

Name: _____

Course year: _____ Group: _____

Month: _____

EVALUACIÓN CONTINUA for C1.1s & C1.2s by Micaela Ford (Sept 2019)

The following tasks will help you learn different kinds of things and develop different kinds of skills you need to become an independent and resourceful lifelong language learner -- and undoubtedly, somebody who can also pass exams at the advanced level!

SEE THE FOREST... I need to keep track of your work in the following areas:

☐ **getting organized:** forward planning, logs, schedules, outlines, listing, reports, self-assessment...

Your work on the four skills:

☐ **listening** (this is key)

☐ **speaking**

☐ **reading**

☐ **writing**

☐ plus the new skill: **mediation** (before included in speaking, writing)

Your work on **Language Awareness**:

☐ self-study guide or your independent reviewing of things (old notes or textbooks, online resources),

☐ your work on my explanations and notes,

☐ but minimum your **List of Mistakes** (I need to see the additions or the report by month, even if later you make a clean copy of everything, to sort it out by categories) and

☐ your monthly work on **lists of Useful Language**, in connection to your LoM (include L&R or reading aloud so that your ear and mouth memories help you remember better) and other.

Remember your ULs should include our audio(visual) and reading work: your course suggested reading and audio/audiovisuals materials (my podcast, TV Series, TED talks, other)

C1.1s: Evaluation & Promotion. People who can't follow this course WON'T LOSE THEIR RIGHT to take the Test in June (and the September resit) so we can check they have the level to promote to the C1.2 course. They're welcome to come to class, take part in all of the activities and hand in their work. It's just that they won't have the minimums in all of the skills to qualify for a pass mark via *Evaluación Continua*. The **news** this year is

a) E.C. can be done by skill, not as a block of skills.

b) in our Promotion Session in May my opinion will be key, not just a suggestion.

People who qualify for E.C. and have a pass mark in all of the skills tested will probably promote to the C1.2 course without having to take the June exam. In May we will hold a Promotion Session with conversations on the convenience of each of you promoting or taking the C1.1 course again. I will keep the right to send you to June with 1 or more skills if I consider you have not reached the required level or need confirmation.

How will this translate into practice? Last year 6/28 people (+ 10 absentees) were suggested to take the C1.1 course again. Just 2+1 were required to take the June exam. A total of 25/28 promoted. I respected people's reasons to promote. However, after my own self-evaluation as a teacher, I believe it is not a good idea to allow students to make that decision against my informed judgment because students, as victims of Exam Culture, are obsessed with "passing" no matter what. Consequently, this year in May I will be asking people who do not have at least a consolidated B2+ level to take the June exam in the 1 or more skills I think they need to improve.

C1.2s: Certification comes in June, if you pass the certificate exams. But you get E.C. all the same!

NOW LET'S HAVE A LOOK AT THE TREE CLUMPS & SOME OF THE INDIVIDUAL TREES!

Requirements for getting positive assessment after each TERM

►► **Hand in A COPY of your Monthly LEARNING REPORT**

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LEARNING REPORTS FOR *EVALUACIÓN CONTINUA*

- All of the info below can be included in one piece of paper, if that's what you need.
- You need to hand it in before the END of the month. Respecting deadlines is part of your training. Plan ahead.
- If you are qualifying just for one/a few skills, you should just hand in the report on those skills. You will have already received the usual feedback or corrections in class for the other work.
- When we work on projects and workshops, think of how these fit into the information I need at the end of the month. If don't know how to, include the heading **Project** or **Workshop**.
- Keep a copy of everything you hand in, in case I misplace or lose your work!

Listening Log: minimums

- ☐ Your listening log (using our template): listening work outside class by day, including approximate number of hours. Mention how you worked on selected audios/audiovisuals.
- ☐ 1 listening exercise done in class (e.g., gap-filling, phonetics, multiple choice, matching)

These exercises will be given out in class the day we do them. You'll have to hand them in once we finish checking your answers. Remember to tick your correct answers & write your result on the top right-hand corner, where indicated. Don't miss this exercise in class -- I might only do one a month.

Reading Log: minimums

- ☐ 1 article (given out in class or of your choice, read in class or at home)
- Log or highlights on reading course materials:
- ☐ the course blogs or the *C1 Resource Pack*
 - ☐ my notes or notes on the self-study guide or other textbooks or websites devoted to "grammar"
 - ☐ mentioning of the title & author of 1 audio poem/story on the Talking People podcast (C1.1s) or elsewhere (C1.2s), or one song lyrics
 - ☐ progress with book proposal: C1.1s autobio, C1.2s novel

Speaking Log. What did you do this month?

- ☐ Spontaneous speaking & talking. Class participation (interaction with teacher / classmates): participation in small groups, reporting to plenary on their work, making/answering questions, making/replying to comments to things said by other people...

You need to have a **minimum** of 1 OP + 1 RA exercise in class a month to qualify for E.C.:

- ☐ Reading aloud (RA) in class (notes, blog, C1RP, things I bring to share)
- ☐ 1-3 minute OP, or 4-5 minute OP (time requirement in speaking tests for monologues)
- ☐ Dramatized reading, or 4-6 minute conversation (time requirement in speaking tests for pairs or 3's)
- ☐ Longer individual or teamwork OPs. Mention title of OP and of your part.

Writing Work. The **minimum** is the HANDWRITTEN monthly writing assignment (WA)

- ☐ WA: 1 handwritten piece to train in exam word limits & learn about textual formats, kinds of texts, the Before (gathering ideas, UL, outline) and After (proofreading) writing stages of writing...
- ☐ Your Lists of Useful Language (UL)
Use it in connection to your work on the self-study guide (Michael Vince's *McMillan English Grammar In Context*, Intermediate for people with fossilized mistakes below the level; Advanced for our two years together)
- ☐ Your List of Mistakes (LoM) for the month
As you gather this info you will see that you can create categories, which would lead you to making clean copies. You can show me the original monthly listing, or your project of creating categories with the new additions.

More work you can include: all the writing you've been doing, like... Keeping a notebook: taking notes in class, making clean copies to organize certain information; keeping a learning diary or your logs; doing other writing exercises...

Mediation:

- ☐ 1 listening > speaking/writing exercise done in class (note-taking for summarizing or retelling). This exercise includes reporting to plenary on what your small group did, not only the exercise I bring to train you in mediation. For keeping a record of these exercises use our template. Print/Get some and carry them in your notebook.

Now jot down your questions, comments, proposals, feedback and put up your hand to share!