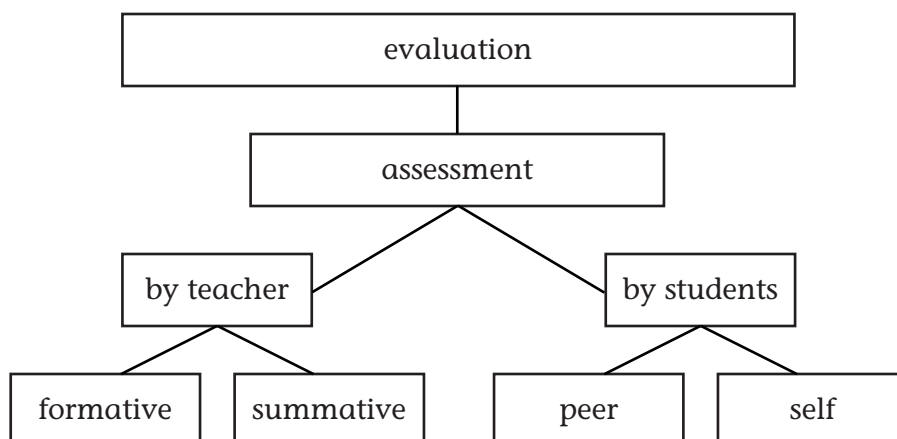# Evaluation in *English Adventure*

In a broad sense, evaluation is the process of systematically collecting information for the purpose of making reasoned and accurate judgments. Within the general concept of evaluation lies assessment, which can have different purposes and uses in different contexts. Throughout the *English Adventure* series, attention has been paid to different types of assessment.

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                    ┌──────────────────────┐
                    │      evaluation       │
                    └──────────────────────┘
                               │
                    ┌──────────────────────┐
                    │      assessment       │
                    └──────────────────────┘
                      ╱                  ╲
            ┌──────────────┐      ┌──────────────┐
            │  by teacher  │      │ by students  │
            └──────────────┘      └──────────────┘
             ╱          ╲          ╱          ╲
    ┌───────────┐ ┌───────────┐ ┌───────┐ ┌───────┐
    │ formative │ │ summative │ │ peer  │ │ self  │
    └───────────┘ └───────────┘ └───────┘ └───────┘
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Assessment by the Teacher

Many students and teachers think of paper-and-pencil tests as stressful and unpleasant, but the only means of measuring students' learning. Research and classroom practice have shown that there are other assessment tools.

In *English Adventure,* assessment is an integral part of the teaching and learning process. It provides information about the knowledge and skills of the students, and ongoing feedback on the teaching process. The assessment material analyzes students' progress, with the goal of reinforcing the positive aspects and identifying areas for improvement. This goal is addressed through formative and summative assessment.

Formative assessment takes place while students are in the process of "forming" their concepts and behaviors relating to language. This type of assessment is also referred to as *informal* or *performance assessment*. The teacher observes students' comprehension and production as they engage in activities and tasks, unaware that they are being assessed. The teacher judges the students' current level of understanding and performance and adjusts teaching procedures as needed.

In *English Adventure,* many activities lend themselves to formative assessment, including dialogues, songs and chants, role plays, interviews and surveys, projects, and games. The Class Activities Chart on page 44 may be used to record observations on students' performance in a particular activity. For example, a teacher may decide to assess students' performance using Picture Cards or a board game from the Student Book. On a copy of the chart, the teacher would fill in the information at the top of the page, including the objectives *to ask about likes and dislikes relating to food, to describe likes and dislikes relating to food, to use the present simple tense,* and so on. A comment next to a student's name might say, *no trouble understanding question and replying with a short answer; difficulty in forming question with auxiliary verb*. If a number of students have similar comments, the teacher knows to reteach or review question formation.

Summative assessment refers to a "summing up," a measurement of everything the students have learned at the end of a unit, school period, or course. This type of assessment is also referred to as *traditional* or *formal assessment*. It typically consists of paper-and-pencil tests with items in such formats as multiple-choice, matching, true or false, and fill-in-the-blank. Summative assessment measures achievement through tasks, the answers to which are judged and assigned numerical scores or letter grades. The Assessment Score Chart on page 45 may be used to record grades on Unit Tests. It is best not to rely on traditional test scores alone to assess fully a student's progress; a combination of formative and summative assessment will provide a richer, more accurate picture of a student's learning. In addition, the teacher will find it useful to have short conferences with students in which students can reflect on their own learning, engage in meaningful self-assessment and new goal setting, and brainstorm strategies for improvement.

Assessment by the Students

Teachers should not be the only source of information regarding students' progress in learning. It is important to build students' awareness of their own abilities and progress.

Peer assessment refers to observations students make about each other's work. Even young children can be trained to give useful and constructive comments, whether by drawing a happy face or sad face, a checkmark or an X, or by making a statement such as, *I like your drawing*, *Your puppet is funny*, *I don't understand*, or *Your shirt isn't blue; it's purple*. In pairs, students can evaluate the work of their partners; in groups, students can decide if they reached their goal as a group and how well they performed.

Self-assessment, on the other hand, is the process by which students reflect on their own work and individual progress. It is useful for even young students to learn to identify their strengths and weaknesses, and pay attention to their progress so that new strategies can be developed if necessary. In the lower levels of *English Adventure*, reward stickers are provided as a motivating closing activity after each unit. These stickers symbolize the successful completion of a unit and ongoing progress. The stickers are meaningful as a milestone of progress. For this reason, they should be given out to individual students only when they have mastered the unit material. Extra help and encouragement should be given to those who need it so that all students can feel the satisfaction of a job well done.

Class Activities Chart

CLASS: _____ **UNIT:** _____ **LESSON:** _____

ACTIVITIES:

OBJECTIVES:

STUDENT'S NAME	COMMENTS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
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21.	
22.	
23.	
24.	

Assessment Score Chart

STUDENT'S NAME	EVALUATION SHEET															
	1		2		3		4		5		6		7		8	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
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22.																
23.																
24.																

A = Language   B = Listening

MARKING CRITERIA: SD 1–4 = still developing   **OK** 5–7 = progressing well   **E** 8–10 = excellent