

RESOURCE
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TEACHERS

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ASSESSING YOUNG LEARNERS

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Introduction

This book proposes ways of assessing children learning English as a second or foreign language and provides ideas for classroom-based assessment. Although some of the assessment activities may also be relevant to external exams such as the UCLES Young Learners Exams, the main concern of this book is to provide assessment closely related to the learning process. By this we mean that the purpose of the assessment ideas outlined here is to serve teaching and learning by providing feedback to you and the children, encouraging a positive classroom atmosphere, and promoting and maintaining strong motivation for learning English.

Who is this book for?

Young learners

The assessment tasks and techniques in this book are aimed at primary and early secondary school children aged six to twelve learning English as a second or foreign language. Children in this age group can sometimes be negatively affected by assessment techniques used for older learners. What this book suggests is an approach more suited to the needs of 6–12 year olds.

Children vary in maturity, learning experiences, and overall background. Consequently, the techniques we recommend may be suitable for the target age group in one context, but not for the same age group in another context. Your role as the teacher is very important, since only you can judge whether a technique is suitable for your class or not. An assessment activity pitched at the children's level may be very motivating for them, whereas one designed for a different level can be quite damaging. Most of the assessment techniques in this book suggest a number of possible variations, enabling you to choose the variation best suited to your class.

Teachers

This book will be useful to both experienced teachers and new teachers who:

- teach young children and want help on how to assess them
- do not want the curriculum to be dictated by the syllabus of external exams
- want to have a say in how their children are assessed
- want child-friendly, classroom-based assessment

- question whether traditional assessment methods are suitable for their pupils and want to try alternative methods of assessment
- are studying assessment methods at college, university, or teacher training college.

It is also for teacher-trainers who want to recommend appropriate assessment approaches for use with children.

Evaluation, assessment, and testing

The terms evaluation, assessment, and testing are often confused and used interchangeably. They do not, however, mean the same thing. Testing is just one part of assessment. Assessment and evaluation are more general, more global processes.

Evaluation

Evaluation is the process of gathering information in order to determine the extent to which a language programme meets its goals. Relevant information can be teachers' and parents' opinions, textbook quality, exam results, and children's attitudes. Some of the tools of the evaluation process are tests, questionnaires, textbook analysis, and observation.

Assessment

This is a general term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation. Assessment can be carried out through a number of instruments (for example, tests, self-assessment), and can be formal or informal.

Testing

Testing is one of the procedures that can be used to assess a child's performance. A test has a certain objective, for example, to see to what extent a child understands a written text. The test then checks whether the child has achieved this objective. Testing uses tasks or exercises and assigns marks or grades based on quantifiable results.

Teaching and assessment

As a teacher, you are accountable for children's progress first to the children themselves, also to the parents, the head teacher, the school authorities, and others. Consequently, you need evidence of the children's progress. Resorting to traditional tests, although they are widely accepted and generally considered objective, is not the ideal solution for children. Children are different from other groups of learners. Traditional tests can have negative effects on their self-

esteem, motivation, and overall attitudes towards learning and the target language.

The recognition that children have special needs has led to the development of effective teaching methodologies that take into account children's creativity and their love of play, songs, rhymes, activity, and role play. These methodologies also recognize children's limitations in terms of their short attention span, their cognitive development, and their specific areas of interest. As these methodologies have been introduced into classroom teaching, classrooms have become more learner-centred and child-friendly.

Assessment, on the other hand, although an integral part of teaching that should reflect and complement the methodologies used in class, has not developed in the same way. This problem has long been recognized but only recently addressed. Some teachers resort to external exams under pressure of accountability, tailoring their lessons to train their children for the chosen exam. In so doing, they often miss out on methodologies appropriate to children.

This book responds to the need to assess children appropriately. The assessment tools we advocate are based on communicative language learning, task-based learning, appropriateness for children, authenticity, learner training, learner autonomy, and critical reflection. The assessment tasks we suggest are closely linked to the classroom practices used today with children. The children will therefore be familiar with the format of the assessment tasks, so they don't see them as something different or alien, and the tasks do not create anxiety or other negative feelings. On the contrary, they can encourage positive attitudes in that they may be seen as a fun thing to do.

Why assess young children?

Assessment may at first sound threatening and not suited to a child's nature, but it is a necessary part of teaching and learning. Assessment can serve the following purposes:

To monitor and aid children's progress

A teacher needs to be constantly aware of what the children know, what difficulties they are experiencing, and how best to help them. On the basis of assessment outcomes you are able to give individualized help to each child.

