Salahaddin University-Erbil 

College of Basic Education

English Department

***Tools for Assessing Student’s Achievement in English Grammar***

A project submitted in partial fulfilment of the requirements for the degree of bachelors in English at College of Basic Education, Salahaddin University

**Researchers:**

Kalsum Qadir Othman

Awaz Muhammed Salih

**Supervised by:**

**Assistant Lecturer.** Ameera Muhammed Abdullah

{April,2023}

Word count:{ }

**Dedication**

This study is a dedication to our English department,which served as an inspiration and a source of support for us when we felt hopeless.

**Table of Contents**

**Subjects Page**

**Table Of Contents**………………………………………………………………………..I

**Section One: Introduction** …..…………………………………………………………2

**Section Two: Theoretical Background……………………………………………**3

2.1 Definition Of Grammar…………………………………………………………………4

2.2 Types Of Assessment…………………………………………………………………….5

2.2.1 Formative Assessment ……………………………………………………………….6

2.2.2 Summative Assessment……………………………………………………………….7

2.3 Tools To Assess Student’s Achievement In Grammar………………………8

2.3.1 Testing………………………………………………………………………………………….9

2.3.2 Quiz……………………………………………………………………………………………10

2.3.3 Group-Work………………………………………………………………………………11

**Section three: Experience and Reflection**……………………………………………12

**Section Four: Conclusion**……………………………………………………………………13

**Refrences**……………………………………………………………………………………………14

**I**

**Section one**

**Introduction**

The word grammar has different meanings to different people. To the ordinary people, it is related to correctness or incorrectness of the language in speaking and writing.To a language student, it means creating and analyzing sentences. Knowledge of grammar helps the student in correcting the mistakes and improving language. A person can’t learn a foreign language accurately unless they learn the grammar of that language (Debata, 2013).Zhang (2009) considers grammar very essential in learning English. He believes that "It is exact that putting grammar in the foreground in second language teaching, because language knowledge of grammar and vacabulary is the base of English language".

The primary goal of this research is to demonstrate various tools that can be used to assess students achievement in grammar.

According to Sun (2017), grammar is a significant element of language learning because it plays a central role in the mastering of a language. He believes that the four skills of language such as listening, speaking reading and writing can not be increased without a good knowledge of grammar. Richards and Schmidt (2010) grammar a description of the structure of a language and the way in which a language and the way in which linguistic units such us word and phrases are combined to produce sentences in the grammar language. It usually takes into account the meanings and fuctions these sentences have in the overall system of the language p.251.Coombe (2018) regards assessment as a process where an individual’s performance on a given task is measured so as to be able to infer their abilities. It has various forms including tests, quizzes, written samples, projects, and so on. Although, assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves.

This research consists of four sections. The first section of this research Introduce the specific topic of the research,explain why it is important,provide background information,set the context, and Conclude the Introduction by mentioning the specific objectives of the research.

**2**

The third section includes personal reflection and,the final section is the conclusion,this chapter consists of the purpose of the study in this research.

**3**

**Types of assessment**

For teaching and learning to be supported, it is crucial to comprehend the various types of assessment used in education.Assessment refers to varied methods that are used to evaluate, measure, monitor, observe, and document learning progress, academic readiness, skill acquisition, or educational needs of students. Different types of assessments enable us to answer key questions around student learning, such as:

What do students know? What do they not yet know?

Where are students struggling? Why?

What should I teach next? What should I adjust in future lessons?

Does retained learning meet district and state expectations?

Assessments help us answer key questions about student learning.But in order for assessment data to help drive decisions, it’s imperative that we use an assessment tool that is appropriate to the task at hand. Understanding the types of assessments is the first step to using assessment data to effectively support students.For that reason, it’s important that all educators have a foundational understanding of assessment types—and what each assessment type can and cannot tell us about student learning,learners need endless feedback more than they need endless teaching.There are different types of assessment that teachers can make use, Making assessments is a essential part of the teaching-learning process.These assessments help teachers understand the progress of students and can be used to alter the teaching strategies and learning methods used in the classroom.These are different types of assessment teachers can implement in the classroom:

 **Summative assessment**

Summative comes from the word summary. The summative assessment arrives at the very end of the learning sequence and is used to record the students overall achievement at the end of learning. The primary objective summative assessment is to measure a student’s achievement post instructions or learnings.Examples of summative assessment midterms and final papers and examinations which give overall knowledge test of the student at the end of the learning. Summative assessment helps to answer the questions like what happened and what went wrong at the end of the learning.Summative assessments have more weight compared to formative assessments.

