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قسم الآداب واللغات الأجنبية

DEPARTMENT OF LETTERS & FOREIGN LANGUAGES

فرع اللغة الانجليزية

SECTION OF ENGLISH

PEDAGOGICAL DOCUMENT

**MODULE TAUGHT: ENGLISH LANGUAGE
EVALUATION**

MASTER 2 DIDACTIC STUDENTS

MASTER

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**A PRACTICAL
GUIDE
ON
ENGLISH
LANGUAGE
EVALUATION**



CONTENTS

INTRODUCTION	1
I. SUCCINCT HISTORY	8
II. EVALUATION	12
II.1. TEST.....	11
II.2. MEASUREMENT.....	12
II.3. EVALUATION.....	12
II.4. CHARACTERISTICS OF EVALUATION IN EDUCATION.....	13
II.5. IMPORTANCE OF EVALUATION IN EDUCATION	15
II.6. TEACHING STRATEGIES	16
II.7. CHECK YOURSELF.....	17
II.8. PREPARE AN EVALUATION MECHANISM.....	18
II.9. QUESTIONS FORMULATION.....	19
III. EVALUATION AND ASSESSMENT	22
III.1. OUTCOMES OF EVALUATION/ASSESSMENT.....	22
III.1.1. PURPOSE OF EVALUATION/ASSESSMENT.....	22
III.1.2. BASIC PRINCIPLES OF EVALUATION & ASSESSMENT.....	23
III.1.3. GIVING FEEDBACK.....	25
III.2. SOURCES OF GRADES.....	25
IV. EVALUATION/ASSESSMENT TYPES	27
IV.1. DIAGNOSTIC/ PREDICTIVE.....	27
IV.2. FORMATIVE	27
IV.3. SUMMATIVE/CERTIFICATIVE	29
IV.4. NORM-REFERENCED ASSESSMENTS.....	29
IV.5. CRITERION-REFERENCED ASSESSMENTS	30
IV.6. BENCHMARK	31
IV.7. INTERIM	31
IV.8. METHODS OF EVALUATION.....	31
V. TEXTBOOK CONTENT EVALUATION	34
V.1. MAJOR PHASES.....	34



V.2. REASONS FOR TEXTBOOK CONTENT EVALUATION	35
V.3. MAJOR CONCERNS WITH EVALUATION FORMS USE.....	36
V.4. CRITERIA FOR TEXTBOOK CONTENT EVALUATION	37
V.5. ANCILLARY MATERIALS QUALITY CRITERIA.....	39
VI. TEXTBOOK ADAPTING & ENRICHING	43
VI.1.WHAT CAN TEACHERS DO TO ADAPT THEIR TEXTBOOKS?	43
VI.2. HOW CAN TEACHERS SUPPLEMENT THEIR TEXTBOOK CONTENT INEXPENSIVELY?	44
VI.3. WHAT MATERIALS CAN TEACHERS/LEARNERS MAKE FOR CLASSROOM USE?	45
VI.4. TEXTBOOKS EVALUATION: SOME REPORTS	46
VI.5. DOES THE TEXTBOOK CONTENT PREPARE LEARNERS FOR COMMUNICATION?	47
VI.6. IS THE CONTENT APPROPRIATE FOR THE LEARNERS?.....	48
VI.7. DOES THE TEXTBOOK INCLUDE ANY SUPPORTING MATERIALS?.....	48
VI.8. IS THE TEXTBOOK VISUALLY ATTRACTIVE?.....	47
VI.9. STRATEGIES FOR SUPPLEMENTING AND ENRICHING TEXTBOOKS.....	48
VII. EXAM SELF-EVALUATION	52
VII. 1. PRE-EXAM PHASE	52
VII.2. WHAT TO ASSESS?	53
VII.3. POST-EXAM PHASE	55
VIII. LESSON PLAN SELF-EVALUATION & REFLECTION	58
VIII.1. WHY IS SELF-REFLECTION/EVALUATION SO IMPORTANT?	59
VIII.2.THE PROCESS OF REFLECTION/EVALUATION.....	59
IX. EVALUATION WITHIN CBA FRAMEWORK	63
IX. 1. MULTIFARIOUS COMPETENCIES	63
IX.2. COMPETENCY & SKILL	63
IX.3. GENERIC COMPETENCIES	64
IX.4. SITUATIONAL COMPETENCIES	65
IX.5. KNOW-HOW-TO EVALUATE	66



IX.6. GENERIC COMPETENCIES EVALUATION.....	66
IX.7. ASSESSING SITUATIONAL COMPETENCIES.....	66
IX.8. HOW ARE COMPETENCIES ASSESSED.....	66
X. TRAINING EVALUATION, DEFINITION, MEANING & TYPES.....	68
X.1. DEFINITION.....	69
X.2. TRAINING EVALUATION METHODS.....	70
X.3. THE NEED FOR TRAINING EVALUATION	70
X.4. THE PURPOSE BEHIND TRAINING EVALUATION.....	71
X.5. TRAINING PHASES	72
XI. DIFFERENT EVALUATION GRIDS	75
XI.1. ANALYSIS & ASSESSMENT OF STUDENTS' COMPETENCE.....	75
XI.2. COURSE EVALUATION.....	77
XI.3. WORKSHOP EVALUATION.....	78
XI.4. GENERAL PERFORMANCE EVALUATION GRID.....	79
XI.5. SEMINAR EVALUATION GRID.....	81
XI.6. INTERVIEW EVALUATION GRID.....	81
XII. SAMPLE FORMAL EXAMINATION.....	84
GLOSSARY.....	86
BIBLIOGRAPHY	89

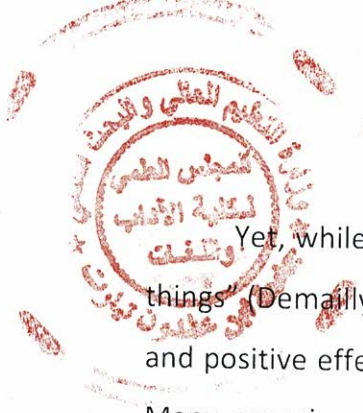


**THE PURPOSE OF THIS DOCUMENT IS TO PROVIDE TEACHERS
WITH BENCHMARKS FOR THE DESIGN AND IMPLEMENTATION
OF STUDENT LEARNING ASSESSMENT SYSTEMS.**

INTRODUCTION

The increasing intricacy of organizations and systems, the number of actors and partners representing various spheres, the scarcity of financial resources, and too many changes in the professional world, which make the use of evaluation "necessary". This shifting context generates a lot of uncertainties and unpredictability so that evaluation is essential as a tool that can not only allow accountability (in a logic of compliance control - Ardoino & Berger, (1986) but also, to establish a reflective look at what is engaged and thus open the scrutiny of what we have already accomplished; where we are at the moment; from where we want to go ... Evaluative practices are; therefore, numerous and diverse. They have multiplied in the education and training systems to become ubiquitous in all fields (academic, professional, political, societal) and sectors of activity. They are also available at all levels (individuals, team, organization, etc.), at different scales (local, regional, national, international). Would we be witnessing an "evaluative passion" (Amado & Enriquez, 2009) or an "evaluative delirium" (Hadji, 2012), expressions which reflect the omnipresence of the activity and even more a feeling of satiety in relation to a practice experienced as overwhelming health. (Jorro, 2015).

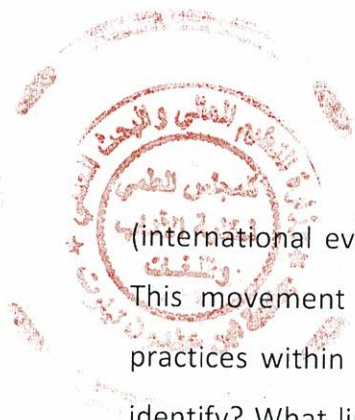
Evaluative practices seem to be seen as going from self, expected, obligatory, legitimate whereas they can also be an ordeal or even a social calamity in the sense that these invasive practices create pressure, suffering, insecurity... The evocative titles of various writings bear witness to this: "evaluate kills" (Pfauwadel, 2010)," evaluation, a threat?" (Butera & al., 2011), "Should we be afraid of evaluation?" (Hadji, 2012), "the tyranny of evaluation" (Del Rey, 2013) which leads to questions of scientific, professional, political, methodological and ethical legitimacy.



Yet, while "Assessment can be the worst ... thing," it may also be "the best of things" (Demailly, 2001). Depending on their aims, evaluations have expected, proven and positive effects on individuals, training and education systems more extensively. Many experiences have indeed shown that evaluation can be a lever for success (Gérard, 2013), motivation (Viau, 2002), change (Argyris, 2003), learning and professional development. (Jorro, 2007; Paquay & al., 2010; Normand & al., 2011). In some cases, in education, training systems or work, it is structuring and organizing through the guiding/orientating role it plays; it helps to define, moreover, the educational, instructional and training forms. The growing importance of the formative function of evaluation (cf. the work of L. Allal and L. Mottier Lopez 2007) and self-evaluation (cf. the work of Campanale and Villabona 2010) shows to what extent evaluation practices have a definite interest as a process of management and regulation. Nevertheless, evaluation remains a difficult practice, which gives rise to fears and difficulties, both for those evaluated and evaluators, decision-makers, and those in charge of the design and implementation of engineering systems of evaluation.

The uses of evaluation are declined in many ways, in the hands of users, evaluators, evaluated, decision-makers ... to (re) think, design, implement, operationalize, improve, innovate in training devices and systems, teaching practices and learning. The main aim is to put the question of the uses of evaluation "at the heart" of reflection: how does the evaluative activity develop, structure and initiate new forms of engineering training and professional development? Evaluate, yes, but to regulate, learn, teach, train, design and redesign devices and programs. In other words, assessment is a relevant and effective social practice when it is designed and implemented as a lever for education and training at policy levels, training arrangements, and practices and learning processes.

The evaluation of educational policies and programs has developed significantly since the 1980s, in different countries and at different scales





(international evaluations, national education and vocational training policies, etc.).

This movement has been accompanied by the institutionalization of evaluation practices within large organizations and ministries. What beneficial effects can we identify? What limits appear? How can evaluation be used to cite reforms? To what extent can evaluation be a tool for steering education and training systems? Under what conditions can an education and training program / policy evaluation have positive impacts on education and training systems? What can the various actors concerned expect from it? Conversely, do not evaluations have a negative impact on education and training systems both in terms of institutions (Dupriez & Malet, 2013), the division of labor (Maroy, 2013), standards (Lessard & Meireu, 2004) ?

Evaluation is a common practice in the world of training and education to (re) think about training systems, while it should be integrated from the design of training devices. Nothing is more common than the questionnaire at the end of training, too often "unthinkable", too quickly administered, sometimes biased and little used. Can we then consider other forms of evaluation of training systems? Where and when can evaluation take place? How do you make sure it will be useful and used? Does the competence logic influence the design of the training evaluation? Does the development of MOOCs and other e-learning training devices require thinking differently about the evaluation of these new training devices?

At teachers' and trainers' workplace, evaluation teaching/learning situations is one of their activities. Often depreciated when professionals mention it, it is indeed perceived as a heavy practice in the daily life of the professional or as a matter of course. However, a reflection on its evaluation practices could allow these professionals to open spaces for professional development and provoke or support changes in pedagogical and didactic practices. How do teachers and trainers organize assessment situations and can they use them to manage and regulate their teaching? What situation or post-situation indicators do they take into account to regulate teaching / learning and vocational training situations? Do some forms of assessment



require a greater commitment (portfolio or files and / or skills passports)? What innovative and evaluative approaches allow the evaluated and evaluators to enter into a constructive evaluative dialogue? What evaluation skills are required to act in class or in training? What dilemmas do reviewers face? How to think about evaluation in open and / or distance training systems with a view to regulating the training course? What reporting elements are useful for supporting learners?

The current document presents a compilation of eleven units covering all aspects and characteristics of evaluation/assessment in the education context. The purpose behind this endeavour is to make students gain insightful theoretical and practical knowledge in connection with different types of evaluation and their specific purposes. By bridging the gap between theory and practice, we intent to show the students how to assess and evaluate successfully. In so doing, we pretend that students-future teachers- can be successful assessors and evaluators, who perform this subtle task relying on well-informed decisions.



YEARLY DISTRIBUTION

N°	MONTH	LESSON	ILLUSTRATIONS	TIMING
1	SEPTEMBER WEEK 3	I. SUCCINCT HISTORY	MEASUREMENT, ASSESSMENT AND EVALUATION, RALPH TYLER	1.30
2	SEPTEMBER WEEK 4	II. EVALUATION II.1. CONCEPT & MEANING II.2. DEFINITIONS OF EVALUATION II.3. CHARACTERISTICS OF EVALUATION IN EDUCATION	RUBRIC, RATING SCALE, CHECKLIST, MEASURE, ASSESS, EVALUATE, DIAGNOSTIC, FORMATIVE, SUMMATIVE, GRADE	1.30
N°	MONTH	LESSON	ILLUSTRATIONS	TIMING
3	OCTOBER WEEK 1	II. 4. IMPORTANCE OF EVALUATION IN EDUCATION II.5. PRINCIPLES OF EVALUATION	TEST, CONTINUITY, FEEDBACK, COMPREHENSIVENESS, LEARNER- CENTEREDNESS, REMEDIAL, OBJECTIVITY, TOOLS DIVERSITY, ETC.	1.30
4	OCTOBER WEEK 2	III. EVALUATION & ASSESSMENT	IMPROVEMENT, STANDARDS, PROCESS-ORIENTED, PRODUCT- ORIENTED, GRADED	1.30



5	OCTOBER WEEK 3	IV. EVALUATION TYPES IV.1. DIAGNOSTIC/ PREDICTIVE IV.2. FORMATIVE IV.3. SUMMATIVE	DIAGNOSTIC, FORMATIVE, SUMMATIVE, BENCHMARK, INTERIM, SELF-EVALUATION, PEER- ASSESSMENT	1.30
6	OCTOBER WEEK 4	IV. EVALUATION TYPES (CONTINUED) IV.4. NORM-REFERENCED ASSESSMENTS IV.5. CRITERION-REFERENCED ASSESSMENTS IV.6. BENCHMARK ASSESSMENT IV.7. INTERIM ASSESSMENT	STANDARDS, CRITERIA, TRANSPARENCY, CONSISTENCY, ACROSS PROGRAM, MEDIAN, NORMING-GROUP, BELL-CURVE, LEARNING PROGRESSION, RELIABLE, VALID, ETC.	1.30
N°	MONTH	LESSON		TIMING
7	NOVEMBER WEEK 1	V. TEXTBOOK CONTENT EVALUATION	DEVELOPMENT, IMPLEMENTATION, SCOPE, SEQUENCE, ACCURACY, TEXT CLARITY, VISUAL CLARITY AND FIDELITY	1.30
8	NOVEMBER WEEK 2	VI. TEXTBOOK ADAPTING & ENRICHING	SUPPLEMENTING, MODIFYING, UPDATING, NOTE-TAKING, INFORMATION GALLERY, INFORMATION GAP	1.30
9	NOVEMBER WEEK 3	VII. EXAM SELF-EVALUATION	PRE-, WHILE- & POST EXAM, CONSISTENCY, VALIDITY, FREE OF BIAS, REALISTIC EXPLOITATION, PROCESS, PRODUCT	1.30
10	NOVEMBER WEEK 4	Td EXAM	MIDTERMS PROVIDE STUDENTS WITH A VERY ACCURATE REPRESENTATION OF HOW THEY ARE DOING IN THEIR	



N°	MONTH	LESSON	ILLUSTRATIONS	TIMING
			CLASSES.	1.30
11	DECEMBER WEEK 1	VIII. LESSON PLAN SELF-EVALUATION & REFLECTION	SELF-REFLECTION/EVALUATION, REFLECTIVE TEACHER, SELF-REFLECTIVE JOURNAL, VIDEO-RECORDING, LEARNERS' OBSERVATION, PEER OBSERVATION	1.30
12	DECEMBER WEEK 2	IX. EVALUATION WITHIN CBA FRAMEWORK	COMPETENCY, SKILLS, GENERIC COMPETENCIES, SITUATIONAL COMPETENCIES, DIGITAL PORTFOLIO, PERFORMANCE-BASED, HOLISTIC EVALUATION	1.30
13	DECEMBER WEEK 3	X. TRAINING EVALUATION – DEFINITION, MEANING AND TYPES	PARTICIPANTS REACTION, BEHAVIOURAL APPLICATION, IMPROVE PROGRAM QUALITY, IDENTIFY NEEDS, DISCERN PROGRAM GAPS,	1.30
N°	MONTH	LESSON	ILLUSTRATIONS	TIMING
14	JANUARY WEEK 1	THIRD SEMESTER FINAL EXAMS	THE PURPOSE OF THE TEST IS TO MAKE A FINAL REVIEW OF THE TOPICS COVERED AND ASSESSMENT OF EACH STUDENT'S KNOWLEDGE OF THE SUBJECT.	1.30



I. SUCCINCT HISTORY

LEARNING OUTCOMES

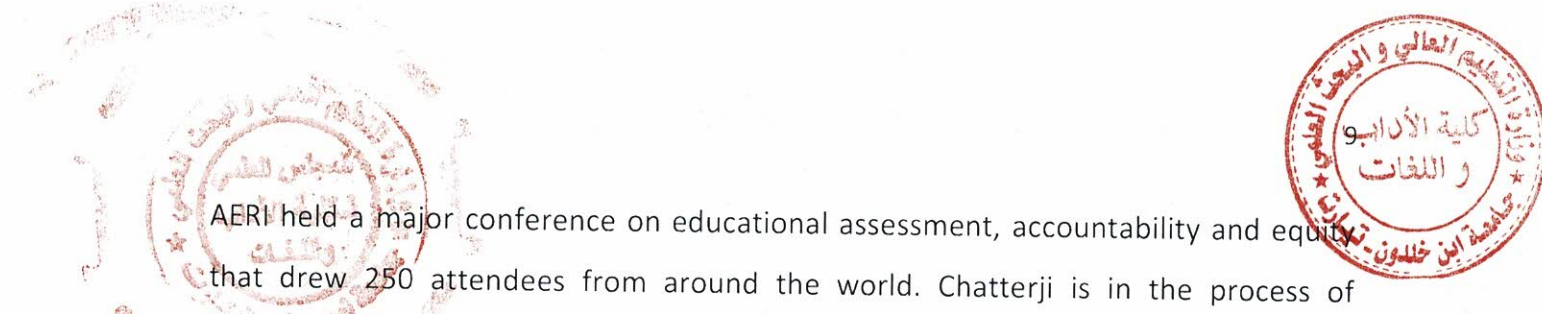
By the end of this introductory lesson, students should gain more insightful knowledge on evaluation, its genesis, effective implementation and benefits.