To provide children with evidence of their progress and enhance motivation

Assessment results give children tangible evidence of their progress. Learning a language is a long process. Achieving short-term goals (for example, knowing the colours, being able to tell the time) can

boost children's motivation and encourage them to persist in their efforts.

Assessment can also help children to focus on areas that need more work before they can achieve a short-term goal. Becoming aware of the progress expected of them within a given time-frame can motivate children, as they see themselves getting closer to their goal. This makes them try harder to achieve their goal. When they have positive assessment results before them, they feel their efforts are worthwhile. This encourages them to keep on trying. This is why it is so important to pitch assessment activities to the children's level. To encourage weaker children, it may sometimes even be a good idea to give them an easier test.

To monitor your performance and plan future work

The information you get from assessment can help you to evaluate your own work, to find out how effective you have been and how successful your chosen methodology or materials were. You are then able to plan, modifying aspects of your teaching (books, materials, methodology, etc.) as necessary, and develop techniques and methods for responding to the children's individual needs.

To provide information for parents, colleagues, and school authorities

Many other people, besides the children and the teacher, need to be kept informed on the children's progress. Parents, for example, need to know whether their children's efforts and the school's/teacher's language programme are yielding satisfactory results. Colleagues benefit when assessment results are kept by the school and passed on to future class teachers. This gives them a profile of each child's strengths and weaknesses. Moreover, the teachers themselves know that they will often be judged by the school on the basis of the learners' results among other things. Assessment results are then seen as evidence of the teacher's teaching effectiveness.

What do we assess?

The following skills and attitudes should be assessed:

Skills development

Although language often involves the use of all four skills in an integrated way, in assessment we may want to consider each skill separately, so that we can examine the children's progress and/or detect problems in that particular skill. This can sometimes be difficult because assessing one skill often requires the use of

another. In such cases you need to ensure that your main focus is on the skill you are assessing.

Listening is an active skill that includes the use of many sub-skills such as predicting content, inferring meaning from content, listening for gist, and listening for detailed information. Children are able to use the basic sub-skills in their own language. Some of these sub-skills, such as inferring meaning and predicting content, should also be practised in the foreign language class. Training children to do this gives them a head start in their learning career. Assessment should, therefore, check progress in a variety of listening sub-skills.

Speaking also consists of a number of elements such as pronunciation, intonation, and turn-taking. But the overall aim of speaking is to achieve oral communication, i.e. to be able to convey messages. When assessing children, the emphasis should be on their communicative ability in basic functions such as asking questions or introducing themselves.

Reading involves various sub-skills similar to the ones in listening: reading for detail (intensive reading), reading for gist (skimming), reading for specific information (scanning), predicting content, and inferring meaning from content and context. Again it is important to help children to develop these sub-skills. They are helpful as learning strategies which will, in turn, make for successful reading and thus increase children's exposure to the target language. Therefore reading sub-skills should be regularly assessed.

Writing is considered the most difficult language skill, since it includes so many other elements such as handwriting, spelling, syntax, grammar, paragraphing, ideas, etc. For this age group the most important writing skills are mastering the Roman alphabet, copying, handwriting, spelling, and basic sentence formation.

Integrated skills Assessing skills separately may be justified for assessment purposes but often it does not reflect real-life language use. All language skills are integrated in real life and rarely used in isolation. For this reason, they should also be assessed integratively. Assessing integrated skills allows for techniques that simulate real-life situations and monitor the children's ability to cope in situations where they have to draw on more than one language skill.

Learning how to learn

In today's fast-changing world, children have to be trained to use a variety of learning skills and to discover the most effective ones for them. This will help them to become autonomous learners and to deal with the constant need to acquire new knowledge.

Skills such as using a dictionary, the Internet or other resources, checking and reflecting on their own learning, reviewing their work, and organizing their learning will maximize the results of the

children's efforts. They should, therefore, also be assessed in these skills. Assessing learning-how-to-learn skills is important since it will help children realize the importance of such skills, and also help them to develop useful learning habits and influence the rest of their learning career.

Attitudes

Fostering positive attitudes in childhood should be a priority, since this is the best time to form strong positive attitudes towards learning, the target language, and the target culture. Negative attitudes formed at this stage are hard to change in the future.

