

TKT Module 2: Choosing assessment activities – Teacher's Notes

Description

This activity encourages participants to consider different aspects of assessment and familiarises them with the idea of formal and informal assessment. They discuss different assessment activities, all of which are tested in the TKT Module 2 Part 1 syllabus area relating to choosing assessment activities.

Time required: 50 minutes

Materials required:

- *Participant's Worksheet 1 (cut into strips)*
- *Participant's Worksheet 2 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To discuss assessment, including formal and informal assessment*
- *To provide an opportunity for participants to discuss assessment activities and reasons for choosing them.*
- *To provide practice in completing tasks in which choosing assessment activities is the testing focus.*

Procedure

1. Before the session, copy and cut up Participant's worksheet 1 so there are enough strips for one per pair of participants.
2. (10 minutes) Put participants into pairs (with one group of 3 if there is an odd number in the group) and give each pair a strip from **Participant's worksheet 1**. Tell participants that each strip has a question connected with assessment. Participants discuss possible answers to their question with their partner. Allow one minute for this.
3. Participants then walk around the room in pairs, gathering answers to their question from other pairs, i.e. working in groups of 4. When participants have finished, they should sit with their partner and discuss the answers they were given.
4. Feed back together so that participants can share their answers (see key below). Try to finish with the last question on the worksheet *How do teachers assess learners?* The answer to this, *formal and informal assessment*, leads to the next exercise. Point out that choosing assessment activities, including informal and formal assessment, is a syllabus area tested in TKT Module 2 Part 1.
5. (10 minutes) Hand out **Participant's worksheet 2**. In pairs, participants look at the assessment tasks, marking processes, and main reasons for assessment in the grid and decide whether they are connected *mostly* with formal assessment or informal assessment. They complete the table with *F* or *I* accordingly. Check answers together (see key below). Note that some of the reasons could be open for debate, e.g. 11, depending on who is assessing and how it is done.

Teaching Knowledge Test

6. (10 minutes) Participants now work in groups of three to brainstorm different activities and tasks that are used for formal assessment and informal assessment. Elicit a couple of examples to get them started, e.g. multiple choice questions, gap fill tasks.
7. Feed back with the whole group so that participants can share their ideas (see key below)
8. (15 minutes) Give out **Sample Task**. Participants complete the sample task on their own then compare their answers with a partner. Check answers together (see key below).
9. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 2 syllabus area for this lesson?** (choosing assessment activities)
 - **What kind of assessment activities do you do with your students?** (allow participants to share ideas)
 - **Which activities do you find most useful for learning about your students' progress?** (allow participants to share ideas).
 - **What do you think learners feel about assessment?** (allow participants to share ideas)

TKT Module 2: Choosing assessment activities – Answer Keys

Key to Participant's worksheet 1

1. What is assessment?	- collecting information about students' progress to find out about their learning - finding out what students know
2. Why do teachers assess students?	- to find out what students have learnt in lessons - to find out what students know at the start of a class - to decide on what to teach students
3. Do students assess teachers? Is this good? Why?	- yes, students assess teachers - it is good because it helps teachers to evaluate their lessons and their teaching
4. What do teachers assess?	- students' language (grammar, vocabulary) and language skills (reading, listening, writing, speaking) - students' attitude - students' progress
5. When do teachers assess students?	all the time
6. How do teachers assess students?	- formally: in tests, for example - informally: during classroom activities, for example

Key to Participant's Worksheet 2 Exercise 1

1 F	2 I	3 I	4 F	5 I	6 I
7 F	8 F	9 I	10 I	11 F	

Key to Participant's Worksheet 2 Exercise 2

- multiple choice questions
- writing tasks (e.g. letters, essays, postcards, emails, stories notes)
- gap fill tasks
- speaking tasks (e.g. interviews, discussions, role-plays, presentations, practice activities)
- true/false questions
- listening comprehension tasks
- matching tasks
- reading comprehension tasks
- ordering tasks
- language games, quizzes

1 B 2 E 3 A 4 F 5 C



TKT Module 2: Choosing assessment activities – Participant's Worksheet 1

What is assessment?
Why do teachers assess students?
Do students assess teachers? Is this good? Why?
What do teachers assess?
When do teachers assess students?
How do teachers assess students?

TKT Module 2: Choosing assessment activities – Participant's Worksheet 2

Exercise 1

Look at the assessment tasks, marking processes, and main reasons for assessment below and decide whether they are connected **mostly** with formal assessment or informal assessment.

If you think they relate mostly to formal assessment, mark **F** in the box. If you think they are connected mostly with informal assessment mark **I** in the box.

Assessment tasks, marking processes, and reasons for assessment	F / I
1. exams	
2. The teacher keeps a note of strengths and weaknesses but doesn't give students a grade for their work.	
3. classroom activities, e.g. discussions and role-plays	
4. Students get a grade for their work, e.g. Pass/ Fail, 65 %	
5. to help teachers to select appropriate materials and activities for lessons	
6. to give feedback to learners about how they can improve their learning	
7. to assess overall language ability or proficiency	
8. to assess learning at the end of a course, to decide if learners can move on to the next level	
9. homework tasks	
10. to provide feedback to the teacher so that she can find out what aspects of her teaching are useful and successful	
11. tests	

Exercise 2

In groups of three, make a list of activities and tasks that are used for formal and informal assessment.

TKT Module 2: Choosing assessment activities – Sample Task

For questions **1–5**, match the situations in which a teacher sets a test with the reasons for assessment, **A–F**. Mark the correct letter (**A–F**) on your answer sheet.

There is one extra option which you do not need to use.

Situations

- 1** The teacher has a new class. On the first day of the course, she sets a test which covers some of the language points she expects the students to be familiar with and others that she thinks the students may not know. The students do not prepare for the test.
- 2** The teacher notices that his intermediate students are making careless mistakes with basic question formation, which they should know. He announces that there will be a test on this the following week. The students have time to prepare for the test.
- 3** The students are going to take a public examination soon. The teacher gives them an example paper to do under test conditions.
- 4** The teacher monitors students whenever they carry out speaking tasks and keeps notes about each student.
- 5** The class has recently finished a unit of the course book which focused on the use of the present perfect simple with 'for' and 'since'. The teacher gives the class a surprise test on this.

Reasons for assessment

- A** to familiarise students with the test format
- B** to allow the teacher to plan an appropriate scheme of work
- C** to show students how well they have learned a specific language point
- D** to allow students to assess each other
- E** to motivate the students to revise a particular language area
- F** to assess students' progress on a continuous basis