Measurement, assessment and evaluation dates back to **1904**, when education psychologist Edward L. Thorndike published his first book entitled “An Introduction to the Theory of Mental and Social Measurements”. Since then, it was hailed as the first textbook to define the knowledge base now known as classical test theory.

During the 1950s, Thorndike’s son, Robert L. Thorndike, joined forces with two other TC faculty members, Elizabeth Hagen and Irving Lorge, to create the Lorge-Thorndike Intelligence Tests, later called “Cognitive Ability Tests,” which were widely used to test scholastic ability. In 1971, Thorndike and Hagen also co-edited the second edition of Educational Measurement, which has since become the best-known reference handbook in the field.

Still another faculty member, the late Richard Wolf, served as the United States General Assembly representative for the International Association for the Evaluation of Educational Achievement, which launched large-scale international assessment programs such as TIMSS and PIRLS and in 2005 established the Richard M. Wolf Memorial Award.

In 2006, Madhabi Chatterji, Associate Professor of Measurement-Evaluation & Education, established TC’s Assessment and Evaluation Research Initiative (AERI), which seeks to promote meaningful use of assessment and evaluation information in practice and policy contexts, internationally and across disciplines. From 2008—2011, AERI collaborated with The Global Educational Leadership Foundation (tGELF) on designing and assessing tGELF’s Life, Skills and Global Leadership Program, conducted in pilot schools in Delhi, India. Last year, with sponsorship from the Educational Testing Service, the National Science Foundation and TC’s Provost’s Investment Fund,



AERI held a major conference on educational assessment, accountability and equity that drew 250 attendees from around the world. Chatterji is in the process of publishing an edited volume, *Validity and Test Use*, based on presentations from the conference.

Who founded evaluation?

Ralph Tyler

Time Period 3: The Tylerian Age (1930-1945) Ralph Tyler, considered as the father of educational evaluation, made considerable contributions to evaluation. Tyler directed an Eight-Year Study (1932-1940) which assessed the outcomes of programs in 15 progressive high schools and 15 traditional high schools.

When did evaluation begin?

Evidence suggests that personnel evaluation dates back more than 4000 years in China, to **about 2200 B.C.** Philosophers have written about the nature of valuing for millenia. Most evaluation textbooks have many other examples of formal evaluations over the last several centuries.

When did evaluation research start?

1960s

The rise of evaluation research in **the 1960s** began with a decidedly quantitative stance. In an early, influential book, Suchman (1967) unambiguously defined evaluation research as "the utilization of scientific research methods and techniques"

What are the 7 elements of evaluation?

7 Elements of Program Evaluation

- **Stakeholders.** How stakeholders perceive the program and its impact?



The involvement of the stakeholders in the program evaluation is of a paramount importance, because in them lie the resources, information, and opportunities, the love, caring and wisdom needed to support the goals of the education system — creating the conditions for learners to thrive now and in the future.

- **BENEFITS.** The realized benefits and overall impact of the program. ...

Education program evaluation is one of the most significant investments a country can make in its future. In fact, its overall impact is a powerful agent of change, improving health and livelihoods, contributing to social stability and driving long-term economic growth. It is also essential to the success of every one of the 17 sustainable development goals.

- **FINANCIAL MANAGEMENT AND CONTROLS**



Considered as the procedures, policies, and means by which an organization monitors and controls the direction, allocation, and usage of its financial resources, financial controls are at the very core of resource management and operational efficiency in any organization/institution.

- **RISK ASSESSMENT PROGRAM**

Evaluating the risks means taking decision as regards its severe negative impacts and finding the adequate ways to manage them. For this purpose, an overall risk assessment steps in the risk management process is required. The risk assessment program sets the parameters for the overarching organizational structure, resources, commitment, and documented methods used to plan and execute risk assessments.

- **QUALITY**

Program quality evaluation relies mainly on the description fundamental properties of the program's source code and executable code, including



reliability, robustness, usability, portability, maintainability, efficiency, and readability.

- **SCHEDULE**

Success of a project depends, among other factors, on the quality of its schedule, which can be used to identify probable potential problems. (Gao, 2009). The importance of assessing the goodness of schedules, poses the question, (Russell and Udaipurwala, 2000 in Moosavi and Moselhi, 2012): How can it be assessed if the schedule is complete and technically sound? What should be the procedure and content of such evaluation? When construction contracts require evaluation of the initial schedules by owners, frequently there are only vague and general clauses indicating the schedule should comply with project scope and have appropriate level of detail. Rarely is there any specification indicating how the evaluation should be conducted, its procedure and content.

- **RECOMMENDATIONS**

Recommendations are actions to consider as a result of an evaluation. They can strengthen an evaluation when they **anticipate** and react to what users want to know, and may undermine an evaluation's credibility if they are not supported by enough evidence, or are not in keeping with stakeholders' values. The United Nations Evaluation Group (2018) defines "evaluation recommendations" as "proposals aimed at enhancing the effectiveness, efficiency, impact, relevance, sustainability, coherence, added value or coverage of the operation, portfolio, strategy or policy under evaluation.



II. EVALUATION CONCEPTS AND MEANINGS OF TEST EVALUATION AND MEASUREMENT

LEARNING OUTCOMES:

By the end of this lesson, students will 1) gain more awareness of different concepts and meanings in close connection with Evaluation, 2) be able to identify the differences between checklists, rating scales and rubrics and match each instrument to appropriate tasks, 3) be able to Design a checklist, rating scale or rubric, 4) be able to design a semester syllabus that includes information on class objectives, assignments, their values and the criteria by which they will be evaluated.

INTRODUCTION

It is quite necessary to highlight some particularities regarding evaluation. First, evaluation is a process and not a one-off approach, and second, it must be consistent with the objectives pursued but also with the method and the tools used.

II.1. TEST

In the classroom situation, the word 'test' means to judge the knowledge understanding and intelligence of the students. A test can be held in short after completing the chapter a teacher can take a test of his students to know about their grasping power. Thus, the test can be informal.

II.2. MEASUREMENT

Measurement is a limited term and has a shorter area of measurement some limited behavioural dimensions of the learners. In measurement, we measure only the quantitative the learner's ability.

II.3. EVALUATION

Evaluation is a broader term than 'test'. It includes all types and examinations in it. Its purpose is not only to check the learner's knowledge, but all the aspects of the learner.

II.3.1. MULTIFARIOUS DEFINITIONS

Generally speaking, different philosophers and scholars have defined evaluation differently. "A systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards." According to Hanna, evaluation, in the educational context is "The Process of gathering and interpreted evidence changes in the behaviour of all students as they progress through school." Moreover, Muffat who is another famous author has explained evaluation in the following context:

Evaluation is a continuous process and is concerned with the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioural change in the relation of his feeling, thinking, and actions.

II.4. CHARACTERISTICS OF EVALUATION IN EDUCATION

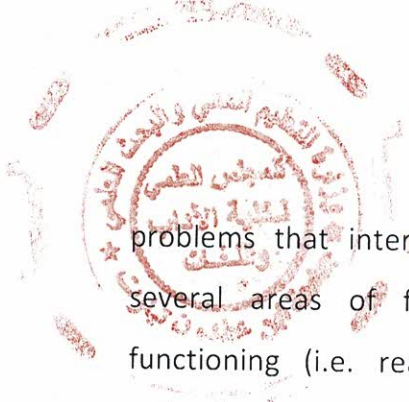
Among the characteristics of evaluation in education, we note the following eight ones:

II.4.1. CONTINUITY

Evaluation should be undertaken in a continuous process, i.e., in a constant perspective. It goes hand-in-hand with teaching-learning process. Indeed, it is via which teachers can gain knowledge of learner's needs, achievements and abilities. Thanks to it, teachers' planning and delivery are modified, supplemented or utterly changed to be more effective. In so doing, they can disclose and identify where learners are in their learning, and judge what they need to do as a follow-up. Thus, assessment is the fulcrum in raising every learner's the attainment.

II.4.2. COMPREHENSIVENESS

Evaluation is comprehensive as it includes everything that can be evaluated. It involves a series of standardized tests administered individually to understand a learner's learning profile, strengths and weaknesses, and potential



problems that interfere with academic success. Measurements are given in several areas of functioning, including intellectual ability (IQ), academic functioning (i.e. reading, writing), language, memory, visual and auditory processing, attention, executive functioning and socio-emotional functioning.

II.4.3. LEARNER-CENTEREDNESS

Evaluation is a learner-centered process which gives importance to the learning process, rather than to the teaching process. Through learner-centered instruction, evaluation is used to strike the right balance between generating scores and promoting learning (Weimer, 2002). Teachers should strive to challenge the learners to become more involved in the learning and evaluation process.

II.4.4. REMEDIAL/THERAPEUTIC

Evaluation comments on the obtained results, which help in remedial work. It is not a remedy, yet it is remedial in nature. Remediation aims to cater for individual differences, help students who lag behind to catch up with the rest of the class. Doing so, they can develop interpretation and critical thinking skills in the learning of the map work.

II.4.5. COOPERATIVE PROCESS

Evaluation is a cooperative process involving learners, teachers, parents and peer-groups. In fact, the involvement of all stakeholders is of paramount necessity, in the sense, that they cooperatively all together participate in solving problems, establishing trust and increasing motivation among them.

II.4.6. TEACHING METHODS EFFECTIVENESS

Effectiveness of teaching methods is evaluation.

II.4.7. COMMON PRACTICE

Evaluation is a common practice among the proper growth of the learner mentally and physically.

II.4.8. MULTIPLE ASPECTS

It is concerned with the total personality of learners. Differently couched, evaluation should be implemented in a holistic and comprehensive approach,

where educators seek to address the learners' emotional, social, ethical and academic needs in an integrated learning format. To do so, teachers often engage learners in projects that apply critical-thinking skills toward solving real-world problems.

II.5. IMPORTANCE OF EVALUATION IN EDUCATION

Evaluation in education has great importance in teaching-learning process, following the common purpose of evaluation.

It consists of the collection, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have.

It is also defined as a means to judge the value of someone or something. For instance, when a teacher reviews and scrutinizes learners' paper to assign grades.

For the sake of fairness and impartiality, teachers should care of the following so as to collect credible results on their students' effective level. They should care of **1) objectivity, 2) diversification of tools, 3) multifarious sources of information, 4) criteria of evaluation, 5) feedback provision** and be conscious of the different types of evaluation and the purpose behind each.

II.5.1. OBJECTIVITY

The process of evaluating and assessing students should be as **objective** as possible.

II.5.2. TOOLS DIVERSITY

Teachers can evaluate learners' performance by using tools like **rubrics, checklist** and **rating scales**.

II.5.3. SOURCES DIVERSITY

Teachers should use several **different tasks or sources of information**, for example, exams, presentations, homework assignments, etc. to accurately assess learners' performance.



II.5.4. PREDETERMINED EVALUATION CRITERIA

Teachers should develop **criteria for evaluating** learners before assigning a task or beginning the semester and inform learners what tasks and criteria will be used to evaluate them.

II.5.5. FEEDBACK PROVISION

Teachers should give **feedback** on performance in addition to the learner's grade.

II.5.6. MAIN EVALUATION PURPOSES

There are three purposes to assess learners: **diagnostic** – done before the teaching process, to see what students already know, **formative**, done during the teaching process, to see if instructional techniques are effective, and **summative** – done after the learning process, to see what students have learned

II.6. TEACHING STRATEGIES

Some tips on how to deal with the issue, i.e., an attempt on the way teachers can deal with the topic:

II.6.1. WRITE-SHARE

How do your teachers grade you? Do you think that your grades accurately represent your ability? (for university students) How do you grade your learners? What problems do you have in grading learners? Do your learners agree with the grades you give them? (for teachers)

II.6.2. CLASS DISCUSSION

What things do teachers evaluate? How do they evaluate them?

II.6.3. INDIVIDUAL LEARNERS READ SOURCES OF GRADING:

Teacher writes these questions on the blackboard and asks learners to find the answers while reading: How many sources of information should a teacher use when she grades learners? Why? How can the teacher choose which sources she should use?



II.6.4. PRE-READING QUESTIONS

Class discussion of the answers to the pre-reading questions and these questions: Which of these grading sources are *not* used in traditional teaching? Why do you think that traditional teaching doesn't use these sources?

II.6.5. INFORMATION GALLERY READING

Learners read an information gallery of assessment tools and answer these questions: What is the difference between a checklist, a rating scale and a rubric? Which do you think is most accurate? Most difficult to use? For what tasks could you use each instrument?

II.6.6. FAIR CRITERIA DEVELOPMENT

Teacher's presentation on developing fair criteria for grading and informing learners of how and on what they will be graded before assigning an activity

II.6.7. ASSESSMENT TOOL GENERATION

Learners work in small groups to make an assessment tool.

II.6.8. SYLLABUS DESIGN

Learners will design a syllabus for a class that they teach (homework for teachers).

II.7. CHECK YOURSELF

The following questions may be asked to reflect on evaluation and its effects on learners.

1. What is the traditional way to grade learners? What are the dis/advantages of this way?
2. Do you think that grades affect learners' motivation? Why or why not?
3. How do students' learning preferences affect their grades?
4. Do grades reflect work or ability? Why do you think so?

II.8. PREPARE AN EVALUATION MECHANISM

A) DETERMINE THE TYPES OF KNOWLEDGE TO BE ASSESSED

KNOW-HOW	Activities that consist of returning a learned message or gesture without bringing about any significant transformation.
COGNITIVE KNOW-HOW	Activities which require cognitive work to transform a given and / or non-given message (identify, compare, analyze, etc.). from a single source in application logic from several sources in a logic of synthesis or problem solving
PRACTICAL KNOW-HOW-TO-DO	Activities involving the exercise of psychomotor skills (physical skills).
KNOW-HOW-TO-BE	Activities through which the person manifests his way of apprehending himself, others, life situations and his way of reacting. We will usually speak internalized.
KNOW-HOW-TO-BECOME	Activities which consist of setting up a project, developing/elaborating a project, regulating it, planning it, carrying it out and evaluating it.

B) DETERMINE THE EVALUATION CRITERIA

The choice of criteria must meet three requirements:

- **RELEVANCE**

The criteria are determined in accordance with the objectives of the course. It should be assessed depending on the profile expected at the end of the training.

- **VALIDITY**

You have to evaluate what you pretend to evaluate.

