

**Pedagogical Manual :** MFL Department

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| **Section** | **Teaching and Learning** |
| **Resource** | TL4: Developing a group assessment policy |
| **Objective** | *To develop a group assessment policy that fosters a sense of coherence across languages regarding what is assessed, how it is assessed, and the purpose of assessment data.* |
| **Outcomes** | * To define formative and summative assessment in MFL and how this exists in practice. * To create a list of summative tests that we administer and question the purpose of these tests. * To brainstorm the formative aspects of these tests * To create your policy using an assessment analysis tool. |
| **Resources** | NB It is probably worth completing *F7 Creating a Joint T&L and Assessment Calendar* before completing this activity. |
| **Time** | 40 minutes |



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| *Part 1: What does formative and summative assessment look like in the MFL department?* | 10 mins | Consider the common definitions of summative and formative assessment below.  The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help:   * students identify their strengths and weaknesses and target areas that need work * help faculty recognize where students are struggling and address problems immediately   Formative assessments are generally low stakes, which means that they have low or no point value.  The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:   * An end of term exam * a final project * A classroom-based assessment * a public exam.   Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.  Reflect on these definitions and using the ***TL4: Formative and Summative Assessment in the MFL Classroom*** brainstorm the types of assessments in your MFL Department that occur formatively (e.g. student feedback in copy book) and summatively (end of year test) |
| *Part 2: What is the purpose of summative tests?* | 10 mins | Using a different colour, go back through the summative assessments that you have brainstormed and note down/discuss next to these assessments:   1. *Why do we assess this?* 2. *How often?* 3. *Where is the result recorded?* 4. *What is done with the results? What formative role do they play in developing students’ progress and attainment?*   Being able to define the purpose is fundamental to assessment because if the purpose cannot be defined, then you should question why this assessment exists. |
| *Part 3: Our assessment policy* | 20 mins | Usethe template *TL4: Marking and Assessment Policy* to create your assessment policy based on these reflections so far.  Answer the questions in the left-hand column and differentiate for each of the different stages in the school.  The policy is available for all members of the school community including parents and boards of management so consider this fact when using language.  Your assessment policy with need to be reviewed on an annual basis or when there are changes to external assessment systems such as public examinations. |

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TL4: Formative and Summative Assessment in the MFL Classroom

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TL4: MFL Department Assessment Policy

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|  | **Junior Cycle** | **Transition Year** | **Senior Cycle** |
| What do we assess? |  |  |  |
| Why do we assess it? |  |  |  |
| How often do we assess it? |  |  |  |
| Where do the results get recorded? |  |  |  |
| What do we do with the data? |  |  |  |