

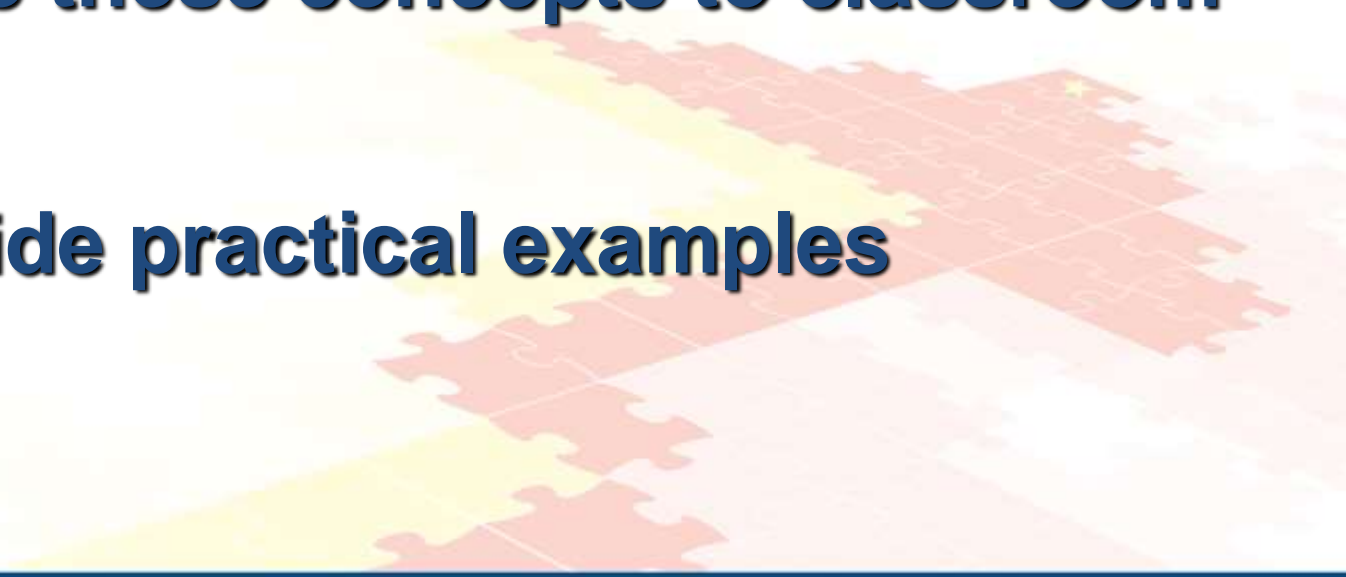
# Assessing Primary Learners: Class Star? Or Class Triangle?

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# Session Aims:

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- **For less experienced teachers to examine basic concepts of assessment in relation to Primary learning**
  - **To relate these concepts to classroom practice**
  - **To provide practical examples**
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# Can Do – Self Assessment

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- **I can say what CLIL stands for**
- **I can say why drafting is important when writing**
- **I can give you an example of backchaining**
- **I can explain what backwash means with regard to tests.**

# BACKWASH – POSITIVE OR NOT?

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It's the effect of assessment on teaching and learning, but is it positive or not?

Think about a test or exam you know, and discuss with a partner: how has the test positively or negatively influenced your students' learning?



# Discuss: Trinity GESE Exam for YLs

## Grade 1

### Format

Total time: 5 minutes

The examination consists of one assessed phase:

- Conversation with the examiner (up to 5 minutes).

### Candidate performance

In performing the required task, the candidate is expected to demonstrate the following communicative skills and use the language items listed below.

