

CONDUCTING CONTINUOUS ASSESSMENT in Grades 11 and 12

A. GENERAL NOTE on CONTINUOUS ASSESSMENT

Continuous Assessment (CA) includes *a range of different assessment techniques* which can be used in the classroom to gather information about students' learning.

For the purpose of collecting assessment data about student achievement *in particular elements*, some techniques are better suited than others. For example, for the four language elements assessed by CA in Grades 11 and 12, the following tools and techniques are recommended:

Listening: Day-to-day observation in the classroom; classwork; quizzes.

Speaking: Day-to-day observation in the classroom; classwork; groupwork; projects; presentations.

Reading: Classwork; homework; projects; quizzes; day-to-day observation.

Writing: Classwork; homework; projects; quizzes; groupwork; day-to-day observation.

(Further tools/techniques, such as Portfolios, Self-Assessment and Giving Feedback to Students, can also be applied to all four language elements — see below, Section C.)

The information gathered in these various ways can be used for two main purposes:

Summative assessment is assessment of students' learning, with the aim of providing evidence for reporting to parents and others. Its purpose is to *measure* standards.

Formative assessment is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to *improve* standards.

Both summative and formative assessment are important and valuable; neither should be neglected.

B. THE BENEFITS OF CONTINUOUS ASSESSMENT

The most important ways in which Continuous Assessment (CA) can be beneficial are:

- It is based on a positive view of assessment as a natural part of the teaching-learning process;
- It allows assessment of learning outcomes (e.g. Speaking) which are, for practical reasons, difficult to assess by means of formal testing;
- It can provide a fairer, more balanced picture of students' attainment, especially for those who become nervous during formal tests;
- It provides information about students' learning at an *early* stage, making it possible for action to be taken promptly, while the school year is still in progress;
- It encourages teachers to get to know *all* of their students well and to closely observe individual students' on-going progress and development;
- It (possibly) motivates students to work hard consistently, if they know that their everyday work in class contributes to their report card assessment.

C. TOOLS & TECHNIQUES FOR CONTINUOUS ASSESSMENT

This Section provides further information and explanation regarding the various tools and techniques which can be used for assessment purposes, i.e.:

- (i) Day-to-day Observation
- (ii) Portfolios
- (iii) Project Work
- (iv) Generic Tasks (Extensive / Independent Reading)
- (v) Classwork/ Homework
- (vi) Groupwork
- (vii) Quizzes
- (viii) Presentations
- (ix) Self-Assessment
- (x) Giving Feedback to Students

[Note: The importance of carrying out **both summative and formative assessment** has already been mentioned. All of the tools/ techniques listed above can be used for both purposes, *except for* the final two items, 'Self-Assessment' and 'Giving Feedback to Students', which clearly have a *formative*, rather than a summative, focus.]

(i) Day-to-day Observation

To 'observe' can be defined as 'to watch (and listen to) someone or something carefully'. In this case, the object of this close attention is *the student and his/her use of the English language*. However, this process involves more than simply **alertness**, i.e. keeping one's eyes and ears open and noticing what is going on. It also involves thinking about and trying to understand what has been observed.

This can only be done effectively if the observer *knows what he/she is looking for*. To achieve this kind of **awareness**, teachers need to have a clear understanding of, and be able to distinguish between, the various general and specific learning outcomes listed in Appendix One. They should also be fully familiar with the assessment criteria outlined in Appendix Four.

Effective observation also involves two further qualities. **Objectivity** allows the teacher to see what is actually happening, and to make a fair assessment, without being influenced by pre-conceptions (whether positive or negative) about the student concerned. **Sensitivity** allows the teacher to handle this kind of assessment in a tactful, encouraging way, which gives students a fair chance to show what they can do.

Given the complex demands of teaching in the real-life classroom, it is advisable for teachers to make conscious use of **strategies** to assist them in obtaining assessment data by observation. For example, they can:

- Include, as a standard part of his/her lesson plans, a note of any potential opportunities for assessment during the lesson;
- Build pairwork/ groupwork activities into each lesson and observe students closely during these activities;
- Identify beforehand four or five students whose performance he/she is going to observe closely during the lesson;
- Focus particularly on students whose assessment data is so far either lacking, unclear or (for some reason) doubtful;
- Without making it too 'obvious', give opportunities to individual students or groups of students who are 'quiet' or 'not participating';
- Keep a notebook ready for brief, spontaneous notes on student performances which occur naturally as part of the lesson.