**Formative assessment**

Formative assessment includes a variety of formal and informal assessment procedures which are used by teachers in the classroom so that they can modify the teaching an improve the student’s attention retention and his learning activity. The primary objective of formative assessments is to involve the attention of the students and help them achieve their goals. It is performed in the classroom and determines the strengths and weaknesses of students. The routine question during the teaching of a lesson is an example of formative assessment.

**Evaluation assessment**

This is concerned only with evaluating assessment.The overall idea is to evaluate the assessment in the school or in the system or in the department.Evaluative assessment is done only with the aim of evaluating and grading the testing.

**Diagnostics assessment**

When the objective is to identify individual strengths and areas of improvement diagnostics assessment is the one that is used.It helps to inform next steps in the assessment bike including the strengths weaknesses areas improvement and other characterstics.

**Norm-referenced tests(NRT)**

Norm-referenced tests commonly known as NRT tests is used to assess or evaluate with the aim of determining the position of the tested individual against a predefined group on the traits being measured.The primary objective behind this test is to determine whether the test taker has performed better or worse than the other test takers which in turn determines whether the test taker knows more or less than the other test takers.This test also does not ensure if the test is valid in itself.

**Performance-based assessment**

This is also known as education assessment in which the skills, attitudes, knowledge, and beliefs of the student are checked to improve the standard of learning. The assessment year used at times done with the test but not only confirm to tests and it can extend to class or workshop or real-world applications of knowledge used by the student.

It is further divided into few subtypes such as:

­-Initial and diagnostic assessment

-Objective and subjective assessment

-Referenced and norm-referenced Assessment

-Informal and formal assessment

-Internal and external assessment

Examples would include multiple choice questions approach and answers as a post to the traditional responses which are normally done in writing a report.

**Selective response assessment**

This refers to the objective assessments including multiple choice true or false and matching questions. It is a very selective effective and efficient method to measure the knowledge of students and is also the most common method of assessment for students in the classroom.Selective response assessment determines the exact amount of knowledge that the student has and also provides an insight into the skills the student has acquired over the time of learning.

**Authentic assessment**

It focuses to enable the skills of students to demonstrate their capabilities and competencies in a more authentic setting. Authentic assessment helps to determine and develop the problem-solving skills that are required out of school. Case studies are one of the common examples of authentic assessment.

**Criterion-referenced tests**

This kind of assessment determines the performance of student against a fixed set of pre-determined and agreed upon criteria or the learning of students. Unlike norm-referenced test here without reference is made against a particular criterion other than a benchmark or a human being or another student.

**Written and oral assessment**

These include projects, term papers, exam papers, essays etc. The primary objective behind the written assessment is to determine the knowledge and understanding of the student. Written assessments are performed under the supervision of the teacher and the questions are given on the assessment day with limited time to answer the questions.Written assessments are one of the most popular methods in Summative Assessment. Oral assessments, on the other hand, involve the evaluation of the candidates orally. They are evaluated for the knowledge with their verbal answers. Questions can be elaborative or objective or a combination of both.

**References**

Combe, C. (2018). An A to Z of second language assesment. British available at www. British Council. Org

Debata, p. k(2013). The importance of grammar in English language Teaching :A re

\_ assessment. language in india. Vol 13(5) pp. 482\_486

Richards, J. and Schmidt, R. (2010). Dictionary of Language Teaching and Applied Linguistics. UK: Pearson Education LTD.

Sun, L. (2017). The importance of grammar teaching at college. Ul : Francis Academic press.

Zhang, J (2009). Necessity of grammar Teaching. International Education studies