#### Communicative skills

- Exchange greetings with the examiner
- Show understanding of simple instructions through appropriate actions
- Give very short, even single-word, answers to simple questions and requests for information

#### Functions

- Exchanging greetings
- Giving personal information (name, age)
- Identifying and naming items given in the lexical list below
- Leave-taking

### Language – understanding and production

#### Grammar

The candidate is expected to demonstrate the ability to:

##### a) Understand

- Imperatives for common actions, e.g. *go, come, show, point, give, touch, stand up*
- Question words *what? how many? how old?*
- Demonstratives *this, that*

##### b) Understand and use

- The present simple tense of *to be*
- Common nouns in singular and plural (regular), e.g. *ear/ears, shoe/shoes*
- Simple adjectives, e.g. *small, big, green*
- Determiners *a, the, my, your, his, her*
- Pronouns *I, you, he, she, it, they*

#### Lexis

The candidate is expected to demonstrate the ability to understand and use the vocabulary related to

- Personal information
- Immediate surroundings including classroom objects
- Parts of the face and body
- Animals – common domestic, farm and wild
- Cardinal numbers up to 20
- Colours
- Items of clothing

#### Phonology

- The correct pronunciation of individual sounds to form intelligible words

# TESTING TESTS

Fill the gap with an appropriate verb form

**Tina normally \_\_\_\_\_ Cornflakes in the morning.**

- Tense or verb?
- Variety of answers = eats, has, buys, vomits, ate, etc.
