

Assessment Guide

Student assessment must reflect the teaching/learning philosophy and approach of the program and be an indication of affective, cognitive, social and linguistic growth. While it is important to know the proficiency of learners at the end of the course (providing a summative photograph), it is even more important to know the growth and attitude change that has led to that proficiency (viewed as a formative video).

For example, a student might begin the program at a basic level but put in great effort and achieve low-intermediate level by the end. However, his/her proficiency level would still be lower than an intermediate level student who put in very little effort and achieved little or no growth. The first student, having consistently worked hard and having shown improvement and sustained growth in all areas of learning, will have acquired learning strategies during the coursework, and will be ready to continue learning autonomously after the program. In contrast, the second student will have improved neither his/her English skills nor his/her lifelong learning skills. It follows that irrespective of the final proficiency level, the first student deserves good marks for classwork, participation, effort, and homework (see the chart on the next page).

While there are many types of summative assessment (achievement tests, aptitude tests, diagnostic tests, placement tests, and proficiency tests) the main, formative goal of assessment for the teacher is to inform the students of their progress and achievement. Such Classroom-based Assessment will inform the first student (previous paragraph) that he/she is following a successful learning path. On the other hand, it will tell the second student that he/she is not improving or growing and will offer various means (needs analysis, goal-setting, self-assessment, reflection) for redressing the situation in a positive manner.

Assessment needs to take account of long-term growth as well as short-term proficiency. In this context, the Pearson-Longman *Teacher's Guide to the Common European Framework* (<http://www.pearsonlongman.com/ae/cefr/cefrguide.pdf>) is a helpful resource. Not only does it provide a useful guide to the CEFR, showing how it can be used in the ELT classroom, but it also shows how many guided teaching hours are needed to progress from one CEF level to the next. These figures are approximations and vary with age, background, amount of previous study, amount of exposure to the target language outside the classroom, and amount of individual study. However, the chart to the right shows that the teacher is unlikely to see significant proficiency change in the 30 hours of guided instruction that take place during the semester. Because of this, it is more effective to see the role of the teacher as promoting positive attitude change and helping students to develop the learning strategies that will help them to continue learning for life. Of course, if an intrinsic love of learning can be fostered, this will be an amazing bonus.

A1	Approximately 90 - 100 hours
A2	Approximately 180 - 200 hours
B1	Approximately 350 - 400 hours
B2	Approximately 500 - 600 hours
C1	Approximately 700 - 800 hours
C2	Approximately 1,000 - 1,200 hours

Pearson-Longman, *Teacher's Guide to the CEFR*, p. 7.

In view of the considerations on the previous page, **Freshman English 2** uses peer-editing, self-assessment, peer-assessment and student feedback, in addition to the teacher's feedback and marking. These are all important parts of the coursework. A suggested marking scheme appears below.

30% Classwork:

Attendance, participation, collaboration, performing tasks, writing first drafts, and peer editing

20% Homework

Drafts and self/peer-assessments in the Portfolio Pocket:

- 10%: 10 final drafts (Units 1-10)
6 self-assessments (Units 4, 5, 7, 8, 9, 10)
1 peer-assessments (Unit 10)
- 10%: 2 teacher-edited second drafts (Units 3, 6)

20% Mid-term Test

- 10%: Oral test
- 10%: Written test

30% Final Project Presentations:

- 10%: Drama project (preparation and performance)
- 20%: Print Media project (preparation and group presentation)

There is room here for freedom of allocation of grades and criteria but the 30-20-30-20 framework should be adhered to.

Further assessment resources are included in this Teacher's Guide, starting on page 115.