

**ALTERNATIVE ASSESSMENT
AND EVALUATION METHODS:
A Practical Guidebook
for Teachers**

ERZURUM/BUCHAREST - 2014

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Foreword

The place of 21st century technology in society is gradually gaining weight as it is becoming indispensable. It has turned out to be a requirement that developing countries should assign more financial resource for technology supported education and teaching. Developing technological possibilities can lead to the shaping and renovation of education systems and teaching programs all over the world. Such changes and improvements have resulted in the need of seeking new forms of assessment and evaluation which are essential parts of the education and teaching process. Changing teaching programs foresees the use of the conventional assessment and evaluation methods as well as alternative (holistic) ones. The basic difference between alternative assessment and evaluation methods and conventional ones is that they can enable the educator during the teaching process to monitor and assess more effectively and the assessment is aimed not only at the learning outcomes.

There is a gradually increasing number of national and international projects and financial sources for the utilisation of education institutions and authorities in order to comply with the developing education technology and changing education programs. Among such financial sources are Lifelong Learning Program (LLP) of EU (2007-2013) and Erasmus+ (2014-2020). The project "Let's Improve Our Assessing Competencies [LIOAC]", which serves as a base for the preparation of this guidebook, was found to be eligible for support by Turkish and Romanian National Agencies in the scope of LLP/Comenius Regional Partnerships. The project was prepared by Erzurum Provincial Administration of Education and implemented with the participation of seven Turkish and Romanian institutions from August 1st 2012 to 31st July 2014. The main aim of the project is to expand the use of alternative assessment and evaluation methods, to share experience between two countries, to transfer good practice examples and to emphasize on the European extent of the project.

In the scope of the project, a guidebook - 'Alternative Assessment and Evaluation Methods; Practice Guidelines for Teachers' was prepared by voluntary teachers and academicians from Turkey and Romania and pre-

sented for the use of actively working teachers. In addition to theoretical knowledge about conventional and alternative assessment and evaluation methods, examples of classroom work for these methods were also given and sample videos were prepared.

We present our great thanks to the academicians and teachers who spent priceless efforts to prepare this guidebook and implement project activities in both Turkey and Romania and hope this book will be a useful tool in the field of education.

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PART ONE

Introduction

Education is considered by many to be the most important enterprise in today's society. At some time or another every citizen is directly involved with education. As education is such an important enterprise, it is crucial to evaluate its processes and products. Assessment is essential as students, teachers, administrators, and parents all work hard toward achieving educational goals. Moreover, measurement and evaluation are essential to sound educational decision making (Mehrens & Lehmann, 1984).

Assessment focuses on learning, teaching and outcomes. It is an interactive process between students and teachers that informs teachers how well their students are learning what they are teaching. The information is used by teachers to make changes in the learning environment, and it is shared with students to assist them in improving their learning and study habits. Evaluation focuses on grades and may reflect classroom components other than course content and mastery level. These could include discussion, cooperation, attendance, and verbal ability. The following table summarizes the differences between these two concepts¹.

Dimension of Difference	Assessment	Evaluation
Content: timing, primary purpose	Formative: ongoing, to improve learning	Summative: final, to gauge quality
Orientation: focus of measurement	Process-oriented: how learning is going	Product-oriented: what's been learned
Findings: uses thereof	Diagnostic: identify areas for improvement	Judgmental: arrive at an overall grade/score

Table 1. The difference between assessment and evaluation.

Professionals in the teaching or training profession are inevitably involved in assessing learners. This is probably the most important part of their work, although it may not occupy most of their time. The importance

¹ The table 1 is copied from <http://duke.edu/arc/documents/The%20difference%20between%20assessment%20and%20evaluation.pdf> on May 31, 2014.

of assessment can scarcely be overemphasized (Freeman & Lewis, 1998). This guidebook provides information on aspects of traditional assessment and evaluation techniques and introduces recently developed methods and techniques in assessment together with examples of practice and activities for teachers. Its purpose is to help teachers to refresh their knowledge of assessment and evaluation methods and inform them about the newly developed assessment and evaluation methods so called "alternative assessment and evaluation". This guidebook is an outcome of the project which is being held under Lifelong Learning and Youth Programme/Comenius Regio, carried on by Turkish and Romanian National Agencies, with the grant received by European Commission.

The Project, Let's Improve Our Assessing Competencies

This project is carried out under the coordination of Erzurum National Educational Directorship (Turkey) in partnership School Administration District 6 Bucharest (Romania). The project called "Let's Improve Our Assessing Competencies [LIOAC]" aims at improving the assessment and evaluation process - an important part of learning directly affecting its quality. Its goal is to help teachers know and use alternative assessment and evaluation methods. The particular aims of the project are:

1. Increasing the quality of education by implementing recently developed assessment and evaluation methods in educational process.
2. Improving teachers' awareness of the importance of assessment for acquiring better learning results.
3. Increasing teachers' competencies on using alternative methods of assessment;
4. Making contributions to a safe transition from traditional assessment and evaluation to alternative assessment and evaluation methods.
5. Developing an international cooperation on educational issues particularly in assessment and evaluation.

The recent developments in educational research literature forced all the countries to adapt and change the curriculums and instructional designs accordingly. In order to implement all these changes successfully, it is nec-

essary that all the teachers and professionals involved in education receive appropriate training. In education, assessment and evaluation are very important as they provide feedback on knowledge, skills, attitudes and outcomes so that the quality of future performances and learning outcomes will be increased. Assessment determines the level of quality of a performance or outcome and enables decision making based on the level of quality demonstrated. These two processes are complementary and necessary in education.

Recent research has shown that teachers feel themselves inefficient in the assessment and evaluation process. Therefore, this project was intended to train teachers in the new approaches on assessment and evaluation- the alternative methods of assessment such as portfolio assessment, peer assessment, self assessment, project/performance assessment, and others. In addition, in order to obtain better results from the students' school activity, they themselves and their parents need to be informed and made aware of the concrete content and objectives of these new methods of assessment in order to be able to adapt their learning process accordingly.

Alternative assessment methods have not been implemented properly yet because of two reasons. The first one is the absence of necessary information and experience and the second is that they are more laborious when compared to the traditional ones. Therefore, this project was based on teachers' training through seminars on alternative assessment methods, producing samples of good practices of these methods and writing a guidebook based on the experience gained through these practices. The trainings were provided by academicians working in this area from the partnering universities (Atatürk University in Turkey and University of Bucharest in Romania) involved in the project.

Obviously, it was extremely difficult to train all the teachers working in the same region as their number is considerably high. Therefore, during the project the training sessions were initially carried out with a group of 12 teachers (we called them "nucleus-teachers"), 6 from each partner school. These training sessions lasted 5 days/year and took place in Turkey in the first year and in Romania in the following year. The training courses were provided in English by the academicians. These 12 "nucleus-teachers" were then responsible to cascade their newly acquired information with their peer colleagues in the other schools of the city/district. They functioned as local

trainers with a group of other 15 teachers each, the latter ones becoming advisors on alternative assessment and evaluation in their schools. In this way, the project aimed to impact on 180 teachers from different schools (90 teachers in each city/district). The training courses held by "nucleus-teachers" were organized in second year of the project. Nucleous teachers were responsible to collaborate with the university academicians and produce samples of good practices and videos of alternative assessment methods. These sample lessons were included in this guidebook as practical examples, along with the theoretical information.

For students and parents the local authorities of each partner organised one seminar in each country to inform and make them aware of the concrete content and objectives of the new methods of alternative assessment so that students could to adapt their learning process in accordance with the new requirements.

Audiences of This Guidebook

This guidebook is solely written for teachers by teachers with the help of academicians and based on the experience gained by the nucleus teachers during the project. Therefore it should not to be considered an academic book. It is rather a practical guidebook with brief essential background information on each of the alternative assessment and evaluation methods introduced and sample videos of examples applied in real classrooms settings.

Short description of the book

The guidebook is composed of three parts. The first part is an introduction to the project, the audiences of the guidebook and its content. The second part provides the essential background information for the alternative assessment and evaluation methods introduced in this project. Finally the third part includes the samples videos and lesson plans for the sample lessons.

References

Freeman, R. & Lewis, R. (1998). Planning and implementing assessment. London: Kogan Page.

Mehrens, W.A. & Lehmann, I.J. (1984). Measurement and evaluation in education and psychology (third edition). London: Holt, Rinehart and Winston.

PART TWO

Theoretical and Methodological Premises for the Design, Construction, Integrated Use of Items in Evaluation through Alternative Methods

Pedagogical significance and meanings

In the theory and practice of evaluation there is a plurality of terms. A brief conceptual examination is required. To assess means: to check what was learned, understood, retained; to check what was acquired throughout a process; to judge the student's work or his effort according to some recommendations; to judge a student's level in relation to a set of norms; to estimate the level of a student's competence; to place the student in relation to his possibilities and in relation to others, to place the student's product in relation to the general level; to represent by a number or a grade a student's degree of success according to various criteria; to give a verdict on the knowledge and skills that a student has; to determine the value of a student's performance.

The design, construction and use of pedagogic items

Such actions imply meeting one or more of the functions of the evaluation which are interdependent and complimentary. Pedagogically significant are the following functions: to diagnose - knowledge of the evaluated state, phenomena, objects; to explain - information and explanation of the causes and current situation; to predict and guide the educational activities, both teaching and learning activities, resulting in decisions about curricular improvement or redesign; to select, to certificate - ensures students ranking and classification in a competitive environment; to provide feedback (adjustment and self-adjustment) - to analyse results and adjust or self-adjust the behavior of both actors; social - economic - it emphasizes efficiency of education, depending on the quality and value school's "product"; educational - it is meant to acknowledge, motivate, stimulate the students' interest in studying, in order to for them to improve and achieve the best possible results social - it informs the community and the family about the results obtained by students.

Pedagogical approaches and pragmatic definition of items

Definition of test

The test item is a statement requiring the subject to conceive and write a free or structured response according to specified requirements, most often in writing, in order to investigate the quality and the mastery of knowledge, training, application and transfer of skills and abilities, of proving of elements of a competence in a field or other higher mental processes, complex and highly abstract.

There is examination that integrate several items, thus becoming a tool and that require different techniques in the drafting and presentation of responses.

The test item represents a concept that expresses a requirement expressed as an affirmative enunciation, question or elliptical statement to which the subject must respond. The item fits into the structure of a complex evaluation sample, which should cover certain content.

Features

By solving the item, the student expresses his personal and creative (see essay-unstructured) or standardized abilities, ways to organize and integrate ideas, to interpret and apply data, to assess a complex objective, to address it globally or analytically, to build a coherent picture of how knowledge, skills, values and attitudes interact (see competence). Requirements are expressed in the marking scheme, depending on the accuracy and precision of the assessment, on the intended level and degree of efficiency, objectivity and reliability of performance assessment.

Integrating items in a test

The item requires techniques of triggering, presenting and drafting answers in response to the assignment, as well as the expected answer and the required form. The item is perhaps the smallest and most significant components of a test.

Types of knowledge used in designing test items

- conceptual - ideas, content, speeches - units about what is to be added, how it works or operates, plus conditions in which it is used

- conditional - it relates to contexts and circumstances of using specific procedures, addressing "when," "where" and "why" information
- declarative - factual information, often referred to as a "knowledge of what"
- procedural - "how?", procedural routine, algorithmic, semi algorithmic, semi heuristic
- general
- explicit - which guides / directs the interactions with the world, analyzing knowledge; knowledge is / becomes the object of thought
- priority: synthesis of what a subject knows, synonyms, basic knowledge, experiential, preexistent, personal knowledge
- about himself/herself as person who thinks, teaches
- socio-cultural - attitudes, knowledge about the world, how they interact as a member of a group or culture
- about knowledge – metacognitive
- strategic - knowledge or processes that build/define the effort, plan, acquisition and use of knowledge
- tasks - formulated as cognitive requirements
- interdisciplinary, cross-curricular, modular subjects, as a unity between priority knowledge and specific and general content

Note: There can be additions to the previous classification depending on the school subject. That the case of skills, abilities, values, attitudes, general and cross competences.

The typology of evaluation items

Issues related to quality assurance and objectivity in assessing students become the main criteria.

a. Objective items

They are usually the components of progress tests, especially of stand-

ardized tests. These items provide a higher objectivity in the measurement of learning outcomes. They do not require a detailed scoring scheme. Depending on the student marking the correct answer, the score set by the scale is granted or not, which obviously leads to greater objectivity.

Objective items fall into three categories:

- multiple choice items
- dual choice items
- matching items

b. Semi-objective items

There are items that require semi-objective evaluation. Basically, they contain a problem in the form of a clear and precise question, or instruction/order that may be accompanied or not by support elements (charts, graphs, illustrations, etc.) or a more detailed text. The answer to the question asked must be very short (a word or phrase) and specific. The answer must be exact and will be posted in compliance with the content, the idea, as well as the way of expression / verbalization. Typically, a single expression is acceptable and it allows a semi-objective evaluation. In some cases, the answer is very short, the correction tends to be objectivity and the diversity of responses becomes virtually zero. It gives the students the opportunity to show what they have learned or known. Cognitive field does not change because the question is so precise that it does not provide any way to give an ambiguous answer.

Semi-objective items fall into three categories:

- Items with a short answer - the classical question, the exercise, the open questionnaire, short, induced text
- Completion Items – gap-filling
- Structured questions

c. Subjective Items

They require the elaborate answers and the use knowledge and skills that take the form of integrated and integrative structures. Answering a sub-

jective item covers all types of objectives. The item is accompanied by a description of the issues to be addressed in formulating the response. Subjective items are usually associated with objective and semi-objective items. In other words, the test contains items that assess lower taxonomic level objectives as well as items aimed at more complex taxonomic levels.

There are three subtypes:

- Items with a short, less developed answer
- Problem-solving items
- Essays
 - Structured Essays
 - Unstructured Essays

Operations in designing a test item

Setting a clear objective which takes into account the most appropriate assessment through an item and not another method or technique.

Formulating the objective as a statement that is part of a clear, succinct and precise category objectives - cognitive, affective and psychomotor – and which can be transferred or expressed as a task

Estimating the expected response elements, key concepts, features, possible alternatives

Determining the marking scheme, opting for one of the scoring possibilities.

- Points are given for solving each requirement formulated as an independent statement.
- Mark the quality and levels of response, sometimes determine partial scores for them.
- Correct/evaluate a sample of items, observing the rules of an objective, real scoring to make change possible through a redesign of the marking a scheme.
- Validate the item and the marking scheme, as a result of acceptable fidelity.

Distortions, Errors, Discrepancies, Errors In Evaluation

Every assessment is relative. The relativity of evaluation is enhanced by the conceptions on evaluation, experience, clarity of rules and criteria of evaluation, students' age and experience, the purpose of evaluation- ranking, selection, development, function, gender, cultural background, social context, stress level, and others.

Factors of variability in assessment

- Teacher's personality, experience, methods used, neglecting the distorting factors and the criteria of evaluation, time pressure, lack of cooperation;
- Nature of the specific curriculum, poor correction and grading scale, lack of accuracy in evaluation;
- Shortfall of the system and assessment practices, lack of reporting to the standards of the program requirements, irrelevant elements' control missing, rushed composing items, poor culture of evaluation.

The spectrum of adverse effects

We will present in a simplified form the essence of each of the negative effects assessed as errors.

Halo Effect- tendency to preserve a first impression; contamination-top shape opinion tends to be extended, hence overvaluation or undervaluation by gentleness effect.

Pygmalion / Oedipus Effect or or the effect of anticipation- rating is usually influenced by previous negative representations of the evaluator and in time the evaluated student tends to get close to those.

Contrast Effect emphasizes the contrast effect differences between the evaluated students by their position in a series of papers reviewed or subject to review.

Order Effect: the evaluator's tendency to increase or decrease the difference between the evaluated students; the sequence error is created by a perfect answer followed by a very weak one.

Effect of generosity: tendency to present the situation better than it is; it only uses the top of the rating scale, eg. In Romanian 9 and 10, Good and Very Good.

The effect of personal equation evaluation: the error results from the teacher's lack of variability in scoring: either very high or very low, or medium only.

Logical inconsistency Effect: to measure something other than what the proposed, effect of assessment scale ignorance, ignorance, inadequacy or lack of cooperation with other evaluators on the same assessment.

Gauss Effect tendency resulting from the teacher's design or desire to approximate the distribution of each class evaluation results closer to Gauss. This involves adjusting the scoring requirement in relation to the general level attained by each class so that distribution results reflect as far as possible, a normal distribution. Thus, in a very good class requirements increase, and in another one with weaker results requirements decrease.