Teachers should use their common sense and professional judgement in deciding which strategies are the most effective in which circumstances.

IMPORTANT NOTE: The following three sections discuss various kinds of work done by students: i.e. Portfolios, Projects and Homework. In all these cases, teachers should make every effort to ensure that all this work has *genuinely* been done by the individual concerned. The simplest way to do this is to adopt a policy of **not accepting** any work which is not genuine. This policy should be made clear to students from the very start and then applied consistently.

One good reason for doing this is, of course, that any marks awarded for non-genuine work will be false, meaningless and unfair, and that this is likely to de-motivate all the honest students in the class. However, an even better reason concerns the dishonest student him/herself: if work is not genuinely attempted by the student, then he/she has no chance at all of actually *learning* anything or of making progress in achieving the learning outcomes.

(ii) Portfolios

- A portfolio is an on-going collection of work done by an individual student. It provides concrete evidence of a student's learning and of the type and level of work done.
- It should contain a varied selection of work, which is representative of what the student has achieved. (Note: This may include non-paper items such as audio- or video recordings.)
- All four Continuous Assessment elements (LST, SPK, RDG, WRT), as well as GRM/VCB, should be systematically included.
- A portfolio can include both completed pieces of work and items which reveal the process by which these pieces of work were produced, e.g. the various drafts which led to a completed piece of writing.
- It is essential that the student is involved in deciding what goes into the portfolio. In this collaborative process, the teacher and the student discuss together which material should be selected for inclusion and why.
- The main container for the student's work will consist of a file, which can be designed and made by the student him/herself. There may, however, also be other items (e.g. posters and other larger display items) which will not fit into this format and will need to be stored in another more suitable location.
- The actual file used by the student can be very simple indeed. It should be remembered that it is the content of the file, not its external appearance, which is important. There is no need for parents to pay large amounts of money for 'fancy' or expensive files.
- At the end of the school year, the teacher should select a small sample of the work done by each student, which can be handed on to their next teacher. The student should then be given the rest of the portfolio to keep at home.
- Like any other language work done by the student, the contents of the portfolio can be used for assessment. Items selected for this purpose should reflect the student's level of achievement in the learning outcomes listed in Appendix One.
- Assessment should focus on the **quality of the language work done**. It is essential that the criteria to be used for assessing work are clearly established *beforehand* and shared with all the students. This provides a framework both for self-assessment by students and for feedback provided by the teacher [see below, (ix) + (x)].
- Teachers should also be 'on the lookout' for pieces of work that are obviously lifted straight from newspapers, books, magazines or the Internet. However, relevant material from these sources *can* be included in the portfolio as long as the student has used his/her **language skills** to process or use the material in some way, e.g. written a summary or a response, given an oral presentation based on the material, etc.

iii) Project Work

What is a project? (General Definition)

- It is an activity which, within a given time-frame, aims at producing some *end-product*, e.g. a piece of writing, an oral performance, a poster, a collection of words and/or pictures, etc.
- It is *longer and more complex* than the usual kind of classroom activity.
- It is carried out independently by students, with the teacher playing only an advisory and supporting role, rather than a decision-making one.
- It *may* involve:
 - (a) the use of more than one of the elements;
 - (b) non-language skills, such as the ability to plan, to organise, to create, to solve problems;
 - (c) the collection of information and material from the outside environment.

Why? (The Benefits of Project Work)

Because projects:

- ...enable students to practise and extend their language skills for real purposes;
- ...incorporate students' previous knowledge and personal experience;
- ...provide a means of motivating students to think for themselves;
- ...provide a context for collaboration and shared learning;
- ...stimulate students' creativity and imagination;
- ...give students a sense of achievement and self-esteem by giving them the opportunity to produce something which they can show to others.

