"Assignment 2: Formative Assessment"

Qiran Chen (1274104)

New York Institute of Technology

Professor: Darren Francis

Assessment and Evaluation Methods EDIT_690 VA1

June 22, 2020

Assignment 2: Formative Assessment

1. **Basic Information:**

1). Audiences:

This assignment is for the oral English class, which has less than 15 Students. The students are from age 15 to age 18. They already took two courses about the idioms.

2). Purpose:

This assessment is designed to gather feedback from students in an oral English class. On the one hand, to accurately identify whether the students get the idea of using idioms during daily conversations. On the other hand, to know how many of them use idioms intentionally and unnaturally. This feedback from students can help educators to evaluate the current learning stage, and also help students to speak more naturally in the upcoming lessons.

3). Outcomes/Goals:

Students will be able to master using some idioms which are provided by the teacher, but some of these idioms are dated and seldom used in daily conversation. After that, students will be able to distinguish the dated ones, and more importantly, be able to know the cultural reasons.

Educators can identify the level of understanding in speaking English of their students. In other words, it is also a process of learning the western culture by using idioms properly. Speaking fluency is essential in learning English, but it is also critical for educators to introduce the culture to their audiences. Indeed, the feedback is what helps educators evaluate themselves and their students.

4). Factors:

a. Supportive (It is group work.)

b. Three days a week (The assessment will be an ongoing process through the week.)

c. Rewards (Who is willing to talk and interacting the most will get the bonus.)

5). Procedures and Responsibilities:

The teacher gets to the classroom earlier and put the posters with idioms on the wall. 4-6 idioms each day, with pictures that show the meaning. The teacher should try to listen to each group while the students are discussing and talking.
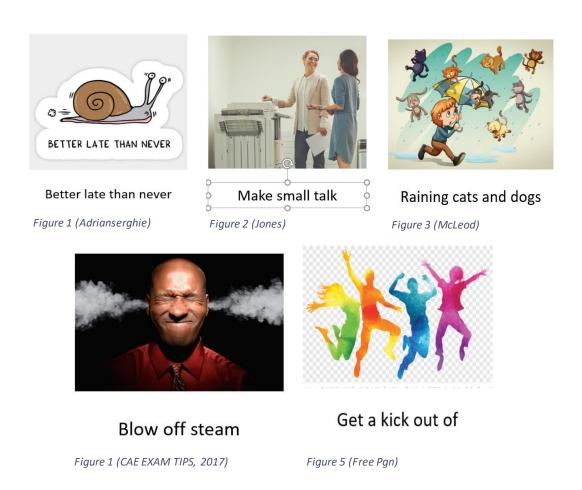
Students should try to guess the meaning of these idioms from the pictures, and each group will create a conversation based on the idioms. Before the teachers begin their evaluation, all groups should assess each other (peer evaluation).

6). How to Support Students in Learning:

- Knowledge Sharing (Encourage students to find their favourite idioms with their group members.)

- Problem-solving (If the idiom is dated, can we find another one instead? Why is idiom like the icing on the cake while people are communicating?)

- Feedback (Through group work, students can get feedback from their classmates as well. I want to name it "Idiom Master Privilege." Sometimes peer evaluation works better.

2. Assessment:

The teacher will post five pictures of different idioms (one of them is dated) on the wall or blackboard. The projector and Powerpoint are optional if they cannot help students think deeply and solve the problems. In this case, posters and tapes work just fine, and the pictures are media which carries the information. Examples are attached below:

Better late than never

Figure 1 (Adrianserghie)

Make small talk

Figure 2 (Jones)

Raining cats and dogs

Figure 3 (McLeod)

Blow off steam

Figure 1 (CAE EXAM TIPS, 2017)

Get a kick out of

Figure 5 (Free Pgn)

Firstly, the teacher will divide twelve students into four groups. Secondly, the groups will take one poster from the wall as their topic, and they will start making their conversation. These groups will then explain the meaning of their chosen idioms in English and present their conversations one by one. Finally, the students will begin group evaluation, and the teacher will

give feedback. These posters will stay on the wall so that the students can check them out

whenever they want. It is not only for recalling the meaning but also for creating the learning

environment.

3. Rubrics:

1). Criteria for the grade:

Students' ability to produce a conversation by implementing these idioms properly as a team.

Students' ability to go deep into the language culture.

Students' ability to complete the self-evaluation and their ability to give feedback.

Student name: **ID:**

Targets	Points: 5	Points: 4	Points: 3
Introduction	The group introduces idioms to other groups with an excellent explanation and understanding.	The group introduces idiom to other groups with proper explanation and understanding.	The group introduces the idiom to other groups misusing the idiom, but the way of explanation is good.
Conversation	The group uses idioms naturally and correctly in the conversation. The conversation engages every member.	The idiom does not fit the scenario well, but the group produces a well-organized conversation.	The group misplaces or overuses the idiom in the conversation, but the process goes well eventually.
Evaluation	The group is respectful when listening to others and gives valuable feedback. The group also helps other groups with the evaluation.	The group is respectful when listening to others. The group gives parts of feedback to other groups and does a somewhat good self-evaluation.	The group is respectful when listening to others but sometimes distracted. The group seems to be not so active in giving feedback.
Bonus	Shares new idioms with classmates; Students did their research and identified the dated idiom out of the five posters. (get extra 1 point)		

References

[Adrianserghie]. *Better late than never Sticker.* Retrieved from https://www.teepublic

   .com/sticker/1685920-better-late-than-never

CAE EXAM TIPS. (2017, Sep 29). *10 Idioms You Can Use Today*. Retrieved from

   https://www.caeexamtips.com/blog/10-idioms

Four People ... Free Pgn. Retrieved from https://www.pngfuel.com/free-png/ntpmt

Jones, S. *It's Not Small Talk, It's Social Ritual*. Retrieved from https://www.quietrev.com

   /its-not-small-talk-its-social-ritual/

McLeod, J. *Can It Really Rain Cats and Dogs?*. Retrieved from https://www

   .farmersalmanac.com/can-it-really-rain-cats-and-dogs-11557