Attitude assessment can be done during conferencing (short, private conversations with the children) or through questionnaires and observation. Although it is not possible to award objective marks for attitudes, motivation, pleasure in learning, and interest in the target culture, you can create profiles of individual children, describing their attitudes, and compile reports for parents, colleagues, and school authorities. Most importantly, assessment of attitudes will enable you to intervene if a child expresses over-negative feelings.

Behavioural and social skills

Teachers, regardless of their individual subjects, are above all charged with the education and development of the child as a whole person. Becoming a good team member, being polite, being sensitive to others' feelings and appreciative of their efforts are some of the qualities all subject teachers should promote and assess.

How do we assess children?

Children usually do not choose to learn a foreign language. The decision is made for them either by their parents or by the school authorities. They are still too young to recognize the usefulness of a foreign language. Therefore they need other reasons to motivate them and to keep them learning. A friendly environment can offer such motivations. You can make learning as enjoyable as possible through drawing, games, songs, puzzles, and drama.

Nevertheless, your hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes time for assessment. To avoid this, we propose that you carry out assessment in a way that protects the positive atmosphere and attitudes towards English and learning in general. Some of the methods we propose are: structured assessment activities/tasks, take-home assessment tasks, portfolio assessment, and other methods discussed below. We believe these methods not only preserve but also enhance the positive learning atmosphere in a classroom.

In presenting the assessment methods which follow, we have discussed each one separately for reasons of clarity and practicality. They are, however, interrelated. The use of portfolios as an assessment tool is a method that includes all the others. A portfolio creates a complete picture of a child's achievement by collating information obtained through tests, projects, and conferencing notes. Projects, on the other hand, can involve structured assessment tasks, self- and peer-assessment, as well as observation notes. Classroom assessment that generates useful information for teaching and learning will naturally involve the use of more than one of the following methods of assessment.

Portfolio assessment

A language portfolio is a collection of samples of work produced by the child over a period of time. These samples can include written work, drawings, projects, a record of books read, recordings (audio or video), test results, self-assessment records, and teacher and parent comments. The children are ultimately responsible for their portfolio. The choice of what goes into the portfolios is based on specific criteria agreed on by you and the children together.

Keeping a portfolio is an ongoing process which includes selection of work samples, portfolio review, withdrawal of samples, deciding on new additions, etc. A portfolio is useful to you when you are carrying out your assessment or profiling, because it offers you a more complete picture of a child's work and development than any other assessment technique. It is also important to parents, future teachers, and school authorities because it gives them a complete picture of what the child is able to do and enables them to see the child's progress over the year. Primarily, however, the portfolio should be for the children themselves. This is especially true of young learners, for whom the portfolio can be an exciting project and the showcase for their new-found knowledge and ability.

Structured assessment activities/tasks

Structured assessment activities are tasks organized by the teacher in order to assess knowledge, skills (including communication skills), and attitudes, as well as the ability to apply these to new situations.

These activities/tasks can be constructed in such a way that they reflect sound teaching principles such as creating authentic, child-centred activities. Activities particularly suitable for children are ones in which they demonstrate understanding by doing. Activities such as drawing, miming, cutting and pasting, pointing, touching, etc. are particularly useful for assessing receptive skills, since they do not require verbal performance.

Drawing activities, for example, allow children to respond to a question or solve a task, thus demonstrating their understanding

and awareness of the language without having to use verbal communication. For younger or shy children who may need a silent period before starting to use the language and for weaker children who may be lacking in productive skills, this can be an effective way of allowing them to demonstrate their abilities.

Projects

Projects are especially suitable for assessing mixed-ability groups. You can assign or avoid assigning specific tasks according to the children's particular abilities. Moreover, projects lend themselves to integrating language skills and promoting student creativity. Projects can, however, be more demanding in terms of organization and assessment because they involve assessing both group work and individual contribution to the group. For advice and ideas, see *Projects with Young Learners* in this series.

Self-assessment

Self-assessment is extremely important in that it promotes invaluable learning skills such as monitoring one's own progress, reflecting on one's abilities and learning styles, and setting personal goals. It also gives children an insight into the assessment criteria used by others. Furthermore, the children benefit from feeling that they have a say in their assessment. This gives them a certain sense of empowerment.

Children are able to use basic criteria to assess themselves but they may need more guidance and time than older learners. Expect children to take a long time before they are able to use self-assessment effectively – be patient and persistent! It is important that you recognize the amount of time and guidance the children will need before becoming familiar with each task type.

