



## USING DIFFERENT TYPES OF ASSESSMENT IN LANGUAGE TEACHING

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### Abstract

Assessment is an inseparable part of teaching, influencing the decisions teachers make, the actions they take and the suggestions they offer for student learning. Classroom assessment, specifically, refers to methods and procedures used by the language teacher for gathering, analyzing, interpreting and using information about student's language abilities for decision making purposes. Recently, educators and scientists have been becoming more interested in the requirements of assessment procedures in the scope of foreign language teaching and the learning process, as forms of assessment have been changing. The assessment procedures relate to authenticity, practicality, reliability, validity and wash back, and are considered the basic principles of assessment in foreign language teaching and learning. The main value of these principles is to distinguish the effects of assessment and review any classroom based issues between the teacher and the student. As the assessment process affects both teachers and students, significance and consideration should be given to assessment procedures in foreign language teaching.

**Keywords:** assessment, principles of assessment, feedback, formative assessment, summative assessment, piloting.

### Introduction

It is clear that assessment is a basic process in teaching, which helps to demonstrate whether the goals of educating being meet. Obviously, teacher should take into consideration the students' knowledge properly. After clarifying their knowledge, we may achieve a good result in assessing. Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student baseline performance. Students enter the classroom with diverse backgrounds and skills in literacy.



Some students may enter the classroom with special needs that require review of basic skills, while other students may have mastered the content a teacher intends to cover. Due to these various student levels, it is necessary to design literacy instruction to meet the individual needs of each student. Individual needs can be determined by initial and ongoing assessments. In this case, assessment plays main role in teaching process. At first, according to the learners' level, a lesson plan composed as well as taking account the evaluation. I prefer to use diagnostic assessment that helps teachers identify learners' strengths and weaknesses focusing on course content. An identical assessment may be given post-instruction to identify if students have met a course's required learning objectives. With this form of assessment, teachers can plan meaningful and efficient instruction and can provide students with an individualized learning experience. Written by students, the diagnostic assessment is a tool for teachers to better understand what students already know about a topic when submitted before the start of a course.

Second, it provides information to individualize instruction. It may show a teacher that a small group of students needs additional instruction on a particular portion of a unit or course of study. He can then provide remediation for those students so that they can fully engage with new content. Similarly, if a teacher discovers that a group of students has already mastered a large portion of a unit of study, he can design activities that allow that group to go beyond the standard curriculum for that topic through independent or small group study.

Finally, it creates a baseline for assessing future learning. It shows both the teacher and the students what is known before instruction has occurred. Thus, it sets a baseline on a topic. As the students move through instruction, they can see what they are or aren't learning, and the teacher can provide remediation or enrichment as needed.

In addition, during the lesson it will be beneficial that the use of specific assessment strategies such as essays, reports, quizzes, tests, and creative design tasks ... to determine the degree to which students have achieved the learning outcomes. We should approach to assessing process fairly so that it can be a challenge to students as a motivation. That's why in every classes I try to keep in this way in order to get a good outcomes. It is known that there are two types of assessments that can be reason for encouraging students to learn. They are formative and summative.



Formative is a type of assessment that we can use it during the lesson. This assessment can take the form of diagnostic, standardized tests, quizzes, oral question or draft work out concurrently with instructions. This assessment's aim is to see if the students understand the instruction before doing a summative assessment namely, any kind of formative assessment can help us to clarify how our students has mastered fluently.

Summative is a more demanding serious assessment that it will be taken at the end of the term in order to check learners' comprehending skills totally. In this, teacher feedback plays a main role in assessment for learning and it called feed forward that can be source to students to identify their obtained knowledge in order to use it in the next step of task and future learning (Hattie & Timperly 2017). Indeed, any kind of feedback/feed forward can be useful input for students to work on their weakness. That's why formative assessment does not indicate only learners' obtained skills during the lesson, but also it will be a great challenge to audience.

During the class I have decided to conduct small quiz, which will check the knowledge of my students on comprehension of reading text about "Environmental problems. The purpose of the test is to check whether students have become more confident in solving tests. The audience which takes the test will be students aged between 17-23. The level is A2-B1. Test covers two skills: reading and writing. The main focus should be given on comprehension of the given information according to our plan. The context of test mainly covers multiple choice items, filling the gaps tasks in reading text. Tests will be shown through written materials, since it will be more comfortable to work out questions. While designing activities, sorting out exercises for the students, teachers must take into consideration the following assessment principles:

Principle 1 -Validity ensures that assessment tasks and associated criteria effectively measure student attainment of the intended learning outcomes at the appropriate level.

Principle 2 - There is a need for assessment to be reliable and this requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Principle 3 - Information about assessment should be explicit, accessible and transparent. Clear, accurate, consistent and timely information on assessment tasks and procedures should be made available to students, staff and other external assessors or examiners.



Principle 4 - As far as is possible without compromising academic standards, inclusive and equitable assessment should ensure that tasks and procedures do not disadvantage any group or individual.

Principle 5 - Assessment should be an integral part of program design and should relate directly to the program aims and learning outcomes. Assessment tasks should primarily reflect the nature of the discipline or subject but should also ensure that students have the opportunity to develop a range of generic skills and capabilities.

Principle 6 - The amount of assessed work should be manageable. The scheduling of assignments and the amount of assessed work required should provide a reliable and valid profile of achievement without overloading staff or students.

Principle 7 - Formative and summative assessment should be included in each program. Formative and summative assessment should be incorporated into programs to ensure that the purposes of assessment are adequately addressed. Many programs may also wish to include diagnostic assessment.

Principle 8 - Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process. Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

Principle 9 - Staff development policy and strategy should include assessment. All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

Moreover, in order to make the lessons effective for the learners, give exactly what our students` lack, we should make answer assessment for learning. Assessment for learning used for forming the knowledge, skills and competence to develop further and of course to reach the expected results.

Assessment of learning usually used at the end of a course of study. The intention of the assessment of learning is to see it achievements are at the expected level or in the other words to see we have achieved what we wanted or intended before beginning the course of study. How you are going to address it? According to four principles of assessments, namely validity, reliability, practicality and impact provide the accuracy, fairness of the assessment.

- Validity supports if the test is the same with what is expected. Testing should be the same what taught to the students;



- Reliability if the testing is reliable that is if the test produce consistent results.
- Practicality measures if the test takes an adequate among at time, money, resources to make.
- Impact identifies if the carried testing procedure makes positive effect on teaching and learning.

In this case having learnt all these will check the testing. I am going to make with four above mention criteria's so that to be sure I am doing a correct, valid reliable testing.

What is the expected results?

Before designing any kind of assessment, a test developer must prepare test specification that contain all the information about the test to be constructed. Developed one`s test specifications can serve for a long time and be revised when needed. The criteria they must base on the process of piloting. The best way to find out whether the created assessment tool works well is piloting. A test should not be administered without prior piloting. A teacher that piloted even one assessment tool will realize how useful this can be. It can reveal the issues and the features of the test that the test developers otherwise might never be able to spot themselves. Thus, the evidence gathered from piloting is used to make the necessary changes and the whole process recommences.

As a conclusion, the more we motivate our audience with putting a good mark, the more their intention will increase to learn. Indeed, any right accepted decision would serve to development. Therefore, all teachers task is to create an astonishing atmosphere that it must be a hit to students.

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