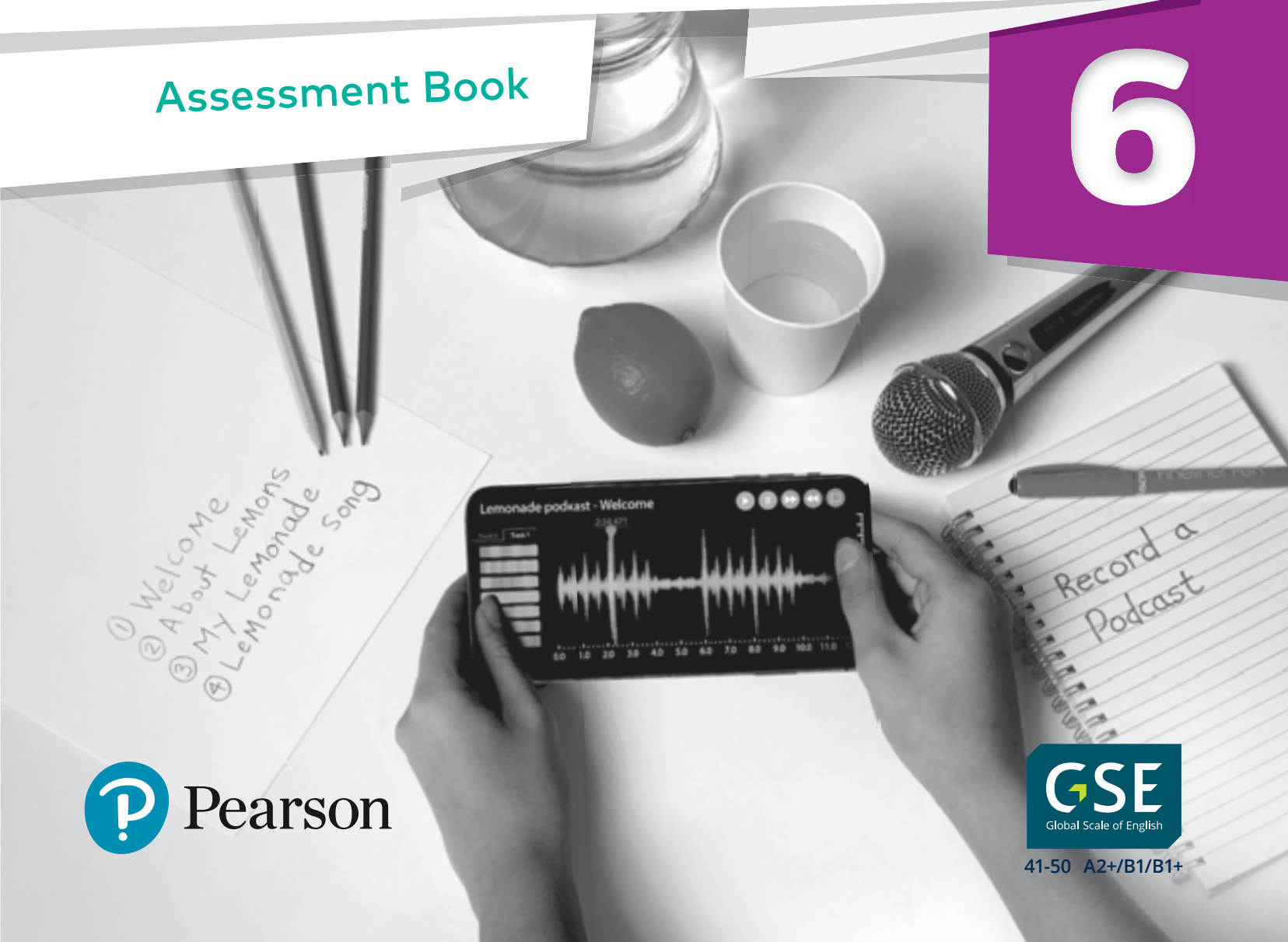


Sarah Jane Lewis

English Code

Assessment Book

6

- 
- ① Welcome
② About Lemons
③ My Lemonade
④ Lemonade Song

Record a
Podcast

English Code

Using a coding mindset to support creative English language learning

In **English Code**, language learning takes place through hands-on creative tasks, investigation, projects, and experiments. Stories and videos provide motivating opportunities to learn skills for bright futures. Coding, problem solving, maths, and collaborative skills all feature in a syllabus that includes built-in STEAM, driving learners' natural curiosity about the world around them. A clear focus on functional language gives learners the tools to become effective and confident speakers of English inside and outside the classroom.

