# **METHODOLOGY GUIDE**











# **METHODOLOGY MINIGUIDE**

# **Assessment and Evaluation**





This publication has been funded by the European Commission. The Commission accepts no responsibility for the contents of



This work is been sed under a Creative mons Attribution-NonCommercial-erivatives 4.0 International License







## **Evaluation and assessment**





# Assessment guidelines: GROUP WORK SELF-ASSESSMENT

From <a href="http://www.cmu.edu/teaching/assessment/assesslearning/groupWork.html">http://www.cmu.edu/teaching/assessment/assesslearning/groupWork.html</a>

(adapted from Goldfinch, 1994; Lejk & Wyvill, 2001)

Mihaela Lefter - Romania

Ana Maria Perez-Spain

Rating	Comments, Examples, Explanations, etc.
Group Participation	
Attends meetings regularly and on time.	
Time Management & Responsibility	
Accepts fair share of work and reliably completes it by the required	
time.	
Adaptability	
Displays or tries to develop a wide range of skills in service of the	
project, readily accepts changed approach or constructive criticism.	
Creativity/Originality	
Problem-solves when faced with impasses or challenges, originates	
new ideas, initiates team decisions.	
Communication Skills	
Effective in discussions, good listener, capable presenter, proficient at	
diagramming, representing, and documenting work.	
General Team Skills	
Positive attitude, encourages and motivates team, supports team	
decisions, helps team reach consensus, helps resolve conflicts in the	
group.	
Technical Skills	
Ability to create and develop materials on own initiative, provides	
technical solutions to problems.	
Scoring	3 – Better than most of the group in this respect
For each category, award yourself and each member of your team a	Secret and most of the group in this respect
score using this scale.	2 – About average for the group in this respect
Soor & Source	
	1 – Not as good as most of the group in this respect
	0 – No help at all to the group in this respect





# **Assessment guidelines: ORAL PRESENTATIONS**

From http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/ (Adapted from Huba, M.E., & Freed, J.E. (2000). Learner-centered assessment on college campuses: Shifting the focus from teaching to learning (pp. 156-157). Allyn & Bacon: Needham Heights, MA)

#### Mihaela Lefter - Romania

### **Ana Maria Perez-Spain**

	3-Sophisticated	2-Competent	1-Not yet Competent
Components			
Organization	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is generally clear and well organized. A few minor points may be confusing.	Organization is haphazard; listener can follow presentation only with effort. Arguments are not clear.
Style	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is not a reading of a paper. Speaker is comfortable in front of the group and can be heard by all.	Level of presentation is generally appropriate. Pacing is sometimes too fast or too slow. Presenter seems slightly uncomfortable at times, and audience occasionally has trouble hearing him/her.	Aspects of presentation are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.
Use of Communication Aids	Communication aids enhance presentation.  The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out.	Communication aids contribute to the quality of the presentation.  • Font size is mostly readable. • Appropriate information is included. • Some material is not supported by visual aids.	Communication aids are poorly prepared or used inappropriately.  • Font size is too small to read. • Too much information is included. • Details or some unimportant information is highlighted, and may confuse the audience.
Contont	3-Sophisticated	2-Competent	1-Not yet Competent
Depth of Content	Speaker provides accurate and complete explanations of key concepts and theories, drawing on relevant literature. Applications of theory illuminate issues. Listeners gain insights.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications are included.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.
Accuracy of Content	Information (names, facts, etc) included in the presentation is consistently accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Enough errors are made to distract a knowledgeable listener. Some information is accurate but the listener must determine what information is reliable.





## **Assessment and Evaluation**

Use of Language	3-Sophisticated	2-Competent	1-Not yet Competent
Grammar and Word Choice	Sentences are complete and grammatical. They flow together easily. Words are well chosen; they express the intended meaning precisely.	Sentences are complete and grammatical for the most part. They flow together easily. With some exceptions, words are well chosen and precise.	Listeners can follow presentation, but they are distracted by some grammatical errors and use of slang. Some sentences are halting, incomplete, or vocabulary is limited or inappropriate.
Freedom from Bias (e.g., sexism, racism, heterosexism, agism, etc.,)	Both oral language and body language are free from bias.	Oral language and body language are free from bias with one or two minor exceptions.	Oral language and/or body language includes some identifiable bias. Some listeners will be offended.
Responsiveness to Audience	3-Sophisticated	2-Competent	1-Not yet Competent
Verbal Interaction	Consistently clarifies, restates, and responds to questions. Summarizes when needed.	Generally responsive to audience questions and needs. Misses some opportunities for interaction.	Responds to questions inadequately.
Body Language	Body language reflects comfort interacting with audience	Body language reflects some discomfort interacting with audience.	Body language reveals a reluctance to interact with audience.