How should a project be carried out? (Guidance on Implementation)

- Projects can be carried out by individuals or by small groups of students.
- The subject and title of a project should be chosen by the student(s).
- The scope of the project should be **realistic** in terms of:
 - (a) the language (and cognitive) level of the student(s);
 - (b) the amount of time required;
 - (c) the availability of the physical resources required;
 - (d) the cost of the physical resources required;
 - (e) the availability of English language material in the environment.
- The end-product of a project should be more substantial than a typical piece of classwork, but its size should be within certain limits.
- The teacher's role is:
 - (a) *before* the start of the project: to approve the student's choice of title/ subject and proposed working plan**. (Note: In order to be approved, the project must, of course, allow for the use and development of the language skills/ learning outcomes listed in Appendix One);
 - (b) *during* the project: to provide encouragement, practical assistance and suggestions, where necessary;
 - (c) *after* the project: to assess the work done and give feedback.
- Meanwhile, in deciding on *how many* projects students should undertake, teachers should remember that they are also expected to do projects in *other* subjects.

** This agreement can be sealed by the signing of a short 'contract' document including the following: title/subject; end-product; (brief description of) intended procedure; deadline for completion; date and student's signature.

How should project work be assessed? (Guidance on Assessment)

- Teachers should assess students' work in terms of the particular *elements and sub-elements* which feature prominently in the project concerned.
- Teachers should assess students *individually*. (If the small-group option has been chosen, a clear and specific role should have been assigned to each individual in advance.)
- IMPORTANT NOTE: Teachers should focus on the **language content** of the project, rather than on its external appearance. Written work should, of course, be presented legibly and neatly, but does not need to be typed with a word-processor, written on special paper or presented in an expensive file.

(iv) Generic Tasks (Extensive/ Independent Reading)

A Generic Task is a *type* of task (or a general *idea* for a task), rather than a task specifically prepared for a specific text. Generic tasks can therefore be used independently and immediately with *any* text, without having to wait for a busy teacher or a distant materials writer to produce an appropriate worksheet. They can also (usually) be adapted for use by a wide range of students of different ages and levels of ability.

The 'Generic Tasks' approach has three main aims:

- to encourage students to read as widely (or 'extensively') as possible;
- to develop in students a range of useful reading skills and strategies;
- to promote independent learning and higher order thinking skills on the part of students.

Student Choice: In line with the aim of developing *learner independence*, students are given the opportunity to make two important *choices*:

- which texts to read
- which particular generic tasks to carry out (and at which level of difficulty)

Actually carrying out the tasks also frequently involves the student in making further choices, because:

- Many of the tasks can be carried out in **either written or spoken** mode, or in a combination of both.
- All of the tasks can be carried out **either alone or working with others**.

It is also important to remember that almost all generic tasks can be realized in a more simple or a more complex way, depending on the language-level and general ability of the student concerned. For example, a student's comments as to why he/she enjoyed reading a particular text could range from a very brief statement to a lengthy, detailed explanation. For this reason, it is possible for students to *start* doing extensive reading (of short, simple texts) and carrying out generic tasks *early*, i.e. in Grade 5 and in Grade 6.

A revised list of Generic Tasks is provided in Appendix Six. The previously published list of tasks, which used to focus only on *narrative texts in book format*, has now been expanded to cover **a far wider range of text-types**.

At the same time, the list has also been *simplified* in several ways. For example, it is now divided into two parts (rather than three): Before and After Reading. The 'Before' tasks are designed to promote useful reading strategies, such as 'prediction', 'using world-knowledge', 'inferring meaning from context', etc. The 'After' tasks provide a range of follow-up activities which involve thinking about the text just read as well as the use of other language skills.

Task-types: Each task listed in Appendix Six is described in terms of what the student(s) should do — the ‘task instructions’— and is also given a classification of ‘task level’ along the following scale:

BRONZE >> SILVER >> GOLD >> PLATINUM

At the lower end of the scale, ‘*Bronze*’ tasks are relatively simple, mainly involving factual recall and/or basic comprehension, or a non-linguistic response. At the upper end of the scale, ‘*Platinum*’ tasks are more complex and sophisticated, involving the use of higher order skills (comparison, synthesis, evaluation, etc.) or a more imaginative personal response from the reader.

