

# OpenLearn Works



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## Monitoring, assessment and feedback

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## What this unit is about

In this unit you will reflect on ways of monitoring, assessing and giving feedback on your students' language and literacy development. You will learn how continuous monitoring, assessment and feedback can give you insights into your students' progress, and how these insights can inform your subsequent lesson planning and teaching.

## What you can learn in this unit

- How to incorporate regular informal monitoring, assessment and feedback opportunities into your language lessons.
- How to consider the implications of student assessment on your subsequent teaching plans.
- How to involve your students in self- and peer assessment.

## Why this approach is important

Examinations provide information about students' achievements once or twice a year and generally focus on their reading and writing skills. However, there are opportunities to monitor, assess and provide feedback on your students' progress in every lesson.

'Feedback' in this context means constructively informing students of their performance in respect of a particular learning objective and guiding them as to how to improve or build on this.

Monitoring, assessment and feedback can relate to many aspects of students' listening, speaking, reading and writing development. By gathering information on your students in a continuous way, and identifying those students who are experiencing difficulty or those who are ready for further challenges, you can adjust your teaching to better meet the needs of everyone in the class. This unit shows you how teaching, monitoring, assessment and giving feedback can be integrated into your regular classroom practice.

## 1 Attitudes and practices regarding monitoring, assessment and feedback

What are your attitudes and practices regarding monitoring, assessment and feedback? Try Activity 1 to find out.

### Activity 1: Attitudes and practices

Together with a colleague, read the statements that follow. Decide if you agree or disagree with them either completely or in part. Give reasons for your views.

- Children find examinations worrying and stressful. This can cause them to underperform.
- Tests and examinations are often carried out at the end of a period of learning and are not usually accompanied by feedback. This means that their outcomes cannot be acted upon in a timely and continuous manner.
- Tests and examinations assess aspects of language learning such as comprehension, grammar and vocabulary, but not the skills of listening or speaking.
- Teachers are usually too busy during their lessons to monitor their students at the same time.
- Students tend to ignore the feedback provided on their work. They are only interested in their overall grade.
- Keeping assessment records can be time-consuming. Moreover, the records do not always provide a real picture of a student's capabilities.