Solutions for error reduction

- Assessment culture in the field. What we know and what we do not know about the evaluation device as a complex tool
- Exchange of experiences and best practices
- Building a team of mixed evaluators, different in style and level requirements; practising inter-evaluation, evaluation of the same works at the beginning of the evaluation process without names / secret.
- Improving the methodology of evaluation on education levels and curricular areas

Evaluation Micro Project Designing Through Alternative Methods

The essence of an evaluative micro project

The essence of an evaluative micro project- as a relatively complex technical landmark, very elaborate, requires the presence of systematic correspondences between: domains/ contents, alternative evaluation methods, objectives, types of operations and operational monitoring indicators to be followed.

Essentially, at this level we speak of the presence of specific tools, including the evaluation matrix.

Types of resulting matrix

As major types the following can be listed:

- With a specification- domains and sub-domains assessed, eg. Physics/ Davies, 1971
- Dual input matrices
- Matrix item / student
- Matrix objectives / student
- Evolutionary Matrix for expected results / SUCER

Specification matrix constructions can vary. Thus we list as matrix examples the following:

- Content specification /concepts matrix, eg. Physics/ Davies, 1971
- Matrix specifying domains and sub domains, eg. Mathematics (Wijnstra, 1990)
- Dual Matrix Input fields and levels of complexity goals- Bloom (Tittle & Miller, 1979; Gronlund, 1971)
- Grid item / student (I.T. Radu, 1988)
- Grid objectives / student (Y. Abernot, 1996)
- Grid student's progress view / targets (de Ketelle, 1990)

Operating With Evaluation Standards and Their Proper Interpretation

The interpretation of school evaluation's results is based on the examination of the assessment standards quality using alternative methods. We mention here a fact related to students' psychology too.

Today students are much more reactive and more adaptable to what we reckon to be objectivity, transparency and competence in evaluation projects by alternative methods. Features supported by experts as representative for the actors in an evaluative micro project take the form of the following values:

sensitivity to new experiences and technological tools; loyalty, expressing stability and consistency of results; homogeneity, quality to properly measure the same dimension under evaluation; validity, prognostic value; interpretation, expressing the interpreting assessor's qualifications and experience; adequateness, relevance and balance of weights between knowledge, skills, values and attitudes; absence of any discriminative values, attitudes and views on political affiliation, religion, skin colour, gender, etc.; pedagogical and psychological carefulness in communicating assessment results.

Ethical Values in Evaluation's Ethics Code

Alternative methods for assessing the students' learning outcomes admit the importance and relevance of the assessors' competence and experience in ensuring the consistency of examinations in relation to the instruction learning processes quality, the specific curriculum, as well as the appropriateness of decisions taken following the assessments resulted.

Significant evaluation criteria impacting on the functionality of the code of ethics may be:

intensity of the effort; motivational optimum; learning environment's characteristics; evaluator's experiential boundaries; evaluation culture; ensuring the internal and external validity of the evaluation results; monitoring the assessment conditions; depth and refinement of evaluative interventions; generalizability of the findings; complementarity of the evaluation functions; validity, interpretation and perception assessment limits; reducing the illusion of students, parents, teachers, system administrators and decision-makers that the new "alternative" methods are infallible and that they would actually allow to homogenize groups evaluated or that would significantly increase measurement's "objectivity".

Professional conduct ethics training evaluation is an open, comprehensive and modular one, while essentially interdisciplinary. Specificity ethical code of conduct is to present valuation principles, norms, values and implicit or explicit actions. Core values and linguistic expressions in evaluation principles are:

Integrity - to act fairly, transparently, aware of the responsibility held in appreciating and protecting the assessments made, as well as in promoting and implementing positive attitudes related to the decisions taken;

Honesty- systematic concerns to respect, uphold and enforce regulations force (internal and external, particularly the procedure codes);

Fairness- all decisions will be in harmony with the logic of evidence produced, with stated interest of the evaluative institutions, thus preventing conflicts of interest or family that may affect the independence of the judgments made in and to the evaluation;

Confidentiality- any information obtained and made known about the results obtained by the evaluated people or institutions are considered confidential, distribution being permitted only according to professional responsibilities, in conjunction with external communication transparency, performed under operational control;

Transparency- assessment processes should cover completeness of understanding and information accuracy, as well as logical clarity given by circumstantiation of the data context in which they work;

Protection of the evaluator's identity- not only the values of competition will be protected, but also of those directly involved in the development of the examinations, thus avoiding conflicts and pressures;

The right to appeal- students, parents, guardians or even interested institutions may require managers professional explanation or even re-verification in some cases of the results or samples for examination, with no pressure other than that incumbent in the conscience proper to the status of external evaluator.

Associated values are: loyalty; transparency; consultative collaboration; cooperation according to constructive models; reducing or diminishing any unlawful interference or pressure, either direct or indirect, from some institutions, individuals, officials or managers, consisting of offering gifts and preferential treatment that exceed normal relations or other assets in excess compared to individual needs.

NB the complementarities between the values and requirements in these principles and values.

Principles and values of the ethics code are applicable to:

- management of evaluation micro project through alternative meth-

ods;

- management of evaluative evidence ;
- operation with managerial- administrative documents with evaluative content;
- the relations with all evaluation stakeholders;
- internal communication between the assessors;
- recruitment, training and selection of assessors;
- resolving conflicts of interest;
- relations with media and NGOs in evaluation missions.

Evaluation fairness through alternative methods acquires value to the extent that the conduct of the other actors of the evaluation is also taken into account, particularly the set of framework values of above.

Finally, we conclude with Dr. Sana Leone's opinion (University Cleveland, Ohio, USA) according to which metaphors may be developed within the ethical evaluation in order to represent the assessment values, in parallel with planning, involvement and maintaining the ethical conduct, as well as the ethical support of the community actors involved.

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ALTERNATIVE ASSESSMENT AND EVALUATION METHODS

The Turkish Ministry of National Education [MEB] started to renew the primary school curricula in 2005 and this was expanded to secondary school curricula in 2007. Newly developed curricula are based on constructivist learning theories and put more emphasis on student centered learning. Although these new curricula do not exclude classical assessment and evaluation approaches, however; their main emphasis is on alternative assessment and evaluation approaches. It can be seen in conventional assessment and evaluation approaches that there are deficiencies in the assessment of all learning products and processes and learners are not taken into account when assessing the learning process (Turgut and Baykul, 2012). Alternative assessment and evaluation approaches involve all the assessment and evaluation techniques compared to the conventional assessment and evaluation techniques and approaches e.g. those with only one true answer, multi choice, matching and filling in blanks etc (Bahar et al., 2012). Such assessment and evaluation approaches both help learners be a part of the learning process and link educational situations to daily and real life conditions and problems. Therefore, these approaches are used more to assess knowledge, skills, attitudes and behaviours, which cannot be measured in conventional assessment and evaluation approaches.

It is known that teachers and educators have considerably much more knowledge and experience when it comes to the conventional assessment and evaluation approach, however; a great majority of them have no information or formal training and experience about new and alternative assessment and evaluation methods and techniques. From this point of view, brief and basic information and some supporting examples are given in the present guidebook about the most frequently used assessment and evaluation methods and techniques e.g. performance assessment, peer and self-assessment, student product folder (portfolio), diagnostic tree, structured grid and concept map.

Performance Assessment and Rubrics

Performance measurement is seen to be a form of assessment which can allow students to employ and practise their knowledge, skills and talents based on meaningful and exciting duties and activities. Performance measurement is used effectively in the assessment and evaluation of both product and process. Students can face different experiences and activities

during the process. Such an advantageous situation can give an opportunity for feedback to both teachers and students about learning while allowing the determination and mitigation of the learning difficulties students face. In addition, such assessment and evaluation techniques can present teachers with information about how students learn and use what they learn.

MEB challenges to expand the understanding of assessment and evaluation based on performance in schools. The Priorities in the new understanding of MEB are to inform students and their parents by monitoring each student's individual characteristics and development in learning – teaching process and active participation of students in the evaluation process in addition to the assessment of success based on student scores. From this perspective, as an important evaluation tool, the grading rubric scoring is needed in the determination of a student's academic success through the methods such as the evaluation of the student's product folder (portfolio), performance assessment, peer and self-assessment. A rubric is the presentation of a defined performance expected from students in a scale by dividing it in different sizes and levels (Sezer, 2005).

How to Develop a Rubric?

Deciding the rubric type

Rubrics can be of two different types: holistic rubric and analytic rubric.

Holistic rubric: A description list is prepared through the brainstorming method. A generalized judgement of all characteristics for different levels is put forward in a single score without dividing the performance to be assessed into different scales.

Analytic rubric: Characteristics of the performance level to be assessed are divided into sub-skills /dimensions and thus various descriptions are completed for different performance levels.

The type of rubric to be prepared is preferred depending on the situations below.

Holistic rubric is used when

- teachers, for the first time, develop a rubric related to the performance they will assess,
- there is a need to evaluate the students' work (e.g. daily homework)

in a short time,

- the weight of the performance to be assessed through rubric is low in the general evaluation (e.g. work at the end of each unit)
- it is difficult to divide the dimensions of the performance to be assessed,
- the age of students is decreasing.
- Analytic rubric is used when
 - the performance to be assessed is multi-dimensional,
 - it is easy to grade the dimensions of the performance,
 - the dimensions and levels of performance are observable,
 - there is enough the time for the evaluation of performance (e.g. project, research etc.; Sezer, 2005).

Ready – made rubrics can be used for the assessment of performance or one can prepare specific rubrics for her/himself and make required changes on them for different situations. The participation of the students in the process of choosing the assessment criteria and determining the descriptions while preparing the rubric may affect positively the students' motivation. The criteria preferred should be shared with both students and parents. Such an information share may offer the opportunity for students and parents to know what exactly is expected from them. It can clearly be stated that the most beneficial rubric is the one that is prepared for specific performance that is to be evaluated and assessed according to specifically determined criteria.

On preparing rubrics

- the type of rubric to be used is chosen,
- the qualities to be assessed and criteria are determined,
- the grades and descriptions of the qualities to be assessed are determined (grades may be ranged e.g. good, moderate, poor or 1, 2, 3, 4)

Two different examples of holistic rubric are given as follows. The first rubric was prepared for the assessment of summaries prepared in the scope of weekly reading given to students while the second one was used to assess

some research work about the plasma form of substances in the subject of science. Assessment criteria are described in holistic rubrics and scoring is made over a general structure. Total score of the work is calculated by summing up the scores of each criterion.

Rubric for the assessment of the works involving weekly summary

Assessment Criteria	0	1	2
All the subject titles are included in the summary			
Student used her/his own sentences in the summary instead of using the original sentences from the book			
Core of the subject was grasped and given in details in the summary			
The subject was summarized using different visualisation tool (e.g. scheme, graphic, figure etc.)			
Summary was written legibly enough to be utilised in later works			
Total Score/10		

(2) Adequate, (1) Partly adequate, (0) Not adequate

Figure 1. Example of a holistic rubric

A research project for science

Research Topic: Make a search about the use of plasma state of matter in daily life and industry and write a report not longer than 2 page

Research Criteria	0	1	2
Definition of plasma form was given efficiently			
Situations in daily life where people encounter plasma form of substance were stated in the work			
Situations where plasma form of substances was used in industry were stated in the work			
Different references were utilised and given in the references part of the work.			
Summary was written legibly enough to be utilised in later works			
Toplam Puan/10		

(2) Adequate, (1) Partly adequate, (0) Not adequate

Figure 2. Example of a holistic rubric

Aşağıdaki Şekil 3’de analitik bir rubrik örneği verilmiştir. Bu rubrik İngilizce dersinde yazma amaçlı verilmiş bir ödevi değerlendirme amacıyla geliştirilmiştir. Ödevin açıklaması ve rubrik birlikte verilmiştir.

WRITING ASSIGNMENT FOR ENGLISH

You are on a trip. You have received a letter from your English pen friend. Follow the plan and write a letter to him/her. Follow the instructions and template given below.

Dear (Greeting)

Prgh 1: Opening remarks (where you are, where you are staying, the weather, how you like it).

Prgh 2: Activities you have done so far (a good or a bad experience you had). What you are planning to do today.(we are doing.....) Use variety of adjectives in descriptions.

Prgh 3: Plans for tomorrow and plans for the next week (tomorrow, we are doing....., Next week, we are going to do.....) Use variety of adjectives in descriptions.

Prgh 4: Closing remarks and wishes (well, I must go now, see you next weekend.....).

RUBRIC FOR EVALUATING WRITING ASSESSMENT

	1	2	3	4	Marks
Using opening remarks and greetings	Student does not use any opening remarks and greeting.	Student only uses greetings and does not use opening remarks	Student only uses opening remarks with no greeting.	Student both uses opening remarks and greeting.	
Writing activities so far and plans for today	Student writes about only past actions.	Student only writes about activities so far.	Student only writes about plans for today.	Student writes about both activities so far and plans for today.	
Writing plans for tomorrow and next week	Student does not write anything about plans for tomorrow and next week.	Student only writes about plans for tomorrow.	Student only writes about plans for next week.	Student writes about both plans for tomorrow and next week.	
Using variety of adjectives in description	Student does not use enough adjectives in descriptions.	Student always uses the same adjectives in descriptions.	Student partially uses different adjectives in descriptions	Student uses variety of adjectives in descriptions.	
Total Marks					

Figure 3. Example of an analytic rubric.

Peer and self-assessment

Peer assessment

Peer assessment is the evaluation process of a student by another student in a group according to certain criteria, i.e. each student evaluates the work of her/his friend e.g. research, project, report etc. In such an assessment, feedback is given face to face or in other ways and the evaluating and evaluated students meet frequently (Topping, 2009). Keaten and Richardson (1993) advocate that peer assessment can promote taking responsibility among students when they make fair and accurate decisions about their friends.

Peer assessment can;

- increase the students' self-esteem,
- improve their critical thinking skills,
- enable them to take responsibility,
- provide possibility to take feedback from a source apart from the teacher,
- help constitute a team spirit among students.

Assessment criteria should be predetermined in order to conduct peer assessment. Teacher can either determine such criteria by her/himself or decide together with her/his students (Tekindal et al., 2010).

Disadvantages of peer assessment

One of the drawbacks and most limited aspects of this assessment type is confidence due to the cases where students may favour her/his friend and such a situation may affect the reliability of this assessment type. Students may not behave completely fair when evaluating their peers. Therefore, the teacher should describe clearly to her/his students how peer assessment is to be conducted (Bahar et al. 2012). Two examples of peer assessment forms are given below.

Name of the group:					
Name of the student assessed:					
1: Very poor 2: Poor 3: Fair 4: Good 5: Very good					
(S)he is willing to participate in work	1	2	3	4	5
(S)he shares what (s)he know	1	2	3	4	5
S(he) can help her/his friend when needed	1	2	3	4	5
S(he) completes her/his duties in time	1	2	3	4	5
S(he) is respectful her/his views	1	2	3	4	5
(S)he uses Turkish fluent and truly	1	2	3	4	5

Figure 4. A sample of a peer assessment form

Assessment Criteria	Name of student:		
	Scores		
	1. Always	2. Sometimes	3. Never
Presentation			
S(he) could complete her/his presentation in the given time			
(S)he was comfortable during her/his speech			
(S)he employed visual, auditory and multi - facets communication tools while present her/his presentation			
(S)he followed courtesy during her/his excitement			
(S)he could take under control her/his excitement			
(S)he continuously checked time and auditors			
(S)he summarized the topics briefly during the presentation			
(S) presented her/his thanks to auditors for their patient			

Figure 5. A sample of peer assessment form for speaking ability (Temizkan, 2009)

Self-assessment

Self – assessment is defined as the work of one checking her/himself for a specific matter. It is also the students' judgements on their learning situations, especially the results and success they obtained from the learning process (Atılğan, Doğan and Kan, 2006).

Self – assessment can

- help student assess her/himself and know her/his strong and weak aspects,
- increase her/his motivation,
- help student take control of her/his behaviours in various situations,
- make students feel like a part of the learning and teaching process,
- help students improve their ability to look at her/herself from outside,
- In order to remove the disadvantages of students' self-assessment;
- Possible presence of bias in the students' self – assessment of their performances cannot be ignored,
- Self – assessment may initially cause mistakes since the students are unexperienced. Self – assessment criteria should be clear sentences because students may interpret these criteria differently.

A sample self – assessment form is given Figure 6.

Self assessment form

This form was prepared for you to assess yourself. Put the sign (X) in the box reflecting your works the most suitably.

Name and Last Name:

Date:

Classroom:

Student Number:

Assessment behaviours of student	Frequency		
	Always	Sometimes	Never
1. I obeyed what anyone else told and suggested			
2. I obeyed the directives.			
3. I promoted my friends withouts hurting them.			
4. I finished my homeworks.			
5. I asked questions when I did not understand the topic.			

6. I gave support to my group friends in their works			
7. I used my time wisely while doing my works			
8. I used various metaterials while doing my works			

Figure 6. Example of self – assessment form

Peer and self – assessments are generally used together. Students who assess their friends gain an insight about their performance.