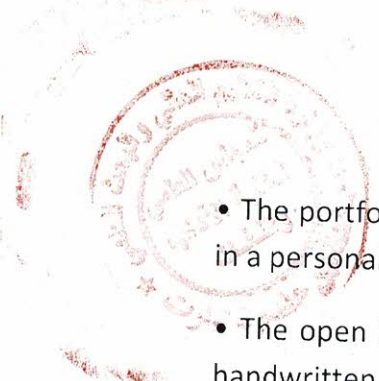

- **RELIABILITY**

Anyone who corrects the test with the previously defined criteria grid would obtain the same odds.

C) TOOLS CHOICE

The choice of the assessment tool must be determined according to the objectives of the course and in line with the training profile. E.g. privileging oral skills in a second cycle training which leads to a profession for which fluency in oral expression is important.

Illustrations of different assessment practices:

- 
- 
- The portfolio: offer students the opportunity to collect traces of the skills acquired in a personal file;
 - The open book exam: suggest that students come with summaries in the form of handwritten personal files, especially for the first application, to encourage them to take ownership of the course.

Contextual variables to take into account:

- The number of students;
- The time required for the student to complete the test;
- the time required for the corrector to correct the proofs;
- the number of correctors; etc.

In general, do not hesitate to test the questions with a colleague, an assistant ...

d) Give oneself the means to make the decision.

The threshold designates the mark from which it is estimated that mastery of basic skills is sufficient.

We must ask ourselves two successive questions:

- success or not?
- with what classification?

Note that an abusive success can be compensated in another year or in another Classes. Unsuccessful failure can be irremediable.

II.9. QUESTIONS FORMULATION

HERE ARE SOME TIPS FOR OPEN QUESTIONS

- Be very precise in the formulation and never rely on the implicit.
- Use a verb whose comprehension is unambiguous and describe the expected product, by example by specifying the number of expected response elements ("Describe the 5 components of...").
- Provide a framework in which the student writes his answer because it gives him an idea of the expected length.



- When you ask an opinion question ("What do you think about ...?"), Is it really the opinion of the student you want?

- Do not encourage students to ask questions during a written exam in an audience because this practice leads to disorganization harmful to concentration and can cause unequal treatment of students (did they all hear the response from the teacher?)



III. EVALUATION & ASSESSMENT

WHAT DIFFERENTIATES THEM?

LEARNING OUTCOMES

By the end of this lesson, students should be able to draw a crystal-clear definition as regards the two concepts, viz., assessment and evaluation. Besides, they are expected to provide sample evaluation and assessment for an exam.

Introduction

English language is full words whose meaning is quite close to each other that students get confused with their usage. Many people make a mistake with the usage of words like award and reward and attitude and aptitude. Similarly, there is a pair of words assessment and evaluation, whose meaning is quite close yet different from each other.

The paramount objective for using the strategy or tool determines its purpose. Is the data to be gathered for assessment, evaluation or both?

Assessment is classroom research to provide useful feedback for the improvement of teaching and learning. It is feedback from the learner to the teacher about his (the learner) learning process. For instance, the teacher (assessor) assesses learners' performance and provides constructive feedback.

Assessment is a systematic process of collecting information from diverse sources about something or someone to gauge the skills, knowledge, and usage, whereas the meaning of evaluation is concerned about making a judgment about quality, skills, or importance or something or someone.

When teachers assess a learner, they assess the level of performance, whereas when they evaluate someone, they evaluate how much goal is attained by this learner.

In fact, these two concepts are interchangeably used in the academic system.

Evaluation uses methods and measures to judge learner's learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the teacher to the learner about her/his own learning. For example, the evaluation of a candidate's skills is done before hiring him/her for the job.

To provide a clear distinction between the two concepts, here are some differences

EVALUATION	ASSESSMENT
1. The meaning of assessment is to review the data about something or someone from different sources in order to make improvement in the current performance.	1. The meaning of evaluation is to judge the performance of something or someone by measuring the performance on the basis of the existing standards.
2. Assessment is an ongoing process.	2. Evaluation provides closure on the existing process.
3. The purpose of assessment is to improve the quality of performance.	3. The purpose of evaluation is to judge the performance.
4. Assessment is an individualized process and is not done against already set standards.	4. Evaluation is applied against a already set of standards.
5. Assessment is process-oriented.	5. Evaluation is product-oriented.
6. The outcome of assessment is constructive feedback.	6. The outcome of evaluation is to show shortcomings.
7. Assessment is not graded.	7. Evaluation is graded.
8. While assessing, the relationship between two parties is reflective.	8. While assessing, the relationship between two parties is perspective.
9. The criteria of assessment are decided by the mutual understanding of both parties involved in the process.	9. The criteria of assessment are solely decided by the evaluator.

Table 1: Differences between Assessment and Evaluation

III. 1. OUTCOME OF ASSESSMENT & EVALUATION

III. 1. 1. WHAT'S THE DIFFERENCE BETWEEN ASSESSMENT AND EVALUATION?

- A. *Measure* – Get objective information about learners' performance (students take a reading test).
- B. *Assess* – Analyze and interpret information about a learner's performance (teacher corrects the reading test, analyzes which questions were difficult for



learners, how different learners performed and how the whole class performed).


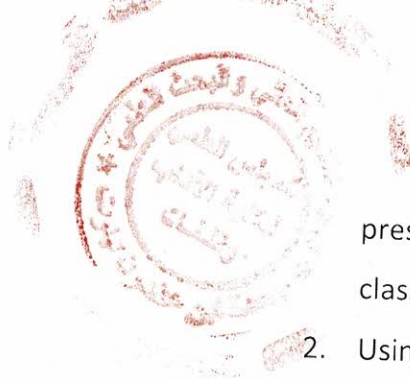
- C. *Evaluate* – Make decisions based on information about a learner's performance (teacher gives learners a grade based on their performance on the reading test).

III.1.1. WHAT IS THE PURPOSE OF ASSESSMENT?

- A. *Diagnostic assessment* – Done before the teaching process begins, at the beginning of an academic year or unit of study.
1. Diagnostic assessment helps teachers prepare to teach a group of students.
 2. A diagnostic assessment may also be done before beginning an action research project (see the section on Action Research and Research Design).
- B. *Formative assessment* – Done during the teaching process, to see if the instructional techniques are effective.
- C. *Summative assessment* – Done after the teaching process, to see what students have learned.
1. Learners are usually evaluated on summative assessment results.
- D. Good evaluation can motivate learners to study. Poor or unfair evaluation techniques may make learners less motivated to study.
- E. Evaluation provides learners with information on their abilities and performance.

III.1.2. WHAT ARE THE BASIC PRINCIPLES OF ASSESSMENT AND EVALUATION?

- A. **Grading should be coherent with teaching and teaching objectives.**
1. If teaching focuses on developing communication skills, then grading should also focus of communication skills – not on grammar rules.
- B. **Teachers should base grades on a variety of sources – not just one.**
1. The following are example of activities that can be graded: team work, class participation, tests or quizzes, exams, portfolios, projects,

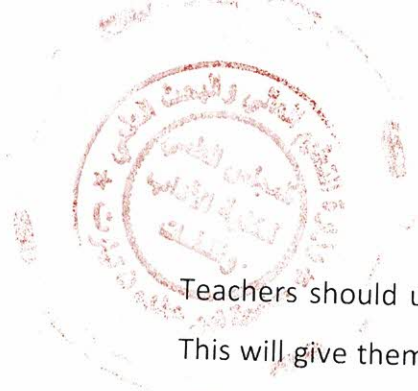


presentations, essays or other writing projects, investigations or out of classroom research or projects, homework assignments.

2. Using a variety of sources makes learners' grades more accurately represent their ability.
3. Using different sources of information lets learners with different learning preferences (see the section on Learning Preferences, Perceptual Styles and Multiple Intelligences) the opportunity show their abilities in different ways.

C. Learners should be evaluated fairly.

1. Teachers should develop objective criteria before giving an assignment.
 - a. Criteria like "nice," "good" "creative" and "active" are difficult to define and may lead to subjective grading.
 - b. Criteria that are countable (fewer than five spelling mistakes, no mistakes in the target grammar structure), or questions which can be answered yes/no, (Does the paragraph have a topic sentence, did the presentation include visual aids) are more objective.
2. Evaluation tools can help teachers be objective.
 - a. A checklist asks yes or no questions (Is all spelling correct? Is there a topic sentence?)
 - 1) Checklists are easy to use, but don't provide detailed information on work.
 - b. A rating scale rates a learners' performance using numbers or descriptive words.
 - 1) A rating scale is easy to use, and provides more detailed information on performance than a checklist.
 - c. A rubric evaluates the level of a learner's performance in a number of specific areas.
 - 1) Rubrics provide very detailed feedback, but can be slow to use.
 - 2) Rubrics are generally used for large or important assignments.



Teachers should use more than one source of information about a learner's ability. This will give them a more accurate – and fairer grade. Different learners are good at different activities because they have different learning preferences and different personalities. A grade for class participation is good for confident learners who are auditory – but not for shy learners who are visual. A multiple-choice exam can show the ability of learners who are visual verbal and analytical learners – but not of learners who are auditory and global.

It is traditional to grade class participation and exams. But teachers can use many different activities to get information about a learner's ability to evaluate them accurately. Using a variety of activities helps the teacher see the learner's abilities more clearly. Group work, quizzes, learning portfolios, projects, presentations, essays or other writing projects, investigations or out of classroom research and homework assignments provide broader and more accurate information about the learner's work.

Teachers should also be sure that the activities they grade match their teaching objectives and their teaching. It doesn't make sense to give a multiple choice grammar test if the teacher's objective is to help learners develop real life communication skills and she uses contextualized and communicative teaching activities. If she teaches writing, then an oral exam isn't a logical choice for grading learners. Teachers should select grading sources that are coherent with their teaching objectives and the classroom activities that they use.



IV. THE DIFFERENT TYPES OF EVALUATION/ASSESSMENTS

LEARNING OUTCOMES

By the end of the lesson, students should succeed in make a clear cut distinction between different types of evaluation, their objectives, besides designing some samples.

INTRODUCTION

Assessments come in many shapes and sizes. Knowing one type of assessment from another can be a helpful way to understand how best to use assessment to your advantage. That's why we have taken the time to layout the different types of assessment for you in this post.

IV.1. DIAGNOSTIC ASSESSMENT

It is found upstream of any training program and constitutes the predictive evolution or diagnostic. It allows at this level to have a reflection of the state of development of the factors of the motor skills, and identify its main qualities or weaknesses.

It consists of pre-tests. They usually serve as a barometer for how much pre-loaded information a student has about a topic. The word diagnosis is defined as an analysis of the nature or condition of a situation, which is exactly how teachers tend to use them. Diagnostic tests help to tell the teacher (and the student) how much they know and don't know about an upcoming topic. This helps to inform the teacher's lesson planning, learning objectives, and identify areas that may need more or less time spent on.

IV.2. FORMATIVE ASSESSMENT

It involves the use of immediate insights to guide instruction. If we break down the term, we see that "Formative" comes from Latin *formare* 'to



form. Assessment simply refers to an evaluation. Together the words “formative and assessment” refer to a guiding evaluation that helps to shape something. With formative assessment, teachers mould or *form* instruction to better suit student learning. To glean actionable insights, the best formative assessments are generally easy to implement and offer immediate results that lead to instant intervention or instructional adjustments.

The formative evaluation can also punctuate the training micro-cycles to know if a goal has really been reached before moving on to the next step. It thus allows the coach to appreciate the quality of his work. Its frequent use linked to previously set objectives designates it as an operational evaluation.

IV.2.1. FORMATIVE EVALUATION ACCORDING TO LINDA ALLAL

The formative evaluation has three phases:

1st phase: collection of information:

Observation method on the activity of the practitioner

2nd phase: interpretation of the observation

3rd phase: adaptation of pedagogy

Application of a solution with proposals for another task if necessary.

Linda Allal distinguishes two trends.

- The behaviorist current, (foundation of psychology).

Behavioral science and its effects. It is an observable behavior.

- The cognitive stream, (which relates to knowledge).

What is happening at the level of the psyche. So it is interested in



the invisible.

IV.2.1.1. BEHAVIOURIST FORMATIVE EVALUATION

We take information on performance and we see the gap between what we observe and what we wish.

IV.2.1.2. FORMATIVE COGNITIVE ASSESSMENT

The collection of information is based on the cognitive aspect and not only on performance. (what representation of his gesture).

Adaptation ---> analysis of the task by guiding him ---> what type of guidance and when?


IV.3. SUMMATIVE/ CERTIFICATIVE ASSESSMENT

This category of assessment reflects the amount of information retained at the end of a designated period of learning (e.g. unit, semester, or school year). Components of Summative Assessment: 1) Evaluates learning-understanding at the end of a checkpoint/ 2) Normally helps to determine students' grade/ 3) Used for accountability of schools, students, and teachers/ 4) Usually higher stakes than other assessment forms/ 5) Preparation and review is helpful for best performance.

It establishes throughout training periods. The numerous examinations it requires define it as a summative evaluation. Thus, the same test, taken according to the same protocol at regular intervals, makes it possible to assess the pace of development of the qualities chosen. It is the complementarity of these first two types of assessment that allows the true identification of talent and confirms the choice of a sporting orientation.

IV.4. NORM-REFERENCED ASSESSMENTS

Norm-referenced assessment is a type of standardized test that compares learners' performances to one another. Norm-referenced assessments compare a learner's performance to the course median. The "norming process" refers to calculating



norm-referenced scores and the “norming group” refers to the group that a learner is compared against while a professor assigns grades.

Norm-referenced assessment refers to an assessment that ranks learners on a “bell curve” to determine the highest and lowest performing students. This method is used to understand how learners’ scores compare to a predefined population with similar experience. For instance, a learner’s assessment score could be compared to scores of learners who took the same course in previous years. For instance, a learner’s assessment score could be compared to scores of learners who took the same course in previous years.

IV.5. CRITERION-REFERENCED ASSESSMENTS


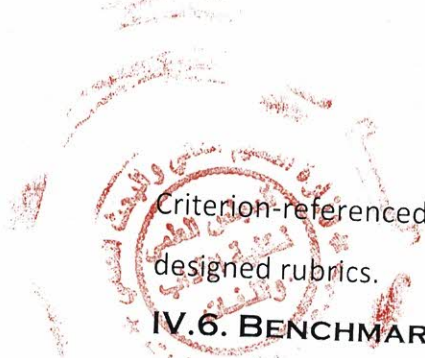
Criterion-referenced assessment means that teacher judgements about how a learner does in an assessment task are based on standards and criteria that are pre-determined and made available to learners at the time the assignment is set.

Standards are a specified and definite level of achievement that may be attained.

Criteria means the characteristics by which the quality of something may be judged.

Criterion-referenced assessment improves transparency and consistency for learners and supports the following University principles of assessment:

- Assessment design is coherent and supports learning progression within courses and across programmes
- Assessment tasks are demonstrably aligned with course-level learning outcomes, and programme and University-level Graduate Profiles
- Assessment is reliable and valid, and is carried out in a manner that is inclusive and equitable
- Assessment practices are consistent and transparent, and assessment details are available to learners in a timely manner



Criterion-referenced assessment is made clear to learners by the use of carefully designed rubrics.

IV.6. BENCHMARK ASSESSMENTS

A benchmark exam is given across many classes, an entire grade level, a whole school, or across a district. The purpose of a benchmark exam is to understand if students have mastered specific standards and are ready to move on. Typically, benchmark exams are given to help students prepare for end of year state testing, like PARCC, AIR, SBAC, FSA, or PSSA.

IV.7. INTERIM ASSESSMENTS

Interim assessments are given at different intervals throughout the school year (hence the name). Interim assessments are often given on a district or school wide level. This allows education leaders to compare results and track progress of entire classes or schools.

It's important to note that the terms "interim assessment" and "benchmark exam" are often used interchangeably. They are used to track student mastery and understand how to guide future instruction, so students can be fully prepared for summative exams or state testing.

At any moment the state in which any individual finds himself can be translated not only by the realization of a performance but also by the results of measurements and aptitude tests in the laboratory or in the field. For to do this, batteries of tests allow small windows to be opened on this state and to determine the qualities that underlie them.


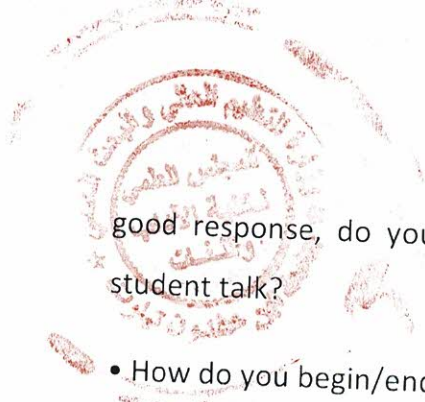
IV.8. METHODS OF EVALUATION

IV.8.1. SELF-EVALUATION

18 The following self-evaluation checklist for developing instructional awareness has been adapted from Maryellen Weimer (1990).



