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# **AN ASSESSMENT PLAN**

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# ASSESSING:

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- × Needs
- × Student's learning
- × The course itself

# ASSESSING STUDENTS' NEEDS

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- ✘ What do students need to learn?

# ASSESSING STUDENT'S LEARNING

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- ✘ What have students learned?

# ASSESSING THE COURSE ITSELF

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- ✘ How effective is/was the course in helping them learn?

# ASSESSMENT

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## × Formative

- × How well the students are doing **during** the course

## × Summative

- × How well the students have done in the course at the **end**

# ASSESSING STUDENTS' NEEDS

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- ✘ Systematic and ongoing process
- ✘ Adapting the course to meet the needs (preferences, expectations, self-responsibility)
- ✘ Dialogue between the teacher and the learners and the learners among themselves

# ASSESSING STUDENTS' LEARNING

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- × Who?
- × What?
- × Why?
- × How?
- × When?
- × ...



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✘ Who evaluates the course?

# Who?

The teacher

The student

The students

The institution

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✘ What can be evaluated?

# WHAT?

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- ✘ Depends on the goals and objectives of the course

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**What?**

4 skills

Pronunciation, grammar  
vocabulary

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✘ Why evaluate the course?

# WHY?

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- ✘ To place Ss appropriately
  - ✘ To identify and meet needs
  - ✘ To assess progress
  - ✘ To assess what has been learned (to assign a grade)
- ✘ = proficiency
  - ✘ = ability/needs
  - ✘ = progress
  - ✘ = achievement

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× How can you evaluate it?



# How?

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Observing Ss as they learn

Tests

Authentic tasks

Portfolios

Role plays

Written assignments

Student-made tests

Student-developed rubrics or standards

Peer evaluation

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✘ When can you evaluate it?

# WHEN?

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- × Any time
- × With any frequency
- × But have a **plan** depending on:
  - the length of the course,
  - Are grades necessary?
  - How are the units constructed?

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The best assessment !