Portfolio

Alternative methods have been developed in place of classical assessment and evaluation methods which focus only on products or outcome and are not efficient in the assessment of the performance exhibited by each individuals or groups until the creation of product. Among the new methods, so called “individual development folder” or “student product folder (portfolio)”, is a systematically, objectively and meaningfully organised collection of products that students put forward during a year or a term in one or more subjects (Bahar et al., 2012). Portfolios can involve a rich content according to several researchers who list the product types which can be included in the folder. Among such products are presentations, articles, animations, videos, sound files, graphics, tables, internet links, concept maps, posters, projects, researches, reports, popular songs and poems, letters and interpretations. From this point of view, portfolios seem to be flexible and adaptable to various contexts (Gülbahar ve Köse, 2006).

Portfolio, defined by Collins (1992) to be all the works collected with a target in mind, is a student centred method and can make clear the student’s individual efforts, improvements and successes through one or more learning ranges. It is possible by means of portfolio application to present first – hand information to the teacher, student and even the parents about the performance of students. Providing data to all the actors taking part in education process. is one the important differences between conventional assessment and evaluation methods and portfolio

In contrast to conventional assessment and evaluation methods which are based on memorisation and reminding through written exams, tests etc., which provide feedback at the end of exams, and give the students only one chance, the portfolio is based on thinking and judging and can give feedback throughout the learning process (Tierney et al, 1991).

The difference between the portfolio and conventional methods is not confined to what is mentioned above. According to Baki and Birgin (2004), which defines portfolios to be the individual development folders targeting to evaluate students in a holistic approach, conventional evaluation methods generally put forward deficiencies in students' learning process while the portfolio presents their success as well as deficiencies and can provide them with opportunities to take responsibility for their learning and monitor their individual development.

From the mid-2000s, when radical changes took place in the Turkish educational system, the student product folder as an assessment and evaluation tool began to be used more frequently. It can clearly be stated that a gradual and soft passage process has been experienced from the use of conventional assessment and evaluation methods to alternative ones and that the use of the portfolio will be preferred more in time as a performance assessment method.

E-Portfolyo

A constantly increasing number of effective applications and developments of information technology (IT) can be witnessed in education. According to Gülbahar and Köse (2006), the electronic product folder (e-portfolio) is defined to be the digital recording, collection and saving of original products that students produce in electronic media. In other words, the e-portfolio is a web based collection of individual products.

An experience of e – portfolio application

It is an undeniable fact that the project "Let's Improve Our Assessment Competences" has contributed greatly to our professional improvement. Since we believe as the teachers of English group at Türk Telekom Nurettin Topçu Social Science High-School that it will be more beneficial for our students both as a project activity and application of what has been learned, we decided to accept homework in electronic media which we give in certain periods based on producing and conducting an e – portfolio application.

Totally 83 students attending in 3 different English Preparatory Classrooms did their work we gave them as the assignment in certain time periods and uploaded them in a shared file through Google Drive service. Ini-

tially, both the teachers and the students faced great difficulties due to some of the students' deficiencies in basic IT skills. Talented or skilled students about IT helped their unexperienced friends in some steps e.g. getting e-mail accounts, uploading their works in Google Drive system.

It is possible to list what we gained when we passed from portfolio application to e-portfolio process as follows.

Advantages of e-portfolio

- Students faced less problems in accessing visuals needed while preparing products such as posters, letters, texts, banners and notices etc. they uploaded in electronic media,
- Since there is no need for printed documents, costs for paper and printing are eliminated,
- Students received the possibilities to use and improve their information about IT they will need during their education process and work life (e.g. e-mailing, using office programs etc.). They did not have any subject related to computer when we conducted our application.
- The students who prepared their works on computer with internet access got accustomed to using online information sources related to English lesson such as online dictionaries, sites supporting English education and English broadcasting sites,
- We could access and give feedback to students' products, which were uploaded to electronic media, through mobile phone from anywhere and anytime possible,
- Students found the possibility to update and correct their products if they made mistakes according to feedbacks we gave,
- Students can see the works prepared by other students on electronic media since they can access such folders. Such an approach is accepted to be a motivation element for the objectivity of teachers in assessment stage.

Disadvantages of e-portfolio

- Since our application was conducted in a boarding school, whole of the pensioner students benefited from computer laboratory in order to prepare their products. In addition, day students who do not have

computer or internet access at their home also had to use computers in the laboratory and therefore; we faced some difficulties in meeting students' computer need.

- We also observed that students faced some difficulties in preparing their products since they lacked of basic computer skills and therefore; the extent of time from the announcement to the delivery of the homework was longer.

The teachers from "Grigore Moisil" National College decided to capitalize on the popularity of social networks among their students, so they used Facebook as a platform for their students to showcase their work, especially portfolios but not only.

Each class opened a secret group on Facebook which later on became the place where the students posted their work and gave feedback to their peers.

Some of our findings:

- Facebook groups can be easily created and access is restricted to the target group;
- Students can be invited to join by email; teachers and students don't have to be friends on Facebook in order for this to work;
- Students can easily access the group from any mobile device;
- It's an easy way for students to ask questions and get responses (great for clarifications on the assignments that students are supposed to carry out); it encourages informal/outside the classroom learning;
- Students can refer to the materials posted in the group at any time;
- Students can provide feedback by posting comments, thus making peer assessment so much easier;
- It fosters the acquisitions of digital citizenship skills.

Since access to these groups is limited, the work done by our students and teachers can be found here <https://www.dropbox.com/sh/1orb-ft66yqd3j1i/AADdM8o1zyBo4KFXQ7lgJZ3qa>.

Diagnostic Tree

This assessment and evaluation method has been developed as an alternative to the true or false question type which is among the conventional techniques to assess how much a student learns in any given subject. In the true or false question technique each question is independent of others while in this technique, it is possible to test whether students learn a matter or concept as a whole. Deficiencies can be determined by asking more than one question about a subject.

Formation of a Diagnostic Tree:

- Seven or 15 proposals are written related to the subject to be applied in a true or false test,
- A question, the answer of which is absolute true or false, and which involves general information about the subject, is written,
- The student is asked to choose the true or false door for the question,
- Proposals are placed in a table being sequenced from the most to the least extensive knowledge,
- In the last stage, the table is completed by constituting the doors students can choose.

Aşağıda şekil 7'de tanılayıcı dallanmış ağacın genel yapısı gösterilmektedir (Bahar vd., 2012).

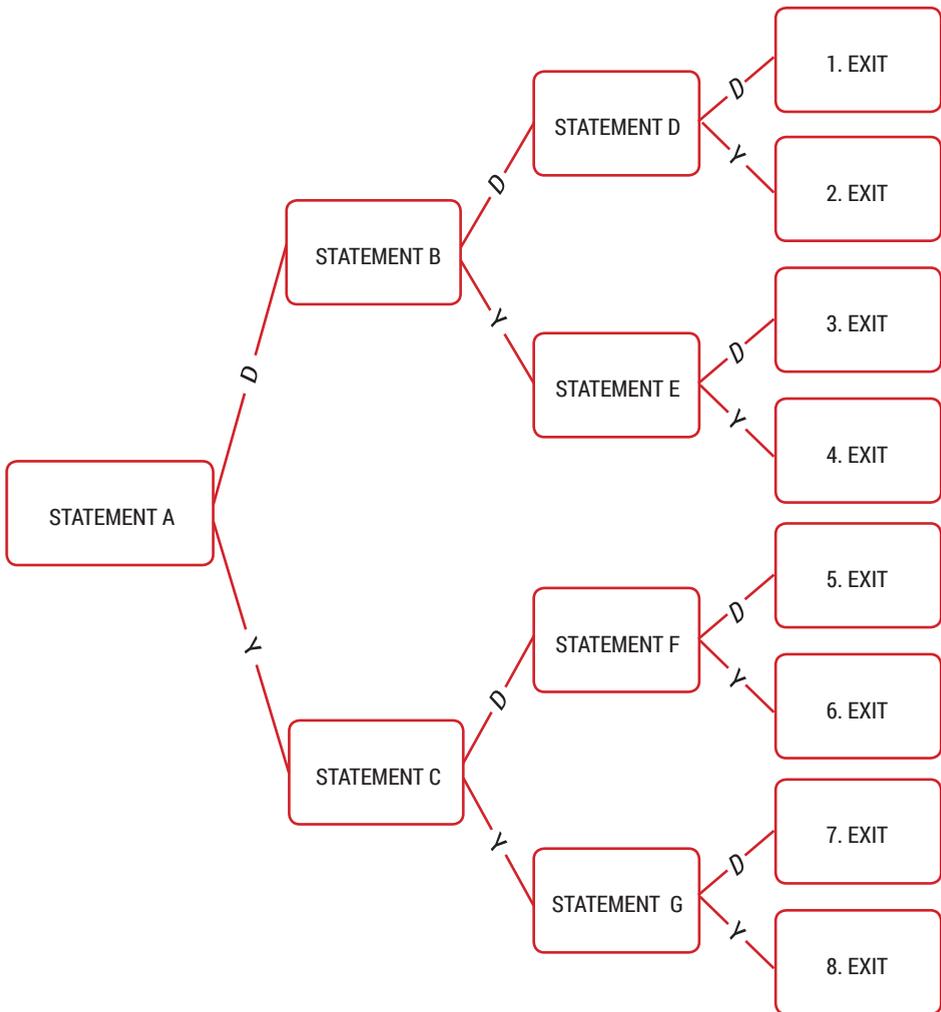


Figure 7. General structure of a diagnostic tree

Advantages of diagnostic tree

- This technique can provide logical links between questions,
- The diagnostic tree gives students the opportunity to correct their mistakes (by remembering the true answer with the help of the following questions) in the answers of the questions wrongly answered by some students.

- This technique can help the student understand thematic integrity,
- This technique can reveal the students' misconceptions.

Weakness of diagnostic tree

- Its preparation is time-consuming and requires experience,
- Students have the possibility to guess the true answer by chance,
- Such a technique may fall short in the assessment of upper level thinking skills.

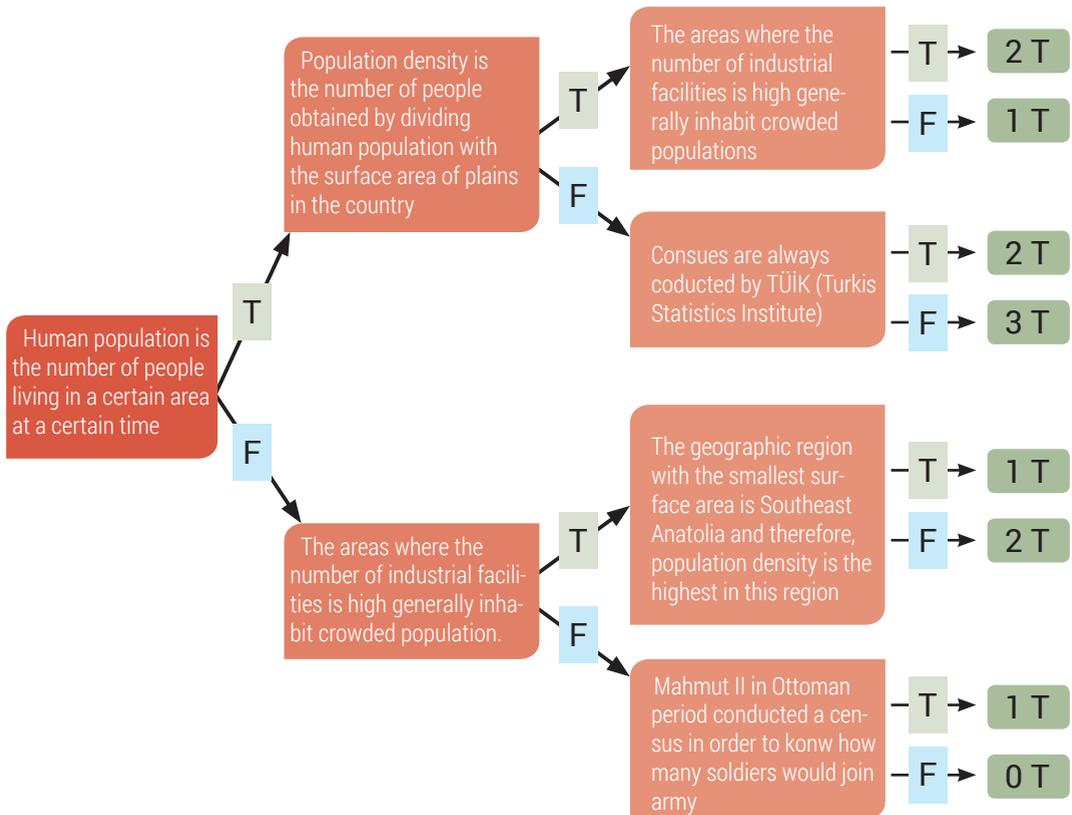


Figure 8. Sample of adiagnostic tree related to geography

Structured Grid

This technique was adopted in the Turkish assessment and evaluation system in 2004 together with the education programs. The structured grid

is other alternative assessment and evaluation technique. In recent years, it has been developed by some researchers and started to be used by some natural science education researchers. This technique is used to reveal the students' misconceptions, lack of knowledge and disorders.

Preparation of structured grid

In such a technique, 6, 9 or 12 boxes are prepared according to the level of students.

1	2	3	4
5	6	7	8
9	10	11	12

In order to make the grid, teacher prepares a question about the subject and randomly places the answer of the question in boxes. The answer of the question can be a picture, concept, description, formula or statement either right or wrong .

After that the teacher prepares the second question and places the answer in the boxes. Some of the boxes containing the answer of the first question may involve the answer of the second question at the same time.

The number of boxes may vary depending on the students' level. The answer of a question may be in more than one box. After the preparation of the grid, the students are asked to answer the questions

The Answers given by students can show their knowledge level related to the mentioned subject, deficiencies, conceptual links or misconceptions.

Scoring and calculation of structured grid technique

The formula below is used to score the answers given to each question in the technique. This formula is used to calculate the net answers of students and it can reveal the rate of net answers after the removal of the errors resulting from the answers based on estimation.

C1 is the number of boxes chosen truly, C2 is the number of true boxes

C3 is the number of boxes chosen falsely, C4 is the number of false boxes

According to the results of the formula, the students' scores may vary between 1, 0 and -1. In order to evaluate this score in decimals, negativity should be removed and to the scores should it be added 1 and the numbers should be multiplied by 5 in order to turn them into score.

The examples of structured grid

The names of various animals are given in the enumerated boxes below. Answer the following questions according to the table using the number of boxes.

1 Spider	2 Whale	3 Butterfly
4 Crab	5 Carp	6 Snake
7 Eagle	8 Worm	9 Frog

1. Which box(es) above contain(s) the name of vertebrate animals?
2. Put in an order the animals you chose in question 1 by considering the sequence of fish, reptile, frog, bird and mammal.
3. Which box(es) above contain(s) the name of invertebrate animals?

The evaluation of the structured grid

In question 1, the right boxes to be chosen are 2, 5, 6, 7 and 9 while the wrong ones are 1, 3, 4 and 8.

For instance, just suppose that one student could give the exact answer for this question and choose 5 right and no wrong boxes.

Using the formula above,

$5/5-0/4=1-0=1$ is added 1

the result is then $1+1 = 2$ and this is multiplied by 5,

so the end result is found to be $5 \times 2=10$.

For instance, just suppose that another student chooses 3 true and 2 false boxes for this question.

By using the formula above

the result of $3/5-2/4= 0.60-0.50=0.10$ is added 1

the result is then $0.10+1 = 1.10$ and this is multiplied by 5,

so the end result is found to be $5 \times (1.10)=5.50$ or by rounding the result it is obtained to be 6

Example of solar system



How can you put in a right order the planets given above according to their closeness to the sun?

2. Which of the planets given in the boxes above is the largest of the solar system?

.....

3. Which of the planets given in the boxes above is the smallest of the solar system?

.....

4. Which of the planets given in the boxes above are interior planets?

.....

5. Which of the planets given in the boxes above are superior planets?

.....

Advantages of structured grid technique

- It is nearly impossible for students to answer the questions truly by chance in this technique,
- Students must absolutely have information beforehand about the subject,
- In order to choose the right boxes, the students' knowledge of the field should be considerably good,
- In case of choosing the wrong boxes, the students' mistakes and insufficient knowledge can be detected,
- Such a technique can be applied in a very short time,
- This technique can allow the teacher to see the difference between the students who know and those who do not know the subject by reducing the effect of the chance factor,
- This technique can be effective in increasing the student motivation by benefiting from the evaluation and awarding of partial knowledge,
- The Students' answers can reveal their deficiency or mistakes related to any subject and cognitive disorders,

- In this technique, it is nearly impossible to make a guess and give the right answer to any question without knowing anything about the subject,

Disadvantages of structured grid technique

It can be mentioned for the preparation stage of the technique that such a technique exhibits a drawback of time requirement. If this technique is prepared by the teacher, it needs time at preparation stage.

