

3. Overview of Assessment

Assessment in Grade 3 has three main aims: 1) to help students and teachers understand the extent to which they have accomplished unit objectives; 2) to enable students to monitor and improve their own learning; 3) to motivate students to enjoy studying English. These aims are accomplished through informal and formative assessments. Teachers can conduct informal assessment during a lesson or at the end of each class. Informal assessment usually involves praising students for their ability to use the target language well and giving students feedback and suggestions on how to improve their language production. The lesson plan for Unit 4, Lesson 2 provides an example of informal assessment during the class.




- Tell the class to write the numbers and number words for 13 to 19 in their notebooks.
- Make sure that students can write the correct numbers and words by asking some students to come and write the answers on the board. (*Informal assessment in 'Ask and answer', Unit 4, Lesson 2 lesson plan.*)

At the end of a lesson, informal assessment is given in the summary and feedback stage. For example, in Unit 7, Lesson 3, the teacher provides students with feedback and congratulates them for accomplishing the communicative goal of the lesson.

- If necessary, give feedback on the students' pronunciation, e.g. singing /'smɪŋ/, story /'stɔ:ri/
- Tell students that they can now talk about hobbies in English and congratulate them. (*Informal assessment in 'Summary and feedback', Unit 7 Lesson 3 lesson plan*)

Formative assessment is used for helping teachers to understand the extent to which students have accomplished the learning objectives. The results of formative assessment can be used to improve the teaching and learning experience of teachers and students in the classroom. There are two kinds of formative assessment. The first kind occurs in the Review and Project lessons where students self-assess the extent to which they can communicate about topics in the textbook. By doing this, students can evaluate their ability to use the practical English skills they have learnt in the classroom. By looking at their self-assessment over the span of a year for all the unit reviews and projects, students can readily understand the extent to which they can communicate about different topics in English.

The table below shows the self assessment items for all unit reviews and projects

Unit	Self-assessment item				
Unit 1 (Review 1A)	I can	talk and write about my family.			
		talk and write about what my friend and I want to be.			
Unit 2 (Review 1B)	I can	write and talk about my favourite fruit, vegetable, sport, game and subject.			
Project 1	I can	draw my family tree.			
		write and talk about my family.			
Unit 3 (Review 2A)	I can	say where things are.			
		write about the pets my friends and I have.			

Unit 4 (Review 2B)	I can	say and write the numbers 1 to 100.			
		say the names of shapes.			
		say what shapes the objects in my classroom are.			
Project 2	I can	draw a picture of my bedroom.			
		describe my bedroom to my friends.			
Unit 5 (Review 3A)	I can	write and talk about things I do at home, at school and in my class.			
Unit 6 (Review 3B)	I can	write and talk about my daily activities.			
Project 3	I can	interview my friend.			
		write and talk about the daily activities of my friend.			
Unit 7 (Review 4A)	I can	say what people are doing.			
		write and talk about hobbies.			
Unit 8 (Review 4B)	I can	say where places are.			
		give directions.			
Project 4	I can	draw a map of my town.			
		say where places in my town are.			

The second type of formative assessment consists of rubrics designed for teachers to evaluate student performance on textbook activities. A rubric is a written scale that (a) describes the necessary skills students need to accomplish a task; and (b) measures the extent to which they can demonstrate these skills. For the Grade 3 English curriculum the rubrics assess students learning using scales for communication, presentation, pronunciation and volume. Examples of rubrics are shown below. Other rubrics that teachers can use can be found in 'Sample Exercise' and 'Reference Book on Assessment for Primary Level'.

Rubric for Reading Aloud

Assessment criteria	Student level		
	Advanced	Satisfactory	Emerging
Volume	Consistently loud and easily comprehensible	Mostly loud and comprehensible	Low and words are often difficult to comprehend
Pronunciation	Clear, intelligible pronunciation throughout	Some inaccuracies but mostly intelligible pronunciation	Mostly unintelligible pronunciation
Communication	Face the classmates with confidence when reading	Face the classmates when reading	Does not face the classmates when reading

Rubric for Presentations

Assessment criteria	Student level		
	Advanced	Satisfactory	Emerging
Volume	Consistently loud and easily comprehensible	Mostly loud and comprehensible	Low and words are often difficult to comprehend
Pronunciation	Clear, intelligible pronunciation throughout	Some inaccuracies but mostly intelligible pronunciation	Mostly unintelligible pronunciation
Fluency	Presents all the content well	Presents with some hesitation but can give a complete presentation	Presents slowly with frequent pauses and/or unable to say all the content