



TEAM EVALUATION AND ASSESSMENT IN SLOVENIAN, MATHS AND ENGLISH CLASSES AT THE JOŽE PLEČNIK HIGH SCHOOL LJUBLJANA

Barbara Klemenčič

- School year 2009/10: interactive team teaching programme introduced at the Jože Plečnik High School
- 4th year students
- Weekly team-taught lessons in the three compulsory Matura exam subjects: Slovenian, Maths and English
- Team lessons integrated into students' timetables
- Fixed/constant teaching pairs

- Team teaching also in junior years and other subjects
- (Arts – arts teacher and history teacher)
- (other foreign languages – Spanish teacher and Slovenian teacher)
- Team teaching with foreign teachers in English, German, French, Italian, Spanish as part of the enhanced foreign language learning project

- School year 2011/12: team evaluation and assessment
- Team teaching provides a different approach to evaluation and assessment of academic achievements
- Useful with more complex contents
- Slovenian classes: writing invitations and reports, preparing a panel discussion
- Maths classes: writing a pre-test on the subject of derivation
- English classes: mock oral exam, writing an essay, a report or a formal letter, giving a presentation

Approached with caution because:

- Students adopted certain ways of assessment
- Students familiar with the Matura exam criteria
- Unease around a new teacher

Therefore:

- Thorough planning
- Clear instructions
- Familiarization

When planning evaluation and assessment team teachers

- Work closely together
- Share expert knowledge
- Brainstorm for new ideas

Together with the students

- Discuss criteria
- Welcome constructive comments or questions

Evaluation and assessment papers prepared and assessed by both teachers.

- Increased objectivity
- Fewer conflict situations in class

Team evaluation in English classes

- The evaluation methods in team classes not very different from traditional classes
- More intense because teachers focus on headway and specific needs of individual students
- Attention given to reading and listening comprehension skills, the use of language, writing and speaking skills

Mock oral exam

The aim is to practice sitting an oral exam in the presence of a board of examiners

- Groups of four
- Preparation time: 15 minutes
- A volunteer student „sits the exam“
- The third examiner is one of the students

- Examiners explain their grades
- Students form their grades and comment on the teachers' grades



2

1. Visual stimulus: Look at the photo. You will be expected to make some comments. It will also serve as a basis for discussion with the examiner.



2. Slovenian education system: Describe the Slovenian education system and discuss its advantages and disadvantages.

3. M. Haddon, *The Curious Incident of the Dog in the Night-Time*: Discuss Christopher's attitude to his father.

Team assessment of writing an essay

- The complexity of grading essays might result in subjectivity
- Double grading provides a more objective feedback
- Similar understanding of evaluation and assessment aims
- Criteria need to be agreed upon and implemented in the same way

Team assessment of a presentation with a visual support

- The presentation assessment criteria formulated on experiences of several teachers
- The presentation graded by both teachers to maximize objectivity
- Self-evaluation and peer evaluation is encouraged

Criteria and descriptors

1) Meeting the deadlines and cooperation in the process of preparing the presentation

- 2 points – the student meets all the deadlines, the outline has all the required elements, the student actively participates in the process of improving the presentation
- 1 point – the student is late in meeting the deadlines, the outline lacks one or two elements, the student does not implement suggested improvements
- 0 points – the student does not meet the deadlines, the presentation is not given

2) Presentation performance with the audiovisual support



- 2 points – the presentation is fluent and the audiovisual support complements it
- 1 point – the presentation is given with some longer pauses, the AV support does not complement it
- 0 points – the presentation is not given

3) Presentation content and structure

- 4 points – the presentation has all the required content elements, which are presented systematically; the content focuses on the essential and important information
- 3 points - the presentation has most of the required content elements, which are presented systematically; the content focuses on the essential and important information most of the time
- 2 points - the presentation has some of the required content elements, which are not always presented systematically; the content is not focused or it repeats
- 1 point – the presentation lacks content and structure
- 0 points – the presentation is not given

4) Grammatical accuracy

- 4 points – the student shows good command of grammatical structures, almost no mistakes; outstanding and clear pronunciation
- 3 points – occasional minor grammatical mistakes, the student corrects himself/herself; good and clear pronunciation
- 2 points – frequent minor grammatical mistakes, the student is not aware of the errors and does not correct them; occasionally poor pronunciation
- 1 point – frequent grammatical mistakes which hinder understanding; generally poor pronunciation
- 0 points – the presentation is not given

5) Vocabulary

- 4 points – appropriate vocabulary suitable to the topic and the audience; good command of recently acquired vocabulary
- 3 points – fairly appropriate and varied vocabulary with occasional misuses
- 2 points – appropriate vocabulary, but repetitive and not always up to the required level; frequent misuses
- 1 point – poor vocabulary, repetitive, below the required level;
- 0 points - the presentation is not given

Conclusion

- Good response from the students
- Team teachers follow students' development, encourage their self-confidence
- Alternative ways of team assessment of less standard student work (project reports, seminars, reading diaries)
- Team teachers have benefited from this experience and hope to continue the work in the next school year



GIMNAZIJA
JOŽETA
PLEČNIKA
LJUBLJANA

Thank you for your attention.