- What do you do with your hands? Gesture, play with the markers?
- Where do you stand or sit? At/on the table, always seated?
- When do you move to a different location? Never, at regular intervals, when you need to write something on the board, do you talk and move at the same time?
- Where do you move? Back to the table, out to the students, to the blackboard only?
- Where do your eyes most often focus? On your notes, on the board, out the window, on a spot on the wall above the students, could you tell who was in class today without having taken the roll?
- When do you speak louder or softer? When the point is very important, when nobody seems to understand, when nobody seems to be listening?
- When do you speak faster/slower? When an idea is important and you want to emphasize it, when you are behind in the syllabus, when students are asking questions that you are not sure of the answer?
- Do you laugh or smile in class? When, how often?
- How do you use examples? How often do you include them, when do you include them?
- How do you emphasize main points? Write them on the board, say them more than once, ask the students if they understand them, suggest ways they might be remembered?
- What do you do when students are inattentive? Ignore them, stop and ask questions, interject an anecdote, point out the consequences of not paying attention, move out toward them?
- Do you encourage student participation? How, do you call on students by name, do you grade them, how long do you wait for a response, do you verbally recognize a



good response, do you correct students' answers, how much time is devoted to student talk?

- How do you begin/end class? With a summary and conclusion, with a preview and a review, with a gasp and a groan?

Another method of self-evaluation is to complete the same course evaluation form that is given to the students and then compare the results with the analysis of students' responses. The differences between the teacher's responses and the students' ratings can be enlightening.

IV.8.2. PEER-EVALUATION

This method has generally not been very successful as a tool to identify areas that need improvement because peers generally do not like to «evaluate» their colleagues officially. Peer evaluation involves visiting a classroom at a pre-arranged time and reporting on the quality of the teaching for this class period using a standard evaluation form.

Several studies showed that most peers evaluated their colleagues highly and if given a vote most chose not to continue with this method, but classroom visitation was recommended as a method of sharing information and approaches rather than as an evaluation technique (Centra 1987).



V. TEXTBOOK CONTENT EVALUATION

LEARNING OUTCOMES:

By the end of this lesson, students should be aware of textbook evaluation necessity, the steps to follow and criteria to be taken into account.

Evaluate a textbook according to the following criteria: support perceptual styles, learner-centered activities, contextualization of grammar and vocabulary, sequencing, and use of creative practice activities

Write a lesson based on an out-of-date or uninteresting text (learners may make pre- or post-activities for the text or replace it using one of the strategies for making lost-cost materials).

INTRODUCTION

A textbook is a book containing a comprehensive compilation of content in a branch of study with the intention of explaining it. They are designed to meet the needs of educators, usually at educational institutions. Schoolbooks are textbooks and other books used in schools. Yet, no matter how these textbooks are designed, documented, arranged and illustrated, they can never respond to all needs and interests. Therefore, they are usually subjected to evaluation, generally conducted by those teachers who use them for a period of time. It should be highlighted that textbooks may be subjected to three different evaluations, viz., predictive or pre-use evaluation that is designed to examine the potential textbook performance; the in-use evaluation is designed to examine material that is currently being used, and the retrospective or post-use (reflective) evaluation of a textbook that has been used in any respective institution. According to Chambers (1997), this endeavour is usually beneficial if it is collectively undertaken by everyone involved in the teaching/learning process. Textbooks undergo three major phases:

V.1. MAJOR PHASES

There are three major phases in curriculum design



V.1.1. DEVELOPMENT

The course or program is drafted specifying the goals and objectives, organization of the material, teaching methods, and material options.

V.1.2. IMPLEMENTATION

Once the program has been designed, the teacher implements it.

V.1.3. EVALUATION

The course is assessed in terms of the effectiveness of teaching and how well the program meets the primary objectives. Once an educational program is established, how can the teaching effectiveness be analyzed? Evaluation of the students' learning by test performance provides one measure of the success of the curriculum developed but there are also many methods to evaluate the effectiveness of teaching through the use of student feedback. These measures can run from informal meetings to standard teacher/course evaluation forms.

V. 2. REASONS FOR TEXTBOOK CONTENT EVALUATION

Why would teachers want to evaluate their teaching? By identifying the weaknesses, they can be eliminated. By identifying the strengths they can be exploited.

- Teachers should analyze textbooks to be sure they support good teaching practices and are appropriate for learners.
- Textbooks which do not support good teaching practices and are not appropriate for learners should be adapted or supplemented.
- Preparation of good pre- and post-activities can help compensate for texts which are inappropriate for learners.
- Learners or teachers can prepare low cost materials to supplement textbooks.
- Making and using materials can motivate learners and provide extended practice.

Data from evaluation instruments can be used in making decisions to revise, maintain or discontinue certain aspects and content of a program. Although the concern over administrative policies of using student evaluations for personnel decisions was addressed frequently in the literature (Lewis 1991; Weimer 1990; Wennestrom & Heiser 1992), the use of feedback techniques as a tool for improving teaching was universally endorsed (Dianda 1992; Katz 1988; McKeachie 1994; Weimer 1990). Feedback defines strengths and weaknesses and outlines areas that need improvement. Improved teaching leads to improvements in students' learning.

V.3. MAJOR CONCERNS WITH USING EVALUATION FORMS

Aleamoni (1987) reported on research of typical faculty concerns about the use of student evaluation forms. Results indicate that the concerns are largely unsubstantiated.

V.3.1. CONCERN 1

Students cannot make consistent judgments. Research shows that students tend to be fairly consistent in what they are saying about instructors and instruction.

V.3.2. CONCERN 2

Student ratings are nothing more than a popularity contest. Studies have shown that students are very consistent in their ratings of teachers in terms of teaching effectiveness. Those teachers that are very dynamic and enthusiastic may rate highly in that section but not in others.

V.3.3. CONCERN 3

Students cannot make good judgments until they have graduated. Studies indicate a positive relationship between students who were currently taking the course and former students who have graduated.



V.3.4. CONCERN 4

Forms are both unreliable and invalid. Many studies have found that student ratings reasonably correlated with student learning. Arguments for professionally created and teacher created forms have been debated with evidence supporting both sides.

V.3.5. CONCERN 5

Extraneous variables affect ratings. Little or no relationship was reported for variables such as class size, student or instructor gender, time scheduling, or time of year. There were data that support the effects of course level on student ratings. First year students tended to rate instructors lower than second year students.

V.3.6. CONCERN 6

Students' grades are highly related to their ratings of the course. Studies show that there is not a significant correlation between ratings on an evaluation form and the grade received. Students who obtained low final grades did not necessarily score teachers as poor.

V.3.7. CONCERN 7

How can rating forms lead to improvement in instruction? By applying the information gathered to define areas of strengths and weaknesses, changes can be made accordingly.

V.4. CRITERIA FOR TEXTBOOK EVALUATION


V.4.1. OPEN TEXTBOOK QUALITY CRITERIA

V.4.1.1. CRITERION 1: SCOPE AND SEQUENCE

1. Textbook contains a comprehensive standard scope and sequence for a particular college course or set of courses.
2. Textbook is easily divisible into smaller sections, with text that is not overly self-referential in order to enable modularity as much as possible.

V.4.1.2. CRITERION 2: CONTENT ACCURACY

1. Textbook contains accurate content without factual errors.
-



2. Content is presented with no or minimal bias or slant, taking into account the context of the particular subject being addressed.

3. Content is up-to-date and avoids presenting information that will make the text obsolete quickly, taking into account the particular subject being addressed.

4. Content has been reviewed by subject matter experts through a peer review process – preferably, but not restricted to, double-blind peer review.

V.4.1.3. CRITERION 3: INSTRUCTIONAL DESIGN

1. Textbook contains a variety of instructional materials, including reflective questions, learning activities, and other features which promote learner engagement and active learning.

2. The relationship between the use of the textbook and fulfilling particular learning outcomes is clearly explained.

V.4.1.4. CRITERION 4: TEXT CLARITY

1. Content is written in accessible and internally-consistent prose for the intended reader.

2. Textbook contains a structured, clear, and logical progression of topics.

3. Textbook contains no grammatical, spelling, or other typographical errors.

V.4.1.5. CRITERION 5: VISUAL CLARITY AND FIDELITY

1. Textbook does not contain distorted images or charts, and does not contain any other display features that may distract or confuse the reader.

2. Image resolution is up to the current standard for all viewing devices.

V.4.1.6. CRITERION 6: ACCESSIBILITY AND INCLUSIVE DESIGN

1. Textbook provides accessible and structured text and images to meet the needs of diverse learners.

2. Textbook reflects diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion, whenever possible, taking into account the context of the particular subject being addressed.

V.4.1.7. CRITERION 7: ANCILLARY MATERIALS

7.1: Textbook has high-quality ancillary (supplementary) materials which aid the instructor in the teaching process.



V.5. ANCILLARY MATERIALS QUALITY CRITERIA

V.5.1. CRITERION 1: CONTENT RELEVANCE

1. Ancillary materials contain content which fully addresses the targeted learning outcome(s).

V.5.2. CRITERION 2: CONTENT ACCURACY

1. Ancillary materials contain accurate content without factual errors.
2. Content is presented with no or minimal bias or slant, taking into account the context of the particular subject being addressed.
3. Content is up-to-date and avoids presenting information that will make the material obsolete quickly, taking into account the particular subject being addressed.
4. Content has been reviewed by subject matter experts through a peer review process – preferably, but not restricted to, double-blind peer review.

V.5.3. CRITERION 3: INSTRUCTIONAL DESIGN

1. The overall set of ancillary materials contain a variety of instructional methods and activities which promote learner engagement and active learning.
2. The relationship between the use of the materials and fulfilling particular learning outcomes is clearly explained.

V.5.4. CRITERION 4: TECHNICAL USABILITY

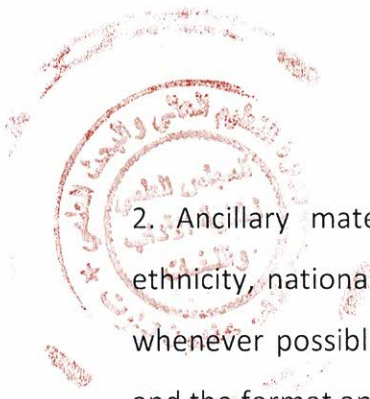
1. Ancillary materials are in standard file formats or markup languages and easily adaptable to other formats.
2. [For ancillary materials based on coding and/or software platforms] Ancillary materials are free of technical errors and glitches.

V.5.5. CRITERION 5: CLARITY AND FIDELITY

1. Ancillary materials do not contain distorted images or charts, and do not contain any other display features that may distract or confuse the student.
2. Audio, video, and image quality are up to the current standard for all devices used to access the materials.

V.5.6. CRITERION 6: ACCESSIBILITY AND INCLUSIVE DESIGN

1. Ancillary materials provide accessible and structured text and images to meet the needs of diverse learners, or provide alternative means of access to multimedia content in formats that meet the needs of diverse learners when applicable.
-



2. Ancillary materials reflect diversity and inclusion regarding culture, gender, ethnicity, national origin, age, disability, sexual orientation, education, and religion, whenever possible, taking into account the context of the subject being addressed and the format and the goals of the materials.

For the sake of insightful knowledge regarding the evaluation of textbook content, here is an evaluation grid.

Four parameters to be taken into account

- A. **Parameter 1:** Compliance of the proposed contents with the requirements set up in the official programme; the CBA and its tenets.
 - B. **Parameter 2:** Compliance of the socio cultural elements included in the proposed textbook with the requirements of the programme.
 - C. **Parameter 3:** How is Advertising used in the textbook?
 - D. **Parameter 4:** Compliance of the textbook with the official specifications (Cahier des Charges)
-

The first parameter, being by far the most important in the grid since it deals with the pedagogical features of the textbook, is split up into four criteria.


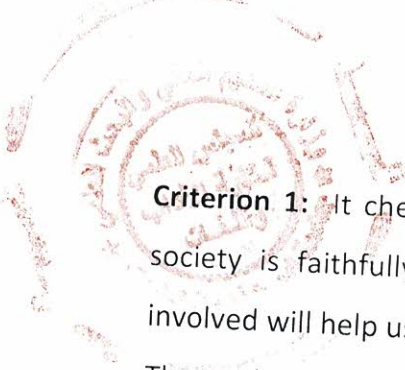
Criterion 1: The compliance of the Teaching/ Learning methodology used in the textbook with the requirements of the CBA.

Criterion 2: The accuracy of the suggested contents, both in terms of linguistic correctness, i.e., no errors, and scientific faithfulness, i.e., no scientific falsehood.

Criterion 3: The compliance of the evaluation procedures with the CBA: does the textbook include both formative and at regular intervals.

Criterion 4: Are pedagogical aids that help both teachers and learners in the learning tasks provided by textbook designers?

The second parameter is concerned with the Algerian socio-cultural and the universal values. This parameter is further split up into two criteria.



Criterion 1: It checks whether the democratic and pluralist nature of the Algerian society is faithfully represented in the textbook? Some examples of the points involved will help us to better understand this criterion, for instance:

The textbook content must contain no:

- Racial and/or sexist prejudice in the textbook
- mention of any handicap

Besides,

- There must be a balanced and faithful representation of the geographical specificities of the country (i.e., North/South, Rural/Urban, Rich/Poor, and so on).

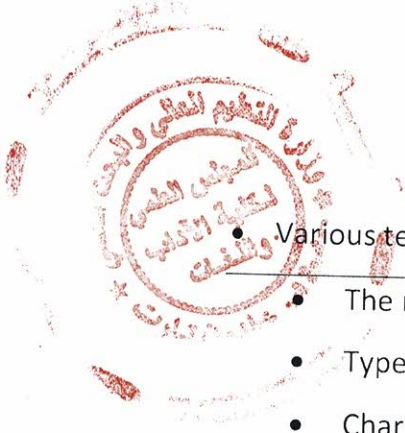
The second criterion is concerned with some universal values which are shared by all the peoples of the world: e.g. Homeland, Peace, Work, Courage, Solidarity, Charity, Compassion, etc. Are these values sufficiently represented in the textbook as to increase learners' awareness on these issues?

The third parameter is exclusively concerned with the content and nature of Advertising in the textbook. Evaluators have to pay attention to two major issues:

- Whether the textbook is used as a device for promoting well-known brand products.
- Whether pedagogical aids of any nature are promoted. This may influence learners' buying habits and preferences.

The fourth and final parameter is more technical and more straightforward: it has to do with the conformity of the textbook with the specifications already mentioned above. The corresponding criteria can be summed up as follows:

- Readability of the textbook (i.e. is it handy for manipulation, does it fit with the pupils' age?
- Lay out: clear and helpful for the teachers and the pupils? Clear Table of contents? Indications for use? Glossary



- Various technical specifications for:
-
- The nature of the paper used
 - Types of colours, fonts and pitch
 - Characteristics of the pictures included, etc.
-

NB: For Evaluation Grid Form, refer to unit XI on page



43
كلية الآداب
واللغة
جامعة أسيوط

VI. TEXTBOOKS ADAPTING & ENRICHING

TEACHING OUTCOMES

By the end of this lesson, students will be able to bring the necessary changes to adapt and enrich the textbooks at hand, complying with learners' learning level, interests, preferences, styles, etc.

INTRODUCTION

Following any textbooks evaluation, practitioners are supposed to adapt the accredited textbook contents to cater for learners' levels, interests, learning preferences and styles. Adaptation and enrichment are a must for the following reasons:

- A. Many textbooks do not support good teaching practices.
- B. Textbooks may also be inappropriate or uninteresting for learners.
- C. Teachers can enrich and adapt textbooks to support good teaching practices.
- D. Teachers or learners can make inexpensive materials to supplement textbooks.

VI.1. WHAT CAN TEACHERS DO TO ADAPT THEIR CURRENT TEXTBOOK?

- A. Teachers should first analyze their texts to identify problems.
- B. If the information in the textbook is interesting, but the text doesn't support good teaching, teachers can:
 - 1. Make their own pre- and post-activities for the text, structure or activity (see the sections on Sequencing, Grammar and Listening).
 - 2. Re-sequence activities (read the grammar example before the grammar explanation instead of after, ask learners to read comprehension questions before reading a text instead of after).
 - 3. Add supplementary materials to supplement the text (use a song or poem that is connected with the topic of the text, make their own practice activities, etc.).



4. Deliver the information in a different way – use individual, pair or group work instead of class work or use cooperative activities in the place of whole class activities.

