STEP 3

**PROCEDURES FOR EDUCATIVE ASSESSMENT**

1. **Forward looking assessment:**

Formulate one or two ideas for forward looking assessment.

Identify a situation in which students are likely to use what they have learned, and try to replicate the situation with a question, problem, issues.

* Simulation
* Group Project – Community Project
* Video Project (Vlog)
* Poster Sessions

1. **Criteria and standards:**

Select one of your main learning goals, and identify at least two criteria that would distinguish exceptional achievement from poor performance. Then, write two or three levels of standards for each of these criteria.

**SPEAKING RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Evaluated Item** | **Excellent**  **(90- 100)** | **Very Good**  **(80 - 89)** | **Good**  **(60-79)** | **Need Improvement (below 59)** |
| 1 | Content/message | Clearly stated and well-organized | Mostly Clearly stated and mostly well-organized | Somewhat Clearly stated and somewhat organized | Not very clear and organized |
| 2 | Language Fluency | Fluent (normal speed) | Quite fluent (Minor lapses) | Somewhat fluent | Not fluent |
| 3 | Language Accuracy | 90 – 100% accuracy | Up to 80 – 89 % accuracy | Up to 60 - 79 % accuracy | Below 60% accuracy |

1. **Self-assessment:**

What opportunities can you create for students to engage in self-assessment of their performance.

* Peer Review
* Self-evaluation checklist
* Reflective Learning journal
* Rubrics

1. **“FIDeLity” feedback:**

What procedure can you develop that will allow you to give students feedback that is:

(1) **F**requent – Technology based

(2) **I**mmediate – Technology-based, oral feedback

(3) **D**iscriminating (e.g. based on clear criteria and standard) -- Rubrics

(4) **L**ovingly delivered – Personal feedback, giving compliments (highlighting improvements), Highlighting points that need improvement, positive reinforcement