

TKT Module 1: Assessment Types and Tasks – Teacher's Notes

Description

This activity introduces teachers to the TKT Module 1 Part 3 syllabus area relating to assessment types and tasks. Participants discuss some of the purposes and methods of assessment and familiarise themselves with different types of assessment.

Time required: 60 minutes

Materials required:

- *Participant's Worksheet 1 (one for each group of participants)*
- *Participant's Worksheet 2 (one copy for each pair of participants, cut into strips)*
- *Participant's Worksheet 3 (one for each participant)*
- *Participant's Worksheet 4 (one for each participant)*
- *Sample Task (one for each participant)*

Aims:

- *To provide an opportunity for participants to discuss the purposes of assessment and methods of assessment.*
- *To look at the design and purpose of a range of assessment tasks and activities.*
- *To provide practice in completing tasks in which assessment types and activities is the testing focus.*

Procedure

1. Before the session, make enough copies of **Participant's Worksheet 2** for every 2 students and cut each copy into strips.
2. (10 minutes) Put participants into groups of three. Hand out **Participant's Worksheet 1**, the list of teachers' comments about assessment. Participants talk together about each of the comments and say if they agree or disagree, and why.
3. Take feedback with the whole group so participants can share opinions.
4. (10 minutes) Each of the comments is about a different type of assessment. Hand out **Participant's Worksheet 2** (methods of assessment) to each pair of participants cut into strips. Ask participants to work in pairs and to match the method of assessment with the teachers' comments. They may need to use more than one method of assessment for each comment.
5. Check answers together (see key below).
6. (10 minutes) Explain that in TKT Module 1 Part 3, in the syllabus area 'assessment types and tasks' the following are tested:
 - knowledge of methods of assessment
 - purposes for assessment

Teaching Knowledge Test

You will now look at purposes for assessment. Put participants into pairs. Hand out **Participant's Worksheet 3** and ask them to identify the purpose of each of the different types of assessment by identifying the correct term for each one.

7. Check answers together (see key below).
8. (10 minutes) Put participants into groups of three. Together, they should brainstorm and make a list of the different types of tasks that can be used in assessment. They should think of exams they have taken themselves to give them ideas.
9. Hand out **Participant's Worksheet 4**. Participants continue working in groups and answer **Exercise 1** (they name the different types of tasks on the worksheet).
10. Check answers together (see key below).
11. (5 minutes) Introduce the idea of subjective and objective assessment and marking. Ask participants:
 - **What is the difference between subjective and objective assessment?** (An **objective** test is marked without using the examiner's opinion, there is a clear right answer. A **subjective** test is marked using the examiner's opinion about the quality of the answer. The answer is not simply right or wrong.)

Ask participants to look at **Exercise 2** on **Worksheet 4** (they say which of the tasks would be subjective and which would be objective).

12. Check answers together (see key below).
13. (10 minutes) Give out **Sample Task**. Ask participants to complete the sample task on their own then compare their answers with a partner.
14. Check answers together (see key below).
15. (5 minutes) Round up to summarise points covered. Ask participants:
 - **What is the TKT Module 1 syllabus area for this session?** (assessment types and tasks)
 - **What is students' attitude towards assessment?** (allow participants to share experiences)
 - **How can you prepare for this part of TKT?** (E.g. review terms in the TKT glossary under assessment. Try out different assessment task types.)

TKT Module 1: Assessment Types and Tasks – Answer Keys

Key to Procedure step 5

1. Self assessment
2. Formal assessment; summative assessment
3. Peer assessment.
4. Informal assessment; formative assessment; continuous assessment.
5. Portfolio assessment; informal assessment (could be formal if submitted at the end of a course for evaluation); continuous assessment.

Key to Participant's Worksheet 3

1 C 2 E 3 A 4 B 5 D

Key to Participant's Worksheet 4

1. Cloze test/gap fill (in a cloze test the gaps are regular e.g. every seventh word, a gap fill is not regular but selected by the teacher or assessor)
2. Comprehension task – open comprehension questions (students answer in their own words)
3. Matching task
4. Multiple-choice task
5. Sentence completion task
6. Sentence transformation task
7. Sentence ordering task/Jumbled sentence task
8. Odd one out task
9. Essay/letter writing task
10. Speaking task

Key to Participant's Worksheet 4 Exercise 2

- | | |
|---------------------------------------|----------------|
| 1. Subjective (many possible answers) | 6. Objective |
| 2. Objective | 7. Objective |
| 3. Objective | 8. Objective |
| 4. Objective | 9. Subjective |
| 5. Objective | 10. Subjective |

Key to Sample Task

1 B 2 E 3 A 4 F 5 C

TKT Module 1: Assessment Types and Tasks – Participant's Worksheet 1

Discuss the teachers' comments below on assessment. Do you agree or disagree? Why/ Why not?