Concept maps

In the educational process, permanent learning is only possible through the internalisation of structured knowledge and its reinforcement through accurate interpretation. Such learning – teaching process should be applied from the first years when an individual starts education. The teaching process should be completed through dynamic and improvable methods and techniques and the characters, interests, ages, learning speeds, readiness of students accepted to be the subject of this process should be taken into consideration.

Realisation brings knowledge. If concepts are learned wrongly during the first years of the learning process, in the following years, the problem will grow convolutedly and in addition to the difficulties to be faced in its correction or compensation for, such a condition will inevitably constitute an obstacle for the favourable transfers between the first and following learnings.

The word "concept" is defined in the contemporary Turkish dictionary as a general design in mind under the umbrella of which takes place the general and abstract design of an object or thought or a common name gathering the common features of objects or events. From this perspective, one can say that concepts take place in human thoughts notionally; however, their examples are in real world. In the present study, there is no need to deal with the concept formation process and types of concepts, but the focus is on concept teaching.

As mentioned before, concepts take discretely place in the human thinking system. The aim of concept teaching is to place concepts in mind accurately. If students can adapt what they learn to new conditions and ex-

press and exemplify them in their words, they are accepted to be “grasped” or “learned”.

There is a hierarchical order in concept teaching from simple to complex. Different learning levels and speeds can be encountered in a student group. Therefore, in the concept learning process, the hierarchical levels of students should also be taken into consideration. In the conventional teaching process, students are directly given words and definitions expressing the concept and distinctive features of the concept while in the new and alternative methods, several examples related to the concept are given to students and they are forced to make a generalisation and find the distinctive qualities. In such a way, abstract things are turned into concrete ones. It is accepted especially in the first years of learning process that abstract content is difficult to learn. For this reason, one must remember that concretisation is an obligation for permanent learning. Concept maps and links have been developed for this aim.

One must also bear in mind that it is better to use concept maps and links primarily in order to make learning and teaching process more effective rather than to use as only an assessment and evaluation tool. Preparation and evaluation of concept maps and links with the participation of students in the learning and teaching process and their transverse use in the same grade classrooms can provide more effective and permanent learning. They can be used at the beginning or end of a unit. When they are used at the beginning and end of a unit, misconceptions based on students' previous and present learning conditions can be determined. According to the results obtained using such a way, concept teaching planning can also be revised in the units having a hierarchical order

Making concept maps

- Concepts related to the particular unit are determined,
- Among the concepts determined the most general one is chosen,
- Other concepts related to the main (or general) concept are sequenced from general to specific,
- Concepts with the same generality degree are written in the same lines,

- Concepts are circled or taken in box,
- Each box is matched with other related box by drawing an arrow. The relationship between two concepts is described on the arrow line. Such a relationship can be either one-way or reciprocal.
- An example should be given after the last concept given hierarchically,
- Cross relations are determined between the most and the least extensive concepts.

Advantages of concept maps

- A concept map can enable users to see the concepts related to a unit and the relationships between these concepts together with their examples in one page in an organised way,
- A concept map can allow meaningful and permanent learning,
- Once prepared, a concept map can be used several times by updating and improving it,
- A concept map can enable the process of acquiring newly learned knowledge by organizing the new and old knowledge accurately,
- A concept map is compatible with individual differences and different learning levels,
- If it is designed together with the students, a concept map can present an effective learning medium and protect the learning process from monotony,
- If it is designed to be carried out together with the students, a concept map can offer opportunities for the students to realize their misconceptions instantly,
- A concept map can help create a learning environment of cooperation and participation among all students.

Disadvantages of concept maps

- It may seem hard and complex to prepare them,
- It may not be suitable to use them for teaching any subjects
- If it is prepared together with the students in the classroom there

might a noisy atmosphere and therefore, there may be a deviation from the teaching and learning process.

- Since there is a compatibility problem with Turkish sentence structure, some difficulties may be experienced in the realisation and expression of the relationships between concepts.

Scoring concept maps

As mentioned before, one must bear in mind that the use of concept maps as an educational tool is more advantageous than as an assessment and evaluation tool. If it is to be used as an assessment tool, one of its examples should be exercised with the participation of students in the classroom. One can create her/his scoring table for the concept map by taking care of scoring hierarchical, one-way or matched and cross relationships and also concepts and examples. The highest scores are generally given to cross relationships. The total scores obtained can be turned into decimals and percentages. A concept map developed by a teacher is given below.

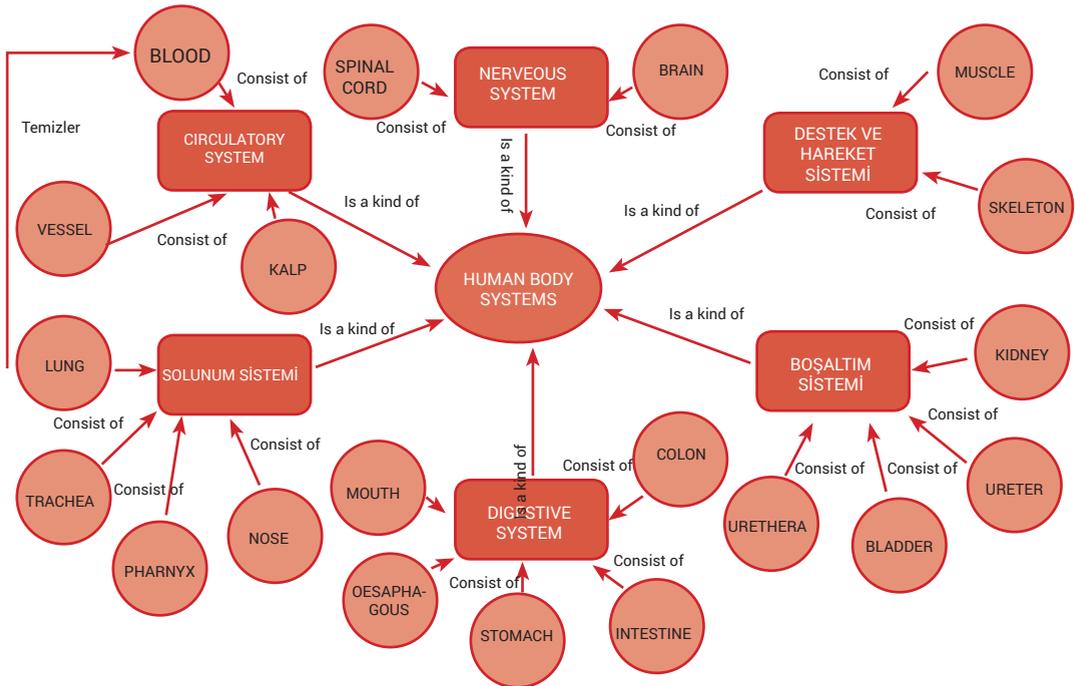


Figure 9. A sample concept map (7. Grades Science and Technology- the systems of our body unit)

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PART THREE

Assessment and Evaluation in Practice

1. MATH AND SCIENCE LESSONS

PHYSICS

Dr. E. Mihaela GARABET (Template for Evaluation Lesson 1,2,3)

Doina Cornelia BI OAICĂ (Template for Evaluation Lesson 4)

MATHS

Erdoğan ATA (Template for Evaluation Lesson 5,6,7)

2. SOCIAL SCIENCES LESSONS

GEOGRAPHY

Milca IANCULOVICI (Template for Evaluation Lesson 8)

Paslan MAGDALENA (Template for Evaluation Lesson 9,10)

Dr. Barbulescu ADRIANA (Template for Evaluation Lesson 11,12)

Lokman SAĞDIŞ (Template for Evaluation Lesson 13,14,15)

Resul BAYINDIRLI (Template for Evaluation Lesson 16,17,18,19)

3. FOREIGN LANGUAGE

ENGLISH

- Diana Elena IULIA PERJU (Template for Evaluation Lesson 22,23,24)
- Ana-Maria GHIOC (Template for Evaluation Lesson 25,26,27,28,29,30)
- Özgür ERGİN (Template for Evaluation Lesson 31,32)

MATH AND SCIENCE LESSONS / PHYSICS

Template for Evaluation Lesson (1)

PART I	
Subject	Physics (SAMPLE VIDEO:1)
Level/Grade	The 6th grade (11-12 year-olds)
Unit/Title	Physical Quantities and Units
Time	50 mins.

Goals/Aims

Students :

Should identify/recognize notions concepts specific to the "Physical Quantities and Units" Chapter

Should group the identified notions/concepts by the established criteria

Should analyze the relationships between notions and concepts

Should design a concept map

PART II: Description of the lesson

For the 6th graders beginning the study of Physics, concept maps favour organizing the learning material around certain key terms. The reference concept is located centrally, and around it are placed related concepts and derived ideas. Making a concept map for Physics in the 6th grade involves making comparisons, classifications and ranking operations.

Challenge Stage - teacher presents students the concept map's theme during a lesson for reviewing/consolidating the knowledge acquired in the "Physical Quantities and Units" Chapter.

The challenge will be in this case *What is Physics?*

Stage of the key concepts identification (brainstorming) – students recognize/identify the ideas and concepts that they know related to physical characteristics, physical phenomena, physical quantities and units. These are recorded on the board, namely in their notebooks.

Stage of hierarchical classification of the key concepts - students group the items listed on the board after the brainstorming activity by various criteria (physical characteristics, physical phenomena, physical quantities and

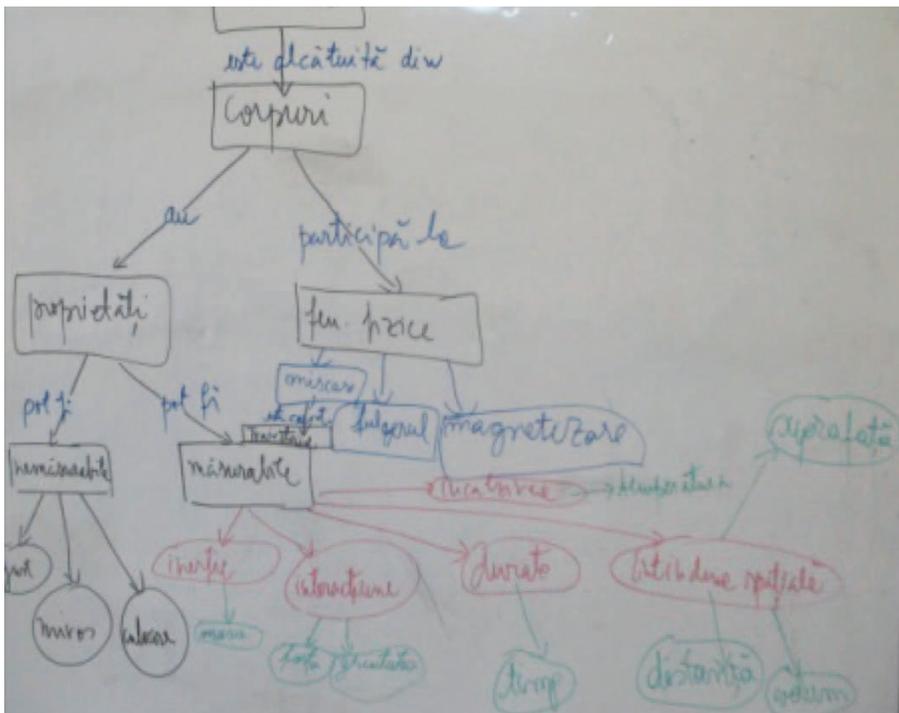
units), establishing connections between them and removing the irrelevant information.

Preliminary construction stage of the concept map – students will build the map from the key concepts by making cause-effect connections and by establishing the relationships between the concepts. They will write the specific keywords on the unidirectional or bidirectional interconnection lines.

Making this concept map contributes to stimulating students and getting a good study of the subject of Physics.

The concept map method helps the students beginning the study of physics develop: cognitive abilities (identification, examination, definition, interpretation, correlation, formulation, construction); capacity of evaluation and self- evaluation; teamwork skills; attitudes, critical and creative thinking.

It also stimulates motivation: concept maps imply curiosity, creativity and higher order thinking, which are stimulated by learning objectives which are relevant, authentic, original and of optimal difficulty for each student. SAMPLE of concept map made by the 6th grade, "Grigore Moisil" National College:



Template for Evaluation Lesson (2)

PART I	
Subject	Physics (Sample Video 2)
Level/Grade	The 69h grade (15-16 year-olds)
Unit/Title	Kinematics
Time	50 mins.

Goals/Aims

Students :

Should identify/recognize notions/ concepts specific to the "Kinematics" Chapter

Should group the identified notions / concepts by the established criteria

Should analyze the relationships between notions and concepts

Should design a concept map using bubbl.us

PART II: Description of lesson

Effectively learning new concepts depends on existing concepts in the mind of the student and the relationships established between them. In the constructivist theory, learning new at Physics becomes relevant when it finds basic ideas on which to build the new reservoirs in the student's mind.

Concept maps mean organizing the learning material around certain key terms. The reference concept is located centrally, and around it are placed related concepts and derived ideas. Making a concept map for Physics involves making comparisons, reasoning, classifications and ranking operations.

Challenge Stage – teacher introduces students to the concept map's theme during a lesson for reviewing / consolidating the knowledge acquired in the "Kinematics: Types of movement of the material point " Chapter.

Stage of the key concepts identification (brainstorming) - students recognize / identify the ideas and concepts that they know about the movement of the material point. These are recorded on the board, namely in their notebooks.

Stage of hierarchical classification of the key concepts - students group the items listed on the board after the brainstorming activity by various criteria (importance, usefulness, relevance, degree of realization), establishing connections between them and removing the irrelevant information.

Preliminary construction stage of the concept map - students will build the map from the key concepts by making cause-effect connections and by establishing the relationships between the concepts. They will write the specific keywords on the unidirectional or bidirectional interconnection lines.

Transposition stage of concept map into digital environment - students will use bubbl. us application to arrange the concepts and the relationships between them for finishing the map.

[https://bubbl. us/](https://bubbl.us/) is a simple application for creating concept maps online. Maps can be saved or exported as images or HTML for being published on blogs or web pages, can be printed or emailed. Upon completion students will upload the concept map on Facebook class group.

The open nature of this method helps to stimulate students and get to good study of the subject taught, learned and assessed. When a new concept is acquired, eg Types of movements, it is important that all students retain the common characteristics that define the concept. This does not happen by itself, but the teacher should provide students with various cognitive organizers that support and guide the personal mental processing.

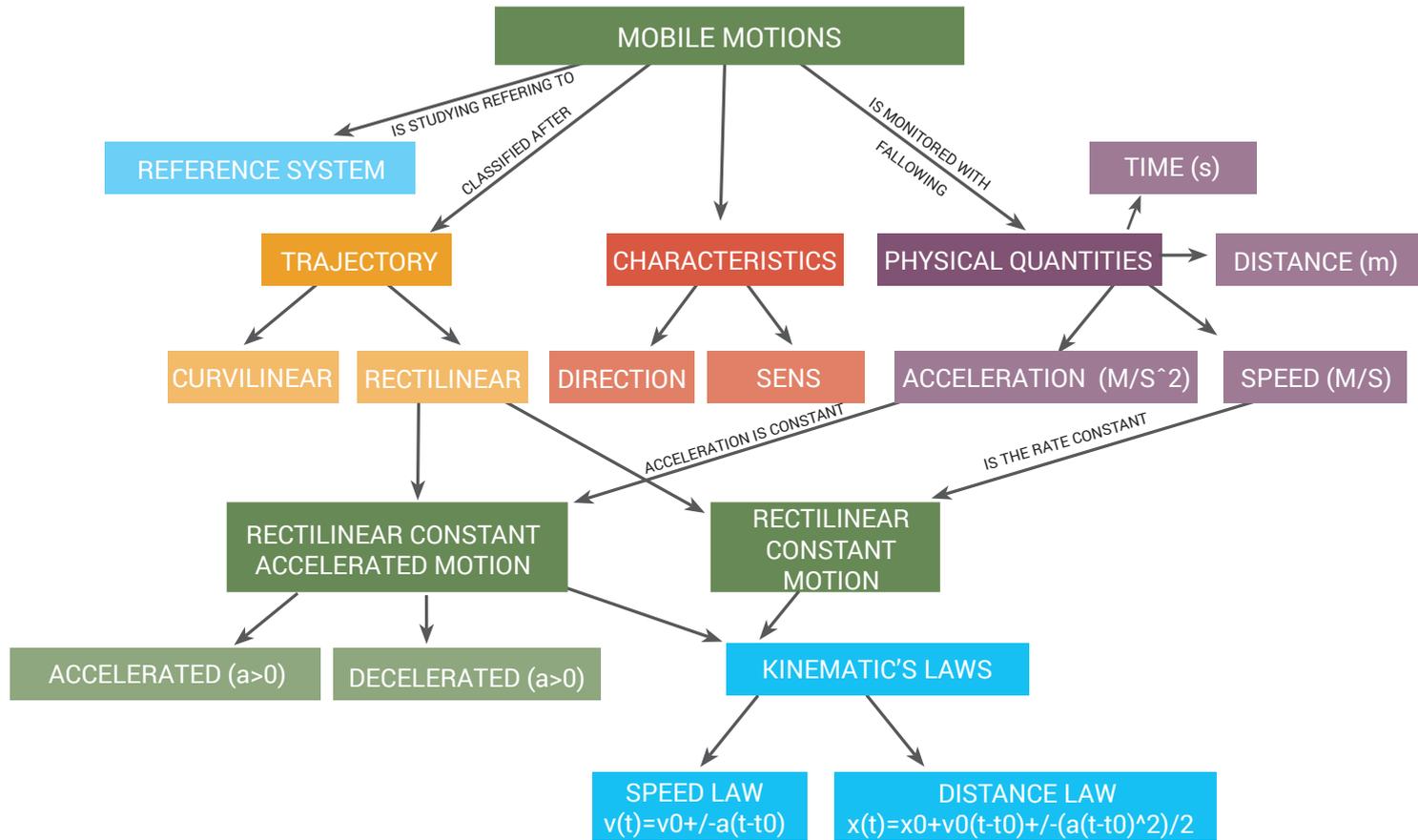
In this case the teacher plays the role of facilitator, consultant, scientific advisor to clarify ideas in directing the mental activism and the stimulating educational interactivity in the group of students.