C. If the information in the textbook is out-of-date, culturally inappropriate or uninteresting for learners, the teacher can:

1. Use the information anyway -- textbooks intentionally introduce unfamiliar information to learners for a number of reasons: to help them develop strategies to cope with new information, or to introduce them to the culture of the English-speaking world.
2. Ask learners to identify the differences between the time period or culture of the text and their own time period and culture.
3. Replace the information with something new.
 - a. Teacher should remember to keep the same targets (grammar, vocabulary, theme, etc. – for example a text on summer activities should be replaced with a text that has a similar theme and language.
 - b. The internet has a wide variety of materials.
 - c. The teacher can write her own materials.
 - d. Learners can find or create materials.
 - e. Replacing information in textbooks can be expensive and time-consuming.
 - 1) Teachers should carefully choose replacement materials so that they can be used many times.

VI.2. HOW CAN TEACHERS SUPPLEMENT THEIR TEXTBOOK INEXPENSIVELY?


- A. Teachers can write information on posters and put them on the classroom wall.
1. Posters can be made by gluing four or six pieces of paper together.
- B. Teachers can make photocopies and then ask learners to return them so that they can be reused.



1. Teachers can ask learners to make notes while reading or using the materials.
2. They assign homework assignments that can be done without the photocopies.
3. Teachers can ask groups of learners to share one photocopy.
 - a. They can assign one learner to be a reader if not all of the learners can see the photocopy.
- C. Teachers can make one photocopy, cut it into pieces and put it on the wall to make an information gallery; learners walk around and read each piece, completing a task while they read and walk.
- D. They can cut one text into pieces and use it for a zig-zag activity.
- E. Teachers can ask learners to copy posters or photocopies in their notebooks.
 1. Copying is slow, tedious and mechanical task. Teachers should not ask learners to copy information unless they need the information to complete a task or homework assignment.
 2. Teachers should be sure to give learners a task (find the answers to pre-reading questions, fill in the blanks, stop and predict the what the next part of the information will be, put pieces of a text in order, etc.) to do while copying so that the activity is not completely meaningless.

VI.3. WHAT MATERIALS CAN TEACHERS OR LEARNERS MAKE FOR CLASSROOM USE?

- A. Both learners and teachers can make materials to supplement or enrich textbooks.
 1. Making materials is interesting for learners and asks them to apply information creatively.
- B. Learners can make mini dictionaries or storybooks (see the Young Learners section).
- C. Posters can be used for presenting vocabulary, short texts, poems, songs or grammar examples.



D. Pictures can be used for grammar practice activities (What is happening in the picture? What happened in the picture? What will happen in the picture? What has happened in the picture? etc.)

E. Cards can be used for vocabulary or short pieces of information.

F. Learners or teachers can write their own texts, stories, dialogs, etc.

VI.4. TEXTBOOK EVALUATION/ SOME REPORTS


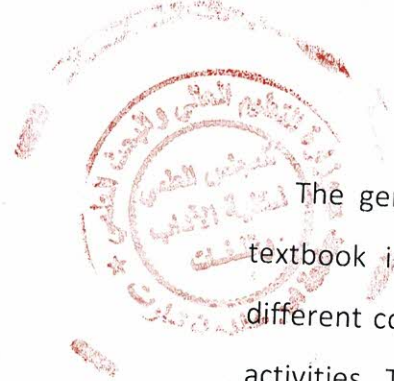
Read the following textbook review by Ekaterina Denisenko: What information did she include in the review? What does she like about her textbook? What doesn't she like about her textbook? What can she do to compensate for problems with her textbook?

"The textbook I currently work with is the 2nd level textbook out of a three-level English course. It was written by B. Hartely and P. Viney, and published by Oxford University Press. It is a good textbook, very colorfully designed. It has bright pictures, photographs, diagrams and charts. It has a number of accompanying materials: a workbook, audio and videocassettes, a set of tests and a teacher's guide.

The teacher's guide may be used as a source for additional activities, but it shouldn't be used as a rule, as the methodological guidance doesn't always reflect good teaching practices.

The goal of the textbook is not exactly the same as my course goals, as the book mostly focuses on three skills: listening, reading and speaking. I add writing activities myself. Additionally, the book is best for older students or adults. The topics are connected with getting a job, working or having a job so it isn't appropriate for children or schoolchildren.

It teaches American English and American culture, which is good for students to know, but sometimes it is difficult to understand things that are usual for Americans (e.g. going to the bank, paying by credit card and others) because we don't do it here.



The general content of the textbook is appropriate and modern. The textbook is sequenced by grammatical structures that are presented in different contextualized situations. The book contains a number of practice activities. The vocabulary in each unit is relevant for students' real life needs. The only drawback is that most activities are mechanical and support visual-verbal perceptual style. The teacher has to think about other kinds of activities and create new ones to add to the lesson."

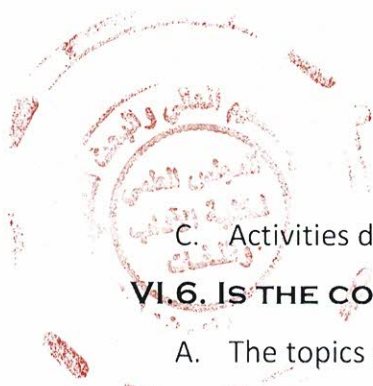
Now read the textbook evaluation checklist below. How can you describe the textbook that you use?

I. General

- A. Does the text help achieve course objectives?
- I. Does the textbook support good teaching practices?
 - A. Textbook units are organized by communicative objectives – not grammar.
 - B. Activities are sequenced to include pre-activities, an activity and post-activities (see the section on Sequencing, Grammar, Listening and Writing).
 - C. There are activities to check comprehension and for application of new material.
 - D. The text has many creative activities.
 - E. There are tasks and activities to support different learning preferences (see the sections on Perceptual Styles, Learning Preferences and Multiple Intelligences).
 - F. Activities include divergent question to develop require higher-level thinking.
 - G. There are learner-centered activities (see the section on Learner-centered Teaching).
 - H. Activities are varied to maintain learners' interest.
 - I.

VI.5. DOES THE TEXTBOOK PREPARE LEARNERS FOR COMMUNICATION?

- A. Grammar, vocabulary and pronunciation activities are contextualized.
- B. The text develops all four skills (reading, writing, speaking, listening).



- C. Activities develop real-life communication skills.

VI.6. IS THE CONTENT OF THE TEXT APPROPRIATE FOR LEARNERS?

- A. The topics are interesting and up-to-date.
- B. The text provides accessible information about the target culture.
- C. Activities, language and content are appropriate for learners' age and skill level.
- D. The text provides learners with field specific language and skills if appropriate (i.e. general English, business English, medical English, etc.)

VI.7. DOES THE TEXTBOOK INCLUDE ANY SUPPORTING MATERIALS?

- A. There are audio or videocassettes or CD-ROMs.
- B. The learning package includes student workbooks.
- C. There is a teacher's guide that supports good teaching practices.

VI.8. IS THE TEXTBOOK VISUALLY ATTRACTIVE?

- B. Writing is clear and easy to read – not "crowded."
- C. Pages are not too full.
- D. The text has pictures, drawings, graphs, etc. to interest learners.

VI.9. STRATEGIES FOR SUPPLEMENTING AND ENRICHING TEXTBOOKS

Most textbooks need to be supplemented. Some are based on outdated methodology and don't support good teaching, some don't attract learners' interests, others are too difficult or too easy. It's possible to give information in lecture form, but lecturing all the time is too teacher-centered and too auditory. It's possible to give learners their own photocopies, but that's too expensive.

Teachers can make many photocopies and then ask learners to return the photocopies at the end of the class. Teachers can make a single photocopy or handwritten copy of a text and then give learners a task to complete while copying the text. If the text or information is short, teachers can write the information on a poster and then use the poster as a text that the whole class can see at the same time. Here are some strategies to deliver information inexpensively and in a way



that is learner-centered. Most of these strategies are mechanical, so remember to focus on creative preparation and practice activities.

VI.9.1. NOTE-TAKING

1. Explain the assignment (in-class or homework) to learners.
2. Tell learners that they cannot keep the photocopies.
3. Ask learners to read and take notes while they are reading.
4. Explain that they will use their notes to complete the assignment.

For lower level learners it may be helpful for the teacher to suggest a note-taking format (mind map, timeline, outline) or suggest how to organize the information.

VI.9.2. INFORMATION GALLERY

1. Put up information on the wall of the classroom or hall.
2. Give learners a task to complete based on the information gallery.
3. Ask learners to read and complete the task while they walk through the information gallery.

VI.9.3. PASS INFORMATION

1. Cut the text into pieces.
2. Give each learner/pair/group a piece.
3. Give the learner/pair/group a few minutes to copy the piece.
4. Then ask them to pass their piece of text to the next learner/pair/group.
5. Continue these two steps until the learners/pairs/groups have copied all the pieces.

or

Ask them to read each piece (but not copy) and find the answers to the questions while they read.

›Be sure the pieces of the text make sense separately.

VI.9.4. PUT PIECES IN ORDER

1. Cut the text into pieces or write it on a poster in incorrect order.
2. Ask learners to read the pieces or poster and decide on the correct order.
3. Then, if necessary, ask them to copy it.



VI.9.5. ZIG-ZAG ACTIVITY

1. Divide the text into logical section.
2. Ask the learners to count off by the same number as there are sections of text (i.e. if there are three sections, then learners count to three).
3. Put all of the 1's together, the 2's together, etc. and assign them to read their section of text and prepare to teach it to their classmates (using an outline, key questions, mind map, etc.).
4. Ask learners to return to their original group (1,2,3) and share what they've learned with their group mates.
5. Assign the original group a task that requires information from all the sections of text.

›Be sure that the pieces are complementary and make sense separately.

VI.9.6. CORRECT MISTAKES

1. Reproduce the text with some mistakes.
2. Ask learners to read the text and identify and correct the mistakes.
3. Then ask them to copy it.

VI.9.7. ADD SOME INFORMATION

1. Ask learners to read the text.
2. Then ask them to copy it, but add some additional information (more adjectives, more details to support the story, replace some words with synonyms or antonyms, draw pictures to illustrate the story, change the verbs, describe the characters or scene more fully, etc.)

This technique can help prepare learners to write – it makes them more aware of the role of details in writing.

VI.9.8. DELETE INFORMATION

1. Ask learners to read the text.



2. Ask them to identify words or sentences which they consider unnecessary and delete them while copying the story.

This technique can also help learners think about the role of details in a text.

VI.9.9. INFORMATION GAP

1. Write each half of an information gap activity on a poster.
2. Divide the class into pairs.
3. Ask one partner to sit facing one side of the classroom, while the other partner sits facing the opposite side of the classroom.
4. Put the posters on opposite sides of the classroom and ask learners to complete the information gap activity.



VII. EXAM SELF-EVALUATION

LEARNING OUTCOMES

By the end of this lesson, students should be aware of the steps an exam should undergo, and realize why exam evaluation is a necessary procedure so as to make judgments about accuracy, worth, and appropriateness within a learning context.

INTRODUCTION

Whenever thinking of exams to test learners' comprehension of already taught material, exams can serve more than one purpose. Being aware of why we, teachers, are testing learners and what exactly we want to test can help make learners' and instructors' experience of exams more useful. The following tips will gear teachers towards issues they should think about during the entire exam process, from planning to reflection.

VII.1. PRE-EXAM PHASE

Before you start preparing an exam, the following questions should be asked:

Why are you giving an exam to your learners?

- To evaluate and grade learners. Exams provide a controlled environment for independent work and so are often used to verify learners' learning.
- To motivate learners to study. They tend to open their books more often when an evaluation is coming up. Exams can be great motivators.
- To add variety to learners' learning. Exams are a form of learning activity. They can enable learners to see the material from a different perspective. They also provide feedback that students can then use to improve their understanding.
- To identify weaknesses and correct them. Exams enable both students and instructors to identify which areas of the material learners do not understand. This allows learners to seek help, and instructors to address areas that may need more attention, thus enabling learner progression and improvement.



- To obtain feedback on your teaching. You can use exams to evaluate your own teaching. Learners' performance on the exam will pinpoint areas where you should spend more time or change your current approach.
- To provide statistics for the course or institution. Institutions often want information on how learners are doing. How many are passing and failing, and what is the average achievement in class? Exams can provide this information.
- To accredit qualified learners. Certain professions demand that learners demonstrate the acquisition of certain skills or knowledge. An exam can provide such proof – for example, the Uniform Final Examination (UFE) serves this purpose in accounting.

VII.2. WHAT DO YOU WANT TO ASSESS?

What you want to assess should be related to your learning outcomes for the course.

Knowledge or how it is used. You can design your test questions to assess learners' knowledge or ability to apply material taught in class.

VIII.2.1. PROCESS OR PRODUCT

You can test learners' reasoning skills and evaluate the process by focusing the marks and other feedback on the process they follow to arrive at a solution. Alternatively, you can evaluate the end product.

VIII.2.2. THE COMMUNICATION OF IDEAS

You can evaluate learners' communication skills -their ability to express themselves - whether this is by writing a cogent argument, or creating an elegant mathematical proof.

- **Convergent thinking or divergent thinking**

You can test your students' ability to draw a single conclusion from different inputs (convergent thinking). Or you may alternatively want them to come up with different possible answers (divergent thinking). Do you expect different answers from students, or do you expect all of them to provide the same answer?

- **Absolute or relative standards**

Is student success defined by learning a set amount of material or demonstrating certain skills, or is student success measured by assessing the amount of progress the students make over the duration of the course?

How do you decide what to test and how to test it?

The overall exam should be consistent with your learning outcomes for the course. There are a number of ways to review and prioritize the skills and

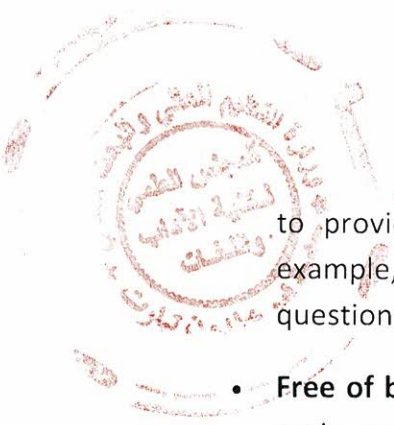
concepts taught in a course. You could:

- Use the topics list provided in your course outline
- Skim through your lecture notes to find key concepts and methods
- Review chapter headings and subheadings in the assigned readings

What are the qualities of a good exam?

- **A good exam gives all students an equal opportunity to fully demonstrate their learning.** With this in mind, you might reflect on the nature and parameters of your exam. For example, could the exam be administered as a take-home exam? Two students might know the material equally well, but one of them might not perform well under the pressure of a timed or in-class testing situation. In such a case, what is it that you really want to assess: how well each student knows the material, or how well each performs under pressure? Likewise, it might be appropriate to allow students to bring memory aids to an exam. Again, what is it that you want to assess: their ability to memorize a formula or their ability to use and apply a formula?
- **Consistency.** If you give the same exam twice to the same students, they should get a similar grade each time.
- **Validity.** Make sure your questions address what you want to evaluate.
- **Realistic expectations.** Your exam should contain questions that match the average student's ability level. It should also be possible to respond to all questions in the time allowed. To check the exam, ask a teaching assistant to take the test – if they can't complete it in well under the time permitted then the exam needs to be revised.
- **Uses multiple question types.** Different students are better at different types of questions. In order to allow all students to demonstrate their abilities, exams should include a variety of types of questions.
- **Offer multiple ways to obtain full marks.** Exams can be highly stressful and artificial ways to demonstrate knowledge. In recognition of this, you may want





to provide questions that allow multiple ways to obtain full marks. For example, ask students to list five of the seven benefits of multiple-choice questions.

- **Free of bias.** Learners will differ in many ways including language proficiency, socio-economic background, physical disabilities, etc. When constructing an exam, you should keep student differences in mind to watch for ways that the exams could create obstacles for some students. For example, the use of colloquial language could create difficulties for students whose first language is not English, and examples easily understood by North American students may be inaccessible to international students.
- Offer multiple ways to obtain full marks. Exams can be highly stressful and artificial ways to demonstrate knowledge. In recognition of this, you may want to provide questions that allow multiple ways to obtain full marks. For example, ask students to list five of the seven benefits of multiple-choice questions.