A ‘Code Number’ is provided for each task, so as to facilitate record-keeping.

Text-types: The remaining columns in the table contain a classification of *text-types*, which is divided into two broad categories:

- ‘Longer Texts’ means *books*, including the kind of graded readers to be found in Book Boxes and Class Libraries.
- ‘Shorter Texts’ covers a wide range of texts to be found in newspapers and magazines, on the Internet, *within* encyclopedias and other books, in specially-prepared materials such as Reading Cards, and elsewhere in the real, everyday world.

These two categories are further divided into sub-categories featuring different types of text. (Further information about these sub-categories is to be found in Appendix Six.) A tick in the appropriate column means that a particular generic task is well-suited to a particular type of text.

IMPORTANT REMINDER: However, if of these any texts are read by *the whole class*, as part of *teacher-led* reading activities, this counts as ‘class-based’, not ‘independent’, reading.

Assessment: The five-point Rating Scale for ‘Independent Reading’ (see Appendix Four) provides the basis for awarding marks. The scale focuses on, and aims to encourage, two important aspects of the student’s approach to Reading:

- (i) reading as many texts as possible, *and*
- (ii) doing tasks at as high a level as possible.

Teachers should follow closely the wording of the five descriptors in the scale. In practice, the exact meaning of general expressions such as ‘*a lot*’ or ‘*moderate*’ or ‘*limited*’ will need to be interpreted in the light of local conditions and circumstances, in particular the availability of reading material. Teachers should use their judgement and common sense in order to award a fair and appropriate mark.

As the wording of the rating scale makes clear, the teacher does not need to mark, or look at in detail, every generic tasks done by every student. It is enough to be satisfied with the evidence that the student has actually read the text and done the task. The teacher will, of course, need to have available a record of ‘texts read’ and ‘tasks done’ by individual students, so as to be able to award a mark on a sound basis.

Teacher’s Role: An approach which seeks to promote *learner independence* requires a different role for the teacher. But far from having ‘nothing to do’, the teacher plays a very important role, or combination of roles, in **facilitating** the whole process and in promoting its aims. In addition to ‘Assessor’, this would include the following:

Provider of Information; Task Consultant; Language Consultant; Monitor; Record-Keeper.

However, the most important role of all is **getting the students started**, because once the students are familiar with the generic tasks and in the habit of carrying them out, the process should largely run itself.

Teachers will, therefore, need to devise and carry out a clear strategy for introducing the tasks and procedures to their students. The details of this strategy will be for the individual teacher to decide, but it might include:

- An introductory session outlining the main features, aims and benefits of generic tasks.
- Presentation of the tasks in a form which is readily accessible to the students.
- Explanation, translation or demonstration in order to ensure that all students understand what each task involves, and what the different text-categories mean.
- Systematic timetabling of sessions devoted to independent reading (e.g. 'DEAR-time' when students 'Drop Everything And Read').
- The promotion of friendly competition through wall charts and other displays showing individual students' achievement in 'reading texts' and 'doing tasks'.
- 'Setting a good example': showing (a hopefully genuine!) interest in books, and in reading in general, is an excellent way of encouraging the whole process of extensive reading.

Finally, the list of Generic Tasks provided in Appendix Six is **not** intended to be 'final', exclusive or restrictive. If students or teachers have good ideas for new or different tasks, they are encouraged to try them out. The important thing is the intended end-product, i.e. that students read as much English as possible, and think about what they have read.

(v) Classwork/ Homework

Classwork and homework can include a very wide range of language-learning activities and tasks. Their *primary* purpose is to *teach*, i.e. to help students to develop their English language skills, but they can also provide useful opportunities for teachers to assess students' progress in achieving the learning outcomes for Listening, Speaking, Reading and Writing.

- *Classwork* can be used to assess any of the four skills, but it is of particular importance in the assessment of Speaking and Listening, as these are, for practical reasons, difficult for the teacher to assess outside the school context.
- For Speaking, therefore, teachers should ensure — through the tasks/activities they set, the type of questions they ask and the way they manage the classroom — that their students have sufficient opportunities to speak in class in a variety of ways.
- For Listening, it should be remembered that this does not only mean 'listening to the cassette', but also includes the ability to understand everyday spoken language used by the teacher and other students.

