XIV CONGRESO NACIONAL DE DESARROLLO PROFESIONAL
PARA PROFESORES DE INGLÉS

HOW TO...?

THE PRACTICAL SIDE OF ELT.

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ORGANIZED BY

SHARE EDUCATION

When we test we need to consider:

1)The abilities we want to test.

2)The purpose of the test.

3)The type of activities we want to use.

4)How we will mark it .

a)Format. (gap fill, multiple matching, multiple choice, interview)

b)Marking (holistic or analytic, qualitative or quantative)

c)Type of test(diagnostic, placement, proficiency, summative, formative)

d)Construct(use of linkers, asking for directions, describing a picture)

Learning Contract –Sample

To demonstrate what I have learned about _____, I want to

_ Write a report
_ Put on a demonstration
_ Set up an experiment
_ Develop a computer presentation
_ Build a model

_ Design a mural
_ Write a song
_ Make a movie
_ Create a graphic organizer or diagram
_ Other_____

This will be a good way to demonstrate understanding of this concept because
_____

To do this project, I will need help with
_____

My Action Plan is_____

The criteria/rubric which will be used to assess my final product is _____
_____

My project will be completed by this date _____

Student signature: _____ Date ___/___/___
Teacher signature: _____ Date ___/___/___

Source: www.k8accesscenter.org/training_resources

1

teAchnology

http://www.teach-nology.com/web_tools/contract/

STEP #1: NAME AND PERSONAL DATA

Add Name of Teacher and Student.

School Name:	
Title Of Learning Contract:	

STEP #2: TERMS OF EXPECTATIONS AND RESPONSIBILITIES FOR EACH PARTY

Student Responsibilities:	3. Obey all rules both at home and at school. 4. Come prepared to school with homework and materials. 5. Spend at least 15 minutes a day study for each subject.
Parent Responsibilities:	1. Spend 15 minutes per day reading with my child. 2. Monitor my child's school work and extracurricular activities. 3. Maintain a discipline policy with my child. 4. Attend all parent-teacher conferences.
Teacher Responsibilities:	1. Provide a safe comfortable environment for my students. 2. Provide ample time for my students to receive extra help after school. 3. Enforce school rules consistently.

GENERATE-LEARNING CONTRACT

How to innovate your testing techniques-Maria Florencia Clarfeld, Teacher Trainer

Authenticity

Authenticity is the extent to which a test reflects the "real world" knowledge and skills being tested. While complete authenticity is impossible, it can be enhanced through a simulation of the skills, processes, and abilities underlying criterion behaviour. Simply put, the measure of authenticity addresses the question: Does the test include situations similar to what learners will face "in real life"?

Blind marking

Blind marking is a process when the teacher/ examiner does not know whose paper he/she is marking. Instead of names, students are often asked to write their ID information on the answer sheet/examination paper.

Formative vs. Summative assessment

Formative assessment generates data on student learning while it occurs. In contrast to summative assessments or standardized testing capturing the point of knowledge or mastery after a lesson or unit, formative assessment is conducted during the learning process. Formative assessment is a way of framing learning activities such that they generate observable and measurable data for teachers and learners alike. During formative assessments, learners can discover what they have mastered already and which areas they need to improve.

Summative assessment refers to the processes and instruments that provide a general and final assessment of student's learning within a given course or learning unit.

Taken from www.britishcouncil.org

Construct

The construct of a test is the ability that it tries to measure.

If we train the abilities and measure what students can do, as the CEFR does, instead of what students cannot do they will be encouraged to show us more what they are instead of what they are not.