In Physics learning using conceptual maps presents a number of advantages such as:

- Organizing knowledge and creating the conditions for new assimilation,
- Ensuring integration of new concepts into the existing structure of knowledge,
- Facilitating the understanding of concepts and enforcing the theoretical knowledge into practice
- Developing the capacity of synthesis and avoiding the use of long explanatory phrases.

Also, by highlighting the links between concepts are education based exclusively on memory is dethroned, opening up prospects to an active and conscious learning where students are encouraged to pay greater attention to the relationship between concepts.

SAMPLE of concept map made by a student in the 9th grade B, "Grigore Moisil" National College:



Template for Evaluation Lesson (3)

PART I	
Subject	Physics (Sample Video 3)
Level/Grade	The 11th grade (17-18 year-olds)
Unit/Title	Applications of mechanical waves
Time	50 mins.

Goals/Aims

Students :

Should use terms / concepts specific to the "Mechanical Waves" Chapter to explain their applications

Should work in teams for the project

Should present the project to the class

Should fill-in the peer-evaluation chart

PART II: Description of the lesson

Project-based learning involves the students in activities of mandatory investigation of problems resulting in obtaining authentic products. Project-based learning develops knowledge and skills in a field through extensive tasks that promote inquiry and authentic demonstrations of learning by performance and results.

Project-based learning fosters a dynamic and continuous interaction of the three elements of the pedagogical structure: teacher, student and knowledge acquired by the student.

Each project has a definite purpose and a practical and creative end (the project is based on three stages: preparation, realization and communication).

Challenge Stage – teacher presents students themes of the projects that they will develop in teams of 4. Teams will cast lots for the specific topic from the list provided by the teacher: stringed musical instruments or sound tubes, auditory human system, human vocal tract, seismology, personal protection using sound, ultrasound, infrasound, etc.

Stage of preparing the project – students recognize / identify the ideas, concepts they know about mechanical waves to explain their applications. These are then used to produce a PowerPoint slideshow or a VIDEOclip.

Stage of the project presentation – the teams of students present the application they have studied in front of the class.

Stage of peer-evaluation – each student assesses the others' projects based on an evaluation grid that was originally presented

	A	B	C	D	E	F	G	H	I	J	K	L
		Unde seismice	Instrumente muzicale cu corzi	Instrumente muzicale cu tuburi	Surse sonore	Receptori sonori-urechea	Ultrasunete	Infrasunete	Acustica si izolare fonica	Protectia personala la utilizarea sunetelor	Pianul	
1												
2	Conceptii	3	3	3	3	3	3	2	3	3		3 x
3	Design si originalitate	3	3	3	3	3	3	2	3	3		3 x
4	Prezentare	3	3	3	3	3	3	2	3			3 x
5												
6	Total		10	10	10	10	10	9	8	10		10 x

Stage of self-evaluation – each student assesses their own level at of producing and presenting its team's project. He will express the result as a percentage of the maximum achieved.

These projects promote students' social relationships. Students collaborate, help each other, and learn from each other, each endowed with certain abilities. Being in constant interaction, students learn to express different points of view, are able to negotiate, cooperate and resolve conflicts. Projects foster the integral development of the student. They give a sense to learning, bring the students' joy of learning again, developing their personality.

Project-based learning is part of a holistic view of the person, presenting the student active, identified and cooperating with others through a desire for going forward, progress, harmony and transmission of ideas.

Project-based learning is a systematic process of knowledge acquisition and transfer during which the student anticipates, plans and performs in a given time, alone or with his/her peers and under the mediation of teacher an observable activity that turns, within educational context, into a finished product able to be evaluated.

Template for Evaluation Lesson (4)

PART I	
Object	Physics (Örnek Video 4)
Grade	9 (15-16 years old)
Topic	Principles of Newtonian Mechanics
Time	50 min.

Objectives

- to identify concepts, ideas, sentences related to the given topic
- to use competences of critical thinking and systemic
- to establish relationships between concepts
- to design a conceptual map

PART II: Lesson Plan

The teacher prepares the evaluation process:

- the teacher presents the students the topic of conceptual map, these using their anterior knowledge make a conceptual map taking into account the objectives of the evaluation.

Assessment Steps:

- brainstorming: students write ideas in their copybooks, concepts they know based on principles of Newtonian mechanics.

- as a result of this working task concepts and ideas written are systematized on the blackboard. for the students to use the same elements to create the conceptual map

- for 15 minutes students work on their notebooks, classify the outlines mentioned on the blackboard, in the brainstorming step, in different criteria (importance, utility, relevancy, degree of achievement), to establish connections between them and erase irrelevant information.

- students will fill in the map on the blackboard, starting from key concepts, describing the connections cause effect, to establish the relationship between concepts, marking on, the interconnecting unidirectional or bidirectional lines, of a key words.

Assessment Result:

- students will be able to create a graphic organizer, get to a better level of acquiring and assimilation of the scientific content.

- the conceptual map develops students': cognitive capacities, evaluation and self-evaluation, team working skills, attitudes, critical thinking and systemic, synthesis capacity.

- the conceptual map enables understanding, knowledge and applicability into practice, because concepts don't exist by themselves in isolation, but in relation to the other .

- this method stimulates motivation because the conceptual maps contain, curiosity and creativity and higher thinking, which are stimulated by relevant learning objectives, authentic, of optimal difficulty and original for each student.

MATHS**Template for Evaluation Lesson (5)**

PART I	
Subject	Math (Sample Video 5)
Level / Gradue	11 th grade (17-18 year - old)
Unit/Title	Komplex number
Time	40'

Goals/Aims

- To separate the real and imaginary parts of complex numbers
- To know the location of complex numbers on the complex plane.
- To find correlate of complex numbers.
- To find modules of complex numbers.
- To find arguments of the complex numbers.
- To find the distance between complex numbers.
- To model complex numbers with vectors in the complex plane

PART II: Discription of lesson

Students are told how to do the grid test and how it will be evaluated later.

Numbered sheets of grid tests on complex numbers are delivered each student.

They are wanted to do the test in a particular time. [10']

When time is up, teacher collects the papers and the correct answers are declared.

Collected papers are delivered to students randomly. They are supposed to take someone else's paper instead of their own one.

The papers are scored by the students after the teacher makes a demonstration for one question.

Teacher announces students' scores according to the numbers given before the activity.

Template for evaluation lesson (6)

PART I	
Subject	Math (Sample Video 6)
Level/Grade	9 th grade (14-15 year-old)
Unit/Topic	Functions
Time	40'

Goals/Aims

- - To confirm the concepts about functions
- - To indicate direct connections between concepts
- - To indicate indirect connections between concepts
- - To remark process on functions via concepts.
- - To form a clear concept map using direct and indirect connections.

PART II: Description of lesson

- Students are given a form to fill in the blanks with concepts about functions. This word-matching process helps them to get ready for the main activity.
- Students read the written concepts aloud to match their lists to others. If they have missing ones they can add them to their own lists.
- Teacher introduces the technique to the students and shows them samples.
- Teacher wants them to start forming the map and directs them during the process.
- After forming the maps, students present them to the class. During the presentation, students may ask questions to discuss the links between the concepts.
- Teacher evaluates the maps using a rubric.

Template for evaluation lesson (7)

PART I	
Subject	Math (Sample Video 7)
Level/Grade	9 th Grade (17-18 year-old)
Ünite/Konu	Functions
Süre	40'
Goals/Aims	
- to review the unit	

Bölüm II: Description of lesson

1. The class is divided into groups of three. Groups can be either named or numbered.
2. Teacher reminds students the technique before the activity starts. Activity sheets including statements on functions are delivered students.
3. In a particular time (10') they are supposed to find the correct exit after discussing if the statements are true or false. Students are guided to

collaborate equally to give answers.

4. A member from each group declares their own answer by describing their route on the diagnostic tree.

5. Teacher or other students can join in the discussion to correct the errors.

6. Each test sheet is scored separately according to numbers of their true answers on the sheet. This score also belongs to each member of the groups.

SOCIAL SCIENCES LESSONS / GEOGRAPHY

Template for Evaluation Lesson (8)

PART I	
Subject	Geography (Sampe video 8)
Level/Grade	10 th grade (16-17 year -old)
Unit/Title	Economic Characterization of a State
Time:	50 mins.

Goals/Aims

Students :

1. Should have a certain interest for the State;
2. Should know where they can find resources;
3. Should be anxious to create a product to be proud of;
4. Should not choose the materials from old books nor follow the class routine.

PART II: Description of the lesson

Besides the traditional assessment techniques: oral quizzes, assessment tests through practical activities, observation grids, homework assignment, the use of alternative forms is recommended: essay, project or portfolio.

The four dimensions used in assessment through essays are:

1. Operating with facts, concepts and skills acquired by learning;

2. Product quality - creativity, imagination, aesthetic technique, execution, achievement;

3. Reflection - the pupils' ability to distance themselves from their work, bearing in mind their own goals, evaluate progress and make necessary changes;

4. Communication - both during performance and product presentation done.

Assessment through essays allows the teacher to achieve a measure of students' performance, and especially their affective behaviours - their attitude.

For the successful implementation of an essay, it is normal that since the beginning of the school year / semester students should be advised on:

- Essay topics;
- The way they will be assessed (Scoring scales);
- Terms that are offered to accomplish and submit these reports (equipment, tools, rooms etc..).

Thus, at the beginning of the school year / semester, students are informed on the essay topic and they are given approximately two weeks to think and choose the state on which will make the report in question.

Sample essay on the tenth grade, second semester: ECONOMIC CHARACTERIZATION OF A STATE (student chooses state).

Students will be announced on the way to make the assessment and the grading scale will be presented so that they will also know what they should look for in the exercise of the essay.

Scoring:

1. Locating and overview of state: 1 p.
2. Natural Resources: 1 p.
3. Agriculture: 1p.
4. Industry: 1p.
5. Shipments: 1 p.
6. Tourism: 1 p.

7. Originality of the state at the global level: 1 p.
8. Accuracy of the information: 1 p.
9. Presentation of the essay: 1 p.
10. Default: 1 p.

Total 10 p.

A week before the date of the essays four students will be announced (by drawing lots) to present the papers, and on the presentation day the jury will be announced, also by drawing lots, to avoid any bias related discussions on the evaluation.

The evaluation of the essays will be made by a jury of four students and the teacher.

Each jury member will have a scale for judging the papers and the presentation. In the end, the grades of each member of the jury will be presented, the essays will be discussed and assessed and the final grade will result in the average grade of all the members of the jury, provided that the difference between the given grades does not exceed 1 point. Otherwise, the difference between grades must be clarified and corrected in favour of the majority.

Geography Teacher: Milca Ianculovici

"Petru Maior" Technical College

Bucharest

Template for Evaluation Lesson (9)

BÖLÜM I	
Subject	Geography (SAMPLE VIDEO: 9)
Level/Grade	The 11th grade (17-18year- olds)
Unit/Title	Natural And Anthrop Hazards
Time:	50 mins

Goals/Aims

Students :

- Should mention the main ideas (by identifying the relations of cause-effect-measure) in the film received as homework, which targeted a complex authentic problem, taken from the current reality, that is the natural and anthropogenic hazards
 - Should observe, analyze, grade the project done, following certain criteria and standards
 - Should use critical thinking skills
-

PART II: Description of the lesson

The teacher prepares the evaluation process:

- Students had as homework to make a documentary on natural and anthrop hazards;
- Assessment will be done in pairs, each student having received a peer-assessment grid (for their fellow's film) and a self-assessment grid (for their own film) –See the Annex

Değerlendirme nin yapılması:

- For 15 minutes every student examined their colleague's project and graded it using the peer-assessment grid and reviewed and graded their own film using the self-assessment grid
- Films are presented, analyzed, compared, judged by a group of two students. Every student evaluates the overall research, the way of working, the presentation and the products.
- In the end the two students submit the scores for the peer-assessment and the self- assessment, this process providing the students the opportunity to analyze, observe, grade someone else's work as well as compare their personal product with the others' products, which facilitates a more objective self- assessment.

The result of the evaluation:

- Using the two grids, students motivate their grading; their primary purpose is not only the students' objective grading, but rather the development of their competence to evaluate a product by following certain criteria and standards to differentiate between a good quality

product and a poorer quality as well as to identify strategies that can enhance their own learning.

- As making the film is a type of construction project, the students' task has been a practical and attractive one, while the process of learning is student-centered.

Geography Teacher

Magdalena Pâslan

"Grigore Moisiu" National College, Buchares

	Beginner 1	Average 2	Advanced 3	Experienced 4	Total
Choosing/Using Documentary Sources	Random/Integrally Picked Up Materials	Random/Selectively Picked Up Materials	Adequate/Selectively Picked Up Materials	Adequate/Carefully Picked Up Materials	
Choosing/Filtering Information (Their Correctness And Clarity)	Unfiltered Selection	Incipient Filtering	Careful Selection/Filtering	Careful Selection And Filtering Information	
Design of the Clip/ the Ppt Presentation	Without Clear Structure	Random Structuring	Incipient Structuring	Clear Structuring	
Design And Originality	Fully Copied	Compilation Of Found Materials	Compilation with Original Elements	Mostly Original Material	
Spelling And Using Diacritics	Negligence/ Total Lack of Diacritics	Common Mistakes/Missing Diacritics	Some Spelling Mistakes/ Missing Some Diacritics	Correct Spelling	
The Type And Efficiency of the Elements Inserted Into Clip (Location In Time And Space Phenomena, Analytical Description Of The Components)	No Special Items	Attempt To Insert Elements	Convincing Elements	Key Elements Used	
Audience's Attention	Without	Shy	Temporary Loss Of Audience's Attention	Maintaining Audience's Attention	
Expressions And Language (Using A Scientific Language)	Read Slides Misunderstood Concepts	Attempt Of Speech Without Reading The Slides	Moments Of Hesitation Combined With Free Presentation	Free Fluent Presentation	
Correct Use Of Technical Terms (Use of Scientific Concepts)	Poor/Many Mistakes	With Confusions	Small Hesitations	Mastering The Terms Involved, Scientific Terms	
Time Management (To Avoid Getting Boring)	Too Long/ Boring	Boring Elements	In Time Without Spectacular Elements	Successful	

Template for Evaluation Lesson (10)

PART I	
Subject	Geography (SAMPLE VIDEO: 10)
Level/Grade	The 12 th grade (18-19 year- olds)
Unit/Title	EU countries - France
Time:	50 mins

Goals/Aims

Students :

1. Should identify the main ideas of a text
2. Should take notes
3. Should use critical thinking skills
4. Should establish cause – effect relationships between concepts
5. Should design a concept map

PART II: Description of the lesson

The teacher prepares the evaluation process:

- Teacher introduces the topic for the concept map and the students will make a concept map by using prior knowledge and new knowledge in the textbook and other didactic materials, while also taking into account the objectives of the evaluation.

Conducting the evaluation :

- brainstorming stage : students write on the whiteboard as many relevant concepts related to the keyword "France"
- following this task, students have established a number of key features of French environment , which they will use in the concept map
- for 15 Minutes students will work on their notebooks , making connections between specific elements of France, which were written on the whiteboard while brainstorming
- Students will fill in the map on the whiteboard by making cause- effect connections and explaining the relations between the concepts by writing the specific verbs on the connecting lines

Sınıftaki bütün öğrencilerin katılımıyla bir kavram haritası oluşturulur.