Some of the most widely used self-assessment methods are: portfolios, questionnaires, conferencing, graphic representations, and dialogue journals. They can all be used with children, even if the process has to be carried out initially in the mother tongue.

Peer-assessment

Learning and assessment can be more fun when it is done with friends. Peer-assessment can positively influence the classroom atmosphere because children learn to respect and accept each other through assessing each other's work. Peer-assessment fosters the feeling that the classroom is a community working towards the same goal. Over time, this sense of community carries over into other classroom activities as well. It minimizes the negative aspects of competition and encourages trust among children. The children also discover that they can learn from their peers, not just from their teacher, and gain further insight and responsibility in applying assessment criteria.

As is the case with self-assessment, children may take some time before they can carry out peer-assessment effectively. Some children may continue to be self-centred and immature, but repeated practice of peer-assessment, objective assessment criteria, and the presence of a teacher who is fair and appreciative of the children's efforts, will eventually lead to the resolution of most personality/maturity problems.

Traditional tests

There are certain advantages to using traditional tests such as multiple-choice questions, true-false statements, and cloze-tests. They are objective, easy to mark, and easy to prepare. Nevertheless, the traditional testing philosophy is not an ideal approach for children. Children see tests as intimidating and stressful. Furthermore, we should bear in mind that traditional tests do not tell us much about what children can actually do. All they usually give the children as feedback is a grade or mark. Any information on children's progress derived from traditional tests should usually be complemented with information gathered through other assessment techniques.

Learner-developed assessment tasks

Children can contribute to the content of an assessment task or actually create a task of their own. Discussion of task content with the teacher helps to encourage responsibility and maturity, because the children have to think about what they are supposed to know and have to set appropriate performance criteria.

When children are involved in preparing the assessment task or parts of the task themselves, the assessment procedure becomes even more personalized and less threatening. The children may make materials to be included in the task, write questions from which you select a sample, write questions for others to answer, or write sentences or paragraphs to be used as reading comprehension assessment tasks.

Take-home tasks

A take-home task is one that children can complete at home after discussion with you. The children are given a deadline to meet. Such tasks are usually integrative (e.g. projects) and have a number of advantages. They are particularly suitable for mixed-ability classes, because the children have the freedom to choose how to go about completing their task, how much time to spend on it, when to work on it, and what level of performance they perceive as satisfactory in the light of their own abilities.

Take-home assessment tasks also foster autonomous learning, since the children assume responsibility for completing the task on their own, disciplining themselves, setting their own deadlines, deciding

how much time they need to complete the task, and ensuring the completion, quality, and return of the task to the teacher. All of these steps go hand-in-hand with learning-how-to-learn skills.

Observation

You observe your children every single lesson and make dozens of judgements every day. Are the children following the instructions? Is Costas performing the task correctly? Is José bored? All these considerations are a continuous assessment of the children's behaviour, attitudes, and performance. However, these observations are not usually systematically recorded and so cannot be used for assessment purposes.

To record observations systematically, try to make short notes soon after the lesson and, keep them on file; or you can use checklists (see 10.8), and tick them during or after the lesson. Even organized in this way, observations are very subjective and should be used in combination with other assessment methods.

Conferencing

By conferencing we mean informal and friendly chats you have with the children, during which they should feel comfortable enough to express themselves freely. Conferencing may be carried out either on a one-to-one basis or in small groups of four or five children. In rare cases you may have the luxury of being able to take the children to another room for conferencing. More often, your only option is to do your conferencing while the rest of the class is engaged in written or other work.

Conferencing can take place at the beginning of the course, when a new child joins the class, at the end of a specific unit, during portfolio reviews, before an important exam, or when there is a specific problem to deal with.

You can also use conferencing to assess speaking skills, in which case you do it in the target language and use appropriate activities. It is particularly suitable for assessing attitudes, learning styles, and extensive reading. You can also use it in portfolio assessment and to complete or check information you have gathered through observation or other methods. If you are using conferencing as a means of assessing attitudes or skills other than speaking, we recommend you do it in the children's mother tongue when the children's ability in English is limited.

It might be helpful to give children some questions to think about beforehand, e.g. *What do you think is your best piece of work?*

If finding time for conferences is very difficult, you could perhaps consider a written conference where children fill in an evaluation sheet or questionnaire and you comment on it.

