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### **ASSESSMENT IN NEW METHODOLOGY CURRICULUM: INNOVATIVE APPROACH**

The new Methodology curriculum represents a significant change in the way English teachers are educated. Based on the competence approach to teaching and learning, the curriculum causes changes in all aspects of teacher education, including assessment.

Assessment in the new Methodology Curriculum meets up-to-date education requirements and is embedded in the learning process. It consists of two main components:

- Continuous assessment
- Final assessment.

Continuous assessment is carried out by the methodology teacher during each module and is both progress- and achievement-focused. Its main aim is to evaluate how successfully students achieved the learning outcomes for the module. Students complete assignments (including portfolios) for which they are given grades according to the detailed criteria in the assessment specifications for each module in the Curriculum. There is a wide range of assignment types in the Curriculum. These assignments are intended as learning experiences as well as ways of assessing students. Assignment types include: essays, reflective writing, report presentations, quizzes, lesson plans, case study materials, test design, a professional development plan, portfolio, etc. Assessment criteria vary according to assignment type. At the end of the course, all the scores for module assignments are averaged to yield a final grade [1, p.1].

Below is the example of the assessment specifications on *Module 1. Understanding Learners and Learning* [2, p. 2-3]. Assessment in this module consists of two assignments:

1. Cumulative check of understanding in the form of an open-book quiz (40% of total for the module).
2. Portfolio containing three items (60% of total for the module).

*Assignment 1*

Individually, do the open-book quiz (20 items) to check your understanding after units 1.1 – 1.3. For each item, write a maximum of 50 words and gain 2 points for fully correct answer or 1 point for partly correct answer. Refer to books or your session notes if necessary.

*Assignment 2*

Individually, create a portfolio containing the following items:

<b>Portfolio items</b>		<b>Weighting</b>
1	a personal account of your own language learning experience	20%
2	a set of recommendations aimed at developing learner autonomy in a specified group of schoolchildren	20%
3	a reflective report on key learning points	20%
<b>Total</b>		<b>60%</b>

*Item 1*

Write a personal account (between 250 and 300 words) of your own language learning experience addressing motivation, self-esteem, learning styles, learner strategies, interlanguage development stages; how much of your English knowledge has been learnt and how much acquired (20% of total for the module).

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (number of words, deadline met)	5%
Evidence of the ability to reflect on the learning experience	10%

Coherence of writing	5%
<b>Total</b>	<b>20 %</b>

*Item 2*

Compile a profile for a specified group of learners you observed at school (see the table below) and give a set of recommendations (maximum 300 words) aimed at developing learner autonomy. Refer to relevant theories.

*Group profile*

<b>Age</b>	
<b>L1</b>	
<b>Cultural background</b>	
<b>Level of English</b>	
<b>Learning styles</b>	
<b>Learning needs</b>	

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (number of words, learners' profile included, deadline met)	5%
Evidence of the ability to to make practical recommendations for developing autonomy in learners with reference to relevant theories	15%
<b>Total</b>	<b>20 %</b>

*Item 3*

Write a reflective account (maximum 300 words) of 3 to 5 most important learning points across units 1.1 – 1.3, including lesson observation. Explain why they are

important and how they are relevant to you as a future teacher and to your future learners (20% of total for the module).

<b>Assessment criteria</b>	<b>Weighting</b>
Task fulfilment (number of key points, number of words, deadline met)	5%
Evidence of relevant reflection	15%
<b>Total</b>	<b>20 %</b>

Final assessment is carried out at the end of the methodology course. It is aimed at evaluating how successfully a student achieved the learning outcomes of the whole Curriculum as detailed in the Profile of a Newly-Qualified English Teacher. This assessment consists of the following components: Average score achieved in all module assessments (30%) Observed teaching (40%) Qualification paper (30%). Each component is assessed separately according to different criteria. To pass the Methodology course, students must be successful in all of the three components.

Thus, the innovative approach to assessment meets modern education requirements and promotes the development of new generation school teacher, able to think critically, to express and/or defend his or her point of view, to make decisions. And what is more, ready to implement changes in school which is very important in the framework of “The New Ukrainian School” reform.

## **REFERENCES**

1. Core Curriculum English Language Teaching Methodology: Assessement, Available URL: [http://docs.wixstatic.com/ugd/15b470\\_fdc26309944f47498b5ac3440544eca6.pdf](http://docs.wixstatic.com/ugd/15b470_fdc26309944f47498b5ac3440544eca6.pdf) [accessed 10 September 2018].
2. Core Curriculum English Language Teaching Methodology: Course Modules 1 and 2. Available URL: [http://docs.wixstatic.com/ugd/15b470\\_99a179aa92184262a670e3f8a7c2c153.pdf](http://docs.wixstatic.com/ugd/15b470_99a179aa92184262a670e3f8a7c2c153.pdf) [accessed 10 September 2018].