# Assessment guidelines: GROUP PRESENTATIONS

From http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Assessment-Grading/Rubrics/

### Mihaela Lefter - Romania

### **Ana Maria Perez-Spain**

	3-Sophisticated	2-Competent	1-Not yet Competent
Research			
Quality (e.g. use of varied sources, evaluated and validated sources, accurate information)	Information is accurate; resources are legitimate; resources are varied when appropriate	Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough	Information is unreliable and/or inaccurate; resources are not valid
Broad spectrum of information (e.g. on political, economic, social, historical and geographical dimensions)	Includes all five dimensions	Includes four of the five dimensions	Includes three or less dimensions
Content of Presentation	3-Sophisticated	2-Competent	1-Not yet Competent
Substantive use of information (e.g. explanations on political, economic, social, historical and geographical dimensions are complete and helpful; made connections, inferences, drew conclusions, noted convergence and divergence among resources)	Explanations of dimensions are complete and helpful and indicate how the dimensions interact with each other; draw conclusions, make connections and inferences	Explanations are complete and helpful but include little or no interaction among dimensions or explanations aren't quite as complete or helpful but there is an indication of interaction among dimensions; draw some conclusions and make some inferences but miss obvious ones	Incomplete and/or not helpful explanations with little or no indication of interaction among dimensions; presents others' information without analysis (e.g. drawing conclusions, making comparisons, connections and inferences)





## **Assessment and Evaluation**

Effective slides (e.g. coherent, logical progression, well organized, include main points not details, "tell a story")	Slides clearly aid the speaker in telling a coherent story	For the most part slides are helpful in telling the story with only a few glaring problems	Slides interfere with the story
Communication	3-Sophisticated	2-Competent	1-Not yet Competent
Clarity (e.g. explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, responds well to questions)	Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject	Presentation is coherent for the most part, but missing 1 or 2 important elements	Presentation lacks coherence
Style (e.g. speaks in sentences, clear enunciation, fluent delivery, well paced, maintains eye contact, fits time requirement, clearly practiced)	Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains an effective pace and eye contact, doesn't run over allotted time	Presentation is polished, for the most part, but missing 1 or 2 important elements	Presentation is not polished
Self-Evaluation	3-Sophisticated	2-Competent	1-Not yet Competent
Analysis of group process and individual role within it	Clearly articulates what worked well and why, what did not work well and why, and ways to increase effectiveness and efficiency of group process in the future, considering self as well as others	Discusses only two of the three; discusses group without discussing self; discusses self without discussing group	Does not articulate any of the three – what worked well and why, what didn't work well and why, how to improve





# Assessment guidelines: SELF ASSESSMENT ON CLIL ASSIGNMENTS

Adapted from http://www.spfk12.org/Page/5960

#### Mihaela Lefter - Romania

### Ana Maria Perez-Spain

Risk-Taker	Х	Student's Reflections	Teacher Feedba
risk-Taker	Х	Student's Reflections	reacher Feedba

All of my side-talk is in my mother tongue instead of English

I do not accept English.

I sustain conversation (keep it flowing.)

I jumpstart dialogue.

#### **Takes Control of Learning**

I challenge myself to be the best I can be by completing tasks and finding a way to raise the bar.

I go on "autopilot."

If I finish early, I challenge myself by...

#### **Supports Classmates**

I try to "bump up" my classmates when they struggle or hesitate because they don't know how to do an activity.

I invest in other's work by listening to their risk-taking.

I'm a team player!

#### **Expands with Extensions**

I "bump up" my language using extension words to add details/explanations, and to justify my choices or opinions.

#### **Understands Directions**

I take off into activities quickly and by myself.

I REALLY watch and listen to get instructions.

#### Vocabulary

I incorporate past and new vocabulary, challenge words and "specialized" words I ask for or my teacher gives me.





### **Assessment and Evaluation**

#### Accent

I pay close attention to pronunciation

#### Respectful

I show consideration for myself and others.

#### Persistent

I stay on task and complete language activities, even

when the work becomes challenging.

I can go on "autopilot."





# Feedback: STUDENT'S PORTFOLIO

Adapted from http://www.trinitycollege.com

Mihaela Lefter - Romania

**Ana Maria Perez-Spain** 

The student must ensure that it is attached to the final version and included in the portfolio.

Advice to the student

CRITERIA	X
Task fulfilment	
Parts of the task have not been completed — look at the instructions again	
The task does not meet the requirements set — look at the instructions again	
This work does not appear to be entirely your own — you must choose a different	
task	
Your work contains some irrelevant details and/or repetition	
You should add some more ideas	
You should give more description	
The format, style and/or register are not appropriate to the task	
The task is too long/short — check the word length range	
Organisation	
Your presentation and/or layout need to be improved	
You should check and improve paragraphing	
You need to add an introduction	
You need to add a conclusion	
You need to rewrite the task with more legible handwriting or word-process your	
work	
Grammar	
You need to check and improve the grammar of your work	
You should use a greater range of grammatical structures	
You need to check your word order	
Vocabulary	
You should use a greater range of vocabulary	
You need to check you are using the correct words	
Spelling/Punctuation	
You should check the spellings of words in your work	
You should check and improve the punctuation in your work	