Is this assessment?

If you have been using traditional tests, you may understandably be questioning the suitability of the proposed tasks as assessment tools. Understandably, because the tasks represent a different approach to assessment and probably look much more like classroom activities. However, it is our firm belief that assessment tasks for classroom-based assessment should reflect teaching practices. Despite their resemblance to classroom activities, the proposed assessment methods are different from teaching activities in the following ways:

Aims Assessment tasks aim to check children's language-learning progress. You do them in order to assess the children's progress, not to teach or practise language. The assessment tasks are therefore constructed in such a way that the area to be assessed is clearly defined and isolated from other areas. If, for example, our aim is to assess reading, children will not be required to write; if our aim is to assess listening, the children will not be asked to produce spoken or written language.

Measurable results Assessment tasks produce measurable evidence of each individual child's language development. After you have carried out an assessment task you will know exactly what each child can or cannot do in terms of the predetermined aims of the activity. (For example, you will know that *Evi can say the colours. Nacia can recognize the numbers 1–10.*)

Assessment criteria Each assessment task specifies a set of criteria defining what the children should be able to do in order to demonstrate their grasp of the particular area assessed. The assessment criteria are expressed as actions through which the children demonstrate their ability/development.

Children's predisposition towards the activity When older children know they are going to be assessed, they will usually prepare beforehand, do their best during the assessment, and take more notice of post-assessment feedback. These behaviours are noticeably different from the children's usual behaviour in the classroom.

Timing Assessment tasks are set at specific times during the learning process, usually at the end of a unit, or after presentation and practice of specific language items or skills, so that you can check the children's learning. They can also be used diagnostically when you want to find out what the children already know.

Children's participation Children have to take part in assessment tasks, whereas you may allow children not to participate in regular class activities or accept the fact that some children are not very active contributors. Many classroom activities give you an overview of the performance and abilities of the class as a whole and possibly detailed insight into the performance and ability of a

small number of children. An assessment task, however, should give you information on the performance and ability of every child in the class.

Record keeping/learner profiling Children's performance in an assessment task is recorded and kept on file. Additions or notes relevant to the children's performance in the assessment task can also be used when writing their profile. This helps you to be organized and well informed about each individual child, and allows you to report back to all the interested parties fully and confidently.

How to give feedback

Assessment is not complete as soon as you collect the children's work. Offering feedback is an integral part of the assessment process and should follow as soon as possible after the assessment task is carried out. The longer we delay giving feedback, the less meaningful it becomes and the less impact it has on the children.

Feedback can be given in a variety of ways: individually to each child, to groups of children, or to the whole class. It can also be given in the form of self-correction or peer-feedback. Feedback helps children to discover their strengths and weaknesses, motivates them, and helps them to persist in their learning. A number or a letter grade cannot do this for weaker children, the ones most in need of encouragement and motivation.

One of the best ways to give feedback is through conferencing with the children, when you discuss the results of the assessment. If face-to-face conferencing is not possible, then you can respond to the children's journal entries. Or you can give written feedback in the form of short comments, and follow it up with a brief chat.

Peer-feedback can be important to children because it comes from their friends. Train the children to appreciate peer-feedback and to give feedback constructively. If there is a friendly and supportive atmosphere in class, the whole class can sometimes offer feedback to one child. It is important in these circumstances that all the children agree and take turns to have their work discussed by the others.

Marking schemes

Marking schemes are a way of indicating the level to which a learner has achieved the aims of the assessment task. This book uses the following marking schemes:

- discrete-point marking schemes
- speaking marking schemes
- writing marking schemes.

Discrete-point marking schemes

This type of marking scheme is used for activities that have clear-cut, objective answers. You can allocate a specific number of points to each assessment item and, depending on the number of items, you can decide whether to allocate marks out of 100, 20, 10, etc. When you allocate points, decide what you consider important and what you are trying to assess. If, for example, you are assessing reading comprehension, you should not give marks for grammatical accuracy. Rather, you should reward responses that indicate comprehension. If you are assessing writing and you think that clear handwriting is also important, you can award points for clear handwriting.

The way you allocate points indicates what you think is important for the children's development and success in language learning. Share this with the children. It is not only fair, but good practice, to tell the children how they will be assessed and how you allocate points. This information helps the children to prepare for the task more effectively. Insight into your assessment criteria will also help to guide them towards developing their own criteria on what is important for successful language learning.