VII.3. POST-EXAM PHASE

- Prepare a marking scheme or rubric
- Preparing a marking scheme ahead of time will allow you to review your questions, to verify that they are really testing the material you want to test, and to think about possible alternative answers that might come up.
- Look at what others have done. Chances are that you are not the only person who teaches this course. Look at how others choose to assign grades.
- Make a marking scheme usable by non-experts. Write a model answer and use this as the basis for a marking scheme usable by non-experts. This ensures that your teaching assistants and your students can easily understand your marking scheme. It also allows you to have an external examiner mark the response, if need be. A rubric can be an effective tool to help you or your teaching assistants assess student work quickly and accurately. Sharing the rubric with your students as they begin to study for the exam is also a good idea.
- Give consequential marks. Generally, marking schemes should not penalize the same error repeatedly. If an error is made early but carried through the answer, you should only penalize it once if the rest of the response is sound.
- Review the marking scheme after the exam. Once the exam has been written, read a few answers and review your key. You may sometimes find that



students have interpreted your question in a way that is different from what you had intended. Students may come up with excellent answers that may be slightly outside of what was asked. Consider giving these students partial marks.

- When marking, make notes on exams. These notes should make it clear why you gave a particular mark. If exams are returned to the students, your notes will help them understand their mistakes and correct them. They will also help you should students want to review their exam long after it has been given, or if they appeal their grade.
- Inform students of the purpose and parameters of the exam
- Clearly communicate with students about what your goals are for any test or exam. Don't assume that students know what the pedagogical purpose of the test or exam is. Have a discussion about your goals and desired outcomes, and help students understand how specific aspects of the test or exam fit these goals. Be open to making some changes if students have ideas to offer.
- Point out the important sections in course plans, textbooks, and readings to guide test and exam preparation; where possible, provide multiple samples of tests and exam questions and answers. Consider conducting an exam review exercise.
- Although you might not provide students with exam questions in advance, you should be prepared to answer questions such as:
 - What will the exam cover?
 - How much emphasis should I put on the textbook / lectures / etc...?
 - What material (if any) am I allowed to bring into the exam room?
 - When will I get my mark?
 - What happens if, for a good reason, I can't attend the exam? Do I get to re-write?
 - Will I be given the chance to choose the topics on which I do questions?
 - Will I be told which criteria I am being assessed on?
 - If I disagree politically or philosophically with the marker, will I get poor marks?



- Will allowances be made if English is not my first language?
 - After your students write the exam
 - Monitor the quality of your exams
 - Exams provide you with the opportunity to obtain feedback on student learning, your teaching methods, and the quality of the exam itself.
 - Write impressions on your exam and keep them. During the exam and the marking of the exam, keep track of which questions seem to be well understood, and which questions were frequently misunderstood.
 - Collect numerical data. If you have machine-scorable exams, you can get statistics on your questions, such as which questions were missed most often or which distracters were most often chosen. In other cases you can collect an overview of the marks.
 - Get student feedback. You can leave space specifically for feedback on exams, or you can obtain feedback in class after the exam. Consider asking your students to complete an exam wrapper – a short survey asking students about exam preparation strategies they used, what questions they found difficult to answer, and what they might do differently to prepare for the next exam (see our Teaching Tip on Teaching Metacognitive Skills).
 - Reflect on the gathered information
 - Reviewing examination results can help you identify concepts and methods that students are having difficulty with – questions that were missed – as well as concepts and methods that were well understood – questions generally successfully answered. Or it may highlight well-constructed or poorly -constructed exam question. Consider using this information to:
 - Change how you teach the remainder of the term
 - Check for improvement on specific topics or methods over a term
 - Redesign the course or the examination for future classes
 - Assess your teaching practice – what is working especially well and what can be improved upon
-



VIII. LESSON PLAN SELF-EVALUATION & REFLECTION

LEARNING OUTCOMES

By the end of the lesson, students should be made aware of the importance of self-evaluation and reflection for the sake of improving classroom performance. Their systematic practice is a key to self-awareness, enabling teachers to have a close neutral look at their classroom practicum. In so doing, they can identify weaknesses to be palliated, strengths to be consolidated and the shortcomings to be remedied.

INTRODUCTION

Self-evaluation is a powerful tool that will help teachers better and improve their classroom practicum. It is quite worthy for them to reflect on and evaluate their teaching after a lesson is over. In so doing they will gain insights that may make them eschew lots of trouble later. Even a few succinct evaluative notes on a lesson plan will help them immensely the next time they teach the same lesson. Under pressure and hasty teaching, for the plenty of other tasks that need accomplishment, teachers may attempt or be obliged to skip such self-evaluation by the end of the lesson. It is well-known that if they do not do, they miss one of the fulcrum tasks with respect to its benefits for their quality teaching. Missing such important reflective habit which requires few minutes, in the long run, they will be incapable of retrieving those defects and, then, will repeat the same mistakes over and over. In so doing, they will never identify both their strengths and weaknesses as regards their skills and knowledge. Teachers should bear in their minds that self-reflection and -evaluation represent an essential room in each lesson. Such reflective and evaluative processes allow them re-reel the film of the lesson and try to answer a set of guiding questions.

- Did the lesson go as it was planned?
- What went wrong?
- Was it learner- or teacher-centeredness?
- What could have been done, instead?
- What should be changed/modified/added in next lesson.



The answers to these questions provide reflective teachers with important clues about their classroom performance.

VIII.1. WHY IS SELF-REFLECTION SO IMPORTANT?

Operative teachers are the ones who acknowledge that no matter how good a lesson is, teaching strategies should always be improved—oftentimes it's why seeking out colleagues' opinions is of a paramount importance. Self-reflection is important because it's a process that makes teachers collect, record, and analyze everything that happened in the lesson so they can make improvements in their teaching strategies where necessary.

VIII.2. THE PROCESS OF REFLECTION/ EVALUATION

Self-reflection and teaching effectiveness connection is a beneficial process for both teacher performance and learners' learning. For the sake of methodical and efficient posture, reflective teachers should first figure out what they reflect upon. In fact, whatever the case may be, you should start by collecting information. Here are a few ways that you can do this:

VIII.2.1. SELF-REFLECTIVE JOURNAL

A journal is an easy way to reflect upon what just happened during teacher's classroom instruction. After each lesson, simply jot down a few notes describing your reactions and feelings, and then follow up with any observations you have about your students. If it helps, you can break up your journal into concrete sections, such lesson objectives, materials, classroom management, students, teacher, etc. In this way, you can be consistent with how you measure your **assessments** time after time. You can find specific questions to ask yourself below.



VIII.2.2. VIDEO RECORDING

A video recording of their teaching is valuable because it provides an unaltered and unbiased vantage point for how effective your lesson may be from both a teacher and student perspective. Additionally, a video may act as an additional set of eyes to catch errant behaviour that you hadn't spotted at the time. Many colleges actually use this method to teach up-and-coming teachers the value of self-reflection.

VIII.2.3. LEARNERS' OBSERVATION

Learners are very sharp-eyed observant and love to give feedback, even if informal. Teachers can hand out a simple survey or questionnaire after their lesson to get learners' perspectives about how the lesson went. Think critically about what questions you'd like to ask, and encourage the learners to express their thoughts thoroughly. It will not only be a learning experience for the teacher, but also an indirect **exercise in writing** for them.

VIII.2.4. PEER OBSERVATION

A teacher may invite a colleague to come into his classroom and observe his teaching. Now this is much different and more relaxing than having the principal or supervisor to come in and watch him performing. As a result, the observed teacher will be able to teach more naturally and give his colleague an honest perspective of his instruction methods. To help them frame his lesson critique more clearly, create a questionnaire or observation sheet (you can use some of the questions below) for his colleague to fill out as they observe. Afterward, make some time to sit down with the observers so they can more accurately convey what they saw.

VIII.2.5. QUESTIONS TO ASK YOURSELF

Whether the teacher is using a self-reflective journal or trying to get feedback from his learners and peers, perhaps the hardest part is actually coming up with the right questions to ask. Here are a few suggestions to get him started:



VIII.2.5.1. LESSON OBJECTIVES

- Was the lesson too easy or too difficult for the learners?
- Did the learners understand what was being taught?
- What problems arose?

VIII.2.5.2. MATERIALS

- Did the materials keep the students engaged and motivated in the lesson?
- What materials did we use that worked well in the lesson?
- What materials did we use that didn't work well in the lesson?
- Are there any resources or techniques that you would like to see used instead?

VIII.2.5.3. LEARNERS

- Were learners on task?
- What parts of the lesson did the learners seem most engaged with?
- What parts of the lesson did learners seem least engaged with?

VIII.2.5.4. CLASSROOM MANAGEMENT

- Where my instructions clear?
- Was the lesson taught at a reasonable pace?
- Did all students participate in the lesson?

VIII.2.5.5. TEACHER

- How effective was the overall lesson?
- How can I do it better next time?
- Did I meet all of my objectives?
- How did I deal with any problems that came up during instruction?
- Was I perceptive and sensitive to each student's needs?
- How was my overall attitude and delivery throughout class?



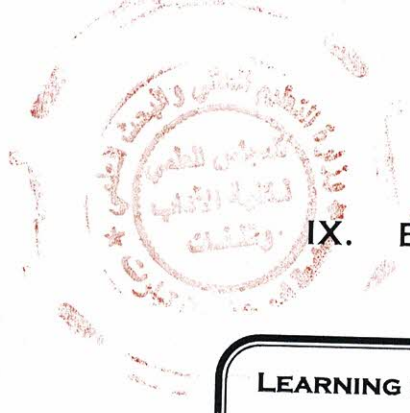
VIII.2.5.6. ANALYZE AND IMPLEMENT EFFECTIVE TECHNIQUES

After collecting the information from the observers and learners' data, it's time to examine it meticulously. The first step to be undertaken is to seek for any recurring patterns. If your performance is video recorded, do you notice anything that kept happening over and over? Look at your student feedback forms. Is there anything that students talked about recurrently?

After determining what needs to be changed, altered, dropped out, the teacher should find the appropriate solutions, regarding contents and techniques. Here are some avenues that teachers could explore:

- Talk to colleagues about the findings and ask them for advice. They may have the same issue in their classroom and can provide you with some ideas on how to do things differently.
- Go online and read up on effective techniques that can help remedy your situation. As an age-old profession, there are bound to be resources that exist for the problems you are experiencing.
- For the sake of collecting multifarious ideas in connection with the issues you are facing, , interact with colleagues via blogs and social media sites. Posting questions on popular forums and blogs may open up new perspectives and techniques that you hadn't considered before. These avenues may also have insight for any new questions that you should include on future surveys.

The ultimate aim of self-reflection and -evaluation is to improve the way teachers teach. Thanks to the collected findings, teachers may gain the insightful knowledge they need to take their instruction to the proverbial/exemplary next level, or they may find that they are already doing a stellar job. In either case, self-reflection and evaluation are technique that can gauge their standing honestly and they should strive to implement it throughout the year. By the time the next new class rolls around, you'll have a much better, comprehensive toolkit to pull from when it is time to teach that lesson once again.



IX. EVALUATION WITHIN COMPETENCY-BASED APPROACH FRAMEWORK

LEARNING OUTCOMINGS

By the end of this lesson, students should gain awareness of evaluation within the CBA framework, and notice the difference that exists between traditional practices and the new one.

INTRODUCTION

Assessments under competency-based approach framework can take a variety of forms from multiple-choice questions to performance-based assessments and real-world observations. Assessments must allow students to demonstrate behaviours and thought processes reflected in the competencies. Differently couched, the main purpose behind competency-based assessment is to provide learners, their families and guardianship with specific feedback relating about learners' performance that can show a clearer understanding of progress and skills gained over time. It involves work-based learning, i.e., learning by doing. It is a learning that requires self-pace and flexibility. In fact, within CBA framework, focus is devoted to both process and product so as to decide what competency extent has been attained by the learner.


A priori, since the three categories of competencies — know-how, generic and situational competencies — are under development throughout the curricula, all three are vying to be evaluated.

IX.1. MULTIFARIOUS COMPETENCIES

According to the potential expected, but also the content to be treated, the type of situations in which the learner is invited to reinvest what he or she has achieved, all these categories may have a sensorimotor (sensorial perception and movement), cognitive (thinking, knowledge) or psychosocial/socio-emotional (life skills, attitudes) dominant one. A competency is seldom a pure cognitive, socio-emotional or other competency, but it is often possible to pinpoint a dominant one.

IX.2. COMPETENCY AND SKILL

In the educational context, teachers do not switch directly and promptly from a set of elementary resources (knowledge, know-how, etc.) to a competency. This perceptual



vision is purely theoretical. For the sake of illustration, we take the example of the hotel industry, between the micro know-how “Putting a fork in the right place beside a plate”—which is of the order of the elementary gesture—and situational competency “Providing the dining room service for a four-course meal and a score of customers” — which is of the order of knowing how to act/behave after careful consideration — consists of a set of gradual levels of know-how matching as many intermediate levels as these two mentioned. These are various levels of professional know-how.

These intermediate levels pertain both to a certain level of contextualization and to a level of combination of know-how types: they are the two ingredients of complexity. For example, the professional know-how “Taking orders” requires a high degree of contextualization rather than recourse to a combination of elaborated kinds of know-how, whereas the professional know-how “Putting in place and clearing tables” will be more directed towards a combination of technical gestures and less concerned with the context.

It is at this level that the “skills” appear and, more generally, the standards: these are all know-how types more complex than an elementary know-how, but which do not have the level of complexity of a situational competency.

IX.3. GENERIC COMPETENCIES

Generic competencies are the hardest to define because of their less tangible character than that of the others, since they are not linked to academic or technical contents.

What are generic competencies? We have seen that they are qualities (capacities) linked more to the personality of the person (the learner) and to the types of context. They are nevertheless not bound with particular situations or specific tasks: this what makes their character “generic”.

How they are described varies very considerably from one country to another:

“key competencies”, ‘soft skills’, or ‘employability skills’ (Australia); ‘key skills’ or ‘core skills’ (United Kingdom); ‘essential skills’ (New Zealand); and ‘necessary skills’, ‘employability skills’ or ‘workplace know-how’ (United States)” (Clayton, Bloom, Meyers & Bateman (2003, p. 15).

On the Asian continent the concept of “generic competencies” often overlaps with that of “key competencies”.

One of the fundamental features of “generic competencies” lies in their cross-cutting character: they transcend disciplines and, hence, are not associated with disciplinary situations or specific tasks

IX.4. THE “SITUATIONAL” COMPETENCIES

Due to their direct hold on action, situational competencies go a step further than generic competencies. With respect to them, one can truly speak of “knowing how to act” (Perrenoud, 1997; Le Boterf, 2006). They call upon a multitude of resources to permit treatment of a complex situation linked to each of them. For example, the situational competencies of driving a car draws on knowledge (including the Highway Code and the various commands for driving the car), types of know-how (knowing how to use the gears, reverse, park, and so on) and life skills (being careful, courteous and the like). One category of resources of these situational competencies happens to be certain generic competencies. Anticipating or managing one’s stress are generic competencies which also come into play in the situational competencies: “driving a car”, just as in other situational competencies like “managing an industrial project” or again “performing an open-heart operation”. It is fully important to understand this link of subordination of generic competencies to situational competencies when determining paths for assessment of these two types of competencies.



IX.5. KNOW-HOW TO EVALUATE

Since the introduction of teaching by objectives in education (OBA), the types of know-how are evaluated at school in accordance with relatively satisfactory systematic procedures, whether through questionnaires, exercises, MCQs or practice.

IX.6. GENERIC COMPETENCIES EVALUATION

The evaluation of generic competencies in teaching is today the subject of very few instrumented devices. They are still often evaluated through a subjective appreciation given by the teacher.

IX.7. ASSESSING SITUATIONAL COMPETENCIES

Apart from technical and professional training, where these assessments are common practice, there is not, in the world of primary or secondary general education, any deep-rooted tradition of assessing situational competencies. In recent years, however, particularly in a number of French speaking countries, they are beginning to be assessed by means of complex situations presented to the learner — situations of producing a complex written submission, solving a problem, etc. Furthermore, such complex situations are increasingly making their appearance on international standardized tests.

IX.8. HOW ARE COMPETENCIES ASSESSED?

Competency-based assessment is the process of collecting evidence and setting up as accurate conclusions as possible on the character and scope of a learner's progress toward professional standards. ... participatory - the learner participates in the process and consults with the evaluator.

IX.8.1. COMPETENCY-BASED LEARNING ASSESSMENT

Competency-based assessment can be approached via the following ways:

IX.8.1.1. FORMATIVE ASSESSMENTS—HAPPENING IN REAL TIME

CBA takes students on a journey to demonstrate their knowledge, helping them prepare for the world and jobs that await them. When teachers use formative assessments to measure that knowledge, they gather information necessary to adjust



teaching and learning as needed. Formative assessments support competency-based education by making sure teachers understand students' needs, so that they can modify instruction as it is happening. Tasking students with submitting a video essay, for example, provides teachers with the opportunity to assess students' understanding of a topic. Teachers can then provide real-time feedback to students that will help them to identify the areas in which they need to improve.