Homework is generally more suited to the assessment of Reading and Writing, although it can be used as a preparation for classroom activities which will involve Speaking and Listening.

(vi) Groupwork

Classwork will often be organized in groups, with students working together on specified tasks or activities. Groupwork of this kind provides ideal opportunities for the teacher to observe and listen ***without being directly involved in the interaction.***

What is groupwork?

- Groupwork is defined as any activity in which a small number of learners ***interact with each other***, rather than with, or through, the teacher.
- This definition does not include *whole-class activities*, but it does include ***pairwork***.

Why is groupwork beneficial?

- Groupwork reduces the proportion of 'teacher talk' in the classroom and increases the proportion of 'student talk'. This is clearly of value in helping students to develop and improve their productive language skills.

- Groupwork makes it possible to assess learning outcomes (such as many of those listed under 'Two-way Speaking') which are difficult to assess unless students interact with each other.
- Groupwork involves students *actively* in the learning task, as they are not simply waiting to be addressed by the teacher.
- Groupwork encourages the development of learner independence, whereby students can begin to take more responsibility for their own learning.
- Students who are quiet or shy by nature, or whose pace of learning is slower, can benefit from the sharing of work and mutual support which groupwork can provide.
- Working with others and sharing responsibility for a task also provides the conditions for the development of a cooperative spirit and a sense of teamwork.

How should groupwork be carried out?

- If a group is to *interact* properly, it should not be too large, i.e. no more than six students.
[Note: Groups of this size sitting around the same table(s) can always be split up into smaller sub-groups to carry out interactive tasks.]
- Groups can be formed in many different ways, e.g. according to the type of activity, the composition of the class, the physical and spatial conditions of the classroom, etc.
- Although it is helpful to have moveable furniture and plenty of space, groupwork can still be carried out *even when conditions are not ideal*. For example, it is almost always possible to set up *pairwork* with the minimum disruptive movement of students.
- Groupwork requires good classroom management skills on the part of the teacher, particularly in the giving of instructions before the activity and the handling of feedback afterwards.
- After setting up a groupwork activity, the teacher should **monitor** carefully what is happening, and **intervene** as necessary, for example, when the task instructions are not being followed properly. However, it is also important that the teacher does not intervene *too much*.

(vii) Quizzes

- In Grades 11 and 12, the teacher may wish to include short *quizzes* as one of the options for gathering assessment information.
- Quizzes are *usually* given to the whole class at the same time.
- Quizzes should be **short**, lasting no more than 15 – 20 minutes.
- Quizzes should be administered as part of normal classroom work.
- The teacher can decide, according to the circumstances, whether or not to tell students *in advance* about any particular quizzes.
- Each quiz should focus clearly on one particular element or sub-element or learning outcome.
- Quizzes are well suited to the assessment of Writing, Listening, Reading (as well as Grammar/ Vocabulary). For practical reasons, i.e. the amount of time involved, it is more difficult to assess Speaking by this method, but it can be used with particular individuals, if further information is required about those individuals' Speaking skills.
- Quizzes should not be the main (and certainly not the only) technique of Continuous Assessment used by the teacher. If included, quizzes must be combined with a variety of other assessment techniques, such as classroom observation, etc.

(ix) Presentations

- A definition of 'presentations' can be found in the *Glossary* at the start of this document. Further details are also provided in Appendix One, 'Learning Outcomes'. (Note: For assessment purposes, 'debating' is also counted as a kind of presentation.)
- Marks should be awarded to students using the special rating scale for 'Presentations' to be found in Appendix Four.
- Students should be made familiar with the criteria for an effective presentation. Presentations provide useful opportunities for self- and peer-assessment.