- Eat = 1 mark; eats = 2 marks?
- What if the candidate puts 'whips'? One mark for 's'?
- Cultural references – Cornflakes could be a TV programme, the name of a dog
- Construct validity – is it testing the language of instructions? I.e. 'gap', 'appropriate', 'verb form'?



# Integrative v Discrete Item Testing

I've got \_\_\_\_\_ throat today  
A a painful      B a sore      C an aching

In the following text, underline correct word. The first one is done for you.

Last week I didn't feel very **right** / nice / well. I got up and started coughing immediately, my nose was **running** / blocking / sneezing and I had **a painful** / **an aching** / **a sore** throat. Now most people would just think that they had **taken** / **suffered** / **caught** a cold, but not me. I'm a bit of a hypochondriac so I phoned the doctor straight away to **do** / **make** / **ask** an appointment.

# Animal Names Assessment

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## 9-10 Very good

You can say all the names of the animals we learnt

## 6-8 Good

You can say the names of the animals well

## 3-5 Good but could do better

You can say the names of some of the animals. What about the rest?

## 0-2 Try harder! You can do it!

Most of the animal kingdom is more intelligent than you, you dimwit!



# Animal Names Assessment

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You can say all the names of the animals we learnt



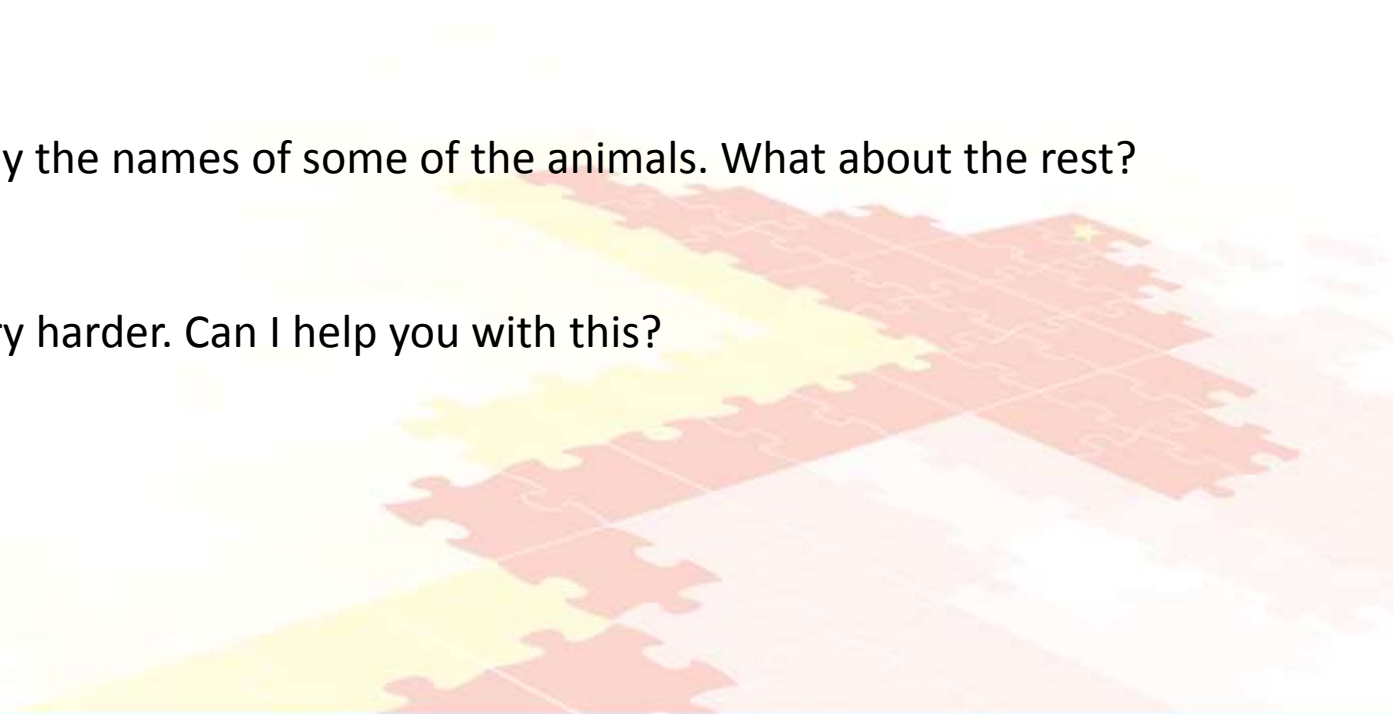
You can say the names of the animals well



