
AN ASSESSMENT PLAN

ASSESSING:

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

ASSESSING STUDENTS' NEEDS

- ✘ What do students need to learn?

ASSESSING STUDENT'S LEARNING

- ✘ What have students learned?

ASSESSING THE COURSE ITSELF

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

ASSESSMENT

- × **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

- ✘ 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

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

✘ Who evaluates the course?

Who?

The teacher

The student

The students

The institution

✘ What can be evaluated?

WHAT?

- ✘ Depends on the goals and objectives of the course

What?

4 skills

Pronunciation, grammar
vocabulary

✘ Why evaluate the course?

WHY?

- ✘ 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

× How can you evaluate it?

How?

Observing Ss as they learn

Tests

Authentic tasks

Portfolios

Role plays

Written assignments

Student-made tests

Student-developed rubrics or standards

Peer evaluation

✘ When can you evaluate it?

WHEN?

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

The best assessment !