The result of the evaluation

- students will be able to put together a graphic organizer on causes-effects
- a concept map helps students develop knowledge and understanding while placing a stress on the relations between concepts ; it helps/facilitates logical thinking and active learning ; it develops creativity and the spirit of perspective.
- also conceptual map allows understanding , knowledge and practical applicability of this knowledge because concepts do not exist alone or isolated , but in relation to others.
- this method aims to assess particularly the relations students establish between different concepts as well as the way they build their cognitive structures and integrate the new knowledge into their prior cognitive experiences

Template for Evaluation Lesson (11)

PART I

Subject	Economic Geography (SAMPLE VIDEO: 11)
Level/Grade	The 10th grade
Unit/Title	Natural Resources
Time:	50 mins

Goals/Aims

Students :

- Should recognize types and subtypes of natural resources;
- Should explain the use of natural resources in economic contexts;
- Should establish relations between concepts in order to identify the interdependence between different categories of natural resources;
- Should use correctly the specific concepts that support the content being taught;
- Should establish cause – effect relations between types and subtypes of natural resources and their economic use
- Should design the concept map;

PART II: Description of the lesson

At the time of the evaluation class students are organized into teams and build a concept map of the team, more elaborate than the one done individually.

Observation! Each relation corresponds to a specific color chosen by team members.

- Students are divided into 5 groups of 6 students/group.
- Teacher asks students to develop a concept map of the unit content- natural resources- taking into account the objectives of the evaluation.
- Each group of students receives the necessary materials for designing the concept map and establishes the conditions for it: each student represents a category of resources and for each resource a different color is used. Working time is determined, 15 minutes.
- Each group of students receives a data type evaluation rubric necessary in the evaluation between groups of students. (See attachment 1.).

Each group presents the concept map. For this, each student presents his/her contribution in developing the map highlighting the relations established by the color he used. While a concept map is being presented, the other groups complete the data type evaluation rubric. During filling grid each student checks whether:

- specific concepts are used appropriately for each category of resources
- Concepts for each category are used correctly.
- One or more relation between concepts are properly captured.
- The concept map is represented consistently.

The evaluation by team's presentation of a concept map has represented a great pedagogical method, efficient and useful by following this aspects:

- Each student has made a jump from individual study by developing initial concept maps, by his own, to learning by self- evaluation and teams' evaluation.
- Each student contributed with SAMPLEs from real life.
- Each team participated actively in evaluating concept maps of the other teams following evaluation criteria clearly established.
- Each team had the opportunity to evaluate themselves by comparing with other teams' concept maps.

Evaluation team by presenting the concept map has created a creative, motivating and stimulating working environment for each student.

Attachment 1: Concept map - Natural resources Evaluation grid

	Weak	Satisfying	Good	Very Good
1. Representation of types and sub-types of resources				
2. Proper use of types and subtypes of resources				
3. Specify one of more relationships between types and subtypes				
4. Consistency of conceptual map				

Template for Evaluation Lesson (12)

PART I

Subject	Physical Geography (Sample video 12)
Level/Grade	The 9th grade
Unit/Title	Types of relief
Time:	50 minutes

Goals/Aims

Students :

- Should recognize the classification of continental surface;
- Should Identify the order of geomorphological phenomena and processes specific to each type of relief;
- Should describe the relief using cartographical information;
- Should present arguments about reality observed directly or indirectly
- Should develop interest in studying the relief;
- Should have stimulated self-evaluation and peer-evaluation based on objective criteria;

PART II: Description of the lesson

Students are organized in pairs and make a project based on a theme

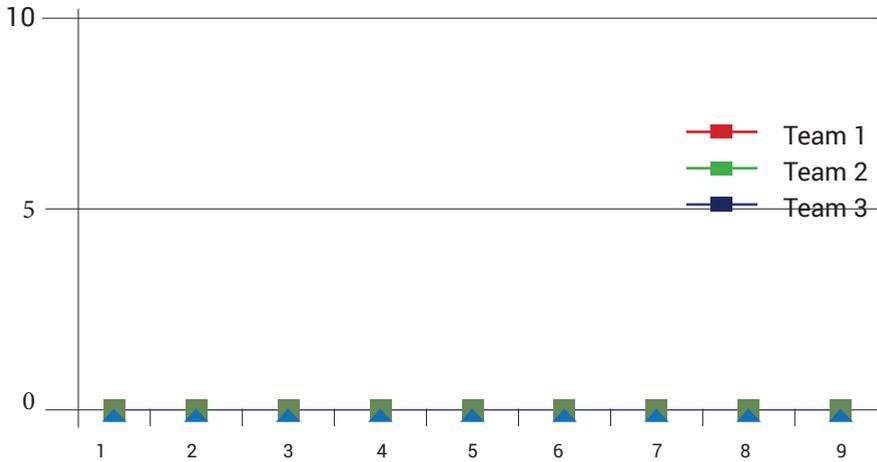
set in class. The process of making the project will be based on criteria presented by the teacher and discussed with students in the class. Teacher presents those criteria with double role: content's organization and evaluation.

The evaluation grid (Attachment 1) is projected onto the screen at the same time with the project presentation. Thus, all students, including those who present can see the dynamic of evaluation and the points they are accumulating. At the end of presentation the team can receive from another team supplementary questions. For stimulating the evaluation motivation the way of improving their score/result will be under the slogan "up or down". (Attachment 2).

- Students establish the order of projects' presentations
- Teacher reminds the criteria of evaluation that were discussed in previous class, the score of each criterion and the way that they can reach it.
- Another team is chosen to closely monitor the project and verify the criteria. This team will mark the score for each criterion they achieve and will show the final score on the whiteboard.
- In the end of the presentation the team receives a score that is turned into a mark. If the mark is decimal then the team can win or lose 0.5 points. In this case students will receive an additional question from another team.
- Each team has organized scientific content in creative products, through the use of modern technology.
- Using project was resulted into an efficient evaluation by establishing a detailed scoring based on cognitive and behavioral competency.
- Project evaluation gave chance to peer-evaluation and self-evaluation.
- Developing and using the grid evaluation supported and prepared the process of learning-evaluation.
- This type of evaluation created a pleasant and motivating working environment.
- The way of improving the score by the motto "up or down" motivated teams to prepare a set of additional questions.
- This type of evaluation stimulated constructive competition between teams.

- Evaluation through projects has helped the student realise the training and performance that he/she achieved.

Attachment 1



0 points

No right answer

5 points

One correct answer

10 points

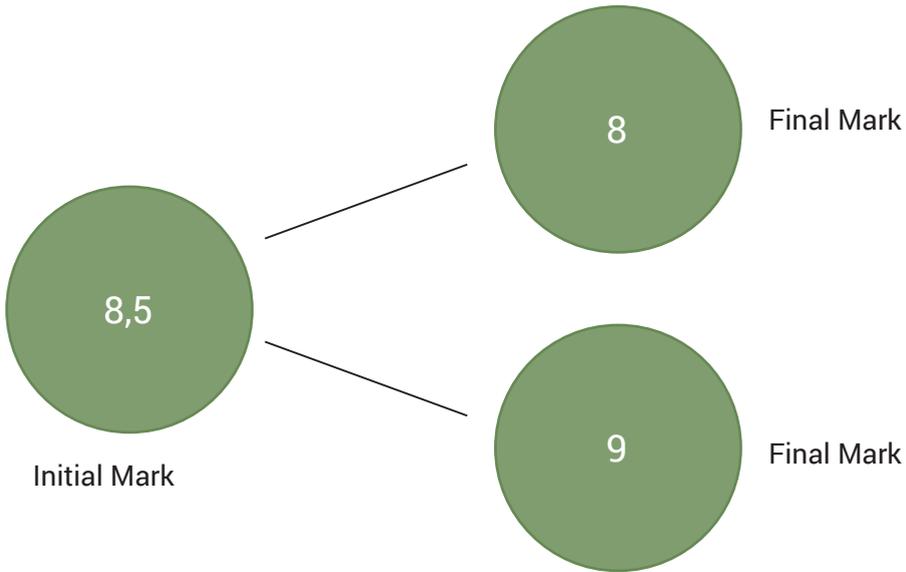
Minimum two correct answers

Evaluation criteria

1. Morphogenetic agents
2. Geomorphological processes
3. Landforms
4. Regional SAMPLEs
5. Correlation between images and concepts
6. Be in time

7. Use the physical map of the world
8. Clarity and coherence of expression
9. Originality

Attachment 2



Template for Evaluation Lesson (13)

PART I	
Subject	Geography (SAMPLE VIDEO:13)
Level/Grade	10th Grade (15-16 year-old)
Unit/Title	Types and utilization of soil in Turkey
Time	40'

Goals/Aims

to review the unit

- to identify the concepts related to types and utilization of soil in Turkey
- to make direct and indirect relationship between concepts related to types and utilization of soil in Turkey.
- to form a concept map on types and utilization of soil in Turkey.

BÖLÜM II: DERSİN TANIMI

1. Teacher reminds students how to form a concept map and displays them sample concept maps.
2. Students discuss and specify concepts related to the topic.
3. One of the students writes the concepts on the board.
4. Students are asked to form a concept map using the concepts written on the board.
5. The map is formed by integration of the class members.

Template for Evaluation Lesson (14)

PART I	
Subject	Geography (SAMPLE VIDEO:14)
Level/Grade	10th Grade (15-16 year-old)
Unit/Title	Landforms in Turkey
Time	40'
Goals/Aims - to review the unit	

PART II: Description of the lesson

1. Teacher reminds students the technique and hands out students the forms including True/False statements related to the topic.
2. Students work on the test. They are expected to decide if the statements are true or false and follow the way to the exit.
3. After a specific time (10') teacher elicits the correct answers and wants students to explain how they have done the test.
4. Teacher demonstrates the correct way to the exit with students. Mistakes are corrected together.

Template for Evaluation Lesson (15)

PART I	
Subject	Geography (SAMPLE VIDEO:15)
Level/Grade	9th Grade (15-16 year-old)
Unit/Title	Turkey's water reserves
Time	40'

Goals/Aims - to review the unit.

PART II: Description of the lesson

1. Teacher reminds students the technique itself and evaluation of a grid test.
2. Students are delivered the question forms.
3. Students read the questions and writes down the correct answers.
4. After a specific time (10'), students give teacher the forms back.
5. While a student explains the way s/he has done the test, the rest of the class may correct his/her errors.

Teacher directs the process.

Template for Evaluation Lesson (16)

PART I	
Subject	Geography (SAMPLE VIDEO:16)
Level/Grade	9th Grade (15-16 year-old)
Unit/Title	Pressure - Winds
Time	40'

Goals/Aims

to examine climatic elements and distribution and the factors that have an impact on them.

- to understand the factors affecting the distribution of pressure.
- to know characteristics of high pressure and low pressure areas.
- to analyze the distribution of pressure on the earth.
- to analyze the difference between dynamic and thermal pressure.
- to comprehend annual and daily movement of the earth the relationship between it and pressure.
- to interpret to the relationship between pressure and winds.

PART II: Description of the lesson

1. Students are asked to study the unit get ready for the lesson.
2. In the beginning of the lesson students are asked to tell the concepts related to pressure that they remind. Teacher writes them down on the board.
3. The concepts on the board are reviewed and if there are any which are missed, teacher helps students to remember.
4. Students make statements by relating concepts each other.
5. Before forming their own concept map, they are shown templates of different concepts maps.
6. Students start doing their own concept map on pressure.
7. They are asked to make direct or indirect connections between concepts.

They are asked to exemplify these relations.

Template for Evaluation Lesson (17)

PART I

Subject	Geography (SAMPLE VIDEO:17)
Level/Grade	9th Grade (15-16 year-old)
Unit/Title	Geographical Formations in Turkey
Time	40'

Goals/Aims

- to analyze the basic characteristics and distribution of landforms in Turkey
 - to analyze the effects of internal forces (volcanism, earthquakes, epeirogenesis) on orogeny in Turkey.
 - to comprehend the external effects (rivers, winds, glaciers, waves – streams) on landforms in Turkey.
 - to analyze the landforms formed by rivers
 - to analyze the landforms formed by winds.
 - to analyze the landforms formed by glaciers.
 - to analyze the landforms formed by waves and streams.
-

PART II: Description of the lesson

1. Teacher tells students how to do a grid test and how it is evaluated.
2. Students see a grid test projected on the board and writes the questions on their notebooks.
3. They are asked to answer the questions and write the correct answers on the answer sheets.
4. The assessment formula is written by the students as well.
5. Students are asked to exchange their answer sheets with their friends around them.
6. Each student calculates the answer sheet given by his/her friend.

Template for Evaluation Lesson (18)

PART I	
Subject	Geography (SAMPLE VIDEO:18)
Level/Grade	9th Grade (15-16 year-old)
Unit/Title	Pressure – winds
Time	40'

Goals/Aims

Learning with diagnostic tree technique and the determination of learning mistakes

Formation and distribution of climatic elements and factors effective on them are questioned and the concepts of pressure and winds and their relationship are grasped.

1-) Student knows pressure and its distribution and effective factors on them

2-) Student knows the definition of wind and its types

3-) Student knows pressure types

4-) Student knows the distribution of pressure over the earth surface (pressure centres) on the map.

5-) Yearly movements and shape of the world are associated with pressure and wind.

PART II: Description of the lesson

Totally 15 gradual proposals related to each other and pressure and wind are prepared by paying attention on their preciseness, absolute trueness or absolute wrongness. Proposals are placed in diagnostic tree according to their generalisation. This assessment and evaluation tool is copied according to the number of student in the classroom. Subject of pressure and wind should be expressed to students before. Students are asked to prepare for the unit and chapter. When the lesson starts reminders are given to students and then assessment tool is given to students. Assessment tool is also reflected on the board. Students' sign the exit doors in convenient with the directives.

Two or three students who prefer different exit doors are asked to express their ways gradually. Other students are asked if their friends make mistakes. In the end, assessment tool is given to students to see their mistakes.

Assessment and evaluation: In the present assessment tool each exit door represents different scores and one is 0 and the other is complete score. Students are given scores according to exit doors they prefer and their mistakes are shown.

Template for Evaluation Lesson (19)

PART I	
Subject	Geography (SAMPLE VIDEO:19)
Level/Grade	11th Grade (17-18 year-old)
Unit/Title	Smokeless Industry; Tourism
Time	40'

Goals/Aims

- To question the role of tourism activities in the interactions between countries through the evaluation of example and to express social cultural and economic effects of tourism.

1. The role of tourism activities is questioned in the interaction between countries through the evaluation of examples.

2. Social, cultural and economic effects tourism are questioned.

3. Concept of "seven wonders" is learned and can give example of them.

4. The concept and importance of National Park are grasped.

PART II: Description of the lesson

The unit of tourism is shared among students by constituting student groups. Students are asked to prepare and make presentations related to the subjects in the classroom. They are also asked to score their presentations using rubric they are given. Students see and go through rubrics before their presentations. Rubric forms are copied for each of students who will make presentation. Students make their presentation one by one. When each student finishes her/his presentation, other students in the classroom and teacher assess the presenter together with her/him.

Assessment and evaluation: After presentation, one student from the groups giving the highest, lowest and fair scores express their scoring principles in the classroom. Each student gets the average of scores given by other students, teacher and her/him.

PHILOSOPHY

Template for Evaluation Lesson (20)

PART I	
Subject	Philosophy (SAMPLE VIDEO:20)
Level/Grade	11th Grade (17-18 year-old)
Unit/Title	Epistemology
Time	40'

Goals/Aims

- to review the unit "epistemology"
- to comprehend different opinions about the accuracy criteria of information
- to explain the problems of epistemology.
- to explain views on whether knowledge is possible

PART II: Description of the lesson

1. Students are divided into groups of three. Groups can be either numbered or given names.

2. Teacher reminds students the technique and hands out each group the sheets which include a diagnostic tree test on epistemology.

3. In a particular time (10') they are supposed to find the correct exit after discussing if the statements are true or false.

4. A member from each group declares their own answer by describing their route on the diagnostic tree.

Mistakes are corrected either by teacher or students.

Template for Evaluation Lesson (21)

PART I	
Subject	Philosophy (Sample Video 21)
Level/Grade	11th Grade (17-18 year-old)
Unit/Title	Epistemology
Time	40'

Goals/Aims

- to review the unit "epistemology"
- to comprehend different opinions about the accuracy criteria of information
- to explain the problems of epistemology.
- to explain views on whether knowledge is possible
- to recognise different approaches to the source of information
- to understand the difference between truth and reality
- to distinguish the type of information
- to be aware of the process of knowledge formation

PART II: Description of the lesson

1. Students are told how to do the grid test and how it will be evaluated later.
2. Numbered sheets of grid tests on epistemology are delivered each student.
3. They are wanted to do the test in a particular time. [10']
4. When time is up, teacher collects the papers and the correct answers are declared.
5. Collected papers are delivered to students randomly. They are supposed to take someone else's paper instead of their own one.
6. The papers are scored by the students after the teacher makes a demonstration for one question.