Discrete-point marking schemes are usually associated with a number or a mark. Although marking or grading an assessment task with a number may be easy and fast, it does not give you, the children, or the parents any real information. What have the children been assessed in? What can they do now? If you are going to use marks, it is better if the number or mark is accompanied by a comment (usually in the mother tongue) addressing the individual performance of each child. There is an example on the next page.

If children cannot read at all (not even in their mother tongue), consider commenting on their work during short one-to-one conversations.

Speaking and writing marking schemes

The speaking and writing assessment tasks in this book use the marking schemes for speaking and writing outlined in Chapter 10, 'Record keeping and reporting'. The format serves two purposes:

- It is more practical and less time-consuming to fill in a report at the same time as you are actually marking the outcome of an assessment activity.
- It helps you to make sure you use the same criteria you applied during assessment when reporting children's progress.

1 Assessing recognition of animal names (reading):

9–10	Very good.	You can read the names of all the animals we learnt.
6–8	Good.	You can read the names of animals well!
3–5	Good but you could do even better.	You can read the names of some of the animals. What about the rest?
0–2	Try harder! You can do it!	You can try harder to learn to read the names of the animals. Would you like that? Can I help you?

2 Assessing copying skills (writing mechanics):

9–10	Very good.	You can copy words very well!
6–8	Good.	You can copy words well!
3–5	Good but you could do even better.	You copied most of the words well! Did you need more time?
0–2	Try harder! You can do it!	Good try! Be careful to spot the differences between the letters h and n , g and q .

Assessment of group work

Children usually enjoy working and learning in groups, and group assessment may feel much safer than individual exposure. Group assessment is also suitable for mixed-ability classes, because it allows children to help and be helped by their peers. In that respect group work also provides opportunities for assessment of valuable social skills such as co-operation.

Nonetheless, group work poses challenges for assessment. How do you assess the group as a whole without ignoring the contribution of the individual? How do you balance the work of the individual against that of the group? It is important to assess the group as a whole, otherwise why assign and assess group work anyway? On the other hand you cannot ignore the work of the child who may or may not have contributed to the group in an adequate manner.

Our suggestion is to assess both the group and the individual and to document your assessment on a single report, so as to emphasize the value of both. The sample report on page 18 provides the means of assessing the group as a whole on issues such as completion of the task, use of the target language, and co-operative behaviour. You can also assess and report on how successfully the task was completed. This is reflected in the categories 'Completed the task successfully' and 'Carried out his/her task successfully'.

Although this may seem like just another general category, the achievement itself changes each time because it refers to the different aims of different tasks. If, for example, the task is an oral

presentation, a role play, or the creation of a poster, the different objectives of each task will be reflected in this category. To clarify this, you may add to your file or staple on to each child's report the name of the task and its particular aim.

The section on the individual child's work begins with identifying what his/her individual responsibilities and contributions were. Once you have recorded the child's responsibilities, you can assess how well they were carried out, and you can assess the child's performance in terms of use of the target language, contribution to the group, and co-operation.

To fill in the form, put a mark on the line between 'Yes' and 'No' to show how well you think this aspect has been carried out. For example:

helped the group Yes _____ / _____ No

Assessment of group work can also take the form of self- or peer-assessment. If you decide to use these forms of assessment, again you could use the sample report. In the case of peer-assessment the gaps are filled in the same way. If you choose to use it for self-assessment, you would need to make minor changes such as 'My group', 'My contribution', 'I carried out my task successfully', etc.

Finally, you may decide to choose a combination of peer-, teacher-, and self-assessment, using the first part as teacher-assessment and the second part as self-assessment, etc.

A final word

We hope that you will find this book useful and that it will help you in your efforts to assess children in an effective, fruitful, and enjoyable way. We are sure that the tasks you find in this book will stimulate in you similar ideas on assessing young learners. We wish you and your children every success in this important and exciting venture!

Group work assessment form

Name _____	Task _____
Group _____	Date _____
_____'s group: completed the task on time Yes _____ No worked well together Yes _____ No completed the task successfully Yes _____ No used English a lot Yes _____ No	
Comments	
_____'s contribution to the group The group asked _____ to: 1 _____ 2 _____ _____	
helped the group Yes _____ No used English a lot Yes _____ No worked well with the other children Yes _____ No carried out his/her task successfully Yes _____ No	
Comments	