1. I think it's important for students to assess themselves, so sometimes I record them when they are doing a speaking activity and then get them to listen to themselves.
2. I don't like giving my students tests and exams. I think they are demotivating, especially for young learners.
3. I get students to mark each others' written work and I tell them to just look at it and say what's wrong. I don't ask them to check it against any criteria. I don't think they can look for particular mistakes like spelling mistakes or grammar mistakes.
4. When students are doing a speaking activity, I observe them, but I don't make any notes and I don't give marks. Sometimes I talk to students about their strengths and weaknesses in tutorials though.
5. My students choose pieces of their best work during the course and keep them in a file, which can be looked at during the course. I know some teachers use this as the way they assess students at the end of the course, but I'm not sure how that works.

TKT Module 1: Assessment Types and Tasks – Participant's Worksheet 2



Formal assessment – When a student's work is judged through a test and the student is given a report or a grade to say how successful or unsuccessful they have been.

Summative assessment – when a test is used at the end of a course. A mark or grade is given, but no other feedback.

Informal assessment – When a teacher decides whether a student is doing well or not but does not necessarily set a test or write an official report or give a grade.

Formative assessment – When a teacher gives students feedback on their progress during a course, rather than at the end of it, so that they can learn from the feedback.

Portfolio assessment – A collection of work that a student uses to show what he/she has done during a particular course. A purposeful document, regularly added to that may be part of assessment.

Continuous assessment – A type of testing which is different from a final examination. Some or all of the work that students do during a course is considered by the teacher on a regular basis and contributes to the final grade given to students. It may also include monitoring of classroom performance and contribution.

Peer assessment – When students give feedback on each others' language, work, learning strategies, performance.

Self assessment – When students decide for themselves if they think their progress or language use is good or not.

TKT Module 1: Assessment Types and Tasks – Participant's Worksheet 3

Choose the correct term from the box below for the types of test described.

A. Placement test	B. Diagnostic test
C. Progress test	D. Proficiency test
	E. Achievement test

1. This type of test is used during a course in order to assess the learning up to a particular point in the course.	
2. This type of test is used to see how well students have learned the language and skills taught in class. These tests are often at the end of term or end of the year and test the main points of what has been taught in that time.	
3. This type of test is often used at the beginning of a course in a language school in order to identify a student's level of language and find the best class for them.	
4. This type of test is used to identify problems that students have with language or skills. The teacher tries to find out what language problems students have. It helps the teacher to plan what to teach in future.	
5. This type of test is used to see how good students are at using the language. The contents of this type of test are not chosen according to what has been taught, but according to what is needed for a particular purpose.	

TKT Module 1: Assessment Types and Tasks – Participant's Worksheet 4

Exercise 1: What are these assessment task and activities called?

- | | |
|---|--|
| 1 Complete the sentences.
In Paris the people were much _____ and more polite than I had _____. The food though was not as _____. | 2 Read the text and answer the following questions.
Why did John go to the party?
What happened when he got there? |
| 3 Which word belongs to each group?
apple vegetable
juice meat
potato fruit
beef drink | 4 Choose the correct answer.
1. The car he drove was
a) Ford b) Peugeot c) BMW
2. It was
a) red b) white c) black |
| 5 Finish the sentence with an answer from the text.
It was sunny so she _____ . | 6 Complete sentence B so that it means the same as sentence A
A. Jack doesn't have to do the test.
B. It's _____ Jack to do the test. |
| 7 Rearrange the words in the sentences.
1. month/travelled/France/we/last/to
2. Japan/Tom/a/ago/week/went/to | 8 Which word does not fit the group?
cup, plate, knife, bowl
banana, apple, onion, pear |
| 9 Write a letter to a friend inviting him/her to a party at your house next Saturday. | 10 Look at the picture. Talk about the people, what they are doing and what they are wearing. Where do you think they are going? |

Exercise 2: Which of the activities and tasks are **subjective** tests and which are **objective** tests?

TKT Module 1: Assessment Types and Tasks - Sample Task

Exercise 4

For Questions 1–5, match the descriptions of different tests with the types of test listed **A–F**.

Mark the correct letter (**A–F**) on your answer sheet.

You need to use some options more than once

Types of test

- | | |
|----------|-------------|
| A | progress |
| B | achievement |
| C | subjective |
| D | proficiency |
| E | diagnostic |
| F | placement |

Descriptions

1 These tests are designed to test language taught on the whole course.

2 These tests are designed to help teachers to plan course content.

3 The purpose of these tests is to test language taught on part of the course.

4 These tests help teachers to put students in classes at the appropriate level.

5 The marking of these tests depends on decisions made by individual examiners.