IX.8.1.2. DIGITAL PORTFOLIOS—ARTIFACTS OF LEARNING


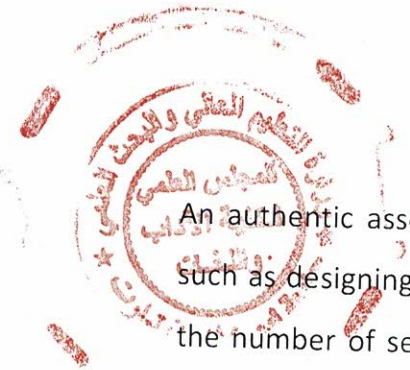
Digital portfolios support a formative approach by encouraging students to collect artifacts that they can share with both peers and teachers. Students might attend a field trip, using their phones to capture images that support a topic of study. Portfolios also highlight learning's natural progression. For instance, a high school freshman might undertake a service learning project that lasts until his graduation. His portfolio would highlight his project's development, its revisions, and its completion as evidence of learning. This type of formative assessment allows students to demonstrate mastery authentically, providing space for them to reflect on stumbling blocks and the ways in which they overcame them.

IX.8.1.3. SUMMATIVE ASSESSMENTS—DATA POINTS

Unlike formative assessments, summative assessments are evaluative in nature—taking place after instruction is complete and gauging mastery of a skill or competency. Their outcomes can guide students' efforts in subsequent learning. When I taught high school English, I used summative assessment results as part of data talks with students. If an exam showed that a student struggled with identifying theme, for instance, I would come to the data talk prepared with learning strategies and together we would develop a plan for remediation.

IX.8.1.4. AUTHENTIC ASSESSMENTS—REAL WORLD LEARNING

Authentic assessments, specifically, are student centered and focus on real life situations—performing a task, conducting an experiment, designing and building a project. Stanford researchers have found that students who are engaged in experiences that are connected to the real world are at an advantage when entering college or starting a career.



An authentic assessment in middle school might involve a cross curricular project such as designing a community garden. Students would measure the area, calculate the number of seeds needed, and determine which plants would grow best in that location. In high school, students might be asked to design a building using drafting software, math, and physics skills to create their final product.

IX.8.1.5. TECHNOLOGY ROLE—EMPOWER AND INNOVATE

With the right technology in place, a competency-based education model empowers students to take control of their own learning. Bright space’s conditional release tool, for example, allows teachers to specify levels of skill mastery necessary before each student can advance to the next level of content.

Digital tools also enable the creativity and innovation embedded in a CBE approach. At Missouri’s Chinn Elementary, students used D2L’s Video Note tool to more fully engage in their research projects. Students researched an animal, wrote and illustrated their own books, then made videos of their finished projects. According to the school’s instructional technology facilitator, Matt Carlson, "Students were extremely excited to record themselves and just as eager to watch their recordings when finished."



X. TRAINING EVALUATION – DEFINITION, MEANING AND TYPES

LEARNING OUTCOMES

By the end of the lesson, students should gain more insightful ideas about the importance of training evaluation, the way it is carried out, the steps it follows, the methods to be used, the expected outcomes and its impacts on future training sessions.

INTRODUCTION

Training evaluation is known as a systematic approach where data and information are collected to authenticate a training program suitability and effectiveness. The evaluation process is constructive as it can assess the usefulness of the process, help in overall working and boost employee engagement.

X. 1. DEFINITION

Training evaluation is a method that helps to analyse whether the initiatives and training programs are efficient and whether they are aligned with the objectives, vision, and goals of an organization/institution. It is a process that discovers opportunities and training gaps while employee training.

It is required to determine whether the involved participants were in accordance with the expected achievements of the training program. Did they acquire something useful, apply those skills and knowledge in the workplace, and were able to better/improve their performance and efficiency is what the training evaluation process addresses.

The training evaluation process should not be occasional but characterized by continuity and consistency. It is one of the best ways to determine the worth of training programs, specific tools, events, and activities. The results can help in making changes that will remove ineffectiveness and boost improvements.



X.2. TRAINING EVALUATION METHODS

Evaluation methods are undertaken to fix whether the expected objectives were met and to what extent training impacted performance levels. Training evaluation can be conducted via two types of methods, viz., qualitative and Quantitative, each of which consists of various tools.

A) QUALITATIVE METHOD

1. Focus groups
2. Case studies
3. Interviews

B) QUANTITATIVE METHOD

1. Experiments
2. Surveys

X.3. THE NEED FOR TRAINING EVALUATION METHODS ARE-

X.3.1. PARTICIPANT REACTION AND SATISFACTION

The trainer resorts to the survey at the end to measure the success rate of the training program and the participants' reactions. It encompasses questions about the trainees like: did they enjoy the program? Did they like the trainer and his method? and would they accept the chance of working with the trainer again in the future?

X.3.2. ACQUISITION OF KNOWLEDGE

This method helps the institution to check the level of knowledge acquisition in the participants. It is a fact that when the trainee knows that he will be tested at the end of the program he has a vested interest and works doubly hard during the course.



The valid screening helps to determine the scope of learning and highlight areas that need supplementary improvement. The trainee has to take part in an exam after completing the training course and his grades are, then, checked by the trainer, who shares the results with other participants and the training manager.

One of the reasons for doing so is to uncover any imperfection in the acquired know-how so that they can be addressed/ remedied effectively.

X.3.3. BEHAVIOURAL APPLICATION (KNOW-HOW-TO-DO)

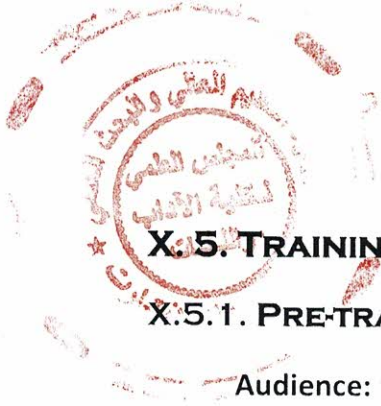
One of the requirements of training evaluation methods is to know about the behavioural application-know-how-to-do. It deals with monitoring the changing behaviour as the trainee implements the acquired skills and know-how in their practicum in their classrooms.

The behavioural application method of training evaluation demonstrates which participant is applying his knowledge and also about how, where and for what purpose he is doing so.

X.4. PURPOSE BEHIND TRAINING EVALUATION

The purpose of training evaluation is-

- Improve the quality of the program for the development and growth of the trainee;
- Justify the role and need for training;
- Assess the suitability of overall training program;
- Determine the competency of the trainer;
- Assess the quality of the training program;
- Pinpoint gaps in the program;
- Determine whether the program has achieved its target;
- The offer information on improving future training programs.



X.5. TRAINING PHASES

X.5.1. PRE-TRAINEES PHASE

Audience: who is the target audience for proposal training?

Knowledge gaps: What gaps exist between what these providers know how to do, and what they need to know to carry out their roles successfully? (Needs analysis)

- Gather information from informal discussions among professionals in the Network
- Conduct surveys
- Conduct focus groups
- Work with an advisory panel
- Observe participants
- Interview participants
- Learn about critical incidents
- Determine what emerging data should be distributed

X.5.2. WHILE- TRAINING PHASE

- Seeking trainees' involvement & engagement
- Seeking congruence between objectives and outcomes
- Designing Workshops
- Being the "guide on the side" rather than the "sage on the stage"
- Listening to what trainees need and want and be flexible in your planning
- Seeking feedback from groups
- Changing your method when it does not work
- Beginning and ending your sessions on time
- Valuing and respecting trainees' experiences and perspectives
- Filling trainees' immediate needs
- Targeting self-directed learning
- Providing the learning environment conducting to learning
- Identifying appropriate goals
- Choosing contents' that are consistent with the goals
- Selecting ways to achieves these goals



What is the format for writing and submitting the student evaluations?

Is there a point in giving a student a grade in the end?

The last grade is a summary of the student's performance and participation throughout the semester. The purpose is to examine and provide an account of progress and success.

A student's social behaviors may be discussed if they have an impact on their academic success. While you shouldn't offer any sort of psychological analysis, you should elaborate on why you think the student's actions are helpful or harmful. If there are serious issues, the parents and counselors should be aware of them. We take into account student behavior discussed in previous evaluations when deciding whether to readmit a student the following year.

As a follow-up to question A, what structure should the student evaluations take when written and submitted?

1. The evaluation template can be obtained from the ATDP office by visiting <http://atdp.berkeley.edu/forms/ED12 eval template.doc>. If you are having trouble downloading, please contact the ATDP office at (510) 642-8308.

Two major components make up the summative assessments: (1) the course description from the catalog, rewritten in the past tense, and (2) the instructor's narrative about the student. At the conclusion of the assessment, you should make a note of any student absences or late arrivals on the attendance sheet. There is no grading system in place.

3. The teacher uses a computer to type each student's name and personal narrative onto a single page template. WARNING: When typing evaluations, do not create individual files for each student; instead, compile all of the evaluations into a single document. In the same vein, it's best to move methodically through the class roster, reading each name before moving on to the next.

Four, each student's narrative and evaluation should be no longer than half a page, with a minimum of five sentences and a maximum of one page.



Fifth, before the checkout conference, have your teachers run their evaluations through spell check, proofread them, and then send them to atdpeval@gmail.com. Send copies via email at least a day before your scheduled time. Make sure to include the course number, your last name, and doc at the end of the file name (example:

ED3265.Chun.doc). The sales associate will check for typos, incorrect formatting, and inappropriate remarks, among other things.

If there are any adjustments to be made, the checkout clerk will communicate this to the teacher. After the necessary edits have been made, the teacher saves the file with the word "revised" appended to the name so that the revised grades can be easily located.

Here's an example: (ED3265.Chun.revised.doc). Please send the updated ratings to atdpeval@gmail.com. The final evaluations will be printed on official university letterhead.

C. Tips for Better Storytelling

First, take some time during the course of the class to record your thoughts on what each student is learning and finding most interesting. In some classrooms, the Instructional Associate is tasked with taking notes for the teacher.

Set aside time in your schedule to compose assessments. Given that check-out conferences start as soon as the program concludes, many teachers complete their assessments well in advance of the final day of class.

Past tense verbs should be used to describe actions (e.g.: She worked hard rather than she works hard).

Include suggestions for how the student can improve as a result of your criticism. Keep your comments to a minimum; just briefly describe the student's issue and offer some solutions (see section on "How to Offer Constructive Criticism"). In spite of what you may have read in this document, it is acceptable and even encouraged that you provide feedback, so long as it is constructive. All parties involved in the ATDP's decision to readmit or re-place a student next year will benefit from this information.

5. Combine your constructive criticism with supportive words like encouragement, suggestions, and praise. Use upbeat language at the beginning and end of your story, even if it's just encouragement to keep going. Be supportive and not critical in your tone. (For instance, "I encourage Diego to read for pleasure" or "the quality of David's work

will improve greatly when he learns how to work slowly and carefully.")

6. Approach your critique of the student's work with caution. Keep in mind that the students are young, you've only taught them for a total of twelve short meetings, and that the classes are meant solely for enrichment.

The story shouldn't throw the parents any curveballs; 7. You should have addressed your major concerns with the program's administration and with parents before submitting your final report. As soon as a problem arises, fill out the Counseling Referral Form to let the office know and get started with counseling services.

Whenever you speak on behalf of ATDP or the University, keep in mind that you are not just speaking for yourself. By having your final grades printed on official University of California stationery, we hope to convey our confidence in your ability to represent the university in a positive light. Please take this responsibility seriously and check your comments for appropriateness as well as spelling, grammar, and awkward phrasing before posting.

9. Since written words are more powerful and permanent than spoken words, you should be more thoughtful and discreet in your written evaluations than you were when you spoke to the students and their parents in class. A lot of the advice you could give a student orally or in a note during class wouldn't be appropriate for the final written evaluation. For instance, if a student makes a racist or sexist remark, it's better to address it with them in class than to bring it up again and again in their final grade.

10. Don't use the final grade to air your grievances with a student, bring up an upsetting incident, or comment on something that bothered you during class. A student should not be inundated with suggestions for improvement during the evaluation.

11. If you have any concerns about a student's conduct, attitude, or performance, you should express those concerns in writing and bring the note to the final checkout appointment. You should include in this note any information that you have already discussed with the student, a counselor, and the student's parents. You and the sales associate will discuss your thoughts. The note will be sent to the office by the checkout advisor and archived there permanently. Any time a former student requests readmission, their file is thoroughly examined. Use this note in addition to the counseling



in whole-class instruction; demonstrated greatest proficiency when writing, giving oral presentations, or engaging in hands-on activities; etc.)

Is there any advice you can give a student that will help them improve their academic performance?

Things to do during the school year (like studying for tests, visiting museums, reading for pleasure, and writing)

IMPORTANCE OF PROVIDING MEANINGFUL STUDENT FEEDBACK

The term "feedback" refers to any comment that is made about the actions or efforts of a student. Communication can take place verbally, in writing, or even without words at all. Assessment and feedback should not be used to weaken the performance of students but rather to strengthen it. It is essential that your feedback session goes without a hitch if you want to assist a student in making improvements. Receiving criticism can lead to feelings of discouragement as well as a loss of motivation to work harder and perform more effectively. Teachers are tasked with assisting their students in developing as learners and offering critical feedback in a constructive manner so that no one walks away from class feeling defeated.

Pedagogically Beneficial Feedback Characteristics and Attributes

To be able to provide students with meaningful feedback, teachers need to explain not only what students are doing well but also where they are falling short, with the former being the primary focus of the explanation. The learning of students is facilitated when they are provided with specific feedback on what they did well and how they could improve their performance. One method is to use something called the "feedback sandwich" method, which consists of three parts: praise, criticism, and praise. Another method is to use the "feedback triangle" method.

Immediately Made Available

When students are given feedback immediately after demonstrating that they have mastered a concept, they gain more from the experience and are better able to remember what they have learned. If we wait too long to give the student feedback, there is a chance that they will forget what it was that they were supposed to do with it.

Considering each student's unique requirements

When offering feedback to students, it is imperative that we do so while keeping in



mind the specific requirements of each student. Our classes are open to a diverse range of students from a variety of backgrounds. Some students need to be handled more gently while others need to be handled more forcefully in order to avoid discouraging learning and causing damage to self-esteem. Either way, students need to be motivated to achieve higher levels of success.



Dinham's (2002) research on effective pedagogy and student learning reveals that students benefit from receiving feedback on their progress. Dinham's (2007) research on effective pedagogy and student learning was published in 2002, 2007a, and 2007b. Your ability to provide quality feedback to your students will significantly improve if you give consistent answers to these four questions.

Therefore, what choices does the student have before them?

What exactly is it that the student is incapable of doing?

Where exactly does the work of the student fall short when contrasted with other examples?

Where exactly does this student need to improve their work?

Clearly Illustrates the Meaning of

Make sure your students are aware of the purpose behind giving them a test as well as the ways in which you would like to receive feedback from them. To demonstrate to the students how their own work can be improved, you should provide a model of what constitutes an A+ paper. Display an example of a B-paper so that it can be compared to your own. This is especially true in the later stages of one's educational pursuits.

Recommendations to Enhance the Criteria Used in the Grading Process

Feedback should be narrowly focused, easily understood, and focused on the learner rather than on defending a grade or correcting errors in grammar and spelling. In order for feedback to be most helpful, it should meet all of these criteria. Continue reading for some pointers on how to provide students with feedback that will actually aid in their educational development in the form of constructive criticism.

Use your comments to teach students and draw their attention to the areas you'd

students read and discuss student work samples as a group to identify patterns and discuss how the work was evaluated.

X.5.3. POST-TRAINING PHASE

- Evaluating on clearly formulated standards
- Participants' feedback
- What has gone well so far in the training?
- What have you learned?
- What would you like to know more about?
- What can the trainers do differently to make the training more effective?

Here is a sample Evaluation Grid.