- **Integrated future skills** focus on creativity and problem solving
- **Coding strand** is introduced through code cracker tasks
- **STEAM syllabus** with hands-on experiments
- **Audiovisual materials** include phonics, grammar, and STEAM videos

English Code is built on GSE learning objectives, which help to monitor and measure progress throughout the course.

| | CEFR | GSE | Benchmark | Cambridge English |
|----------------|------------|-------|-----------|----------------------------|
| Starter | <A1 | 10-17 | / | / |
| Level 1 | <A1 / A1 | 14-24 | Level 1 | Pre A1 Starters |
| Level 2 | A1/A1+ | 20-30 | Level 2 | Pre A1 Starters |
| Level 3 | A1/A2 | 25-36 | Level 3 | A1 Movers |
| Level 4 | A2/A2+ | 31-40 | Level 4 | A2 Flyers |
| Level 5 | A2+/B1 | 36-46 | Level 5 | A2 Flyers |
| Level 6 | A2+/B1/B1+ | 41-50 | Level 6 | BI Preliminary for Schools |

english.com/englishcode





English Code 6

Assessment Book





Contents

| | |
|---|---------|
| Assessment of Young Learners | p. iv |
| English Code Assessment Pack | p. v |
| Scoring in English Code | p. vi |
| Speaking Assessment Checklist | p. vii |
| Speaking Assessment Descriptors | p. viii |
| Writing Assessment Checklist | p. ix |
| Writing Assessment Descriptors | p. x |
| Student Self-Tracking Progress Charts | p. xi |
| Using In-Course Assessment alongside Course-Agnostic Proficiency Assessments | p. xii |
| Assessment Methodology | p. xiii |
| Test-taking Strategies | p. xv |
| Level 6 Diagnostic Pre-Test | p. 1 |
| Speaking Assessment Prompts | p. 11 |
| Unit 1 Practice Test | p. 14 |
| Unit Test | p. 17 |
| Speaking Assessment Prompts | p. 21 |
| Unit 2 Practice Test | p. 23 |
| Unit Test | p. 26 |
| Speaking Assessment Prompts | p. 29 |
| Units 1–2 Checkpoint Test 1 | p. 31 |
| Units 1–2 Progression Test | p. 39 |
| Speaking Assessment Prompts (L6, U1–2) | p. 45 |
| Unit 3 Practice Test | p. 48 |
| Unit Test | p. 52 |
| Speaking Assessment Prompts | p. 56 |
| Unit 4 Practice Test | p. 58 |
| Unit Test | p. 62 |
| Speaking Assessment Prompts | p. 66 |
| Units 3–4 Checkpoint Test 2 | p. 68 |
| Units 3–4 Progression Test | p. 75 |
| Speaking Assessment Prompts (L6, U3–4) | p. 82 |

| | | |
|---------------|---|--------|
| Unit 5 | Practice Test | p. 85 |
| | Unit Test | p. 89 |
| | Speaking Assessment Prompts | p. 93 |
| Unit 6 | Practice Test | p. 95 |
| | Unit Test | p. 99 |
| | Speaking Assessment Prompts | p. 103 |
| | Units 5–6 Checkpoint Test 3 | p. 105 |
| | Units 5–6 Progression Test | p. 113 |
| | Speaking Assessment Prompts (L6, U5–6) | p. 120 |
| Unit 7 | Practice Test | p. 123 |
| | Unit Test | p. 127 |
| | Speaking Assessment Prompts | p. 131 |
| Unit 8 | Practice Test | p. 133 |
| | Unit Test | p. 137 |
| | Speaking Assessment Prompts | p. 141 |
| | Units 7–8 Checkpoint Test 4 | p. 143 |
| | Final Test | p. 151 |
| | Speaking Assessment Prompts (L6, U1–8) | p. 159 |
| | Audioscript and Answer Key | p. 162 |

Assessment of Young Learners



Around the world, students are being introduced to second or foreign languages sooner than ever before. The need to measure student achievement is by no means new. However, assessing language learners between the ages of five and twelve requires teachers to be aware of special considerations such as students' social, emotional and cognitive development; cultural background; and familiarity with different types of texts, particularly for those students who wish to complete external standardised tests. Effective assessment also takes into account the school and classroom setting, class materials and activities and the expectations of both teachers and students.

In *English Code* students learn language structures and vocabulary in high-interest, thematic contexts using the four communication skills: listening, speaking, reading and writing. The ratio of these elements varies according to the level, age and cognitive abilities of the learners.

For the newest and/or youngest learners, a heavier emphasis is placed on vocabulary, listening and speaking; reading and writing tasks are gradually introduced as they become appropriate to students' age and development. For older, more advanced learners, reading and writing instruction plays a more prominent role. Nonetheless, speaking and listening are practised throughout the programme, as students need to develop strong oral communication skills in order to achieve fluency.

In *English Code*, students engage in a variety of contextualised activities, each of which focuses on a particular Global Scale of English (GSE) learning objective (see below). These objectives are fully supported by the *Assessments*.

The *English Code* tests provide a wide range of tasks using formats of controlled practice such as multiple choice, True/False, fill in the blank, matching and labelling. However, fair and accurate assessment in a language classroom reflects not only what students can recognise and produce in a test, but also what they can perform or do as they actually use the language in real or realistic contexts. To evaluate learners' progress fairly and fully, both of these aspects must be part of an effective approach to assessment. In order to support measuring your students' progress and proficiency, *English Code* has been created using the Pearson Global Scale of English.

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the GSE identifies what a learner can do at each point on a 10–90 scale across speaking, listening, reading and writing skills. The scale is designed to motivate learners by giving more granular insight into learning progress. Teachers can use the GSE to match a student to the right course materials for their exact level and learning goals.

