



Video 5: ASSESING LANGUAGE REMOTELY

1. - OBSERVATION

Observation always plays an important role in assessment. It's much more challenging when you have to do it remotely but there are a number of things you can still observe in your online classes.

(NB) Look at childrens' body language and facial expressions to see how motivated they are.

Watch to see if children are participating in TPR activities and action songs. Do they understand and follow the instructions? Do they put their hands up to participate?

Use flashcard games to check childrens' understanding of vocabulary.

Make a checklist of the items that you want to observe in each session but don't try and assess the whole class at once. Focus on small groups at a time.

2. - HOME VIDEOS

Home videos are a really good way to evaluate pronunciation and fluency.

Good for:

- * 'Show and tell' is an ideal format, for example, get children to describe what they're wearing, their home or even the contents of their pencil case.

(NB) Ask parents to film the videos and then send them to you.

Jo recommends using Google Meet or Zoom for these games.





for teaching our youngest learners online

Jo Ramsden, English, art and natural science primary teacher, teacher trainer and author of *New High Five!* This worksheet accompanies Jo's Assessing language remotely video which is available at [Macmillan Live](#) on our website.

3.- PHOTOS

Photos of completed tasks are a simple but effective way of assessing writing, spelling and listening skills.

Good for:

- * Possible writing tasks include exercises from the Activity Book or short texts based on text types the children have already read.

(NB) Explain the task online and ask children to complete it later. Then ask parents to send you a photo of the completed activity.

Play some short listening activities or use a short dictation (5 words max. each time) to check whether children can write particular sounds. Add a bit of fun to the dictation by getting the children to write each word in a different colour or size.

5.- SELF-ASSESSMENT

Self-assessment encourages pupil involvement and responsibility.

Good for:

- * Using a visual traffic-light system where children can point to the colour that best reflects their ability to do the activity and their own performance.
- * Using 'I Can' statements at the end of each lesson for children to assess how they feel about their own learning e.g. I can sing the song.

(NB) Take screenshots when children hold up their traffic lights so that you have a more permanent reference to look at after class.

4.- CONTINUOUS ASSESSMENT

Continuous assessment is the key to evaluating young learners.

Good for:

- * Choosing standards that can be assessed easily and all year round.

(NB) If you have pupils who are camera-shy or uncomfortable with the online format, encourage them to take part in TPR activities and to respond in a non-verbal way.

When evaluating the children's progress, remember to take into consideration the difficult circumstances that everyone is facing.

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