



WORKSHEET A

Title		Responsibilities in assessment
Objective(s)		To reflect on shared responsibilities in assessment
Keywords		Concepts, assessment types, grid, practices, responsibility
Ref to the guide	Ref to the CEFR (chapter, paragraph)	
IV	9	
Task		
Step 1 († and † † † †)		
<p>Read Chapter IV of the Guide (<i>Assessing</i>) and highlight concepts that you feel more, or less, familiar with.</p> <p>Discuss the highlighted concepts with your colleagues.</p>		
Step 2 (†)		
<p>Assessment can be seen as a continuum where different aspects play different roles, at different stages, and in different situations. This is of crucial importance in planning your assessment, carrying it out, and in making decisions – all in shared responsibility between teacher and learner(s).</p>		
<ul style="list-style-type: none"> • Types of assessment, according to the CEFR (Ch. 9) 		
1	Achievement assessment	Proficiency assessment
2	Norm-referencing (NR)	Criterion-referencing (CR)
3	Mastery learning CR	Continuum CR
4	Continuous assessment	Fixed assessment points
5	Formative assessment	Summative assessment
6	Direct assessment	Indirect assessment
7	Performance assessment	Knowledge assessment
8	Subjective assessment	Objective assessment
9	Checklist rating	Performance rating
10	Impression	Guided judgment
11	Holistic assessment	Analytic assessment
12	Series assessment	Category assessment
13	Assessment by others	Self-assessment

Please put the different types of assessment into the following grid. Wherever appropriate provide examples of your own practice.

	DEVELOPMENTAL		ACHIEVEMENT	
RESPONSIBILITY OF THE TEACHER				G U I D A N C E 
SHARED RESPONSIBILITY				
RESPONSIBILITY OF THE LEARNER				

Step 3 († † †)

Discuss with colleagues different ways of talking about various aspects of the grid with learners, and of inviting them to participate and collaborate in the assessment process.