The badging on the back of your coursebook indicates the GSE proficiency range from which the learning objectives for that course level have been selected. A course will not cover all learning objectives from that range, only a representative selection that is appropriate to the target learners. Knowing this range helps you to select additional materials with the right level of support and challenge for your students to help them to progress. This range does not require students to have mastered all objectives below it before starting the course or ensure that they will all be 'at' the top of the proficiency range by the end.

The Global Scale of English framework contains learning objectives for all four skills for language learners in four different domains: Young Learners, Adult Learners, Academic Learners and Professional Learners. The objectives in each set have been rated by experts and teachers in each of those domains from around the world for their relevance and level of difficulty for learners in that context. *English Code* uses the GSE Learning Objectives for Young Learners. To see full sets of the objectives and for more information about using the GSE to support teaching and assessment of your learners, please go to www.english.com/gse.

English Code Assessment Pack

The *English Code Assessment Pack* is a useful evaluation tool with a wealth of activity types to assess students' language skills. The programme spreads these assessments throughout each learning year and within individual units. In this pack, teachers can find six types of tests which will help them to form an accurate evaluation of their students' understanding and achievement.

PRE-TESTS

Diagnostic Pre-Tests are designed to help to decide which level of the course is most appropriate for the target students. These are different from independent placement tests because they only test the student against their knowledge of course content and do not provide an overall proficiency level. *English Code* provides six written Diagnostic Pre-Tests (for levels 1 to 6). Be sure to administer Pre-Tests in a relaxed and supportive atmosphere, to try to ensure that the results will help to match students with a level that is both fun and challenging. Teachers can also use information from the diagnostic test (activities in which students didn't perform so well) to inform their planning/teaching focus for the year.

PRACTICE TESTS

Each level includes eight Practice Tests which provide students with opportunities for review of content learnt in the preceding unit and rehearsal of test-taking strategies. To use these tests as formative assessments, teachers should give students feedback on strengths and weaknesses, rather than scores. Encourage students to ask questions and find information about concepts they do not fully understand and adapt your teaching strategies to help students to meet their learning goals. In this way, Practice Tests become part of the instructional process as well as preparation for Unit Tests.

UNIT TESTS

Each level also includes eight Unit Tests which correspond to the content in each of the units and reflect the teaching objectives. These summative tests provide a useful snapshot of student achievement at the end of a unit. They are meant to be graded and included as part of each student's overall assessment. Performance on these can be used to inform teaching/areas to revise.

CHECKPOINT TESTS

Each Checkpoint test assesses student understanding and retention of concepts, with a focus on vocabulary and language structures taught in the previous two units (Units 1–2, Units 3–4, Units 5–6 and Units 7–8). These tests help students to remember and to integrate material learnt over time by creating an opportunity for repeated practice and assist teachers in decisions regarding which elements of a course need additional review. Like Unit Tests, these are also meant to be graded and included in each student's overall assessment.

PROGRESSION TESTS

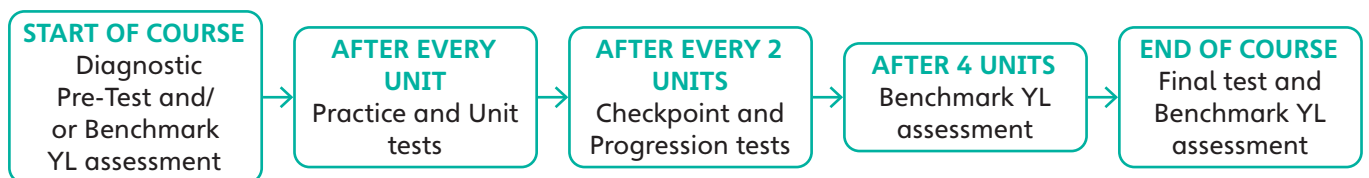
The main purpose of these tests is to measure progress on the four skills using the language structures and vocabulary from the previous units.

FINAL EXAM

The Final Exam for each level assesses students' comprehension of the level's key learning objectives and key vocabulary and structures from the course.

TESTING CYCLE

Placement Test – Diagnostic Pre-Test – Practice Test – Unit Test – Checkpoint Test – Progression Test – Final Test – Certification



Scoring in English Code



The Diagnostic Pre-Test, Practice and Unit Tests, Progression Tests and Final Test include a score box for teachers to complete. The use of the scoring system, however, is left to your discretion. You might prefer to mark the tests using the scores and share the results with your students, giving them more explanations and guidance. Or, you could choose to keep the scores secret and provide individual feedback on each student's strengths and weaknesses either orally or in writing.

ASSESSING SPEAKING

It is important to assess students' speaking skills in settings that are relaxed and tension-free. The *English Code Assessments* offer a variety of speaking activities in every test. Visual prompts are provided and there are detailed teaching notes suggesting questions that the students can be asked.

