 judges
    - Task: developing assessment criteria for the arguments of prosecution and defence, keeping the order, pronouncing the sentence
  - 4-5 prosecutors
    - Task: presenting arguments AGAINST grades, arguing and challenging the arguments of the defence
  - 4-5 defenders
    - Task: presenting arguments FOR grades, arguing and challenging the arguments of the prosecution

# Assessment scheme – an example (Practical phonetics)



## 1. Areas of assessment

Knowledge and skills assessed	Students' activities	Tools and ways of assessment
1. Correct English pronunciation of the level of words	Recording students' pronunciation practice.	Recorded students' pronunciation practice (tapes, CDs)
2. Phonemic transcription (IPA – International Phonemic Alphabet)	Writing the pronunciation of English words in phonemic transcription.	Phonemic transcription tests
3. Knowledge of key phonological concepts and terminology.	Correctly applying phonological terminology and understanding key phonological concepts and phenomena in class.	Final semester test

# Assessment scheme

## – an example (Practical phonetics)



### 2. Assessment criteria

#### 1. English pronunciation assessment criteria

Criterion	Outstanding	Very good	Good	Sufficient	Insufficient
Correct pronunciation of English vowels, diphthongs and consonants in words	Correct pronunciation of these without traces of Polish accent	Correct pronunciation of these with slight traces of Polish accent	Correct pronunciation of these with occasional mistakes of non-permanent character	Mostly (50%>) correct pronunciation of these with occasional mistakes of non-permanent character, not making words unrecognizable	Incorrect pronunciation of these, with the majority of mistakes of permanent character, making words unrecognizable and obstructing understanding
Correct word stress	Correct word stress without a detectable influence of Polish stress	Correct word stress with slight FL interference	Correct word stress with occasional mistakes of non-permanent character	Mostly (50%>) correct word stress with occasional mistakes of non-permanent character, not making words unrecognizable	Incorrect word stress of permanent character, making words unrecognizable and obstructing understanding

# Assessment scheme

## – an example (Practical phonetics)

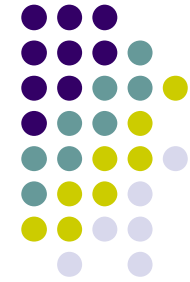


2. Assessment criteria
  2. Phonemic transcription assessment criteria
  3. Phonology assessment criteria
3. Assessment schedule/calendar

Assessment tool/instrument	How often is it going to be applied?
Recordings	4 recordings of texts provided by the teacher per semester, assessed following the major/minor mistake criteria* (40 pts to score per recording = 10% of the final grade; 66%-26 pts to pass)
Transcription tests	5 transcription tests per semester– vocabulary from texts provided by the teacher, assessed following the major/minor mistake criteria** (20 pts to score per test = 5% of the final grade; 66%-13 pts to pass)
Final test	1 final semester test including all the material covered during the period (100 pts to score = 35% of the final score; 66% to pass)

# Assessment scheme

## – an example (Practical phonetics)



### 4. Final grade calculation system

Assessment tool/instrument	How many times x %	Max. %
Recording	4 x 10% (40 pts to score per recording, 26 pts to pass, including: 26-32 pts = 6%, 32,5 pts – 35 pts = 7%, 35,5 – 37 pts = 8%, 37,5 - 38,5 pts = 9%, - 39 pts = 9,5%, 40 pts = 10%)	40%
Transcription test	5 x 5% (20 pts to score per test, 13 pts to pass, including: 13-15,5 pts = 3%, 16 pts -18,5 pts = 4%, 19 pts -19,5 pts = 4,5%, 20 pts = 5%)	25%
Final test	1 x 35% (sufficient/pass = 27%, sufficient+ = 29%, good = 31%, good+ = 33%, very good = 34%, outstanding = 35%)	35%
<b>TOTAL</b>		<b>100%</b>

# Assessment scheme

## – an example (Practical phonetics)



### 5. Credit awarding scale

- 66% - *min. to pass*
- 66%-72,5% - *sufficient*
- 73%-79,5% - *sufficient plus*
- 80%-85,5% - *good*
- 86%-90,5% - *good plus*
- 91%-94,5% - *very good*
- 95%-98,5% - *very good plus*
- 99%-%100 – *outstanding*