This month’s Teacher’s Corner focuses on making and designing meaningful assessments to use in the English language classroom. We will begin the month by examining what makes a meaningful assessment and then offer a series of assessment ideas that you can use and adapt to fit the needs of you and your students. Considerations in Assessment Design. Consistency points to the idea that every time an assessment is scored or taken, results will be similar when everything else is equal. If two students of similar abilities take a reliable assessment, then they will get similar scores. a. If your class size is manageable, write down a response to each learner’s question and return to students during the next class. b. Make note of common questions among students. Meaningful Assessment book. Read reviews from world’s largest community for readers. Practical and engaging, this workbook will help instructors utilize ... When an assessment is designed, the teacher must think in terms of the standards it is intended to address. If a (test) is given that covers three standards, then the teacher makes three entries in the grade book for each student - one entry for each standard - as opposed to one overall entry for the entire (test). Marzano, R., and J. Kendall, A Comprehensive Guide to Developing Standards-Based Districts, Schools, and Classrooms, McREL, Aurora, CO, 1996, 150. Cooperative assessment activities The following examples of cooperative assessments were selected based on the assumptions that language teaching involves instructional objectives in the linguistic as well as paralinguistic domains and that meeting these objectives requires continuous and performance-based assessment. Conclusion This article has proposed some cooperative learning activities that can facilitate alternative. assessment in the second and foreign language classroom. T. R., 1996. a. 3. Johnson, D., W., and Johnson, R., T., Meaningful and Manageable Assessment Through Cooperative Learning. David and Roger Johnson. This book provides a practical, comprehensive coverage of assessment procedures with the forms and instructions teachers need to use the procedures. Most of the more powerful and interesting assessment procedures require far more time and energy to implement and use than teachers have available. Cooperative learning groups provide the setting and the assistance teachers need to integrate the new assessment procedures into instruction. For each procedure the ways in which cooperative learning helps make assessment