- Marks should **not** be based solely on a single, big presentation given at the end of the year. (That would be an exam, not Continuous Assessment!)
- Topics can be chosen in a variety of ways: by the teacher, by the class or by individual students (or teams).
- It is possible for presentations to be made by teams, but assessment marks should be awarded individually.
- After any presentation, there should be an opportunity for the audience to ask questions.
- The teacher should set a clear time-limit for the actual presentation. However, the time allowed for questions can be more open-ended, depending on how much interest was generated by the presentation.
- Students should be given regular opportunities to practise speaking in public, starting with mini-presentations on 'easy' topics, and gradually increasing the length and 'complexity' of the task.
- During this practice, students should be given specific guidance on the 'physical' aspects of a presentation: how to use their voice, body, hands and eyes. The importance of 'starting well' should also be emphasized.
- Teachers may wish to make audio- or (even better) video-recordings of presentations, and use these not only for assessment and moderation, but also for teaching purposes.

(x) Self-Assessment

It is important for students, especially at this level, to become as far as possible independent learners, capable of deciding for themselves what they need to learn and how to learn it. Without this, they will miss out on many opportunities to learn *outside the classroom*, both before and after they graduate.

Independent learning is impossible without some form of self-assessment. There are four main ways in which the teacher can promote and develop this kind of self-assessment: by providing **information**, **instruments**, **opportunities** and **encouragement**.

1) Information: In order to assess their own progress, students need to be clearly informed of the goals of the course and of the criteria for assessment. [See Appendix One ('Learning Outcomes') and Appendix Five (Rating Scales)]

2) Instruments: In order to get students started, it may be helpful if the teacher provides, in the early stages, ready-made documents such as check-lists, forms and questionnaires, which allow students to focus on their strengths and weaknesses, study habits, strategies, preferences, etc.

[Note 1: It is important that these documents are written in straightforward, non-technical English.]

[Note 2: In 'Engage with English', of course, ready-made documents of this kind are already provided.]

3) Opportunities: In order to develop the necessary self-confidence, students need practice in self-assessment and decision-making. Portfolios, projects, presentations, groupwork and generic tasks all provide opportunities for this, but the teacher should be constantly on the lookout for any other opportunities for students to be involved in decisions about their own learning.

For example, on a regular, day-to-day basis in the classroom, he/she also should be **asking questions which require students to assess the quality of their own (or other students') work**.

This can be done after a task has been completed and (especially) while the work is still in progress. Typical questions might be: 'What do you think? Is that clear/ correct/ OK, etc?'" If the answer to any of these questions is: "No/ Not really", then the teacher can ask questions like: "What's wrong with it?", "How can you/he/she make it better?", etc, thus pointing the way to improvement.

- In this way, students will (hopefully) come to understand the basic 'criteria for success' with which they can assess their own work.

- They will also (hopefully) learn to appreciate that self-assessment/ self-monitoring is a natural and constant feature of any learning process — and, indeed, of *any* kind of worthwhile work or task that they will do in future.

Of course, the whole process of ***self- and peer-assessment*** will only work effectively if **the** teacher is able to create the right kind of classroom atmosphere, which encourages ***openness and honesty***.

4) **Encouragement**: Many students will welcome these opportunities, but others may, for various reasons, be more reluctant. These students will require patient encouragement, but it may also be necessary sometimes to put them in a position where they have to make their own decisions. Sometimes, the best way to help students is by gently forcing them to help themselves.

Self-assessment will, hopefully, result in an increase in a student's awareness, which is likely to have a beneficial effect in itself. But it is also important that this increased awareness leads to positive action. Students should be encouraged to make clear, specific action plans, focusing on a particular area which they have identified as 'in need of improvement'.

IMPORTANT NOTE: It can be seen from the above that the main purpose of self-assessment is ***formative***, rather than summative. Self-assessment does not normally provide *summative* data to be used in marks, grades and reports.

(xi) Giving Feedback to Students

Like self-assessment, the giving of feedback to students is an essentially ***formative*** use of assessment. Providing students with useful feedback is, therefore, an essential part of the teaching-learning process. However, this does not mean that teachers should give students feedback on every activity, performance or piece of work done. They will need to be selective, focusing on ***quality*** of feedback rather than quantity.

In order for a student to improve, he/she must:

- have an idea of the desired standard of performance,
- be able to compare the actual performance with the desired performance;
- take action to close the gap between the two.