To more accurately evaluate students' performance, it is better for students to perform the speaking test individually or in pairs as an interview. If your teaching settings require it, you can also choose to set up whole-class activities and circulate around the room to listen to the students as they work through the activities. This will allow you to make notes on individual students without making it obvious that you are listening to them, thus reducing the pressure on them. Pause, standing to the side of the student or pairs of students you are evaluating. You may even want to turn your back on the student you are actually listening to, so that the student remains involved with the task and does not focus attention on you or stop because you are listening. In one-on-one interviews, students are of course aware that they are being assessed.

CHECKLIST WITH ASSESSMENT CRITERIA

On the next page, you can find a detailed checklist to track students' speaking performance at a glance. This checklist is essentially a set of descriptors used for assessment at this level. These descriptors are informed by the GSE and the Common European Framework of Reference (CEFR). There is also a rating appropriate for each description, presented in chart form. Descriptors are clearer than simple letter or number grades and serve as feedback for students (and their parents). Using the rating scale for each descriptor, you can keep track of each student's progress in speaking production, fluency, interaction and range. Depending on the task you are evaluating, you may not need to fill in every category. Tick the appropriate boxes, fill in required information and make notes that will help you with the evaluation.

ASSESSING WRITING

With the writing tasks, you can assess your students' handwriting and their knowledge of spelling of individual words. As the challenge increases across units and levels, you can also assess their ability to express themselves with longer sentences, and to structure paragraphs and longer texts.

As a suggested marking scheme, for writing activities of six points or more award two points per category – written production, range and accuracy.

Speaking Assessment Checklist

Student's name: _____

Class: _____

Test: _____

Date: _____

G = very good (learner performs the task with little or no hesitation)

S = satisfactory (learner demonstrates this most of the time)

U = unsatisfactory (learner demonstrates this occasionally but not consistently)

| SPOKEN PRODUCTION AND FLUENCY | | | | |
|-------------------------------|---|---|---|---|
| 1 | Can use longer utterances with simple connectors in a less controlled context and with greater independence. | G | S | U |
| 2 | Can connect ideas using sequential (e.g., 'also', 'too'), cause and effect (e.g., 'so') linking words. | G | S | U |
| 3 | Can deliver a sustained monologue (e.g., a short talk) if given preparation time. | G | S | U |
| 4 | Can use simple repair and/or re-formulation. | G | S | U |
| SPOKEN INTERACTION | | | | |
| 5 | Can contribute to exchanges on topics relevant to themselves, their routine and their environment using mainly self-generated language and expressions. | G | S | U |
| 6 | Can initiate and maintain interaction. | G | S | U |
| 7 | Can ask questions to manage familiar interactions and to extend the exchange and elicit opinions. | G | S | U |
| RANGE | | | | |
| 8 | Can use a range of language leading to detailed and extended spoken contributions. | G | S | U |
| 9 | Can use contexts and topics which may expand beyond what is of direct personal relevance. | G | S | U |
| 10 | Can make simple comparisons. | G | S | U |
| ACCURACY | | | | |
| 11 | Can produce intelligible speech, despite occasional errors. | G | S | U |
| 12 | Can use a range of stress and intonation patterns to support meaning. | G | S | U |

Notes:

Global Scale of English: Speaking Assessment Descriptors



| | GSE 36–42/A2+ | GSE 43–50/B1 |
|--|--|--|
| SPOKEN PRODUCTION AND FLUENCY <ul style="list-style-type: none"> • Productive ability • Extent of contribution • Pausing and hesitation • Coherence | <p>Uses longer utterances with simple connectors in a less controlled context and with greater independence.</p> <p>Describes e.g., routines, places, people, opinions using self-generated language with some formulaic expressions.</p> <p>Connects ideas using simple linkers, e.g., ‘but’, ‘and’, ‘because’.</p> <p>May hesitate, especially when searching for vocabulary, and may pause in places but not so that it affects fluency.</p> <p>May be able to repair or re-formulate.</p> | <p>Produces self-generated extended speech.</p> <p>Connects ideas using sequential (e.g., ‘also’, ‘too’), cause and effect (e.g., ‘so’) linking words.</p> <p>Delivers a sustained monologue (e.g., a short talk) if given preparation time.</p> <p>May hesitate when searching for the appropriate expression(s), and may pause in places but not so that it affects fluency.</p> <p>Uses simple repair and/or re-formulation.</p> |
| SPOKEN INTERACTION <ul style="list-style-type: none"> • Ability to understand, contribute to and maintain interaction • Appropriacy of Language and Communicative Functions • Support required | <p>Contributes to exchanges on topics relevant to themselves, their routine and their environment using mainly self-generated language and expressions.</p> <p>Contributes to extended exchanges within familiar topics.</p> <p>Asks questions on familiar topics and in familiar settings (e.g., about past activities).</p> <p>Communicates in a range of language appropriate for familiar social interaction (e.g., asking for someone’s news, giving a reason along with an apology).</p> | <p>Participates fully in exchanges on topics relevant to themselves and the world around them.</p> <p>Initiates and maintains interaction.</p> <p>Asks questions to manage familiar interactions and to extend the exchange and elicit opinions.</p> <p>Communicates in a wide range of polite and appropriate functional language in social interactions in familiar settings (e.g., can invite others to have their say in a discussion or can ask for clarification if something is not clear).</p> |
| RANGE <ul style="list-style-type: none"> • Grammar and Vocabulary • Topics and contexts | <p>Uses a range of simple language to interact and offer extended contributions on familiar topics related to their own world experience.</p> <p>Contexts are still ‘own world centred’ but may be broader in range (e.g., their own childhood/their future plans/their friend’s routines, etc.).</p> <p>Can make simple comparisons.</p> | <p>Uses a range of language leading to detailed and extended spoken contributions (e.g., expresses beliefs, opinions, agreement and disagreement and reports information from listening and reading input).</p> <p>Contexts and topics may expand beyond what is of direct personal relevance.</p> |
| ACCURACY <ul style="list-style-type: none"> • Pronunciation, stress and intonation • Control of structure, vocabulary and function | <p>Produces intelligible speech, although pronunciation of individual items may still cause issues.</p> <p>Uses stress and basic intonation patterns to support meaning (e.g., asking questions rise).</p> <p>May produce errors but these generally do not hinder communication.</p> | <p>Produces intelligible speech, despite occasional errors.</p> <p>Uses a range of stress and intonation patterns to support meaning.</p> <p>May produce errors but these do not hinder communication.</p> |

