

LANGUAGE

English as a foreign language

TARGET

Secondary Level I, Third Class

AIMS

- > Assess integrated performance of 5 skills
- > Construct the assessment criteria with the students
- > Increase critical thinking about assessment

MATERIALS

- > Voices 3, Unit 2, Task B
- > Voices 3, Unit 2, Worksheets 4,5,6,7,8



INTEGRATED PERFORMANCE ASSESSMENT IN ENGLISH: HOW TO ASSESS AND DEVELOP SEVERAL ASPECTS OF A DEBATE ON ANIMAL TESTING




L'article présente une expérience d'évaluation en anglais L2, basée sur le manuel *Voices 3*, qui a été menée avec succès par Esmeralda Meili, enseignante d'anglais au secondaire I dans le canton de Zurich. La tâche et l'évaluation présentées intègrent la compréhension orale et écrite, la production orale et écrite ainsi que l'interaction. En plus de la présentation du matériel et de la procédure d'évaluation, l'auteure résume également sa «politique» d'évaluation.

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This assessment activity is based on *Voices 3 / Unit 2 Task B* (*Voices* book pp. 30-32 plus worksheets, see Figure 1). In order to explain this assessment I'll use the different language skills as described in *Lingualevel*, highlighting where each skill is focused on and needed for this task.


-  **Listening**
-  **Reading**
-  **Spoken interaction**
-  **Oral production**
-  **Writing**

Source of icons: www.lingualevel.ch

In this task the students had to read two articles giving background and current information on animal testing. We did the jigsaw reading in two big groups ( Reading), each with one of the articles and subsequently the learners

formed pairs. One person having read article A got together with someone who had read article B and they both informed each other about what they had read ( Spoken interaction). Once both partners had done this, they had to write down ( Writing) all the points for and against animal testing.

With the help of the language support (Figure 2) they had to create a debate, starting with an opening statement and one pupil arguing for, the other against animal testing (5 arguments was the minimum needed to be debated).

These debates were then recorded by the students on their mobile phones and sent via WhatsApp to the teacher. Before we structured the debates the pupils and I determined which aspects would be evaluated ( Spoken interaction), made sure that everybody understood what the criteria meant (examples were given for each category) and phrased the evaluation categories in simple language. We came up with the following assessment criteria for the debate with 1 as poor and 4 as excellent (See *Evaluation grid* on the next page).

Evaluation grid

Opening statement	1 2 3 4
The debate makes sense	1 2 3 4
Respond to other person	1 2 3 4
Use of English	1 2 3 4
Conclusion	1 2 3 4

Once the assessment criteria were determined, pairs were given time to rewrite their arguments, remodelling them to meet the criteria best. Subsequently they recorded their debates (🗣️ Oral production) and sent them to me.

We discussed (🗣️🗣️ Spoken interaction) the sort of vocabulary that would be needed to write comments during the evaluation of the debates and students were aware that their spoken texts were being evaluated out of 20 and their assessment skills were being evaluated out of 10. The two marks together were entered for their final grade in this task.

After playing each recorded debate, we discussed and gave feedback on the different aspects (🗣️🗣️ Spoken interaction) before reaching a consensus between teacher and pupils on the final mark allocated to the pair out of 20. The focus was on speaking (🗣️ Oral production), listening comprehension (👂 Listening) and being able to assess (I call this skill critical thinking) what you hear through writing (✍️ Writing); this demands full concentration and involves all of the language skills, thus making the mark "Kompetenzübergreifend". The evaluation sheets were collected after we had heard all recordings and the written feedback evaluated by the teacher.

It takes a lot of time to prepare the students to be able to evaluate each other's work objectively. The more the students become aware of what is being evaluated and how, the more they understand that their opinions are important and taken seriously and the more they are involved with setting up the evaluation criteria, the easier it becomes for them to be a part of the process.

I love teaching with the *Voices* books and Task Based Learning. I simply follow the *Voices* Units and usually complete 6 to 7 units, doing 10 to 12 tasks per year plus other tests focusing on single language

- 3 Read this extract from an article in a consumer magazine about animal testing.
- a Highlight six keywords or short phrases summarizing the main ideas.



Animal testing has been commonly used in scientific research for more than one hundred years. And for a long time, it has been a very controversial topic. Keeping animals in testing laboratories is often considered cruel. They may feel discomfort and stress, might suffer and ultimately even die. But it is not simply black or white, there are many different aspects that have to be taken into consideration. Pharmaceutical companies test their drugs on animals – drugs that might save thousands of lives. And cosmetics need to be tested to ensure that the products won't harm a person's eyes or skin. But we at Consumer Magazine still ask ourselves: Should animals be used to test beauty products? Should animals really die for our society's wish for eternal beauty?

- b Compare keywords with a classmate. If you have marked different words, decide on the six words or phrases that best summarize the text.
- 4 Divide your class into two groups, A and B.
Group A: Got to Worksheet 4.
Group B: Read the overview of animal testing carefully on your own and do Steps a–c.

** Animal testing: an overview

In the early 20th century, it became common to test the safety of cosmetics and drugs on animals. The reason was a tragedy which took place in 1937. A drug labelled "Elixir of Sulfanilamide" killed more than 100 people.

According to English law every new drug for medicine has to be tested on two different types of live mammals. The aim is to ensure that the drug does not cause harm to humans. But animals pay a high price for this.

There are laws which regulate how lab animals have to be treated during testing, so that they suffer as little as possible. Nevertheless, animals can get stressed and some animals might be treated badly by some scientists.

It can be debated if animal testing for medical reasons should be supported or not.

Supporters of the practice claim that many medical achievements in the 20th century were based on the use of animals in some way. Take the following examples:

- Through animal testing scientists could develop vaccines against illnesses like measles, mumps and rabies.



Figure 1

Task B (pp. 30–32)

6
b

- I (don't) agree with ...
We should also take into consideration that ...
I don't like the idea of ...
It's horrible that ...
I'm glad that ...
You said in your opening statement that ... but I disagree with ...
Another argument in favour of/against animal testing is ...
You might be right but ...
Without animal testing we would never have found/achieved/developed ...
Animal testing ensures/does not ensure that ...

Figure 2

skills or grammar and vocabulary. My general grading policy involves the following per semester:

- > reading, writing, speaking and listening tests (about 12 per term, more writing(4) than other skills)
- > Tasks (about 5 per term like PowerPoint presentations, debates, designing a flyer, writing blogs ...)
- > A symbol system (o, +, ++) to indicate contributions to discussions, comments on others' work.

References

Stotz, D. & Rehm, S. (2011) *Voices 3, Course Book*. Zürich: Lehrmittelverlag Zürich.

Lenz, P. & Studer, T. *Lingualevel*. schulverlag plus AG. Available at: <http://lingualevel.ch/>