When giving feedback on completed pieces of work, the use of simple grades ('C') or comments ('good') or marks ('7/10') alone is not sufficient. For example, if a student's hand-writing is difficult to read, a *general* comment about this is of very little use on its own. The student needs to know which *particular* letters are causing the most serious problems, and then to be given some specific suggestions as to ways of making those letters better-formed and more legible. It should also be remembered that even students who are doing very well indeed can benefit from useful feedback, so as to do *even better*.

Students also need to be able to monitor — and then improve — the quality of their work *while they are actually doing it*. So that they can do this, students should, *before* undertaking any task, be reminded of the main criteria for successful performance of that particular task.

- Depending on the circumstances and the judgement of the teacher, feedback can be given either to individual students, or to groups of students, or to the whole class.
- It can be given either immediately or (a little) later.
- It can be given orally or, where appropriate, in writing.
- It can be given in English or, *where necessary*, in the student's own language.

Meanwhile, it should be remembered that *teachers* are not the *only* people in the classroom who can give feedback. Regular opportunities for students to give feedback *to each other* can produce interesting (and very communicative) classroom interaction, as well as helping them to develop their general awareness of language and of language learning.

D. INFORMAL RECORD-KEEPING

The official recording sheets to be found in Appendix Five are intended as a **formal** record of individual students' achievement in the language elements or sub-elements which are assessed. However, these formal records do not answer a very important question, which will be asked by students, parents, senior teachers, head teachers, supervisors and visiting moderators: i.e. **why** were these particular marks awarded?

Teachers need to be able to answer this question, in other words, to be able to **justify** the marks they have awarded. What is more, they need to be able to do this in a convincing way. This is why it is essential for teachers, not only to fill in the students' marks on the official sheets, but also to note down **additional, more detailed information** about each of their students.

In order to keep these INFORMAL NOTES as efficiently as possible, teachers should follow these guidelines:

- Use **a blank page (or empty box) for each student**.
- When writing down information, use **note form**, rather than complete sentences.
- Develop a set of **abbreviations**, symbols, etc, as a kind of 'private language' for use on this page/ in this box.
- Only note down **new information**, i.e. information which is not already contained in the formal record sheets or elsewhere.
- In your notes, be as **specific** as you can.
- Pay special attention to areas (such as Speaking) where actual **physical evidence** of a student's achievement may be **unavailable**.
- Make a particular note of information which may be **hard to remember**.
- **Include** the following kinds of entries:
 - Notes and comments on different features of a student's performance, either in general or in a particular element, sub-element or learning outcome.
 - Comments on the student's attitude and learning strategies.
 - References to documents, pieces of work, teacher's comments, etc, to be found *elsewhere* (e.g. in the student's portfolio or notebook, in the Skills Book, on display, etc).
 - Dates of important events or observations;
 - Relevant personal information and background notes on the student;
- Be **systematic** in managing your time, so that these notes are kept up-to-date for all students. Start early in the school year and check regularly to ensure that no individuals are being neglected.
- Be prepared to **show** your Informal Notes to supervisors, head teachers, etc, explaining their meaning as necessary. However, do not leave Informal Notes 'lying around' for everyone to see. (Some of the information or comments about individuals may be sensitive.)

These guidelines are intended to allow the teacher to collect **the maximum amount of useful information in the shortest possible time**. For the same reason, teachers are advised to concentrate their time and effort on making their 'Informal Notes' as complete, informative and useful as possible. They should, therefore, **not** create or fill in additional forms, sheets, charts, tables, grids, etc.

These 'extra' documents:

- involve a great deal of unnecessary and time-consuming paperwork;
- formalize what should be informal; and
- in some cases, actually contradict good assessment practice and the official procedures and guidelines.

The efficient and systematic keeping of Informal Notes takes time, but can also save time. If the relevant information is already 'at the teacher's fingertips', it becomes much easier for him/her to carry out important professional tasks such as:

- making decisions on awarding marks;
- writing descriptive reports;
- preparing for meetings with supervisors and parents, etc. In addition, well-kept

Informal Notes can also be used formatively, providing a useful basis for:

- remedial plans for individual students
- planning and preparation of whole-class teaching
- 'feedback conferences' with individual students or small groups.