Teacher announces students' scores according to the numbers given before the activity.

FOREIGN LANGUAGE / ENGLISH

Template for Evaluation Lesson (22)

PART I	
Subject	ENGLISH (Sample Video 22)
Level/Grade	The 9th grade (15-16 year-olds)
Unit/Title	Background of English Language
Time	50 mins.

Goals/Aims

Students:

1. Should reinforce knowledge related to the history of English people and English language
2. Should use critical thinking skills
3. Should establish relationships within a process
4. Should organise their knowledge using a diagnostic branched-tree

PART II: Description of the lesson

Teacher invites students to explore together a new way to make connections between various pieces of knowledge acquired during the unit about the background English language (historical data, language changes, etc). Teacher introduces students to the method of a Diagnostic Branched-Tree (DBT) and draws its main frame on the board. Students are also told that this method implies several stages of completion and are asked to maintain their focus and connect to every piece of information they know about the topic, not only from the unit, but also from any other information source (classes of History and Geography, mass-media, etc).

Students are invited to arrange themselves in groups, each group is given a set of 7 statements about English and students are asked to work together (for about 7 minutes), decide and insert the statements into the Diagnostic Branched-Tree. They are also asked to pay attention to the 2 main requirements of the method: the way ideas are associated one to another, and the True/False alternations.

Samples of statements:

A- English is spoken on a larger area in Africa compared to Asia.

B- Speakers can find words of English origin in contemporary Hindi, Chinese and Japanese.

C- Most words of French origin in English belong to the period of the two World Wars.

D- English is an international language of an Anglo-Saxon origin.

E- English is spoken by the greatest number of people in the world nowadays.

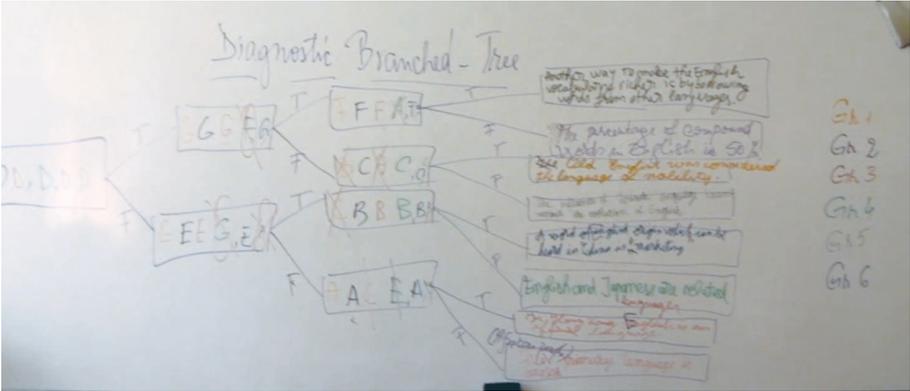
F- The combination of words and particles represents the main source of English vocabulary getting richer.

G- English vocabulary contains a great number of items from other languages.

After students finish arranging the statements, the teacher asks each of group to appoint their spokesperson and to deliver the group's answers to the class. In order to make the differences between groups' answers visible, each group will have their answers written in another colour. When the differences between answers occur, teacher invites spokespeople to support their opinions with reasons and SAMPLEs. This activity may take as long as it is necessary, but the better students are prepared, the shorter the activity.

When all the correct answers have been inserted in the DBT on the board, the teacher introduces the second stage of the lesson: students are asked to fill-in a new set of derived statements on their own. The activity is more challenging as it is about an increased level of narrowing the fields under discussion and it involves a greater degree of individualization and specific knowledge. This activity is allotted a longer time, up to 10-15 minutes. After completing it, either student are asked to write their answers on the board to be discussed in class (if there is a small number of students having done the task) or the answers are read aloud and commented upon (if there are more students who have found the task easy to do).

SAMPLE of Diagnostic Branched-Tree filled-in by the students in class 9A, "Grigore Moisil" National College



As a follow-up (homework) activity, students are asked to write a descriptive short essay (150-180 words) on the way they see the contemporary English speaking world.

Template for Evaluation Lesson (23)

PART I

Subject	ENGLISH (Sample Video 23)
Level/Grade	The 12th grade (17-18 year-olds)
Unit/Title	Ecological Issues
Time	50 mins

Goals/Aims

Students :

1. Should identify the strong/weak points of a project
2. Should recycle vocabulary related to academic research
3. Should rank levels of performance
4. Should design an evaluation rubric for their projects

PART II: Description of the lesson

During the previous classes the students have been given the task to make a project on Ecological issues for an Eco-electronic magazine. They have started the research activities and some of them even the structure of the work. In this class teacher invites them to design together a rubric for evaluating their future projects.

The class takes part in the laboratory and the students are invited to come to the laptop on the teacher's desk in order to start designing the rubric. The laptop is connected to a video-projector so that the whole class can see what the student at the laptop is working.

Under the guidance of the teacher, students start the rubric step by step and the class contribute to modifying, correcting or agreeing:

- Students discuss the number of level of evaluation should be taken into consideration and decide on 4: unsatisfactory, average, good and excellent, and the number of points respectively (4 points, 5-6 points, 7-8 points, 9-10 points)
- Next, students debate the characteristics of a presentation that should be evaluated: task achievement, sources of information, vocabulary used (key-words, varied, thematic, register, grammar and spelling), visual organization of the presentation (message, layout, use of pictures, paragraphing), presentation skills (pronunciation, fluency, interaction with the public, cooperation), effect on the reader, originality, references (coverage of content and usefulness)
- For each of these students start to find the terminology to describe first the best and the worst level; after this they discuss the differences between the intermediary levels. While some of them come and write on the laptop, the others copy the final product on their notebooks; they will have to make it electronically afterwards and send it to the teacher via Facebook account of the class.

The criteria of a rubric are usually discussed with the students before they prepare their product or presentation. This is how criteria by themselves provide a guideline for students to follow when preparing their performance, as the indicators of what constitutes a quality performance to attain the standard or earn an A or B are usually described in the rubric.

A reality of performance tasks is that they take much more time to construct and score than a selected-response usual test. The time, however, is time well spent? The students' performances will demonstrate their in-depth learning.

In addition, feedback provided from their self-assessment or peer-assessment using the rubric will provide valuable feedback to the teacher.

SAMPLE of rubrics for a project work and presentation made by

class XIID at “Grigore Moisil” National College (Figure):

The next classes when the projects are presented in front of the class, the students will work on groups and using the rubric above will assess their peers’ performance as well as their own.

SCALE CRITERIA OF EVALUATION	UN SATISFACTORY (4 POINTS)	AVERAGE (5-6 POINTS)	GOOD (7-8 POINTS)	EXCELLENT (9-10 POINTS)
Task Achievement	None or very little coverage of the tasks	Little coverage of the tasks (only some or not clear)	Basic coverage of the tasks (just enough for understanding)	Full coverage of the tasks
Sources Of Information	None /few, not attested sources	Attested sources, but too few for understanding	Attested sources but not enough points of view	Many and attested sources, more than one perspective
Vocabulary used (key-words, Varied, thematic, Register)	Very poor, not varied, inappropriate register	Mostly appropriate register, basic vocabulary	Rich, varied, appropriate register	Very rich, varied, appropriate register
Grammar and Spelling	Grammar and spelling errors sometimes burden communication	Some grammar errors, some spelling errors	Few grammar errors, few spelling errors	Very few grammar errors, very few spelling errors
Visual Organization Of The Presentation (Message, Layout, Use Of Pictures, Paragraphing)	No paragraphing, no/very few pictures, unclear message(text and pictures are not connected)	There are some paragraphs and some pictures, but not clearly connected	Good paragraphing, many pictures, the message is somewhat clear	Very good paragraphing, balance between pictures and text, clear message
PRESENTATION SKILLS (pronunciation, fluency, interaction with the public, cooperation)	Long pauses, many mistakes of pronunciation	Several pauses, some mistakes of pronunciation, poor connection to the public	Somewhat fluent, correct pronunciation, some connection to the public	Fluent, correct pronunciation, full connection to the public
Effect on the reader	Message not clearly communicated	Somewhat convincing	Generally convincing	Very convincing
Originality	Not at all original (mostly copy-pasted)	Little originality	A lot of original material	Very much original approach/text
References (Coverage of Content and usefulness)	No or very little relevance of the materials	Somewhat relevant	Relevant, but not covering concepts enough	Relevant and fully covering the necessary concepts

Template for evaluation lesson (24)

PART I	
Subject	ENGLISH (Örnek Video 22)
Level/Grade	The 9th grade (15-16 year-olds)
Unit/Title	Skills for Getting Proficient in English
Time	50 mins

Goals/Aims

Students :

1. Should practise reflective skills
2. Should give feedback
3. Should use critical thinking skills
4. Should practise self-assessment

PART II: Description of the lesson

Teacher draws students' attention that they have been studying English in high school for a semester now and invites them to reflect on the changes they have passed through in a very personal essay for about 15 minutes. Teacher writes on the board some directions for the students to follow while appreciating their own performance:

- Identify the way you used English at the beginning of the school year
- Has your use of English changed? In what way? In which departments?
- Identify causes for the negative performance and reasons for the positive changes
- Is there anything you are going to do in the future regarding your English? What? (Why?)
- How do you feel about yourself when thinking of your level of English?

Teacher does not give any further hint where students could find their answers in order for their focusing areas should not be altered. Even if there is a certain number of ways in which a student's use of English can be improved, they are part usually of teachers' guiding students along the study while in the reflection essay students should be allowed to explore especially their

own ways of training and learning English. A reflection essay is meant to open the students' personal perception on learning and acquiring particular skills and it will eventually lead to the relevant shift in the way of teaching and studying according to each student's particular characteristics.

After students finish their essays, the teacher invites them to change the display of their desks in the classroom so that they could see each other face to face (the amphitheatre way). They are also asked to read their essays aloud; after each reading, the other students (together with the teachers) give feedback and ask questions related to the ideas having been read.

The activity aims at:

- making all the students learn of ways of studying English different of their own
- checking the relevance of the students' answers
- leading students to further reflect on self-evaluation by comparing their own ways to their peers'
- training students into "reflective meta-cognition" skills (being aware of their thinking processes)
- facilitating the transfer of knowledge and skills from one context to another

After around 20 minutes of discussions, teacher invites students to put their opinions on their self-evaluation into a pictorial form: teacher draws a chart pie on the board divided into the departments of English students have identified in their essays and discussions (vocabulary, grammar, speaking, listening, writing, reading, interaction).. The students are told to consider the dimensions of the chart pie as the level of English they consider they should have at the moment and they are asked to cover in different colours the level/ amount they consider they are/have acquired at the moment.

The activity aims at making the shift from students' mere reflecting on their learning to actual self- assessment; the impact of the image is greater and it leads intrinsically to students' realization of their knowledge position against the required levels, on the one hand, and to making students wish to cover the distance, on the other hand.

Here is an SAMPLE of 2 different self-assessing pictorial scales made by the students in 9C (normal classes) at "Grigore Moisil" National College :



As a follow-up (homework) activity, students are asked to write the same type of essay as if they were writing it around the graduation time while looking back at their acquisitions during the high school years.

Template for evaluation lesson (25)

PART I

Subject	English (Sample Video 23)
Level/Grade	Upper-Intermediate/Advanced
Unit/Title	Advertising
Time:	50 mins

Goals/Aims

- to identify the main ideas of a text
- to take notes
- to use critical thinking skills
- to establish cause – effect relationships between concepts
- to design a concept map

PART II: Description of the lesson

Assumptions:

Students know how to create concept maps.

Resources: handout, computer, computer software, whiteboard

Stages of the lesson:

1. The teacher asks students whether they know any slogans that advertisers use to make products and brands memorable. 2-3 minutes

The teacher shows students some slogans and in pairs they try to guess the products the slogans refer to. They discuss together their findings. – 5 minutes

Slogan	Product/Company
It Gives You Wiiiiiiiings.	Red Bull – energizing drink
The freshmaker!	Mentos
You are now free to move about the country.	Southwest Airlines
The happiest place on Earth	Disneyland
Think Different.	Apple
I'm loving it!	Mcdonalds

2. The teacher tells students to scan the text and write down any words and phrases associated with advertising. In pairs, students compare their answers. – 5 minutes

3. The teacher asks students to read the text again and to write down the main ideas. – 10 minutes

4. Based on the previous two activities, students individually create a concept map that has as main concept advertising and illustrates the ideas in the text. They use the checklist to guide the concept mapping process. They can use paper and pencils or computer software (Cmap Tools, Inspiration, bubbl.us) to create the map. – 25-27 minutes

Follow-up: Students exchange concept maps and write a text about advertising rendering the ideas in the concept map. Students compare their text to the text they read.

Text: <http://www.englishdaily626.com/comprehension.php?340>

Concept Map Checklist:

	Yes	No
The concept map has the main idea written clearly in the middle of the page, within a frame.		
Branching lines connect the key concepts.		
Verbs or linking words are used to show the connection between the concepts.		
The arrows point in the right direction.		
The key concepts follow one after each other in a logical manner.		
The layout of the concept map is neat and clear.		
The labels are spelt correctly.		
The content of the concept map is accurate.		

Template for Evaluation Lesson (26)**PART I**

Subject	English (Sample Video 24)
Level/Grade	Intermediate/Upper-Intermediate/Advanced
Unit/Title	Drama
Time:	50 mins

Goals/Aims

- to adapt works of literature for the stage
- to perform on stage
- to practice drama skills
- to practice communication skills

PART II: Description of the lesson**Assumptions:**

Students have prepared drama adaptations in response to the task below.

Adapt for the stage a chapter/narrative sequence from the novel "Pride and Prejudice" by Jane Austen.

Students are familiar with the rubric. The teacher made it available to the students and they discussed it together before the students started working on the plays.

Resources: rubric, whiteboard

Stages of the lesson:

1. The teacher introduces the topic by briefly revising with the students the criteria listed in the rubric. – 5 minutes
2. The three teams present their plays to their classmates. -20-25 minutes
3. The public offers written feedback to the actors. – 10 minutes
4. A class discussion on the lessons learnt from these experience is held in which both the actors and the public contribute with their own ideas. – 10 minutes

Criteria	4	3	2	1
VOICE	Voice was loud and clear; words were easily understood	Student spoke clearly but it was difficult to understand some of the script; could've been louder.	Voice and language was not very clear; could've been much louder.	Could not understand what was being said due to unclear and low speech.
AUDIENCE	Audience felt like part of the show.	Was aware and well-connected to the audience.	Needed more audience awareness and connection.	No audience awareness or connection at all.
BLOCKING	Good use of stage and movement—did not turn back to audience	Almost used entire stage—turned away from audience only once or twice.	Could have used more of the stage; must concentrate on facing forward.	Needed more blocking—always face audience and use the stage!
SCRIPT/PURPOSE	Enticing vivid detail used in script/dialogue; evident reasons for the performance.	Script/dialogue was well-written; considerable detail with good purpose.	Some detail used in script/dialogue; needed more of a purpose.	Script/dialogue contained no purpose and very little detail.
MEMORIZATION/IMPROVISATION	Script was fully memorized; student improvised in place of lines.	Script was almost fully memorized—some improvisation used to make up for missed lines.	Script was partially memorized; student did not attempt improvisation.	Script was not at all memorized; no improvisation used.
FACIAL EXPRESSION/BODY LANGUAGE	Great use of gestures, facial expression and body movement!	Contained some facial expression, gestures & body movement.	Needed more facial expressions, gestures & movement.	Contained little to no facial expression, gesture or movement.
OVERALL	Committed, cooperated & concentrated— WOW!	Semi-committed, concentrated & cooperative— GREAT!	Almost committed, cooperative & concentrated— NOT TOO BAD...	No commitment, cooperation or concentration MORE REHEARSAL!

Figure: Drama Performance Rubric

Template for Evaluation Lesson (27)

PART I	
Subject	English (Sample Video 27)
Level/Grade	Intermediate/Upper-Intermediate/Advanced
Unit/Title	Letters of Complaint
Time:	50 mins

Goals/Aims

- to practice self-assessment and peer assessment
- to use critical thinking skills
- to give feedback

PART II: Description of the lesson

Assumptions:

Students have written letters of complaint in response to the task below.

You have seen a commercial on your local television station which appeared during a children's programme. You feel that an advertisement of this type is not suitable for showing on children's TV. Write a letter of complaint to the television company, explaining why you object to it and what you would like them to do about it. (180-220 words)

Students have complied with the teacher's requirements: "anonymous" letters, Times New Roman, 12, justified, 2 copies of the printed version of the letter.

