



PROGRAMA DE ACOMPAÑAMIENTO A DOCENTES DE NIVEL SECUNDARIO

LENGUAS EXTRANJERAS

TEACHING ENGLISH AT SECONDARY SCHOOL

Módulo 5: Evaluación y retroalimentación

Tipos de evaluación en la enseñanza del inglés.

Diseño de instrumentos de evaluación y rúbricas.

Retroalimentación efectiva y estrategias para promover el crecimiento de los estudiantes.

Hi fellow teachers! Hope you have enjoyed the weekend and that you have found the 1st part of Module 5, very useful. This week, we will continue with the second part of Module 5, related to Assessment.

In this lesson, you will deepen the knowledge about formative and authentic ways to measure students' learning . You will find material on self assessment, peer assessment and effective feedback as well as an orientation on how to work with rubrics and portfolios. In addition, you will have the opportunity to learn about learning records and revise your own.

To begin with, we invite you to participate in **two Forums**. One is optional, and it is available for you to share your ***“Test Construction: a Before and After Experience”*** , and the other; ***“Learning Instances in December”***, which is compulsory, as it triggers the debate on the assessment period you, as teachers, are about to start.



OPTIONAL - Forum 1- *“Test Construction: Before and After Experience”*

Socialize your experience analyzing and designing an assessment tool adapted to the theory presented.

1. Which was the aspect of your instrument that needed modification? Why?
2. How did you redesign your test device? Add photos
3. Do you think it was useful to reflect on your assessment practice? Justify your answer in no more than three sentences.



COMPULSORY -Forum 2- *“Learning Instances in December”*

1. How do you get ready for this period institutionally speaking? And as a Language Teaching Team?
2. Do you think *“Instancias de Complementación e Intensificación de los Aprendizajes”* is an adequate approach to deal with middle school students not reaching the school year learning goals?



3. How would you implement it (institutionally and/or in your own classroom) to get positive results? How would you measure these results? What kind of results are considered to be successful?
4. What other strategy would you suggest to face the same educational issue?

Brown states “...In every learning experience there comes a time to pause and take stock, to put our focal processes to their best use and to demonstrate accumulated skills or knowledge ...tests are crucial milestones in the journey to success. It is unfortunate that learners all too often view tests as dark clouds hanging over their heads, upsetting them with lightning bolts of anxiety as they anticipate a hail of questions they can’t answer and ...a flood of disappointment if they don’t make the grade.”

In this scenario, can tests be a positive experience? Can they help build students’ confidence? Can they foster interaction between teachers and learners and between learners themselves? The answer is “YES!” when teachers decide to explore strategies and techniques that meet the learners real needs when it comes to assessment: they provide integral ways to help students understand their learning process and identify what they can do to move forward.

For you to become a teacher-explorer, here is some interesting reading material to start off with:

TOPIC	Bibliography
Rubrics and other Qualitative Assessment Tools	Frola, P y Velazquez, J (2011) Competencias docentes para la evaluación cualitativa del aprendizaje.p72 Documento Técnico de apoyo para las escuelas sobre evaluación- Anexo II: Ampliatoria del material bibliográfico pp 30-33 / Anexo pp 66-68
Alternative Assessment Options: self and peer assessment, journals, conferences, portfolios and cooperative test construction.	Brown, H. Douglas. (2001) Teaching by Principles. An interactive approach to language. Chapter 22. “Language Assessment 11: Practical Classroom Applications”- pp 415 -420
Feedback	101 Positive Feedback Examples. HelpfulProfessor.com https://helpfulprofessor.com/positive-feedback-examples/
Ideas for Formative Assessment	75 Formative Assessment Examples. https://helpfulprofessor.com/formative-assessment-examples/
Ideas for Summative Assessment	21 Summative Assessment Examples. https://helpfulprofessor.com/summative-assessment-examples/



Ideas for Informal Assessment	15 Informal Assessment examples. https://helpfulprofessor.com/informal-assessment-examples/
Designing Classroom Tests	Brown, H. Douglas. (2001) Teaching by Principles. An interactive approach to language. Chapter 22. “ Language Assessment 11: Practical Classroom Applications”- pp 408 -415 Documento Técnico de apoyo para las escuelas sobre evaluación- Anexo pp 62-65



Uf! You have been working really hard. Time to stop and relax.

Inhale. Take a deep breath. Exhale.

Complete the following chart according to your teacher-explorer reading experience

I FOUND IT INTERESTING	I FOUND IT USEFUL	I DID NOT QUITE UNDERSTAND

Now, you have been working with a variety of Assessment approaches, strategies and techniques. You do all these to enhance the students’ language learning, but how do you register this process?

The Learning Evidence Record is used as an organization tool for the learning proof students produce in relation to the overall expectations of the course. It provides a visual representation of a learner’s progress that also serves as a communication tool for teachers, students and parents. If the device is successfully applied you will be able to manage, collect, evaluate, and share this evidence: you will be able to see how your assignments, tests, and other strategies all come together to ensure you have given your students ample opportunities to demonstrate their understanding.



Read the text “**Registro de Evidencias de Aprendizaje**” pages 29- 30 from Documento de Apoyo- Anexo II: Ampliatoria del material bibliográfico and participate in **Forum 3**



Compulsory -**Discussion Forum 3 “My Learning Record and the assessment process”**

- a. **Compare and contrast** the theory presented on the document and the Learning Record you currently use to register your students’ processes.
- b. **Answer**
 1. What kind of Learning Record do you use?
 2. What characteristics mentioned on the Document can you identify on your Language Record?
 3. What adjustments would you need to do for your Learning Record to really reflect a formative and authentic assessment process?



Next, what about a deeper self analysis? Let’s fill in individually the following **google form**. You will need to have your Learning Record at hand to complete the form.

<https://forms.gle/Ei4fzm6zcYvLEjCa7>

The information about your class’ performance registered in your Learning Evidence Record for the second term will determine the specific students that will take part in the Instancia de Enseñanza y Aprendizaje Complementario de Apoyo Institucional a las Trayectorias Escolares and, then, if necessary, in the Intensificación de los Aprendizajes stage. That is why, it is relevant to remember the Learning Record should be a supporting document that provides evidence as regards the prime learning objectives; the competences to be taught and the obstacles that should be considered to plan an appropriate pedagogical approach for these instances.

It is important to remember that an Assessment Plan communicates curriculum expectations and the criteria for assessment, and connects them to the tasks that provide opportunities for students to demonstrate their learning.

Well done! We have arrived at the last part of this module. Now it’s time to do the **weekly assignment**.



Weekly assignment: **My Assessment Plan for December 2023**

Based on the theoretical framework developed in Module 5 and, specifically, on the regulations from the Ministerio de Educación de la Provincia de Corrientes, design an assessment plan for each testing period in December

Deadline: Tuesday, 28th November. 11:59 pm



Good luck! 🍀

Bibliografía

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- Ministerio de Educación de la Provincia de Corrientes. Circular pedagógica Nº 18-19 Período de Consulta
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