

WORKSHEET A

Title Assessment: actors, modalities and reasons	
Objective(s) Reflect on the different types of evaluation according to CEFR	
Keywords Formative / summative – peer evaluation / self-assessment – evaluation on a scale / on a checklist	
Ref to the guide	Ref to the CEFR
IV. 8	9.3.5, 9.3.9, 9.3.13

Task A

Step 1 († † †)

Elicit a collective reflection through a brainstorming on two fundamental types of evaluation formative vs. summative by drawing two separate spidergrams, one for each type (you may have, in the case of formative assessment: assessing the content of a course, providing feedback to the learner ... in the case of summative assessment: assigning a note ...):

Step 2 († †)

Read paragraph 4.8 of the Guide and complete the following table:

Type of assessment	why ?	by whom ?	when?	how ?	what is being assessed?
Formative					
Summative					
assessment by others					
self-assessment					
rating on a scale					
rating on a checklist					

Task B

Step 1 (†)

Here is a list of assessment activities that a teacher can make with learners, or invite learners



to make.

Rate the activities listed below on a continuum going from summative to formative. To do this, place the numbers corresponding to the activities on the line below in what you consider the most appropriate position.

formative----- summative

1. The teacher gives the learners a test at the end of the module/course and provides an evaluation grid
2. The teacher asks the learners to work in pairs to formulate a criteria to assess the test and to apply it in test evaluation;
3. The teacher marks (numbers or letters) the performance of the learners. The marks are based on explicit criteria: he prepares a scale of points and then attributes the marks;
4. The teacher provides a set of criteria for the learners to evaluate themselves;
5. The teacher encourages students to create a grid to evaluate the task that they will perform:
 - a. The teacher will use the scale to evaluate the task performed;
 - b. The learners will use the scale to assess the task performed;
6. The teacher writes a brief comment about the performance (e.g. "You are making progress" or "You need to work harder") in order to give the learner a feedback before the final exam;
7. The teacher gives learners a test in the form of "mock examination" and gives them their test back with remarks and error analysis,
8. The teacher asks the students to evaluate each other:
 - a. during the module using:
 - i. criteria developed by the teacher;
 - ii. criteria developed by the students.
 - b. At the end of the module using:
 - i. criteria developed by the teacher;
 - ii. criteria developed by the students.
9. The teacher gives an entry test to get a diagnosis on learners' skills
10. The teacher talks with a learner about a written production. He comments the qualities and errors of a performance. They discuss length, coherency and language accuracy of the text.

Step 2 (👤 👤)

Compare your classifications and justify your choice.

What are the criteria you use to evaluate the formative aspect of an activity?

Example:

- An activity helps learners to appreciate their strengths, recognize their weaknesses



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Read paragraph 9.3.5 of the CEFR on formative and summative assessment. You may find it useful to complete the list concerning formative assessment.

Task C

Step 1 (†)

The CEFR indicates that "assessment can achieve correlations to teachers' assessments and tests" (CEFR 9.3.13). In what sense can self-evaluation be complementary? Considering the activities indicated in the grid below (evaluation by others and self-evaluation), assess their possible advantages by choosing from those indicated in following list.

Things will be clearer if:

- when you chose wide categories like "reinforce motivation", you also add other possible benefits,
- when you chose " enhance learners' awareness ", you specify what kind of awareness you are referring to.

If you find other positive points put it in the item « other »

Activities	Benefits
<i>Example: The learner keeps a diary where he evaluates the success of his/her learning strategies.</i>	B + C (learning strategies) + D + E
1. The learner keeps a diary where he evaluates the success of his/her learning strategies.	
2. The teacher gives a mark (global evaluation) for a test where grammar, vocabulary, writing and reading were tested.	
3. The learner corrects him/herself a grammar exercise, referring to the answer key provided by the teacher.	
4. The teacher meets the learner to talk about the assessment of his competences in oral interaction and encourage the learner to make a self-assessment.	
5. The teacher invites the learner to reflection upon what he/she learned during the course or the sequence of lessons.	
6. The teacher assesses the written production using a scale of criteria. He explains the criteria to the learners.	
7. The learner reworks his/her written production using feedback given by the teacher.	



8. The learner watches a video of his/her oral presentation and evaluates it using criteria provided by the teacher.	
9. The learner reads a text and then answers the question in the questionnaire about the strategies he/she used while performing the reading activity.	
10. The learner selects the examples of production he wants to include in the portfolio to demonstrate the competences achieved.	

Benefits

- A. Help the learner to define his/her learning objectives.
- B. Promote the involvement of the learner and enhance motivation.
- C. Enhance learners' awareness
- D. Promote learners' autonomy.
- E. Help the learner to be focused on the learning process (not only on the results)
- F. Promotes appropriation of the evaluation criteria by the learner.
- G. Allows the teacher to learn about the effectiveness of his teaching.
- H. Help the learner to realize the gap between performance and objectives (in terms of level, quality of performance, errors, etc...).
- I. Other:

Step 2 (1 1 or 1 1 1)

In groups or in pairs share your reflection about "Step 1" and determine the characteristics of activities that bring the biggest benefits for the learner.

Task D (1 1 1)

Read paragraph 9.3.9 of the CEFR and consider both the indicated scales and checklists from the ELP. Think about the advantages and limitations of scales and checklists in relation to formative / summative and mutual / self-assessment.