Students are familiar with the rubric. The teacher made it available to the students and they discussed it together before the students started the writing process.

Resources: copies of letter, rubric

Stages of the lesson:

1. Teacher tells students to write a number (1-100) on the top right corner of the page of both copies. In order not to forget the number, they also write it on the copybooks without letting the others know their number. – 2 minutes

2. Students read the letter and using the rubric they grade their work giving arguments in support of the mark. They write their comments on their copybooks. – 8 minutes

3. The teacher collects all the letters, shuffles them and each student receives one. Based on the rubric, they grade the letter and explain their decision. They give written feedback to the classmate who wrote that letter. At the end of the activity, the teacher gathers all the letters. – 10 minutes

4. The teacher asks students to hand in the second copy of the letter and follows the same procedure as in step 3 above. – 10 minutes

5. The teacher gives the students their letters back and asks them to read the comments their peers made. – 10 minutes

Self-reflection

- Were there any difference between the way you assessed your letter and our peers' assessment of it? Please give SAMPLES.
- How can you peers' comments help you improve the letter?
- How can reading other people's work and assessing it help you write better?

Follow up:

Option 1: Students rewrite their letters trying to incorporate the feedback they have been given.

Option 2: Teacher collects all the letters and gives feedback as well. Students rewrite their letters trying to incorporate the feedback they have been given by their peers and teacher.

Criteria	1 Poor	2 Average	3 Good	4 Excellent
Content	<p>Does not make a complaint statement OR makes a complaint statement that is completely unclear</p> <p>Does not include supporting details or elaboration for the reasons defining the complaint</p> <p>Does not summarize the complaint with a concluding statement</p>	<p>Makes a vague, weak complaint statement</p> <p>Includes supporting details and little or no elaboration for the reasons defining the complaint</p> <p>Summarizes the complaint with a vague concluding statement</p>	<p>Makes a specific, logical complaint statement</p> <p>Includes adequate supporting details and some elaboration for the reasons defining the complaint</p> <p>Summarizes the complaint with a relevant concluding statement</p>	<p>Makes a clear, precise, and logical complaint statement.</p> <p>Includes relevant Supporting details and appropriate elaboration for the reasons defining the complaint</p> <p>Summarizes the complaint with a strong, relevant concluding statement</p>
Organization	<p>No sense of fluency or flow; sentences are often short and choppy or long and awkward</p> <p>Lacks organization; often one paragraph of loosely related details and SAMPLES</p> <p>Lapses in sequence; may shift abruptly from one idea to another</p>	<p>Some sentence variety; uses complex sentences</p> <p>Related material is grouped together, but transitions and paragraphing are weak</p> <p>Related ideas are together; may be listed rather than developed</p> <p>Simple transitions; sometimes ineffective</p>	<p>Uses a variety of sentence types and lengths</p> <p>Individual paragraphs or sections are well-organized; overall sequence and transitions may be ineffective in places</p> <p>Logical sequence; related ideas are together</p> <p>Transitions connect ideas clearly</p>	<p>Uses a variety of sentence types and lengths effectively</p> <p>Effectively organized; paragraphs or sections are well-developed, logically sequenced, and joined by transitions</p> <p>Smooth and logical sequence; explicit paragraphing</p> <p>Variety of natural and smooth transitions</p>
Register & Tone	<p>Does not select appropriate vocabulary and structures for the complaint, and incorporates overused words throughout the letter</p> <p>The tone is threatening or otherwise negative</p>	<p>Selects some appropriate vocabulary and structures for the complaint, but incorporates overused words that do not enhance the flow of the letter</p> <p>The tone could be improved</p>	<p>Selects appropriate vocabulary and structures for the complaint that enhance the flow of the letter</p> <p>The tone is appropriate</p>	<p>Selects effective, appropriate vocabulary and structures for the complaint that enhance the flow of the letter</p> <p>The problem is presented in a constructive manner</p>
Mechanics	<p>There are numerous errors in grammar, punctuation and spelling making it difficult to read the letter</p>	<p>Correct grammar spelling and punctuation are used throughout some of the letter</p>	<p>Correct grammar, spelling and punctuation are used throughout most of the letter</p>	<p>Correct grammar, spelling and punctuation are used throughout the letter</p>

Figure: Letter of complaint rubric

* Adapted from:

http://www.econedlink.org/lessons/docs_lessons/630_rubric1.pdf

<http://teachers.sd43.bc.ca>

www.catawbасchools.net

Template for Evaluation Lesson (28)

PART I	
Subject	English (Sample Video 28)
Level/Grade	Intermediate/Upper-Intermediate/Advanced
Unit/Title	Movies and Cinema
Time:	50 mins

Goals/Aims

- to recycle vocabulary related to movies&cinema
- to use critical thinking skills
- to establish cause – effect relationships between concepts
- to design a concept map

PART II: DESCRIPTION OF THE LESSON

Assumptions: Students are familiar with the topic and know how to create concept maps.

Resources: pictures, computer, computer software

Stages of the lesson:

1. The teacher collects the word clouds the students have created on the the topic with the help of Wordle. Each group picks a different word cloud from the one they have made at home. The teacher elicits the main features of a concept map. – 10 minutes

2. Students work in groups and organize the ideas in the form of a concept map. – 40 minutes

- The teacher hands the students a checklist to guide them through the process of creating the concept map.

- They can use paper and pencils or computer software (Cmap Tools,

Inspiration, bubbl.us) to create the map.

Template for Evaluation Lesson (29)

PART I	
Subject	English (Sample Video 29)
Level/Grade	Intermediate/Upper-Intermediate/Advanced
Unit/Title	Delivering a Speech
Time:	50 mins

Goals/Aims

- to practise public speaking skills
- to practise self-assessment and peer assessment
- to use critical thinking skills
- to give feedback

PART II: Description of the lesson

Assumptions:

Students have prepared speeches in response to the task below.

Give a 2 minute speech in which you express your opinion on one of the following topics:

Ambition / Adventure/ Optimism

Students are familiar with the rubric. The teacher made it available to the students and they discussed it together before the students started working on the speeches.

Resources: rubric, whiteboard

Stages of the lesson:

1. The teacher tries to help students get rid of the tension and anxiety by doing a fun activity. (5 – 8 minutes)

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2. Five students present their speeches to the class. Their peers listen carefully and take notes. They can use the table below. – 12 -15 minutes

3. The teacher divides the class in groups of four and the groups use the rubric and their notes and write a report giving their feedback on the performance of each of the three students. At the same time, the three students analyze their speech and write comments about their own performance – 15 minutes

- Groups can be reminded the rules of effective feedback.
 - Create safety. Don't make the other person feel bad by using mean words/remarks.
 - Give at least as much positive feedback as you do negative.
 - Negative or corrective feedback should be followed by a solution.
4. The groups present their reports to the class. – 10 minutes

Template for Evaluation Lesson (30)

PART I	
Subject	English (Sample Video 30)
Level/Grade	Intermediate/Upper-Intermediate/Advanced
Unit/Title	Sports
Time:	50 mins

Goals/Aims

- to recycle vocabulary related to sports
- to use critical thinking skills
- to establish cause – effect relationships between concepts
- to find solutions to problems
- to design a concept map

PART II: Description of the lesson

Assumptions:

Students are familiar with the topic and know how to create concept maps.

Resources: pictures, computer, computer software

Stages of the lesson:

1. The teacher shows the students pictures related to the topic. In pairs, students comment on the pictures answering the questions below. – 5 minutes

- What are the issues depicted in the pictures?
- What caused the problems in the pictures?
- What can be done to reduce the impact of the problems in the pictures?
- What topic do the pictures illustrate?

2. The teacher leads a whole class discussion based on the pictures and encourages students to express their ideas. – 5 minutes

3. The teacher provides students with a worksheet containing nouns and verbs related to the topic.

4. Students work in groups and organize the ideas in the form of a concept map. – 40 minutes

- The teacher hands the students a checklist to guide them through the process of creating the concept map.

- They can use paper and pencils or computer software (Cmap Tools, Inspiration, bubbl. us) to create the map.

Template for Evaluation Lesson (31)

PART I	
Subject	English (Sample Video 31)
Level/Grade	Preparatory Class (14-15 year-old)
Unit/Title	Tourism
Time:	40+20 mins

Goals/Aims

- to learn / recycle new words related to hospitality industry
- to comprehend the text on hospitality industry / hotels / hotel management
- to use critical thinking skills.
- to make connections between the concepts related to hotel in a group of 4-5

PART II: Description of the lesson

ASSUMPTIONS:

Students know how to create concept maps

1. Teacher calls students' background information on the words "hospitality / hospitable". A cloud of words that remind students of are collected on the board.

2. The topic moves on hospitality industry and hotels. They are expected to tell the class their experiences about holiday, hotel etc. A couple of questions will trigger the topic:

* Have you ever stayed in a hotel? What did you see? Who were working in the hotel? Etc.

3. The words related to the staff at a hotel are written on the board separately.

4. Students are delivered a copy of a text titled "Not Always Hospitable" to read individually.

5. Students are formed into groups of four and each student in the group is asked to study in detail on a particular paragraph of the text (divided into 4 parts as well).

6. After students read their own part, they make a poster-like paper which covers key words or phrases related to their own paragraph.

7. Students of the same paragraph get together to discuss and share information on their part before they go to their groups to tell what their paragraph mentions. So, on the four corners of the classrooms students from different groups work for the same goal: "How to explain their paragraph to the other students"

8. In the groups each student gives detailed explanations about their part using the poster-like papers.

9. As a post-reading activity, students are asked to match the words related to hotel staff with their definitions.

10. Each group is asked to make a concept map of the main concept "hotel(s)"

11. Maps can be evaluated by the teacher or groups with a rubric

Products are displayed on the board by a member from each group.

	EXEMPLARY	EXCEEDS STANDARD	ADEQUATELY MEETS STANDARD	BELOW STANDARD	SCORE
ORGANISATION	<ul style="list-style-type: none"> * Well organised * Logical format * Contains main concepts * Contains an appropriate number of concepts * Map is "treelike" and not stringy * Follows standard map conventions 	<ul style="list-style-type: none"> * Thoughtfully organized * Easy to follow most of the time * Contains most of the main concepts * Contains an adequate number of concepts * Follows the standard map conventions 	<ul style="list-style-type: none"> * Somewhat organized * Somewhat incoherent * Contains only a few of the main concepts 	<ul style="list-style-type: none"> * Choppy and confusing * Contains a limited number of concepts 	
CONTENT	<ul style="list-style-type: none"> * Linking words demonstrate superior conceptual understanding * Links are precisely labelled. 	<ul style="list-style-type: none"> * Linking words easy to follow but at times ideas unclear * Links are not precisely labelled. 	<ul style="list-style-type: none"> * Linking words are clear but present a flawed rationale * Links are not labelled. 	<ul style="list-style-type: none"> * Difficult to follow * No links 	
COOPERATION	<ul style="list-style-type: none"> * Worked extremely well with each * Respected and complemented each other's ideas. 	<ul style="list-style-type: none"> * Worked very well with each other * Worked to get everyone involved 	<ul style="list-style-type: none"> * Attempted to work well with others * At times "off task" and not everyone was actively involved 	<ul style="list-style-type: none"> * Little or no teamwork 	

Figure: Concept map rubric

Template for Evaluation Lesson (32)

PART I	
Subject	English (Sample Video 32)
Level/Grade	Preparatory Class (14-15 year-old)
Unit/Title	Journey to the centre of the world
Time:	40+20 mins

Goals/Aims

- to comprehend what is watched & listened
- to take notes while watching something.
- to tell someone a story after listening it by using notes.

PART II: Description of the lesson

ASSUMPTIONS:

Students know how to do a diagnostic tree test.

1. Students are told to work in pairs. The steps of the activity are told them clearly.
2. One student from each group leaves the classroom while the other stays for watching the video. [Journey to the centre of the earth, an animation movie of a reader].
3. Students watch the video (lasts around 4 minutes) twice. While watching they are supposed to write down key words or phrases to use/remember later.
4. Students who have waited out of the class are invited to the classroom and pairs start working.
5. The watcher tells his/her partner the story using his/her own notes.
6. Students who have been told the story are delivered the test papers. In five minutes, they do the test. The result they have found is written on the list.
7. The watcher now does the test. Their result is written on the second column in the list.
8. If both answers are correct, students gets ten points, if they have one correct answer (whether from the watcher or the listener) they will get 5

points. If neither of the answers are correct they cannot get a point.

They are given a particular time (around 10') to discuss on what they have missed while watching / telling the story or doing the test. The outcomes of the discussions are elicited by the teacher.

ACCORDING TO THE STORY YOU HAVE WATCHED OR HAVE BEEN TOLD BY YOUR PARTNER, PLEASE FOLLOW THE STATEMENTS IN THE BOXES BY DECIDING WHETHER THEY ARE TRUE OR FALSE. THEN CHOOSE THE CORRECT EXIT

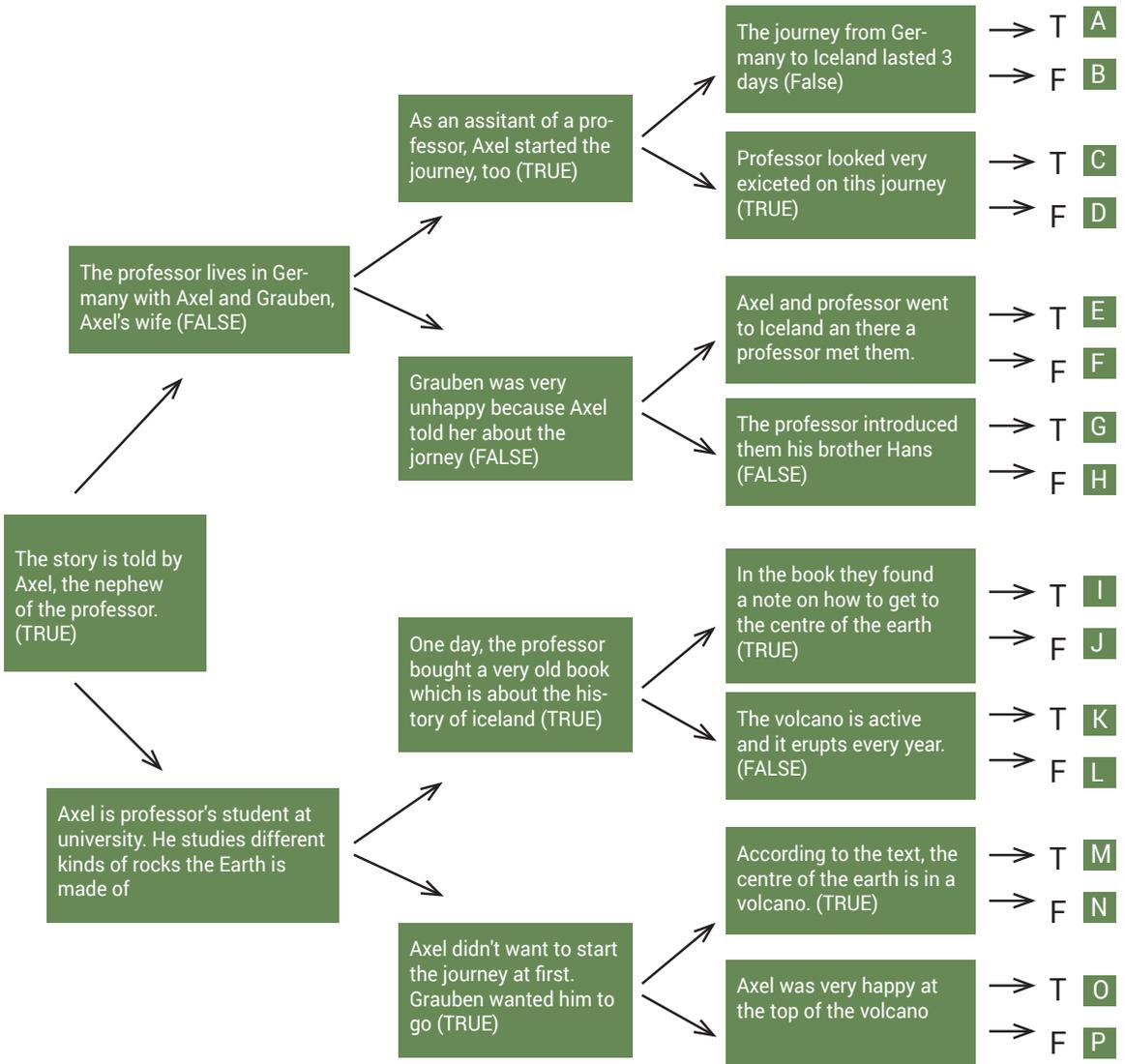


Figure: Diagnostic tree

