

PURPOSE OF EVALUATION

Evaluation is a tool to aid student learning it is not an end in itself. Student evaluation should be integrated into the learning process in a manner which allows progress and effort to be assessed as well as outcome.

PURPOSE OF PICK PACK

Our major goal is to provide teachers of English in the intermediate grades with a choice of workable techniques to use in implementing the mandates of the Ministry of Education regarding student evaluation in English.

Recognizing that teachers have traditionally used diagnostic and summative testing and have a considerable repertoire of material available in these areas, we have focused on formative testing which evaluates the processes of learning as well as the product and in the methods of teaching and using self and peer evaluation.

Diagnostic testing is necessary to enable the teacher to determine the goals particular to the student and the class in regards to the curriculum.

Summative testing usually measures the outcome or the student's ability to create an end product.

Formative testing measures the improvement in the skills developed in the stages of the process and must be ongoing. By learning self and peer evaluation the student is better able to incorporate and focus on the goals established prior to the task and thus keep their sense of direction and stay on task more effectively.

As well as a collection of evaluation techniques we have included practical suggestions for incorporating evaluation as a teaching method, unit planning and record planning.

This collection is intended to provide the teacher with practical suggestions on evaluation in English. It establishes a framework on which teachers can develop classroom - specific evaluation materials. The package presents a variety of approaches to deal with criteria used in evaluating English and the materials are easily adapted to other curriculum subject areas.

WRITING SKILLS

The teacher may select those criteria which they wish to use to evaluate their students. The selected criteria may be entered on the record sheet which follows.

The record sheet may be used as a checklist by indicating with a check whether the skill is present or absent or the teacher may use a rating scale for each criterion for each student. This rating scale would result in a mark for Writing Skills at the end of the term. The following is a sample rating scale.

low				high
1	2	3	4	5
seldom		often		always

THE WRITING PROCESS

The student:

- brainstorms for ideas
- engages in prewriting activities
- completes a rough draft
- revises writing
- adds new ideas
- moves sentences
- uses other's suggestions
- clarifies meaning
- shares writing
- combines sentences
- writes daily
- plans an outline
- works within a timeline
- edits others' work
- presents writing neatly

WRITING FORM

The student's writing:

- uses the appropriate language register
- has an effective opening
- has an effective closing
- is organized
- has a central idea
- contains original ideas
- has a variety of sentence types
- has a variety of sentence length
- has paragraph unity
- stays on topic
- includes an appropriate amount of detail
- creates interest
- style suits the purpose
- uses the appropriate style
- suits the audience

MECHANICS

The student:

- correctly uses capital letters
- separates paragraphs
- correctly uses terminal punctuation
- correctly uses internal punctuation
- selects verb tenses
- has subject and verb agreement
- uses correct sentence structure
- correctly uses quotation marks
- combines sentences
- uses complete sentences
- uses descriptive words
- uses an appropriate vocabulary level
- uses figurative language

**THE NARRATIVE
REVISING THE DRAFT**

SELF EVALUATION

NAME: _____

TARGET SKILL: _____ DATE: _____

1. Is the idea I used original? Did I think of it or use an idea from a book or from TV?
2. Have I developed the idea clearly? Does it make sense? Is it easy for the reader to grasp the idea?
3. Have I stayed on the topic? Have I included any words, sentences or ideas that are irrelevant?
4. Do my ideas follow logically and in correct sequence?
5. Is there any needless repetition of words, sentences or ideas?
6. Is my work fluent, easy to read and to understand? Does it flow?
7. Have I used a style of writing and vocabulary suited to my topic?
8. Have I stayed on task and tried to work well in the time allowed?
9. Have I tried to achieve the goal of this assignment?
10. Have I positive suggestions for improving my work?