E. FORMAL and INFORMAL MODERATION

The purpose of moderation is to ensure that assessment criteria are being applied fairly and consistently at different schools and in different places across the country. There are two main kinds of moderation: **informal** and **formal**.

a) Informal Moderation: At all grade-levels, informal moderation is to be carried out, as a process of on-going consultation and teacher-development. This process is mostly conducted at a local level, with teachers coming together to compare notes and discuss students' work. The purpose is to arrive at a shared understanding of the criteria used for assessing the work and awarding different marks or grades. Some possible examples of Informal Moderation activities are:

1. Two teachers talk together informally about work done by their students, comparing, evaluating and commenting.
2. Two teachers agree to visit each other's classes and contribute to the assessment of students' performance in Speaking activities (e.g. giving a presentation).
3. All the English teachers in a school get together for a moderation workshop, at which they discuss and agree on appropriate marks for a varied collection of samples of students' Writing.
4. The same as Activity 3, but in two or more schools within easy reach of each other, i.e. a 'local cluster'.
5. Compile a collection of 'exemplars' of student Writing which have already been 'moderated' (i.e. discussed and awarded an agreed mark with comments and explanations). Make this file available for teachers to consult.
6. All the English teachers in a school get together for a workshop on 'borderline cases', i.e. cases where it is difficult to decide on the correct mark (e.g. Is it a '3' or a '4'?). At this workshop, teachers, in turn, describe (in as much detail as possible) particular students who they find difficult to assess in any element or sub-element. Other teachers ask follow-up questions, discuss the case further and suggest marks.
7. Just before the end-of-year reports, the Senior Teacher or Supervisor sits down with a teacher, looks at the CAR-Chart and, selects some of the marks and asks the teacher why they have awarded that particular mark. The teacher justifies his/her mark, referring to Rating Scales, Informal Records, portfolios and other relevant documents.

8. Same as Activity 7, but done earlier in the year, when the marks are still provisional and in pencil.
9. Make audio- or video-recordings of various Speaking performances by students. Use these recordings as raw material for a moderation workshop (as in Activity 3 or 4).
10. When doing real marking of End-of-Year Exams (Grade 11) and Short Tests(Grade 12) , arrange for more than one marker to look at each piece of Writing, and for them to discuss and resolve any differences regarding the mark that should be awarded.

Some of these activities can be initiated very informally by teachers; others require action by a Senior Teacher (with support from the school principal); others require some kind of more official action by Supervisors. Concerning this list, two particular points should be noted:

- (a) Every activity involves teachers getting together to talk about students' work and the criteria for assessing that work; and
- (b) It is *always* possible, whatever the circumstances, to do *something*, whatever the local circumstances.

b) Formal Moderation: Grade 12 is a special case, as the results of the assessment are crucial in deciding whether individual students are awarded a school-leaving certificate or not. For this reason, we must take particular care to ensure that these results are fair and credible. A **more formal moderation procedure** is required, in addition to the Informal Moderation mentioned above.

An important part of this procedure is 'visiting moderation'. For this purpose, teachers will need to provide visiting moderators with convincing **evidence** that the marks which they have awarded for Continuous Assessment are, broadly speaking, fair and accurate, and in line with national standards.

There are two main types of evidence regarding student achievement in the learning outcomes to which Continuous Assessment is applied in Grade 12. The first type consists of **records** made by the teacher during the school year:

- Formal record sheets (i.e. Continuous Assessment Recording Charts) for all classes.
- Informal Notes made about the progress of individual students, in particular details of their performance in Speaking. (See above, Section D.)
- Records of 'texts read' and 'tasks done' as part of Independent Reading (Generic Tasks).

The second type of evidence consists of **examples of work** done by individual students:

- Writing: Individual examples of each of the four main types of Writing listed as sub-elements, i.e. *Interactive*, *Informative*, *Narrative* and *Evaluative*, as well as *Reports* in the 'Elective' course. These pieces of work should be dated and accompanied by marks, and especially by written comments, from the teacher.
- Reading: Examples of Generic Tasks done by individual students.
- Speaking: Where possible, audio- or video-recordings of individual students speaking (either in presentations or in interaction with others).

Note: Further details regarding the procedures and requirements for Formal Moderation can be found in documents produced by the Moderation Section of the Directorate-General of Educational Evaluation.