Writing Assessment Checklist

Student's name: _____

Class: _____

Test: _____

Date: _____

G = very good (learner performs the task with little or no hesitation)

S = satisfactory (learner demonstrates this most of the time)

U = unsatisfactory (learner demonstrates this occasionally but not consistently)

| WRITTEN PRODUCTION | | | | |
|--------------------|--|---|---|---|
| 1 | Can produce simple, structured texts using connected sentences, with minimal guidance. | G | S | U |
| 2 | Can structure texts into simple paragraphs to organise content cohesively. | G | S | U |
| 3 | Can use a range of sequential and contrastive linking devices to connect ideas within and across the text (e.g., 'before', 'when', 'until', 'while', 'at last'). | G | S | U |
| 4 | Can produce a range of both straightforward and more complex text types appropriately (e.g., narratives, factfiles, posters, etc.). | G | S | U |
| 5 | Can correct most errors with spelling, layout and organisation. | G | S | U |
| RANGE | | | | |
| 6 | Can use a range of topics. These are still broadly focused on a young learner perspective. | G | S | U |
| 7 | Can use a range of vocabulary including collocations and formulaic expressions appropriate to the genre. | G | S | U |
| 8 | Can produce a range of complex structures (e.g., first conditionals, some uses of modals, may/might for probability). | G | S | U |
| 9 | Can make choices about verb tenses although may need guidance. | G | S | U |
| 10 | Can use a range of communicative functions appropriately if given a model. | G | S | U |
| ACCURACY | | | | |
| 11 | Can use a range of basic punctuation with accuracy and to good effect. | G | S | U |
| 12 | Can spell common and some less familiar words accurately and is aware of spelling rules, (e.g., 'i before e'). | G | S | U |
| 13 | Can show control of structure, vocabulary and function with familiar, and some less familiar, language. Errors are likely to be common when using complex language and in unfamiliar contexts. | G | S | U |

Notes:

Global Scale of English: Writing Assessment Descriptors



| | GSE 36–42/A2+ | GSE 43–50/B1 |
|---|---|---|
| WRITTEN PRODUCTION <ul style="list-style-type: none"> • Content and organisation • Appropriacy • Coherence and cohesion • Text types • Ability to correct | <p>Produces simple texts in linked sentences, of relevant content and/or of personal interest, with guidance.</p> <p>Uses a range of simple sequential linking devices to connect ideas (e.g., ‘then’).</p> <p>Produces a range of text types appropriately, including simple emails and letters, simple diary entries, short simple descriptive texts, simple narratives, signs and menus.</p> <p>Starts and closes a text (e.g., letter, email, note, card) appropriately.</p> <p>Corrects spellings and errors in layout with guidance.</p> | <p>Produces simple, structured texts using connected sentences, with minimal guidance.</p> <p>Structures texts into simple paragraphs to organise content cohesively.</p> <p>Uses a range of sequential and contrastive linking devices to connect ideas within and across the text (e.g., ‘before’, ‘when’, ‘until’, ‘while’, ‘at last’).</p> <p>Produces a wide range of both straightforward and more complex text types appropriately (e.g., narratives, factfiles, posters, recipes, more extended letters, etc.).</p> <p>Corrects most errors with spelling, layout and organisation with little support.</p> |
| RANGE <ul style="list-style-type: none"> • Topics and contexts • Grammar and Vocabulary • Communicative Functions | <p>Topics relate to the world as it is relevant to the young.</p> <p>Uses a range of vocabulary related to topics.</p> <p>Produces a range of simple structures, (e.g., ‘will’ for future predictions, Present Perfect with present reference, comparative and superlative adjectives, etc.), although may need guidance.</p> <p>Uses language for a range of functions (e.g., giving instructions, straightforward complaints, simple apologies) if given a model.</p> | <p>Topics are still broadly focused on a young learner perspective but may extend to beyond what is of direct personal relevance.</p> <p>Uses a range of vocabulary including collocations and formulaic expressions appropriate to the genre (e.g., ‘I look forward to hearing from you’ = letter/email).</p> <p>Produces a range of complex structures (e.g., first conditionals, some uses of modals).</p> <p>Makes choices about verb tenses (e.g., distinguishing between uses of Past Simple and Present Perfect) although may need guidance.</p> <p>Uses a range of communicative functions appropriately (e.g., thank you letters, letters of apology, more detailed invitations, more complex instructions, simple advice, etc.) if given a model.</p> |
| ACCURACY <ul style="list-style-type: none"> • Spelling and punctuation • Control of structure and vocabulary • Orthography | <p>Uses basic punctuation (e.g., capitals, full stops, commas, question marks) with accuracy.</p> <p>May use exclamation marks and speech marks accurately, although may under or over use these.</p> <p>Is aware of a range of spelling rules (e.g., ‘tidy’ → ‘tidied’, ‘big’ → ‘bigger’). Spelling is accurate with familiar words.</p> <p>Shows good control of structure and vocabulary with familiar language. Errors may be frequent in less controlled tasks.</p> <p>Features of L1 are likely to interfere, and learners with non-Roman L1 alphabets may make mistakes in spelling/orthography.</p> | <p>Uses a range of basic punctuation with accuracy and to good effect.</p> <p>Spells common and some less familiar words accurately and is aware of spelling rules, (e.g., ‘i before e’).</p> <p>Shows control of structure, vocabulary and function with familiar, and some less familiar language. Errors are likely to be common when using complex language, and in unfamiliar contexts. Features of L1 may interfere and learners with non-Roman L1 alphabets may make mistakes in spelling/orthography with unfamiliar language.</p> |



