Classroom assessment
Video at: www.trinitycollege.com/TESOL-AL

This video looks at some of the different types of assessment methods used in language classrooms.

00:09 – 01:29	Classroom assessment overview	07:52 – 11:47	Peer Assessment
01:30 – 06:25	Types of formative assessment	11:48 – 11:42	Self-assessment
06:26 – 07:51	End of class summative assessment		

1. Before watching the video

a. Make a mindmap below with the different types of assessment you use in your lessons.

Types of assessment

b. Now tick which of the following approaches you use in your class:

☐ Go round the class from left to right asking students questions
☐ Ask students randomly questions
☐ Select questions for particular students
☐ Ask students to put their hands up if they know the answer to a question
☐ Ask students to write down the answers to questions

c. Of all the types of assessment listed in a) and b), which works best in your context? Why?

2. During the video

Now watch the first two parts of the video: the classroom assessment overview (0:09) and the Types of formative assessment (1:30).

a. Decide which of the five approaches listed are deemed to be effective approaches.

1) To go round the class from left to right asking students questions
2) To ask students randomly questions
3) To select questions for particular students
4) To ask students to put their hands up if they know the answer to a question
5) To ask students to write down the answers to questions

b. Now answer the comprehension questions below:

i. What are the problems with the approaches that are said to be not very good?

ii. What can new teachers do to help them with their classroom questions?

iii. What are the advantages of getting students to write down the answers to questions?

iv. What are the benefits of getting students to write questions for each other?

End of class summative assessment (6:26)
c. Now watch the next part of the video on 'end of class summative assessment' and answer the questions below.

How does the one-minute paper work and apart from assessing learning what else can it be used for?

Peer Assessment (7:52)

Make a note of why peer assessment sometimes doesn't work.

d. Watch this section again and this time focus on what the teacher can do to help create effective peer assessment. Number the suggestions below in the order you hear them.

Encourage students to be honest and not to be afraid of pointing out areas for improvement	
Explain what you want to achieve and why they are doing this	
Guide the students so they know what areas they should be looking for	
Train students beforehand on how to peer assess	
Give students an example and ask them to think about how they would feel if they received very negative feedback	

e. What are the advantages of using different colour Post-it notes for strengths and areas of improvement?

Self-Assessment (7:52)

f. What is one of the main reasons mentioned for using self-assessment with your students?

g. After you have given your students self-assessment forms to use to assess their work, what could you ask them to do next to develop their self-assessment skills?

3. Discussion points

a. Think about how you formatively assess your students. How could you improve your own practice?

b. What end of class summative assessment activities do you use? Are there any different ones you would like to try out? If so, which ones?

c. Three of the methods described for peer assessment were:

- i)   Ask students to identify three good points and one area for improvement
- ii) Use a peer assessment form
- iii) Use the 'Post-it note method' (Post-it notes with notes on the student's strengths and areas for improvement are put on the board under the student's name – one colour should be used for strengths and another colour used for areas for improvement)

How could you use each of these in your own teaching?

4. Further learning

If you want to learn more about this topic, look at these resources:

Books
Baxter, A., & Seligson, P. (1997). *Evaluating Your Students*. London: Richmond Publishing.
Tummons, J. (2011). *Assessing Learning in the Lifelong Learning Sector*. Exeter: Learning Matters.

Websites
http://www.cmu.edu/teaching/assessment/assesslearning/CATs.html
https://cft.vanderbilt.edu/guides-sub-pages/cats/

Journal article
Black, P., William, D. (2010). 'Inside the black box: Raising standards through classroom assessment'. *Phi Delta Kappan*, 92(1), 81-90.
Bullock, D.. (2011). 'Learner self-assessment: an investigation into teachers' beliefs'. *ELT Journal*. 65 (2), pp114-125.