

## WORKSHEET B

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|--|---|--|
| <b>Title</b>   | <b>Assessment "Pairs"</b>                               |  |
| <b>Objective(s)</b>  | To be able to distinguish different types of assessment |  |
| <b>Keywords</b>  | Types of assessment – parameters – validity             |  |
| <b>Ref to the Guide</b>  | <b>Ref to the CEFR</b>                                  |  |
| IV.1, IV.4, IV.5, IV.6, IV.7, IV.8   | Table 7 – Types of assessment<br>9.1, 9.3               |  |
| <b>Task A ( † )</b>  |   |  |
| <p>List the most common tests/assessment tasks you give to your students, then choose at least 5. Classify them according to table 7 of the CEFR – Types of assessment – and justify your choice (in a synthetic way, using keywords) Take some notes on the reasons why you decide to classify them this way and on possible doubts you might have had.</p> |   |  |
| <b>Task B</b>  |   |  |
| <b>Step 1 ( † ) then ( † † † )</b>   |   |  |
| <p>Analyse one test in detail and ask yourself if it really tests what it was supposed to. Consider some possible ways of modifying it and potential advantages of such modifications. Discuss your choices with your colleagues.</p>  |   |  |
| <b>Step 4 ( † † † )</b>  |   |  |
| <p>Together prepare one test after deciding to which type(s) it must belong and how you can be sure of its validity especially considering all implication of this term (see Guide).</p>   |   |  |

