

*To evaluate learners quickly on their achievement of the lesson objective, try using one of these three quick “checks.”*

## **Categorizing Vocabulary or Concepts**

Give learners the opportunity to show what they know by having them categorize the lesson vocabulary and/or concepts.

Lower-level learners (level A) are given the vocabulary or concepts from the lesson and asked to place it in two - three categories.

Mid-level learners (level B) are given the same two-three categories and asked to come up with vocabulary or concepts from the lesson to put into the categories.

Higher-level learners (level C) use the same categories and use additional vocabulary, or use additional or related categories and categorize the vocabulary and concepts associated with their lesson.

### **EXAMPLE OF ML CATEGORIES EVALUATION**

**Lesson topic:** *Housing* **Levels:** A-Beg. Low, B-Beg High, C-Int. Low

**“A” objective:** *Recognize abbreviations in a housing ad.*

**Evaluation:** Categorize the abbreviations and phrases such as: ba, bdrm, kit, nr schools, good loc., sunny, under these headings: Rooms, Features

**“B” objective:** *Interpret housing ads to determine which ones meet learners’ needs.*

**Evaluation:** Write housing ad vocabulary under these headings: Rooms, Features

**“C” objective:** *Read and discuss an article on what to watch for when searching for an apartment.*

**Evaluation:** Categorize DOs and DON'Ts when renting an apartment.

## **Multiple-Choice Quiz with Answer Cards**

This evaluation activity allows you to quickly quiz the entire class on the lesson, while directing level-specific questions to different groups. By using answer cards rather than answer sheets, the quiz can be adapted and delivered at the last minute. To prepare for the quiz, write four or five sets of multiple choice answers to questions you will ask about a piece of realia, a picture or other non-narrative material. These answers can be posted on the board, or flashed up on an overhead projector or LCD projector. Give all learners A/B/C/D answer cards and the same realia or reading material (e.g., a laundry label, a nutrition label, a prescription label, a newsletter, a dictionary page). Explain to learners that you will be asking them questions and showing them three or four answers to choose from. Demonstrate with a sample question students will be easily able to answer such as *What time does class start?* or *What's my name?* Learners either need to be seated in their level-alike groups, or have a level “team” names—such as *suns, moons, stars* or *tigers, bears, lions*. If learners are seated in their same-level groups, then you need only turn and address the question to a particular group. If learners are seated at random, then you'll need to call out “*Question for Tigers only*” when you are evaluating one group's understanding of the material. As you ask your questions, learners hold up the answer card (A,B,C,D) that correlates to the answers you have written on the board or flashed up on the screen. (See the next page for an example of this evaluation activity.)

### **EXAMPLE OF MULTIPLE-CHOICE QUIZ WITH ANSWER CARDS**

**Lesson topic:** *Academic Skills-Navigating a Dictionary*

**Levels:** A-Beg. Low, B-Beg High, C-Int. Low, Int. High

**“A” objective:** *Alphabetize a list of words and find words in an alphabetical list.*

**“B” objective:** *Use a basic learner's dictionary to look up words from a reading.*

**“C” objective:** *Locate the pronunciation, derivation, most common definitions of a word and its synonyms in a learner's dictionary.*

**Evaluation:** Give all students the same page from a learners' dictionary (or have them turn to the same page in a learner's dictionary. (See next page for example) Ask multiple-choice questions to the whole class and to the different level groups. For example,

- Ask the whole class: *Which word will not be on this page?*  
a) beach b) battle c) bear d) be
- Ask the “B's” *Which of these words is not a verb?*  
a) battle b) bawl c) beam d) beagle ?
- Ask the “C's” *In what part of the world is a **bazaar** the same as a market?*  
a) Europe b) Central America c) The Middle East d) South Africa
- Ask the “A's” *Where can I find the word beach on this page?*  
a) first column b) second column c) it's not on this page

## Sentence Samplers for Evaluating Accuracy

This activity helps learners demonstrate their understanding of the target grammar structure by asking them to write sentences that reflect the lesson theme.

Lower-level learners are given a simple grammar chart illustrating the target structure, and asked to use the chart to construct four sentences, three using the vocabulary from the chart and one using the student's own vocabulary.

Mid-level learners and higher-level learners are given prompts related to the lesson topic and asked to write sentences that show their command of the new structures and the lesson content.

### EXAMPLE OF ML SENTENCE SAMPLERS

**Lesson topic:** *Health* **Levels:** A-Pre-literacy B-Beg-Low, C-Beg-High

**“A” objective:** *Identify states of being using the verb “BE”*

**Evaluation:** Have students use the following grammar chart to write three sentences with the words in the chart and one sentence using their own ideas and vocabulary.

I	am	well.
He	is	sick.
They	are	tired.

**“B” objective:** *State symptoms using simple present “HAVE”.*

**Evaluation:** Put up five cartoons on the board showing a man with headache, two kids with sore throats, a baby with an earache, you with a backache. Write this question on the left side of the board: What's the matter with these people? Ask students to answer the questions with complete sentences.

**“C” objective:** *Suggest over-the-counter medications*

**Evaluation:** Use same cartoons up on board and write this question on the right side of the board: What should these people do? Ask students to answer the questions with complete sentences.