You can say the names of some of the animals. What about the rest?

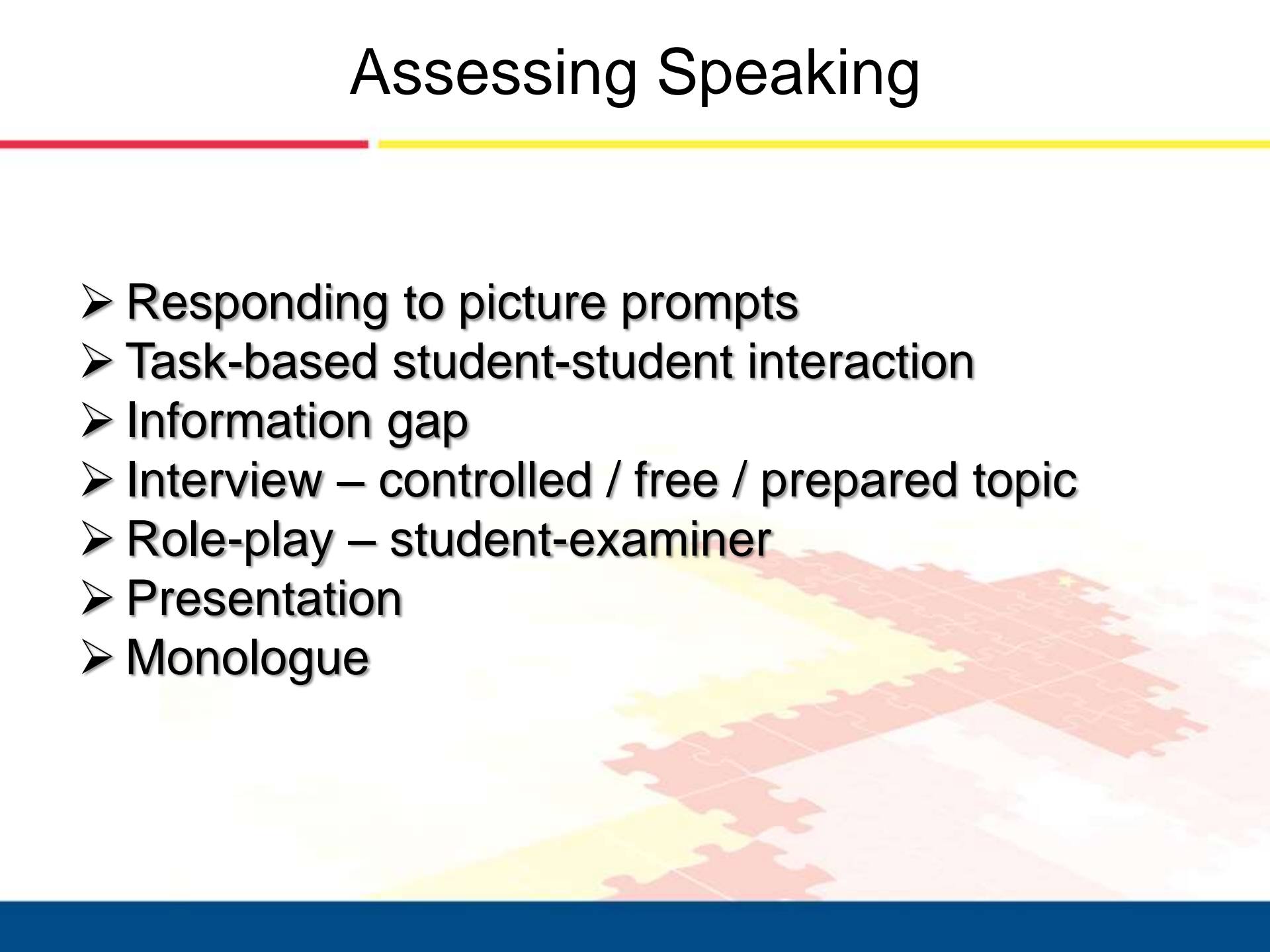


You can try harder. Can I help you with this?



# Assessing Speaking

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- Responding to picture prompts
  - Task-based student-student interaction
  - Information gap
  - Interview – controlled / free / prepared topic
  - Role-play – student-examiner
  - Presentation
  - Monologue
- 

# Confidence Ratings

- 6 if you are completely sure
- 4 if you think it's probably correct
- 2 If you are not confident
- 0 if you have no idea or are guessing

- El autocar va a \_\_\_\_\_ su salida en breves momentos. 6 4 2 0
- El es autor de dos libros que han pasado con mas pena que \_\_\_\_\_ . 6 4 2 0

# Peer Assessment – My Photo

- Students have to bring in a photo that is personal for them
- What speaking task could you do with this?
- How would you assess it?
- Could you extend it? How?



# Peer Assessment – My Photo

- Did your partner's paragraph answer all your questions?
- Was it easy to find the answers?
- Was it easy to understand the paragraph?
- Was it interesting?
- Can you suggest any changes / additions for the final version?



# Checklists

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- A version of the syllabus suitable for students
- Linguistic items
- Language learning skills (find a word in the dictionary in 30 seconds)
- Learning skills (organising lesson notes so learners can find items in 30 seconds)
- Behavioural items (works in pairs without disrupting)
- Schooling skills (misses two or fewer homeworks per term)



# Learner Diaries

Date:

Reading: coursebook/newspaper/reader/internet/other: \_\_\_\_\_

Writing: exercises/notes/letters/email: \_\_\_\_\_

Listening: CD/teacher/TV/video/internet/other: \_\_\_\_\_

Speaking: groups/pairs/discussion/to myself/other: \_\_\_\_\_

Grammar: New Revised	
Vocab: Topic New words/phrases	
What we studied:	
What I learned.	
How I felt:	
Problems	

Homework:

How I did:

# The Top Ten

- Put th  
(1= m

- Good
- Spe
- Good
- A ra
- Con
- Pun
- Len
- Good
- Ans
- Har



etc.)