Student Self-Tracking Progress Charts

Students can keep track of their progress by referring to the *I can* statements at the end of each unit in their Pupil's Book. They can also use the following chart and fill it in when they receive the results for each test.

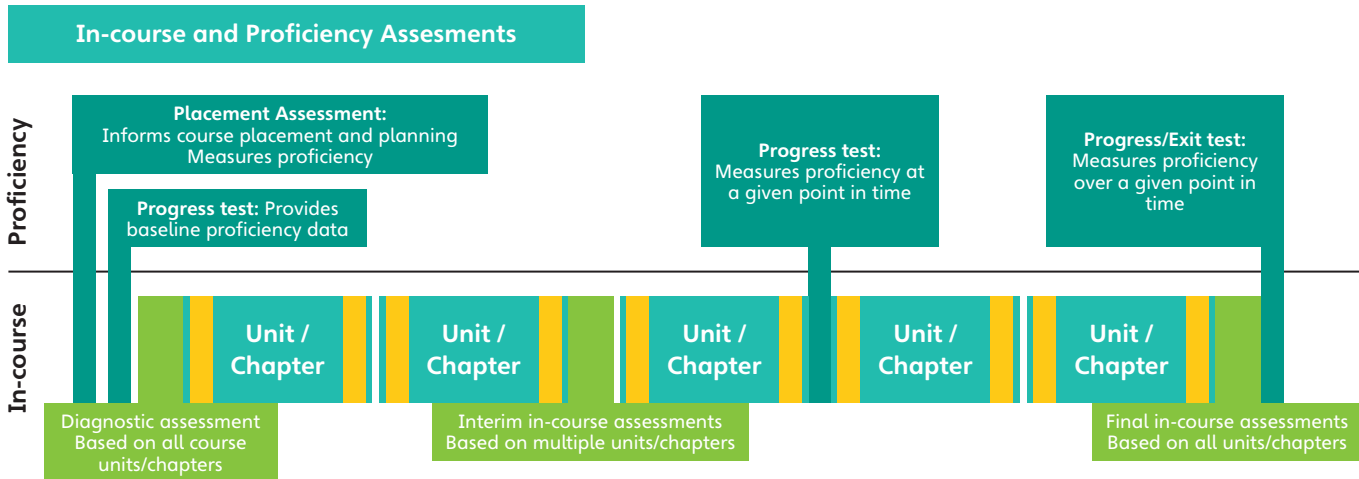
| MY PROGRESS | | | | |
|-----------------|--------|--------|--------|--------|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| Test score | | | | |
| Reading | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Listening | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Writing | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Speaking | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| My teacher says | | | | |

| MY PROGRESS | | | | |
|-----------------|--------|--------|--------|--------|
| | Unit 5 | Unit 6 | Unit 7 | Unit 8 |
| Test score | | | | |
| Reading | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Listening | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Writing | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| Speaking | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 | 😊 😐 😞 |
| My teacher says | | | | |

Using In-Course Assessment alongside Course-Agnostic Proficiency Assessments



In-Course Assessment and Course-Agnostic Proficiency assessments, e.g., Pearson English Benchmark or independent placement/progress tests can be used together to provide an overall picture of student performance and proficiency.



