

Assessment Activity

Overview:

Learner Audience & Level:

Adult ESL international classroom in the US, but can be implemented in any language learning classroom

All levels

This lesson plan was devised after the assessment lecture in order to help students study for and create a mid-term exam. The class (and the exam) was for low-beginner ESL students in a Reading, Writing, and Vocabulary class (all three are taught together in one, 2-hour a day, daily class.

Activity Type:

Class study review for mid-term exam

Activity Goals:

Implementing the Assessment for Learning principles, the goals of this activity is to incorporate students into self-assessing their own language abilities and achievements by being responsible for designing their mid-term exam.

Activity: "Mid-term Reviews"

PRE-Activities

1. The teacher provides students with a study guide containing everything that has been covered in class up until the midterm. This study guide serves as a frame for students to know what to study for, and to prepare for the "Midterm Review" Activity.
2. Students form groups of three. Each student receives the instructions (Attach:TestQuestionsInstructions.pdf). Groups are given one copy per group of the collaborative worksheet: Attach:TestQuestionsGroupProject.pdf
3. Each of the three people in the group chooses his or her "favorite" subject (Reading, Writing, or Vocabulary). That person is the leader of that subject and writes his or her name under the Reading, Writing, or Vocabulary headline on the worksheet. Leaders are responsible for helping every person in the group share ideas, talk about the topic, stay on task, and develop questions.

DURING-Activities

4. For each subject (Reading, Writing, Vocabulary), each group member gives a word, idea, topic, or skill ('A' on worksheet) that he or she thought was a valuable lesson from the semester. Each group member writes his or her idea in own handwriting (to ensure that everyone is participating).
5. The group discusses why those things are important, and writes them in section 'B' of the worksheet.
6. The group then discusses possible test questions that could be used to test the class on the topics written down in 'A' and 'B'. Students should be encouraged to be creative with their questions and to have fun.
7. The completed worksheet's test questions serves as a draft for a final write up of the student-created test questions and answers. After accuracy checking with the teacher,

groups write/draw their questions and answers on a poster board that will be hung on the classroom wall for all students to see and use to review for the test.

POST-Activities

8. In a student-run test review, student groups present their posters to the rest of the class, ask the questions, and probe classmates for the answers.
9. From the questions and answers in the review, every student in the class has several pertinent topics to study for the exam. Students study using the test questions that they or their peers created, alongside the teacher-produced study guide.
10. The teacher uses the questions and answers that the students created when developing the test.

GROUP REVIEW INSTRUCTIONS:

1. Each person chooses their “favorite” **subject** (reading, writing, or vocabulary).
 - a. You are the **leader** of that subject.
 - b. Write your name under the subject (reading, writing, or vocabulary).
 - c. You must help every person in the group
 - i. share ideas
 - ii. talk about the topic
 - iii. stay on task (do the activity) and pay attention
2. For each subject (reading, writing, vocabulary):
 - a. Each group member gives a word, idea, topic, or skill (A).
 - b. Each group member *writes* his or her idea in own handwriting.
3. Group discusses WHY those things are important, and writes them in B.
4. Group discusses TEST QUESTIONS for 1-3. Be creative; have fun.
5. Use white paper as practice
6. Final “review” paper will be on big paper. EVERYONE WRITES.

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MIDTERM EXAM REVIEW

GROUP NAMES: _____

	READING	WRITING	VOCABULARY
A. Three most important words, ideas, topics, or skills everyone should know.	1. 2. 3.	1. 2. 3.	1. 2. 3.
B. Explain why 1-3 is important for learning English.	1. 2. 3.	1. 2. 3.	1. 2. 3.

MIDTERM EXAM REVIEW

GROUP NAMES: _____

Three "TEST" questions about each topic, skill, word, or idea.	1. 2. 3.	1. 2. 3.	1. 2. 3.
ANSWERS			