

### Testing and Evaluation

The *Family and Friends* Tests provide different ways of evaluating students' progress, through ongoing assessment, students' self-assessment, and formal testing.

#### 1 Classroom evaluation

Classroom evaluation is key to assessing students' progress. This can be achieved in a number of ways.

##### Monitoring

When students are engaged in productive activities such as speaking or writing, walk around the classroom and check their progress, and offer help where appropriate.

##### Regular reviews in the Student Book and Workbook

The purpose of the Review pages in the Student Book and Workbook is to review the main learning points of the units, giving you an opportunity to evaluate how much students have understood.

- Always start the lesson by reviewing the language of the units. You may wish to make notes on which students are still having difficulty in recognizing or producing words. These notes can be recorded later on the teacher's evaluation sheet (see page 5).
- Go through the Student Book review activities. Explain what students have to do to complete each exercise. Give them time to check their answers. Observe how individual students respond to the exercise.
- Go through the answers with the whole class as a group.

#### Teacher's evaluation sheet

A teacher's evaluation sheet is provided on page 5. This is to help you keep ongoing records of students' progress in skills, vocabulary, and social development. This evaluation sheet can be completed every semester. From this information you can plan further activities to develop the language of those students who have mastered the skills work easily and to reinforce the language of those students who are having difficulties.

#### 2 Self-evaluation

Self-evaluation is a key part of students' development as language learners. It encourages important learning skills such as monitoring progress, setting goals, and assessing their own learning styles.

Talk to the students about how they feel about their work. Use the self-evaluation page in the Photocopiable Resources. Ask individual students to express whether they feel happy or worried about their progress in English. It is highly motivational for students to feel that their teacher is taking an interest in their self-assessment, so make time to comment on this. If a student expresses particular difficulties in the self-assessment, arrange to talk to him/her after the class.

#### 3 Testing

Tests offer a more objective assessment of what exactly students have learned and what needs more consolidation. From this diagnostic information you can decide on remedial activities.

Students can be encouraged to realize that testing is not merely a way of assessing their progress, but that it helps you to see what errors they are making, and it will help the students correct them, by giving further explanation and support. Mistakes need not be presented in a negative light; rather as a positive stage in learning to guide students towards future progress.

## Types of tests in *Family and Friends*

The *Family and Friends* Tests contain the following:

- **Unit tests 0–12:** There are thirteen one-page Unit tests which cover the vocabulary and grammar content presented in each core unit, including the introductory *Starter* unit. Each test contains vocabulary and grammar activities. The Unit tests can be administered at the end of each unit.
- **Summative tests 1–4:** These are two-page tests which cover the vocabulary and grammar of the previous three units. The Summative tests can be administered at the end of Units 3, 6, 9, and 12 respectively.
- **Skills tests 1–4:** These are two-page tests which cover the content of the previous three units and evaluate the four key skills of Listening, Reading, Writing, and Speaking. The Listening section of each Skills test includes listening activities, supplied on the course audio material. The Skills tests can be administered at the end of Units 3, 6, 9, and 12 respectively.

## Administering a test

Testing is an important part of the teaching/learning process. Students can become anxious about tests, so it is important to create a calm and supportive environment. Before setting a test, have a quick warm-up session on the language to be covered in the test.

Explain the scoring system to the class so that they feel responsible for their own learning process. All the Unit tests in *Family and Friends 6* have a total of 20 marks. The Summative and Skills tests have a total of 40 marks.

Grading for Unit tests is as follows:

18–20	Excellent
14–17	Very good
10–13	Good
5–9	Satisfactory
0–4	Needs further work

Grading for Summative and Skills tests is as follows:

33–40	Excellent
24–32	Very good
15–23	Good
8–14	Satisfactory
0–7	Needs further work

## Grading the Writing Sections of the Skills test

At this level pupils are usually required to write full sentences for the Writing tasks in the Skills tests. When two marks are available for each sentence, students can receive one mark for communicating their meaning and a second mark if the sentence is accurate and contains no errors. Where the sentence is marked out of two, use half marks to mark flexibly – for example awarding 1½ marks for a sentence which may contain an error, but which nevertheless uses a wide range of vocabulary or structures.

## Administering the Speaking section of the Skills test

Each of the four Skills tests offers an opportunity to evaluate speaking skills through a short individual speaking activity. You may wish to carry this out while the rest of the pupils are completing the written parts of the Skills tests. Ask each individual student to come to the front of the class or to a quiet corner with their copy of the test. Some pupils may feel anxious so encourage them to relax and feel at ease. The speaking activities involve describing pictures or answering simple questions. You can give each student a couple of simple questions to get them started, such as *What's your name? How are you?* before focusing on the test activity.

## Speaking attainment targets

For each item in the Speaking test, students can receive half a point for communicating their meaning – this is an opportunity to reward communication skills. They can receive another half point if the sentence is accurate and contains no errors.