SAMPLE EVALUATION GRID

TRAINING EVALUATION FORM						
COURSE TITLE: _____						
INSTRUCTOR/ TRAINING COURSE: _____						
PROGRAM OFFICE: _____				DATE: _____		
SECTION I: COURSE EVALUATION						
	NOT APPLICABLE	STRONGLY DISAGREE	DISAGREE	CANNOT DECIDE	AGREE	STRONGLY DISAGREE
1.The course content supported the learning objectives	N/A	1	2	3	4	5
2.The course length was sufficient to deliver the content	N/A	1	2	3	4	5
3.The course design (i.e., materials & learning activities) encouraged my participation in the classroom.	N/A	1	2	3	4	5
4.The course provided opportunities to practise & reinforce what was taught.	N/A	1	2	3	4	5
5.The course information was at an appropriate level to understand the learning objectives	N/A	1	2	3	4	5
Section II: Training Tools						
6.The quiz questions helped me to learn the information.	N/A	1	2	3	4	5
7.The learning aids						



(i.e., workbooks, handouts, role-playing exercises, power point slides, ...assisted my learning.	N/A	1	2	3	4	5
8.The technology equipment was working properly.	N/A	1	2	3	4	5
SECTION III: INSTRUCTION EVALUATION						
9.The instructor was prepared for the class.	N/A	1	2	3	4	5
10.The instructor was knowledgeable about the course content.	N/A	1	2	3	4	5
11.The instructor was responsive to questions and other needs.	N/A	1	2	3	4	5

XI. DIFFERENT EVALUATION GRIDS

LEARNING OUTCOMES

By the end of this lesson, students should be aware of the fact that any evaluation must be subjected to a pre-determined evaluation grid, accrediting transparency, consistency, reliability and validity to the assessment. Besides, it is to provide language teachers, teacher-trainers and managers with a reliable means of outlining current competences and enhancing professionalism in language education. The ultimate aim is to increase the quality and efficiency of the training and professional development of language teachers.

INTRODUCTION

Being considered as the substitutes of “conformist”, grids are substantially and semantically dissimilar. This dissimilarity in some cases precludes the straightforward implementation of well-settled techniques, one of which performance analysis. Indeed, the “grid performance” significance is not entirely clear. Is it about the grid infrastructure performance? Or is it about the grid implementation performance?

The performance analysis extent encompasses the hardware, measurement, data reduction, interconnection, analysis and proffering and finally, system refinement. Basically, they can be split up into performance data collection and their processing.

In fact, the quality improvement of any of the performances at the level of lessons, classroom practicums, syllabi contents, training courses, exams,...etc. relies principally on accredited evaluation grids. Here is a set of grids that can be used to assess and evaluate any of the practices in connection with education field.

XI. 1. ANALYSIS AND ASSESSMENT OF STUDENTS' COMPETENCY

ADDRESSED PRODUCT (SUB- COMPETENCY)	STANDARD OF PERFORMANCE		
	HIGH LEVEL (EXPERT)	MEDIUM LEVEL	LOW LEVEL (INCOMPETENT)

<p>TEXT</p>	<p>Correct Coherent Brief Complete/It answers the question of the requirements</p>	<p>Correct +incorrect Coherent+ Incoherent Inconsistent – Incomplete Incomplete/Partly responding to the questions in the requirements</p>	<p>Incorrect Incoherent Diffuse Incomplete/It does not respond to the questions detailed in the requirements</p>
<p>SCHEMATIC DRAWING</p>	<p>Correctly represented It includes the main steps of the process. It represents the conventional signs. It has title, legend. Information written in a condensed/concise form.</p>	<p>Partially correctly represented It includes some stages of the process. It respects some conventional signs. It has/does not have any title/legend. Some information written in a concise form.</p>	<p>Incorrectly represented It does not include the main stages of the process. It does not respect the conventional signs. It does not have any title, legend. The information is not written in a concise form.</p>
<p>GRAPHIC ORGANIZER</p>	<p>Key information Correct information Information in a concise form Information synthesized by logical criteria</p>	<p>Essential information + minor information Correct + incorrect information Concise + diffuse information Data partially systematized by logical criteria</p>	<p>Insignificant information Incorrect information Diffuse Information Information unsystematized by logical criteria</p>

Evaluation Grid 1: Analysis and assessment of students' competency to explain geographical processes.

In this study, we seek to analyse the learners' ability to explain, exemplify and outline geographical processes, as well as to assess their competencies by using an evaluation grid. Therefore, we tested two types of hypotheses. The first one regards the fact that it becomes more difficult for students to represent a previously learned geographical process.

XI.2. COURSE EVALUATION GRID

To evaluate a course, we suggest the following grid

COURSE EVALUATION GRID				
Qualification _____	title: _____		Qualification Code: _____	
Please, help us to improve our services to you. We would appropriate your honest feedback on the training and facilities provided for this course. Please read the following statements and tick one response only. Return this evaluation to your course coordinator. Course coordinator Name: _____				
Date: _____		Location: _____		
Started				
	Disagree	Unsure	Agree	Not Applicable
It was easy to find out about this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please tell us how you found out about this course. For example, on this web:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before enrolling, you were provided with adequate information about the course requirements, assessment,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were given a good induction to the course. The campus facilities and students services available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You were offered sufficient support with your studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



The knowledge and skills taught in the course were relevant to your course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment tasks were clearly explained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses (including online) for this course were easy to understanding and relevant to the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilities and equipment used during the course were adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The computer technologies and internet provision were adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You are so satisfied with the quality of this course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you ticked 'disagree' for any of the questions above, could you please provide an explanation?				

Grid 2: Course Evaluation.

Your feedback is critical for supervisors to ensure we are meeting your educational needs. We would appreciate if you could take few minutes to share your opinions with us so we can serve you better.

XI.3. WORKSHOP EVALUATION GRID

Please return this form to the instructor or organizer at the end of the workshop. Thank you.

Workshop Title: _____

Date: _____ Instructor: _____

	Strongly Agree	Agree	neutral	Disagree	Strongly Disagree
1. The content was described in publicity materials.	1	2	3	4	5
2. The workshop was applicable to my job.	1	2	3	4	5
3. I will recommend this workshop to other conservators.	1	2	3	4	5
4. The program was well-paced within the allotted time.	1	2	3	4	5



5. The instructor was a good communicator.	1	2	3	4	5
6. The material was presented in an organized manner.	1	2	3	4	5
7. The instructor was knowledgeable on the topic.	1	2	3	4	5
8. I would be interested in attending a follow-up, more advanced workshop on this same subject.	1	2	3	4	5

9. Given the topic, was this workshop a) Too short b) right length c) Too long

10. In your opinion, was this workshop a) Introductory b) Intermediate advanced

10. Please, rate the following:	Excellent	Very good	good	fair	poor
a) Visuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Acoustics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Meeting Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Hand outs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The programme overall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What do you most appreciate/enjoy/think was the best about the course? Any suggestions for improvement?

Grid 3: Workshop Evaluation grid

XI.4. GENERAL PERFORMANCE EVALUATION GRID

To evaluate general performance, the following grid is suggested:

Employee: _____

Title: _____ Date of the last evaluation: _____

Evaluation Criteria		S	A	NI
Dedication	Reports to work on time.			
	Uses time constructively.			
Performance	Good working knowledge of job assignment.			
	Organizes and performs work in a timely, professional manner.			
Cooperation	Willingly accepts work assignments.			
	Willingly accepts changes in assignments not directly related to job.			
Initiative	Performs assigned duties with little or no supervision.			
	Performs assigned duties with little or no supervision even under pressure.			

	Strives to meet deadlines.			
Communicatio	Communicates clearly and intelligently in person			
Teamwork	Works well with fellow employees without friction.			
Character	Accepts constructive criticism without			
Responsiveness	Handles stressful situations with tact.			
Personality	Demonstrates a pleasant, calm personality			
Appearance	Well groomed clean neat.			
	Dresses appropriately for work.			
Work Habits	Maintains neat and orderly work stations.			
	Maintains neat and orderly paperwork.			

Comments & Recommendations: _____

This performance evaluation was reviewed with me, and I understand that I may attach my comments, if desired.

Employee signature: _____ Date _____

Evaluation performed by: _____ Date: _____

Grid 4: General Performance Evaluation Grid

XI.5. SEMINAR EVALUATION GRID

_____ (Name of presenter)

_____ (Name of evaluator)



Please offer your comments on the following issues. Remember the goals of this evaluation are:

1. To help the presenter to do a better job next time.
2. To learn the qualities of a good seminar.

A summary of the comments will be passed on to the speaker.

Organization (Logical structure? Sections connected well? Summary at end?)

Visual Aids (Slides/ transparencies clear? Number of slides reasonable? Amount of data per slide OK? Display time too short?)

Vocal Presentation (Voice level good? Speaking too fast?)

Question (Accepted pleasantly? Answered Clearly?)

Timing (Too long? Too short? No time for questions? Uneven pace?)

Anything else?

My questions for the speaker:

XI.6. INTERVIEW EVALUATION GRID

Name of Candidate: _____ Completed by: _____

Position Title: _____ Interviewee: _____

Department: _____ Date of interview: _____

Rating Key: **NS**: (not satisfied) **S**: (Satisfied) **VS**: (Very Satisfied) **NA**: (Not Applicable)


Criteria	Comments: (Be very specific; Support your	NS	S	VS	NA
Experience					
Education Training					
Communication					
Interest and					
Presentation (Promptness,					
Problem-Solving Skills					
Computer Skills (Consistent with those requested to					
Job Stability					
Other job related					
Other job related					

Please, circle your responses to the above question.

Grid 6: Interview Evaluation Grid



THE SET OF GRIDS ARE INTENDED TO:

- 
- To assist self-assessment and mapping of a range of current language teaching skills and competences;
 - To outline individual and group profiles of language teachers in an institution, stating the levels of competence attained according to a set of categories and descriptors;
 - To help to identify development needs and training programmes;
 - To serve as an additional tool for staff selection and appraisal;
 - To assist in understanding of and communication between different pedagogical systems and educational traditions in Europe;
 - To foster transparency of teaching standards, facilitating teacher mobility.

It is assumed that, in paying attention to learners' individual and collective needs, language teachers will ensure through their planning, methodology, interaction management and intercultural competence that the equal value of languages is affirmed. Learners will be encouraged to explore and reflect on the similarities and differences between languages and develop their plurilingual competence.

XII. SAMPLE FORMAL EXAMINATION



Ibn Khaldoun University of Tiaret
Faculty of Letters & Languages
Department of Letters & Foreign Languages
Section of English



Name: _____
Surname: _____
Signature: _____



**The Third Semester Final Examination of DIDACTICS
MASTER 2 STUDENTS**

Question 1: How could you, as a teacher, know if your students are achieving the specific learning goals for a course and developing partial competencies?

5pts

Question 2: It is said that for the sake of effectiveness, assessment should be regarded as learning. What does this suggest to you? 5pts



Question 3: Referring to the following sample lesson plan, try to provide a fair-minded feedback to diagnose deficiencies and highlight the pros if any

10 pts

Lesson plan

Sub-rubric: Pronunciation

Intermediate objective: Learners should be able to use appropriately the distinctive consonant diagraphs /ch/ and /sh/ in an authentic situation.

I. Pre-pronunciation Phase

Warm up: the teacher asks the learners to guess what the sequence will be about?

2 mns

Learners try to predict: weather, Internet, holidays, .etc.

5 mns

T: guides the learners. Who is your preferred football player?

2 mns

Ls: Ronaldo, Messi, Mahrez, Slimani, Roney, Zidane...

3 mns

T: Where are they from? What nationalities?

3 mns

Ls: Portuguese, Argentinian, Algerian, English.

3 mns

T: Asks learners to ask and answer QQ about nationality.

2 mns

Who? What is his/her nationality?

Ls: Who is the best _____? What is his/her nationality?

8 mns

II. While pronunciation Phase

T: look at the pairs and read them loudly

5 mns

GLOSSARY

SOME TERMS USED IN THIS DOCUMENT

1. **Assessed Teaching:** teaching that has been observed and evaluated in a formal way by a senior, teacher, mentor or academic manager
2. **Blended Learning:** combination of face-to-face classroom methods with computer-mediated activities.
3. **Campanale, F., Dejemeppe, X., Vanhulle S. et Saussez, F. (2010).** Dispositifs d'autoévaluation socialisée en formation : une contrainte pervertissante ou une opportunité transformatrice? Dans L. Paquay, C. Van Nieuwenhoven et P. Wouters (dir.), L'évaluation, levier du développement professionnel? (p. 193- 205). Louvain-la-Neuve, Belgique : De Boeck.
4. **Common European Framework of Reference for Languages (CEFR):** the CEFR is a document which provides descriptors (can-do statements) and prioritises the communicative competences of learners of foreign languages at different levels (A1, A2; B1, B2; C1, C2). These provide a basis for standardised assessment of a learner's language proficiency.
5. **Certificate in Teaching the Target Language:** document which certifies that a person has successfully completed a structured course on teaching the target language.
6. **Context:** factors in the teaching environment that have an influence on the teaching and the learning process of learners, for example: country, age of the students (primary, secondary & adults), kind of school (public, private), etc.
7. **Course Coordinator:** person responsible for the development and day to day operation of a specific language course.
8. **Curriculum:** overall description of the aims, content, length, organisation, methods and evaluation of an educational course.
9. **Degree Module:** self-contained unit that is part of a degree course.
10. **Digital Media:** digitised content (text, graphics, audio, and video) for teaching that can be transmitted over the Internet or computer networks.
11. **Documented:** evaluative or factual information recorded in writing; examples of

what can be: documented feedback given by the tutor / academic manager who has observed a teacher's lesson; documented teaching practice that has been observed and assessed in writing by a tutor or academic manager; documented teaching experience number of hours a teacher has taught at an institution as formally recorded by employers.

12. **Examination Certificate:** document that certifies a level of language proficiency usually following a set of agreed standards (in Europe according to CEFR).
13. **Group Work:** classroom interaction which involves various groups of students simultaneously doing a task together.
14. **Interactive White Board (IWB):** large interactive display that connects to a computer and projector.
15. **Language Awareness:** teacher's knowledge about the target language (form, meaning and use) and understanding of how the target language – and communication in general – works
16. **Language Learning Theories:** accounts of the psycholinguistic, cognitive and affective processes involved in learning a language and of the conditions that need to be met in order for these processes to take place.
17. **Language Pedagogy:** the principles and methods of instruction applied when teaching students a foreign language.
18. **Language Proficiency:** level of the student's linguistic knowledge of the language and ability to use it.
19. **Learning Management System (LMS):** software for the administration, documentation, tracking, reporting and delivery of education courses or training programs e.g. Moodle
20. **Learning Strategies:** a learner's approach to learning and to using information; the ways in which a learner attempts to work out the meanings and uses of words, grammar rules and other aspects of the language they are learning
21. **Learning Styles:** learners' individual and habitual ways of acquiring information and skills
22. **Marking Code:** use of different symbols to indicate a type of mistake made in written work, e.g. WO– for wrong word order, S – for wrong spelling, etc.
23. **Mentor:** an experienced teacher, tutor or academic manager who shares

knowledge, skills, and perspectives to support the personal and professional growth of a less experienced teacher (the mentoree).

24. **Micro-teaching:** method of teacher training in which trainees practise teaching for a short period of time with peers or volunteer students, usually with a trainer observing them Models of language form and usage: accurate and appropriate examples of language structures that students can imitate, practise with and learn from.
25. **Needs Analysis:** procedure for identifying why students need or wish to study the target language, including the purposes for which and contexts in which they will use it.
26. **Outcomes:** results of the learning process (what students have actually learned), which may differ from the objectives planned.
27. **Pair Work:** classroom interaction in which each student works simultaneously on language learning tasks with a partner.
28. **Placement Testing:** procedure which aims to assess the language level of students prior to starting a course in order to place them in the right group.
29. **Professional Development:** the professional growth a teacher achieves in the process of gaining experience and knowledge and reflecting on his / her teaching.
30. **Professional Diploma:** document showing that you have undergone assessment and successfully completed a teacher training or language course.
31. **Progress Test:** Procedure designed to assess learners' developing language and skills in relation to the course they have been following.
32. **Reference Sources:** dictionaries, grammar books, teacher's books, encyclopaedias, etc.
33. **Standardisation Sessions:** training designed to ensure that the teachers at the same institution use the same criteria, such as those specified in CEFR scales, when assessing their learners' speaking and writing skills.
34. **Stereotypical Views:** fixed and / or simplistic ideas that people have of a particular type of person or culture or way of behaving, etc.
35. **Syllabus:** written outline and summary of the content of a course of instruction and the order in which language skills and / or knowledge are to be taught, usually including an indication of how the time should be allocated.

36. **Task-based Learning:** classroom language learning in which learners work on communicative and interactive activities

37. **Teaching Approach:** the way in which a teacher or institution applies principles and methods of language teaching.

38. **Teaching technique:** a specific way of handling a classroom activity.

39. **Team-teach:** to work with a colleague to plan and conduct language lessons for the same group of learners.

40. **Test:** procedure for measuring ability, knowledge or performance. There are four basic types: diagnostic, placement, achievement / progress, and proficiency.

41. **Troubleshoot:** analyse and solve problems, identify and correct faults in classroom equipment.

42. **Usage:** the way language forms and vocabulary are actually used in speaking and writing.



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