# Raising Awareness

I don't often write in my own language

☐

I expect to do some writing in class

☐

I expect to do most writing at home by myself

☐

I would like the teacher to help me with writing in class

☐

I check my writing before handing it in

☐

I want the teacher to correct all my mistakes

☐

I want the teacher to mark the most important mistakes

☐

I want the teacher to write comments about my work

☐

I make a note of my mistakes

☐

I look at the grade and the comments but not the corrections

☐

I would like to read other students' writing sometimes

☐

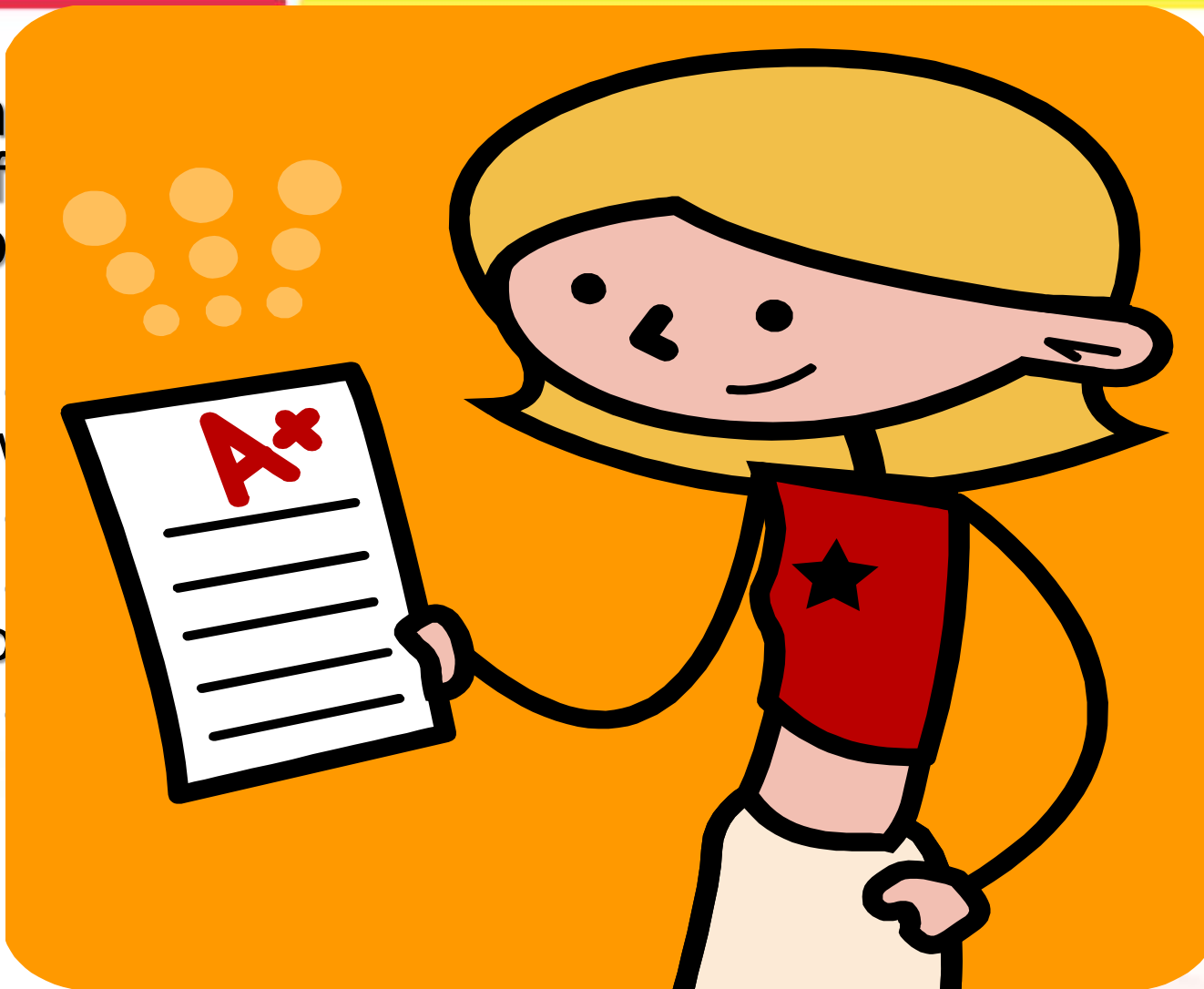
# Correction Checklists

- I have included all the relevant information
- I have answered the question
- I have used clear paragraphs (2+ sentences)
- There is a clear introduction and conclusion
- The text is organised in an appropriate way for this type of writing
- There is a variety of language (vocabulary / structure)
- I have checked the spelling
- I have checked the language (tenses, subject/verb agreement, prepositions)
- I haven't copied large sections from other sources (internet etc.)

# And Finally...

- In  
ef  
fo

- A  
al
- A
- A  
co
- A



e were

had

of

# Thanks!

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