

Session A Key Input: Lecture 3
Checking Students Learning Progress
Lecture Transcript

Presented by Dr **Sari Karmina**

Hello everyone, my name is Sari Karmina. Welcome to Lecture 3, checking students learning progress.

Checking your student learning progress is an important part of your teaching. Through formal or informal assessments, you will be able to check how far your students have accomplished. The assessments will also give you opportunity to reflect on your own teaching and assess the impact of your instructional strategies. For example, in Lecture 1 and 2, we discussed about how you could help your low proficient students using differentiated instruction and cooperative learning. To know if the instructional strategies work, and your students' progress, you can give them an assessment which can inform you whether they make a significant progress or not.

There are two types of assessment: assessment of learning or summative assessment and assessment for learning or formative assessment. Summative assessment is conducted in the end of a unit, a term, or a semester, while formative assessment is ongoing feedback for teachers to assess their instructional strategies and for students to improve their learning. In this lecture, I will discuss the latter one, formative assessment. Dan Douglas (2014) stated:

The purpose of formative assessment is to provide learners with information about their progress which they can use to guide their continuing learning, or to provide teachers with information they can use to guide course development and lesson planning. (p. 72)

There are many kinds of formative assessment that you can use in your EMI class. Some of them that you might be familiar with are quizzes and worksheets. In this lecture, I will share three kinds of formative assessment.

1. **Exit slips.** Exit slips are a form of formative assessment that is conducted at the end of the class. Instead of asking students to answer your questions verbally, you can ask your students to write the answers on a piece of paper or an online form. This will help shy and low proficient students to share their understanding about the concept you teach. Provide a 5 to 10 minute in the end of the class for your students to do the exit slips. You can ask them to answer questions, or you can ask them to write things they have understood and things to review for the next meeting.
2. **Self and peer assessment.** Self and peer assessment work well when they work on a task or a project. To make sure that everyone collaborates, you should tell the students that they will assess themselves and also their friends in the group, at the end of the project. Provide a simple rubric of the assessment. Describe each criterion. This is an example of a rubric of self and peer assessment with a criteria, outstanding means that the students coach their teammates and share more than their loads. Above average is for the students who are cooperative, well prepared, and consistently finish the work. Average students are the ones that usually finish the work with good effort. Below average students often finish the work but with minimum effort. Minimal means that the students usually fail to finish the work.

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Name of team members	Outstanding (5 points)	Above average (4 points)	Average (3 points)	Below average (2 points)	Minimal (1 point)
Your name					
Member 1					
Member 2					
Member 3					

3. Observations. Observing your students during classroom activities or group work is an effective way to monitor your students' progress. Observations allow you to collect data so that you can reflect on and improve your instructions. However, make sure that you have a systematic way in doing it. You need to decide the objectives of your observation. Do you focus your observation to monitor the low proficient students? Do you want to encourage low proficient students to be more engaged in the group task? Do you want to know if your students understand the task/the concept? Or Do you want students work effectively in the group?

We come to the end of lecture 3. We have discussed three kinds of formative assessment that you can use in your EMI class, exit slips, self and peer assessment, and observation

Thanks for watching.



Reference:

Douglas, D. (2014).

Teaching English & Teaching IN English
(EMI and EAP Teacher Development)