Course-Agnostic Proficiency Assessments test students' ability to apply skills learnt in a course to new contexts. They test across the categories listed in the GSE Assessment Framework so as to be able to measure progress on GSE in overall proficiency terms and provide a score. For the full GSE Assessment Framework for Young Learners, please go to www.english.com/gse.

In-course assessment **can** give an indication of a student's level but **can't** report GSE scores.

In-course assessment **cannot** provide a score on the GSE as it only tests whether students have learnt what they've been taught – not their ability to apply this spontaneously and unsupported to new contexts.

In-course assessment **can** tell you whether students have acquired target skills in the context that they've been taught.

In-course assessment **can** be indicative of readiness for an independent test (if the skills tested in both are the same).

In-course assessment **can** demonstrate progress against recommendations from diagnostic tests (course-based or agnostic) so long as the indicators covered are aligned.

Assessment Methodology

A balanced assessment programme includes both formative and summative assessment. Considering the role that each of these types of assessment plays in the classroom can help teachers to ensure that they are using tools that will accurately measure all aspects of student achievement.

Formative assessment takes place during the instructional process – while students are forming their understanding of new concepts. When applying formative assessment strategies, both educators and learners gather evidence and information that is used for the purpose of improving learning. These strategies can provide answers to educators to the following questions:

- Who is or is not understanding the lesson?
- What are the students' strengths and needs?
- What misconceptions do I need to clarify?
- What type of feedback should I give?
- What adjustments should I make to instruction?
- How should students be grouped?
- What differentiation do I need to prepare?

Formative assessment should include a variety of activities, including classroom discussions, peer or group work and homework, as well as traditional tests and quizzes. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when results are analysed to determine the current state of student understanding. Results are folded into the classroom experience as teachers take specific actions to improve any mistakes or correct misconceptions.

It is obvious that students who take an active role in their own learning have a greater chance of success. Involving students in the assessment process will improve student achievement and motivation. The educator can serve as coach or facilitator in this process.

Students need to understand the difference between learning and performance objectives, identify their current level of comprehension, develop strategies to reach the learning objectives and address any mistakes.

ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) is an approach which can support teachers with formative assessment. *English Code* has been developed to allow teachers and students multiple opportunities to integrate Assessment for Learning into every lesson. Notes in the *Teacher's Book* for each level clearly signpost stages in the Assessment for Learning process. Assessment opportunities become a natural and integral part of the learning process, leading directly to changes in teaching strategies to ensure students acquire target skills.

A balanced approach to assessment includes frequent informal prompts, games and other activities that allow students to understand where they are and identify gaps in their understanding. When informal assessments are integrated into the classroom, students take an active role in their own education and seek out the help they need to meet their goals.

One aspect of assessment that is frequently overlooked by traditional approaches is positive reinforcement. All students need to be encouraged by identifying skills they have successfully acquired. Focusing attention only on mistakes or unlearnt material creates disengaged, dispirited students. Always be sure to praise students for skills they have successfully acquired before identifying those which need work and point out that making mistakes is an important part of learning. Beginning learners are especially responsive to constructive feedback. GSE Learning Objectives can be referenced as part of constructive feedback to help to explain what the student has or hasn't achieved. For more information on using GSE to support feedback, please go to <https://www.youtube.com/watch?v=9jNVH8LJ32I#action=share>.

Summative assessment gives feedback about what students know and do not know at a particular point in time. These assessments provide evidence of student achievement for the purpose of judging student proficiency or programme effectiveness. Summative assessments usually rank performance by assigning a letter or number grade. The data gained from summative assessments are generally used to determine how many students are and are not meeting pre-set standards for a programme.

Summative assessment is an essential tool for gauging student achievement and verifying instruction, but it should not stand alone. Because it generally occurs after the learning process, it does not usually help teachers to make instructional adjustments that will improve student progress (unless they can use summative test information from the end of one year to plan for the next).



SELF- AND PEER-ASSESSMENT

Involving students in the assessment process helps to create a learning community in which all members are working together towards a shared goal. Assessment for Learning asks students to assess their progress frequently, both individually and in groups. This is an important part of creating independent learners who 'learn how to learn' and take ownership of their own learning.

- **Self-assessment** involves students in evaluating their own performance and progress. Self-assessment activities should be planned according to students' age, development level and cognitive abilities. Very young children can colour or draw a happy face, neutral face or sad face to indicate their feelings about their work; older students can circle words or write descriptive sentences on a chart.
- **Peer-assessment** offers students a collaborative opportunity to share and evaluate their progress with classmates. In peer-assessments, students are trained to give constructive feedback on other students' class work, homework assignments or tests. Generally, students first give a positive comment or two, followed by questions about something they found confusing or incorrect. Partners or groups can then work together to find solutions. Provide students with models of both strong and weak work to help to prepare them to evaluate the work of others.

MANAGING EXPECTATIONS

Assessment for Learning creates a collaborative environment in which teachers and students work together. Both partners need to be aware of their expectations and understand when they are reasonable and when they need to be adjusted.

- **Teacher expectations** play a crucial role in preparing students for assessments. Teachers should have high, but reasonable, expectations for student performance. Students who sense a teacher doesn't have high expectations for them or confidence in their ability to learn often lose interest and motivation. There is no long-term sense of satisfaction in dealing with tasks that are not challenging.

