

ASSESSMENT IN ENGLISH LANGUAGE TEACHING

Knowledge and Practical Skills Assessment for School English Teachers

Time: 45–60 minutes

Level: School English teachers

Part 1. Multiple-choice questions

Instructions: Choose the ONE best answer for each question. Each correct answer is worth 1 point.

Knowledge quiz

0 of 15 answered

1. What is the main purpose of formative assessment?
 - A. To assign final grades at the end of the year
 - B. To monitor learning and provide feedback to improve progress
 - C. To compare students across different schools
 - D. To determine whether students should repeat a grade
2. Which is an example of summative assessment?
 - A. Asking concept-checking questions during a lesson
 - B. Giving students feedback on a draft
 - C. Administering an end-of-term English examination
 - D. Observing pair work and adjusting instruction
3. What does assessment for learning primarily mean?
 - A. Using assessment to support and improve ongoing learning
 - B. Assessing students only after a course finishes
 - C. Allowing students to choose all their grades
 - D. Testing students without providing feedback
4. Which statement best describes assessment as learning?
 - A. The teacher gives a final examination

B. Students monitor, reflect on, and regulate their own learning

C. The school compares students' examination results

D. Parents assess the teacher's lesson

5. What does validity mean in assessment?

A. The test is easy to administer

B. All students receive the same mark

C. The assessment measures what it is intended to measure

D. The test contains many questions

6. What does reliability refer to?

A. The test assesses an interesting topic

B. The results are reasonably consistent across occasions or raters

C. Students finish the test quickly

D. The test assesses only grammar

7. A teacher wants to assess speaking skills. Which task is most appropriate?

A. A multiple-choice grammar test

B. A spelling dictation

C. A written translation exercise

D. A paired role-play assessed with a speaking rubric

8. What is the main purpose of a rubric?

A. To describe assessment criteria and levels of performance

B. To make every student receive the same score

C. To replace all teacher feedback

D. To reduce the number of learning objectives

9. Which feedback is most effective for learning?

A. "Wrong."

B. "You are a weak student."

C. "Your main idea is clear; add examples to support your opinion."

D. "Try harder next time."

10. What is diagnostic assessment used for?

A. Awarding certificates at the end of a course

B. Identifying learners' prior knowledge, strengths, and learning needs

C. Calculating the final annual grade only

D. Ranking teachers by examination results

11. Which is an example of self-assessment?

A. The teacher grades a student's essay

B. A classmate corrects a student's work

C. A parent checks homework

D. A student uses a checklist to evaluate their own writing

12. What is peer assessment?

A. Students evaluate one another's work using agreed criteria

B. The teacher marks all the assignments

C. Students assess their own performance privately

D. The head teacher observes the classroom

13. A teacher uses an exit ticket at the end of a lesson. What is its main purpose?

A. To record attendance

B. To give students a final course grade

C. To check understanding and plan the next lesson

D. To replace all classroom tests

14. What is washback (backwash) in language assessment?

A. The time needed to mark a test

B. The effect of testing on teaching and learning

C. The number of questions in an examination

D. The process of translating test instructions

15. Which assessment practice best supports inclusive teaching?

A. Giving all students identical tasks regardless of their needs

B. Assessing only the fastest learners

C. Using one method for every skill

D. Providing appropriate accommodations while maintaining the intended learning outcomes

Part 2. True or false

Instructions: Decide whether each statement is True or False. Each correct answer is worth 1 point.

1. Formative assessment can help teachers adjust their instruction during a lesson.

True

False

2. Summative assessment is used only to provide feedback and never to assign grades.

True

False

3. A test can be reliable without being valid for its intended purpose.

True

False

4. Effective feedback should help learners understand how to improve.

True

False

5. Students should never be involved in assessing their own learning.

True

False

Check true/false answers

Part 3. Practical classroom scenarios

Instructions: Read each situation and explain what you would do as an English teacher. Each scenario is worth 5 points.

Scenario 1: Assessing speaking

Your Grade 7 students have studied the topic “Travel and Holidays.” You want to assess their speaking skills, fluency, vocabulary, and interaction.

Task: Design a short assessment activity. Identify at least three assessment criteria and explain how you would give feedback.

Scenario 2: Responding to learning difficulties

After a grammar quiz, you discover that most students cannot use the present perfect correctly.

Task: Explain how you would use the results to adapt your teaching. Would you use formative assessment, summative assessment, or both?

Scenario 3: Giving feedback on writing

A student writes a paragraph containing several grammatical errors but communicates a clear and interesting idea.

Task: Describe how you would provide constructive feedback without discouraging the student. What should the student do next?

Scenario 4: Assessment fairness

One student understands English well but needs additional time to read examination instructions. Another student demonstrates strong speaking skills but performs poorly on written tests.

Task: How could you make your assessment more inclusive while ensuring that the intended learning outcomes are still assessed?

Part 4. Design an assessment rubric

Task: Create a simple rubric for a Grade 8 English speaking activity on the topic “Protecting the Environment.”

Teachers should select at least four criteria and define what excellent, satisfactory, and developing performance look like.

Here is a sample rubric they can complete or adapt.

Criteria	Excellent (3)	Satisfactory (2)	Developing (1)
Fluency	Speaks smoothly with few pauses	Some pauses but meaning is clear	Frequent pauses affect communication
Vocabulary	Uses varied and appropriate vocabulary	Uses adequate topic vocabulary	Uses limited vocabulary
Grammar	Uses structures accurately with minor errors	Some errors, but meaning is clear	Frequent errors sometimes obscure meaning
Pronunciation	Generally clear and easy to understand	Mostly understandable	Often difficult to understand
Interaction	Responds appropriately and develops ideas	Responds adequately	Needs support to maintain interaction

Maximum score: 15 points. Teachers should explain how the rubric aligns with the learning outcomes and how they would use the results to plan follow-up learning.

Part 5. Reflection and professional application

Ask teachers to answer these questions in 2–4 sentences each.

- * What is the difference between assessment of, for, and as learning?
- * How do you currently assess listening, speaking, reading, and writing in your classroom?
- * How do you use assessment results to adapt your lesson plans?
- * What challenges do you face when assessing large classes?
- * How could digital tools, such as Google Forms, Quizizz, or digital portfolios, support assessment and feedback?

Scoring guide for the complete assessment

Section	Maximum points
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Part 1: Multiple-choice	15
Part 2: True or false	5
Part 3: Classroom scenarios	20
Part 4: Rubric design	15
Part 5: Reflection	10
Total	65

Suggested interpretation for teacher-training purposes:

Score	Interpretation
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56–65	Strong knowledge and application
46–55	Good understanding
33–45	Developing understanding
0–32	Further professional development recommended