| Assessment type | Example | Why might you use this type of assessment? | What is being (or might be) assessed? | Validity- *measuring what we intend to measure* | Reliability- *being fair and consistent* | Transparency- *Do students know what they need to do to be successful?* | Authenticity  *Do we know that this is the student’s own work?* | Managability  *How can we give effective feedback?* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Traditional exam | A two hour unseen paper on contemporary French authors |  |  |  |  |  |  |  |
| 1. Coursework essay | Students write a take-home 1500 word set essay on Günter Grass |  |  |  |  |  |  |  |
| 1. Written vocabulary test | Students learn a list of twenty words. The teacher calls out the words in English and the students write them in the target language. |  |  |  |  |  |  |  |
| 1. Oral presentation | Students do a 20 minutes oral presentation in front of examiner and answer questions in the target language |  |  |  |  |  |  |  |
| 1. Gap fill grammar exercise (cloze exercise) | Under exam conditions students fill gaps to test knowledge of subject-verb agreement |  |  |  |  |  |  |  |
| 1. Practical examinations | Students enter a room with two actors, one speaking English and one speaking another language. Students have to interpret for both parties |  |  |  |  |  |  |  |
| 1. Multiple choice exam | Under exam conditions students are offered a choice of four statements in the target language. Only one of these is grammatically correct. |  |  |  |  |  |  |  |
| 1. Year abroad project | Students write a 5000 word dissertation on some aspect of their abroad in the target language. |  |  |  |  |  |  |  |
| 1. Written group project | Students work in groups to produce a report on an aspect of Spanish politics |  |  |  |  |  |  |  |