

- **Part 2: Feedback Directions:** Discuss the other group's assessment plan that was given to you. Focus on giving *specific* constructive feedback. Use examples from the lecture material or your own experience. Refrain from giving negative or unconstructive feedback. *Write notes directly on the other group's paper.* I made the last sentence ***bold italicized and underlined***, so it must be important.

- **Part 1: Assessment Directions:** In your group discuss and plan an assessment strategy based on the scenario given to you. You need to answer all of the assessment process questions. Keep your answers specific, succinct, and focused as possible with the time that you have.

### Assessment Scenario 1-

You have just arrived at your school. You have been told that your first week of class is to be a self-introduction and the next 5 classes are to be from the English speaking textbook. Each Friday you need to turn in a lesson plan for the next week's classes. Your activities should be out of the book, be fun, and have the students speaking to each other. You co-teacher has simply told you that the students' levels vary. You have never met the students nor have you heard them speak and test scores are not available. How do you figure out what the speaking levels are for the students on such short notice to prepare for your classes?

### The Assessment Process

1. What are the learner objectives or outcomes?
2. What will they learn?
3. How will we know learning has been occurred?
4. How will we collect evidence of learning?
5. How will students be part of the assessment?
6. Create your assessment.
7. Reflection and evaluation of assessment.
8. What is the next step in learning?

1

**Assessment process questions: Be specific as you can with all questions. .**

1. What type(s) of assessment will you use and why?

2. What assessment strategy/ strategies will you use and why? How will the benefit your classroom?

3. What are advantages and limitations to your strategy/ strategies?

4. What are some anticipated problems and solutions to the assessment strategy/ strategies chosen?

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### Assessment Scenario 2-

It's 2 weeks before school wide exams for your students. You are helping your co-teachers make a speaking exam for your students. You and your co-teachers haven't had time to make sure the test is the correct level for your students but only that the material has come out of the book. You still have time to update the speaking exam. Your school tells you that the speaking exam is needed to help raise the students' scores in English. How do you assess that the students can actually achieve the exam and help raise their scores?

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### Assessment Scenario 3-

Your co-teachers tell you that you need to make a speaking test for the upcoming 5<sup>th</sup> grade exam. In the past, students picked a topic from the book and had to speak about it for 1 minute. The students were told that the grading criteria were: No one can get lower than a C, if the students didn't try they got a C, if they tried to speak they got a B, if they were perfect they got an A. Most students got a B, with a few As and Cs. Unfortunately many of the students (and parents) were upset because they thought they were perfect as they had picked a topic from the book and spoke on it for 1 minute but ended up getting a B. They didn't understand why they got the grade they received and tried to argue for a better grade. You have to come up with a better way to spread the grades out so that they cover the students' levels and avoid the students (and parents) from arguing for a better grade.

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### Assessment Scenario 4-

It's half way through the semester. Your classes are going all right, you love your students but they are starting to talk a lot and not pay attention in class. You noticed that during the first few weeks of classes the students really paid attention and seemed to learn a lot but now they don't really retain much of your lesson. You are following the school's curriculum and always complete the lessons in the book. Since your class is a speaking class the students don't have homework and don't have any handouts to take home with them. You and your co-teacher talked and they tell you that the kids really like you but don't feel like they are learning much in class. They also don't feel like there is a meaning or reason to come to your class. What type of assessment and strategies could you use to fix these classroom issues and why would you use them?

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### Assessment Scenario 5-

You have been asked to teach an after school speaking class for 10 high-level 6<sup>th</sup> year elementary students for 9 weeks who are about to go to middle school. The students are highly motivated but shy and lack confidence when speaking in front of each other. The school suggested having students work on speeches as a class topic. You know this won't work and the students will end up hating the class. What assessment strategies could you use to create this afterschool class and keep the students motivated while increasing their confidence in speaking with each other?

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