

Assessment: CLT in Practice III

Tasks	Criteria	1	2	3	4	5	6	7	8	9	10
Reflections and Classroom Observations: 40%											
Dialectical Journal	<ul style="list-style-type: none"> • You write regular journal entries for each session and topic. • Your journal entries show your good knowledge and understanding of the topics and ideas discussed in class and presented in the literature and video-clips that you have watched at home. • You can make connections to your own experience as a learner and your future role as a teacher. 										
Detailed observations	<ul style="list-style-type: none"> • 5 (MS) // 10 (AHS) meaningful and detailed observations (based on the observation tasks provided in this course) 										
EPOSTL reflections	<ul style="list-style-type: none"> • Choose 10-15 descriptors from your EPOSTL and reflect on your competences and experiences in these areas. These reflections are the most important part of your official practicum report. (see brochure) 										
Main Assignments total: 60%											
Lesson Planning (Backwards design) One complete, well-planned teaching sequence on Moodle	<ul style="list-style-type: none"> • you have clear goals and specific objectives in mind • your activities practice a variety of skills • your activities are interesting and relevant for the learners • you have included some elements of choice to cater for different learner preferences (remember what you have learned in CLT 2 -- PPS 2) • your materials are carefully planned and designed attractively • you have written all instructions FOR the learners, using clear, idiomatic language • you have included some of the digital tools presented in this course (or your own alternatives) • you have created two meaningful assessment activities to check the learning outcome of your sequence (one for writing, one for speaking) • you have used the Moodle site in class and can report about your experience • Your Moodle block contains <ul style="list-style-type: none"> ○ all the teaching materials (handouts, video and audio materials, including textbook activities (scanned for internal use in this course). ○ 2 (anonymous) samples of your students' writing and 2 samples of your students' speaking and your assessment and feedback for each of these samples. ○ your lesson plan for the whole sequence (use one of the planning-forms and include clear goals and objectives for each activity) ○ a final reflection about teaching this sequence. Check the EPOSTL for appropriate descriptors and include them in your reflection. 										
Assessing speaking and writing	<ul style="list-style-type: none"> ○ You have designed a meaningful writing task ○ You have designed a transparent assessment rubric for your task ○ You have assessed 2-3 student products using your rubric and an official one. ○ You have designed a meaningful speaking task ○ You have designed a transparent assessment rubric for your task ○ You have assessed 2-3 student products using your rubric and an official one. 										
	<ul style="list-style-type: none"> ○ 										
Overall Grade:											