



# Individual student progress record



The Individual Student Progress Record has been developed for ESL teachers who have responsibility for oral English.

Assessing oral English isn't like marking written work, where a more leisurely assessment is possible. Oral English assessment must be done in real time and mostly during a very fleeting performance by the student.

In the class sizes often encountered in Asia, say 40 to 50 students, oral performances in ordinary class time, wouldn't number more than six in an 18-week semester plus, say, mid-semester and end-of-semester prepared speaking assignments.

Another factor is that for the teacher to hear two or three students recite a dialogue from a text, the rest of the class must sit idly listening. It is unlikely that dialogue recitation can profitably occupy more than 45 minutes out of a 90-minute class, if students are to remain engaged. These factors point to the need to capture some kind of 'mark' for individual students whenever possible, so that a fair final mark for the semester's work can be awarded. Even given the subjective nature of the task, teachers will find after two or three performances, some 'feel' for the student's ability will become apparent. Students appreciate that their teacher is approaching the assessment of their efforts constructively.

The first thing to note is that each student has his/her own individual record. This enables a number of practical situations to be dealt with:

- The individual records of two or three students working together on an assignment can be stapled together. To achieve this, hand out their individual records to the students and let them discuss who they will pair (or trio) with. When they have decided, have them hand the records back together and staple them. This avoids the need for written records of pairs and allows changes to be accomplished by simply separating and restapling.
- All class records can be put in a bag and students randomly selected for speaking tasks. This breaks up pairings of a weak student who has gravitated to a more able one.
- Those who have completed a dialogue which extends over two classes can be separated from those still to speak, by simply folding their records. When the class reconvenes, the students still to speak are those with non-folded records.
- Individual records are also useful when awarding final marks. By arranging the records in order of final mark, consideration can be given to whether the marks reflect the general impression gained over the semester. While they take effort to compile over the length of the semester, the records make end-of-semester marking and reporting much easier.
- The records also permit comparison of students across classes. By taking the top five students from, say, eight or nine freshmen classes, all doing the same material, a teacher can ask the question: 'If all these students were in the same class, would their rankings look like this?'
- Finally, it is not unknown for students to query their final mark. An 18-week record of performance can assist explaining the reasons for the mark you have awarded, or reconsidering it.



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## Identification information

Three ways of student identification are given and it is recommended that all three sections be completed. Students regularly change their English names, and the name used in your class may be different to the one on the mark sheets held by admin. Student ID or ethnic name plus roll number are there as back up if the English name has changed.

Hand out blanks to students for completion of identification information in the first class. This sends a good message that the teacher means business and allows you to greet each student by name when the records are handed back.

## Performances

Six sets of 1–10 are provided. Given large class numbers, an 18-week semester and deducting time for the initial getting-to-know-you lesson, plus assessment days and other time losses, it is still not unreasonable for one student to be involved in dialogue reading five or six times and a mark to be recorded each time. Given different marking schemes at different schools, we have opted for a 1–10 format. This can easily be reported as percentages and converted to A, B, C, etc. according to the process 90 to 100 = A+; 85 to 89 = A; 80 to 84 = A-, 75 to 79 = B+, 70 to 74 = B, 65 to 69 = B-, 60 to 64 = C, 55 to 59 = C-, 50 to 54 = D. 49 and below is F (fail) or other acceptable method of conversion.

For the first dialogue, it is likely that because the teacher has little else to go on, many students will be awarded an arbitrary '5'. Lower-level performers may get '3' or '4' and the more capable '7' or '8'.

Half marks are recorded by circling two adjacent whole numbers.

## Mid-semester and final assessments

Schools vary in their requirements as to the proportion of class and final assessment work that should contribute to the final mark, but seldom will the end-of-semester mark count for less than 60 percent. For this reason, teachers may wish to have a mid-semester speaking task as a 'trial run' for the final.

## Participation and conduct

A comment here such as 'On task' or 'Talks a lot' can help give a more nuanced assessment when it comes to awarding a final mark.

## Final reported mark

Pencil this in until the whole class can be compared. The final mark should indicate not only absolute performance, but also be comparable to other class members. Even in highly arbitrary education systems, students appreciate being treated in a demonstrably fair way.

## As an aid to class management

The individual records fit neatly in a DLE-sized envelope. Use a folded or non-folded state to denote if a student has done a particular dialogue. This means that picking up where you left off in the previous lesson is easy. The students still to speak are those with non-folded records.

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## Motivating students

Periodically show the records to the students, particularly if improved scores are being gained. Keep the records in a bag during class and let students compete (plead) for the right to 'lucky dip' the next students to speak. This helps keep students engaged.

## Example of completed Student Record

<u>Individual Student Progress Record</u>		
English Name.....	Student ID/Ethnic name.....	Roll No.....
<i>Janice</i>	<i>Gao Ya-wen</i>	<i>16</i>
Performances	1 2 3 4 <u>5</u> 6 7 8 9 10	1 2 3 4 5 <u>6</u> 7 8 9 10
	1 2 3 4 5 <u>6</u> 7 8 9 10	1 2 3 4 5 6 <u>7</u> 8 9 10
(A) Mid Semester Assess/Exam and Overall Class work		1 2 3 4 5 <u>6</u> 7 8 9 10
(B) Final Semester Assess/Exam	1 2 3 4 5 6 7 8 9 10	Combined (A)&(B).....
		<i>7.5</i>
Participation/conduct.....	<i>Attention</i>	Final reported mark.....
		<i>75%</i>
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