

## WORKSHEET B

<b>Title</b> Assessing and classifying: when and how?	
<b>Objective(s)</b> To deepen the understanding of different principles and techniques suitable to assess the same construct.	
<b>Keywords</b> Norm-referencing/criterion-referencing - continuous assessment/ fixed point assessment - mastery criterion-referencing approach / continuum criterion-referencing approach	
<b>Ref to the Guide</b> IV.6	<b>Ref to the CEFR</b> 9.3.2, 9.3.3, 9.3.4 (Ch. 3, 4, 5, just as databank of descriptors)
<b>Task A</b>	
<b>Step 1 ( † ) then ( † † † )</b>	
Decide on a specific communicative activity at a defined level (for example writing at B 1) that you want to analyse further. Share with colleagues and discuss different ways of assessing each communicative activity chosen both continuously and on fixed points. Drawing from the concepts discussed while working on Worksheet A, analyse and discuss what consequences different assessment types have on classroom practice.	
<b>Step 2 ( † † )</b>	
Discuss possible advantages and disadvantages of continuous versus fixed-point assessment – in general and of the communicative activity you have chosen.	
<b>Task B</b>	
<b>Step 1 ( † † )</b>	
Drawing on the concepts discussed when working on Card A, select and, if necessary, adapt rating criteria while organizing them in a grid. Referring to Worksheet A, and Task A select appropriate assessing criteria for the different communicative activities and organize them in a grid. Use descriptors of the indicated chapters of the CEFR.	
<b>Step 2 ( † † † )</b>	
Discuss the grids in the plenary.	