SUGGESTIONS:

**THE NARRATIVE
REVISING THE DRAFT**

TEACHER-STUDENT CONFERENCE

WRITER: _____

DATE: _____

1. Was the idea developed original? Can you elaborate more on it?
2. Does your opening capture the reader's interest?
3. Do your ideas follow in order and develop logically?
4. Do the details support the main idea in each paragraph?
5. Have you stayed on topic?
6. Have you repeated any words, sentences or ideas?
7. Is the vocabulary suitable to the story?
8. Have you achieved the goal of this assignment?
9. Is this writing assignment complete?
10. Does this piece of writing reflect a good effort on your part?

SUGGESTIONS:

**THE NARRATIVE
EDITING**

PEER EVALUATION

EDITOR: _____

WRITER: _____

TARGET SKILL: _____ DATE: _____

EDITING POINTS	COMMENTS
A. COMPOSITION Is the story paragraphed correctly? Is the story complete?	
B. MECHANICS Are the sentences complete? Do they vary in type and length? Is the spelling correct? Is the punctuation complete?	
C. VOCABULARY Is the vocabulary suited to the audience? Are there vivid adjectives, verb and adverbs used? Is there figurative language? Has there been any new vocabulary used?	

THE NARRATIVE
PROOF READING CHECKLIST

WRITER: _____
TITLE: _____ DATE: _____

- ___ Each sentence has either a period, question mark or an exclamation mark at the end.
- ___ Each sentence is a complete thought.
- ___ The title is capitalized.
- ___ All words are spelled correctly; difficult words have been checked.
- ___ The first word in each paragraph is indented.
- ___ Commas and quotations are used when needed?
- ___ Capital letters are used to begin sentences and proper nouns.
- ___ Handwriting is reasonably neat and easy to read.
- ___ My name is on my paper.

PROOF READING

THE NARRATIVE
TEACHER EVALUATION OF THE MANUSCRIPT

WRITER: _____
DATE: _____

- A. ORGANIZATION:**
1. Title - appropriate for the story 1 2 3 4 5
 2. Paragraphing - one idea
 - indented 1 2 3 4 5
 3. Sentences - effective length
 - variety 1 2 3 4 5
 4. Sequencing - interesting opening
 - logical development
 - appropriate conclusion 1 2 3 4 5
- B. MECHANICS:**
1. Spelling 1 2 3 4 5
 2. Punctuation - endings
 - capitals 1 2 3 4 5
 - quotations
 3. Subject - Verb agreement 1 2 3 4 5
- C. VOCABULARY:**
1. Varied and appropriate 1 2 3 4 5
 2. Descriptive Language - adjectives
 - adverbs 1 2 3 4 5
 - verbs
 3. Figurative Language - similes
 - metaphors 1 2 3 4 5
- TOTAL: _____ /50**

COMMENTS:

TEACHER EVALUATION

PEER RESPONSE TO WRITING

POET: _____
EDITOR: _____
TITLE: _____ DATE: _____

1. What feelings or impressions did the writing give you?

2. Does this piece of writing remind you of anything you have read, seen or heard before? What?

3. Have you ever been to a place such as what is mentioned in the writing? Where?

4. What words or phrases captured your interest and why?

5. What is the most interesting phrase? Tell why it is effective.

6. Give the writer one suggestion as to how their writing could be improved.

PEER RESPONSE

GROUPWORK
A MEMBER'S SELF EVALUATION

NAME: _____
GROUP: _____ DATE: _____

- | | COMMENTS |
|---|----------|
| 1. I helped the group reach a consensus on how to proceed with the task. | |
| 2. I helped the group organize itself to reach its goals. | |
| 3. I helped the group stay on topic. | |
| 4. I helped the group work within the time limit. | |
| 5. I did an equal share of the work involved in the task. | |
| 6. I considered other's feelings when I spoke to group members. | |
| 7. I contributed to the group's discussion without trying to dominate it. | |
| 8. I listened when others spoke. | |
| 9. I completed my part of the task. | |

GROUPWORK EVALUATION