In contrast, students who believe a teacher's expectations are too demanding and unrealistic soon begin to give up the struggle. Testing becomes a scary and anxiety-filled experience that reduces confidence and motivation. In setting and communicating expectations for students, it is important to consider the age of the learners, their level of cognitive development and the number of contact hours they have each week.

- **Student expectations** can affect their assessment experiences. Students can expect a testing atmosphere that is quiet and supportive. They should not be afraid to ask for clarification if they do not understand instructions. Finally, they can expect prompt feedback so that they can evaluate their progress, take pride in achievements and identify areas that need further attention.

SUCCESSFUL FORMAL ASSESSMENT

It is important to prepare students for any formal assessment. The added transparency of a classroom that follows Assessment for Learning strategies means that students understand why they are being tested and what those results will (and will not) say about their progress.

TEST REVIEW AND WARM-UP

The day before a test, lead students in a review of unit content presented as a game or team contest that will provide practice for the coming test without causing anxiety. The day of the test, take time to lead students in a warm-up activity that will allow them to switch from thinking in their native language to thinking in English. Having students perform a favourite song or chant from the unit can help them to relax.

TEST INFORMATION

Students should be told about the content and skills the test will cover, how long the test will be and how the test will be scored. For very young students, it is helpful to provide examples of the test item formats beforehand, such as drawing a circle around a word choice, matching, True/False and choosing a word from a list to fill in a blank. Students should never be tested using formats they have not worked with before, nor should they have to read test instructions in language they have not seen. Keep formats and instructions simple and similar to those found in the Pupil's Book.

Test-taking Strategies

Students should be familiar with test-taking strategies that will help them to feel confident during formal assessments. Remind students to review their Pupil's Book, Activity Book, corrected homework assignments and previous tests. In addition, point out the need to get enough sleep the night before and eat a good breakfast the day of the test. A few days before a test, share the following strategies with students to help them to prepare.

✓ **The best way to do well on tests is to do well in class, from day one.**

- Pay attention every day.
- Be prepared.
- Ask questions when you are confused or need help.

✓ **Find out about the test you will have from your teacher. This helps you to know what to study and what to expect.**

| | | | |
|---|-----------------|-------------------|------------|
| • What material will the test cover? | | | |
| • What formats will be on the test? | | | |
| Tick the answer | Multiple-choice | Circle the answer | Interview |
| Draw | Read and answer | Fill-in-the-blank | True/False |
| Match | Write | | |
| • How much time will you have for the test? | | | |

✓ **Prepare for the test the day before.**

- Choose a comfortable, quiet place to study.
- Choose a time to study when you aren't tired or sleepy.
- Review your Pupil's Book and Activity Book.
- Review your class notebook, worksheets, quizzes and tests.

✓ **Really study.**

- Identify the information you know well and spend a little time reviewing it.
- Identify the information you don't know well and spend the most time studying it.
- Read difficult parts aloud or write them down. This helps you to concentrate and remember information better.



✓ **Try these strategies to help you to remember information.**

- Make flash cards or note cards and review them often.
- Make a drawing or a poster and hang it on a wall you see every day.
- Use graphic organisers, such as idea maps or outlines, to make sense of material. Organised information is easier to remember.
- Use songs and chants to remember vocabulary and grammar.
- Visualise a picture that illustrates words or ideas you need to remember.



Two meanings of *trunk*:

- 1 the long, tube-like part of an elephant's face used for feeding and drinking
- 2 a large, strong box with a lock and key; used for storing objects and for travelling

✓ **Use these strategies while you are taking a test. They will help you to organise your thoughts and make good use of your time.**

- Have ready two sharp pencils and a good rubber.
- Write your name on your test as soon as you get it.
- Listen carefully to your teacher's instructions. Ask questions if you don't understand.
- Before you begin, look on both sides of your paper. Are there questions you must answer on the other side?
- Now quickly read all the questions on the test. This will help you to decide how to plan your time. (You will need more time for the difficult questions.)
- Here is one good system for choosing the order of questions to answer.
 - 1 Begin with a question or two you know the answer to. This helps you to relax and feel more confident.
 - 2 Before the first half of your time is up, go to the difficult questions. Are some questions worth a lot of points? Work on them now, while you still have time.
 - 3 Leave some easy questions for last, when there isn't much time left. Make sure they are questions you can answer quickly, if necessary.
 - 4 If there is time, go back to make sure you answered all the questions. Check your answers for possible mistakes.

✓ **When your teacher gives your graded test back, look carefully at your wrong answers. This will help you to be better prepared for the future.**

- Look at each mistake. Try to figure out the correct answer yourself.
- If you don't understand why your answer is wrong, ask your teacher.
- Write each correct answer on your test paper. Keep your test to review together with other materials before your next test.

Diagnostic Pre-Test

LEVEL 6



Name _____

Vocabulary

1 Look at the pictures and complete.



climb _____



follow _____



type _____



travel _____



press _____



turn _____



go _____



ride _____

_____ / 8 points