

**1. Definitions**

Evaluation: “a judgement about how good, useful or successful something is”

Assessment: “a process in which you make a judgement about a person or situation, or the judgement itself”

Judgement: “an opinion that you form, especially after thinking carefully about something”

**2. Some assessment topics in the teacher training programme:**

- a. knowledge and understanding
  - CEFR levels, categories and ‘can-do’ descriptors
  - Language knowledge required by learners at CEFR levels: grammar, vocabulary, pronunciation etc
  - Purposes of assessing learners
  - Methods of assessing learners:
    - Test types
    - Continuous and task-based assessment
    - Self & peer assessment
  - Basic concepts of validity, reliability and practicality
  - Some methods for assessing one’s own teaching, especially during the course
- b. Skills
  - CEFR levels: recognizing, categorizing, standardising
  - Classroom monitoring and handling errors :
    - Adapting monitoring to the activity and learners
    - Using prompts to elicit self-and peer ‘correction’
    - Training learners in reviewing and error coding
  - Assessing without tests : selecting tasks, using them effectively, developing new activities...
  - Progress tests: selecting, administering, writing
  - Handling the outcomes of assessment
  - Gathering feedback about one’s own teaching

**3. Assessment of language teachers – some purposes**

- As part of a training course
  - Have the course requirements been met? Can the qualification be awarded?
- As part of ongoing quality assurance
  - Does the quality of the teaching and learning being provided meet our criteria/defined external criteria?
- For professional development
  - What are the gaps and strengths in the competence of the individual teacher and team?
  - What further training and development is needed?
- For recruitment and career progression
  - Is the individual suitable to for employment, or is s/he ready to move up to another level (and earn more money)?
- For performance management
  - Does the all-round performance of the individual teacher meet the institution’s requirements?

**4. Who can assess for what purpose?**

	QUALIFICATIONS	QUALITY	PROFESSIONAL DEVELOPMENT	PERFORM-ANCE	CAREER PROGRESSION
External assessor	✓	✓		✓	
Employer	(✓)	✓	✓	✓	✓
Peer		(✓)	✓	✓	
Self		(✓)	✓	✓	✓
Students		✓	(✓)	✓	

5. **Teachers – what to assess?**

- Qualifications and experience
- Competence in the target language
- Language awareness
- Teaching competences e.g. classroom and activity management
- Other competences e.g. use of ICT, drama skills
- Commitment, involvement, team-working
- Voice, body language, dress, sense of humour....

6. **Teacher competence = values, attitudes + knowledge, awareness + skills, ability**

7. **Where to find the evidence?**

- Classroom teaching and support of learners
- Impetus for and participation in professional development
- Contributions to teaching and learning resources and initiatives
- Contribution to the team and commitment to the institution

8. **Assessing experienced teachers**

- Observation of real lessons
- Review of teacher's plans, materials, tests
- Meetings, interviews e.g. discussion of self-assessment
- Observation during in-service training
- New challenges e.g. mentoring, materials-writing, new level
- Team teaching
- Portfolios, projects, e.g. action research

9. **Methods of assessment**

- Formative, continuous – during the training
- Summative – at the end of the course or module

Focused on:

- Relevant knowledge and understanding
- Teaching skills, ability
- Actual performance in the classroom

10. **key issues**

- Validity – 'extent to which assessment measures what it claims to measure'
- Coverage – inclusion of relevant areas
- Reliability – similar results in each case
- Standardisation – assessors use the same standards
- Objectivity – no favouritism or victimisation
- Fairness – feels right from teacher's point of view

11. **Assessing the course itself**

During the course:

- Does the content and method suit each individual?
- Do they want/need more or less of anything?
- What can be changed or added during the course to make it work even better?
- Focusing on: 'input' sessions, workshop tasks, teaching practice, assignments

At the end of the course:

- Was the course successful in terms of the 'results'? (< results of assessment)
- What did participants' think of the suitability and quality of each element of the course? (< elicited feedback)
- What needs to be changed, what can be improved in future courses? (< analysis of results and feedback, review meeting with trainers etc)

---

## **12. Summary**

Assessment is a critical area in education

Three main areas considered:

1. Assessing learning and learners: one of the most important but most neglected areas
2. Assessing teaching, teachers and trainees: making this as supportive and productive as possible
3. Assessing training courses for quality assurance
  - Special importance of observation and self-assessment
  - Agreed and validated standards are needed – how can these be created or adapted?