Assessment is a lever and driver of the teaching/learning process. As such, it requires a deeper knowledge of its true essence, an excellent know-how and an organized, rationalized and regulated implementation to the benefit of the learners specifically. This warrants the development from July 20 to August 11, 2012 of the present professional development workshop for scaffolding Cote d’Ivoire English teachers into chartering and implementing best assessment practices for effective language learning enhancement (Brown & Abeywickrama, 2010). It will take place in the headquarter cities of the Regional and District Directions of the Ministry of National Education and at the Ecole Normale Supérieure under the leadership of the Minister of National Education in collaboration with both the Inspection Generale de l’Education Nationale (IGEN) - the Inspectorate Generale and the Direction de la Pedagogie et de la Formation Continue (DPFC) - the Direction of Pedagogy and Continuing Training.

An indispensable capacity – building initiative and resource for the increased efficiency of Ivorian English teachers, this training project will take the form of a series of intensive workshops that will cover 5 days each, and will require 7 hours per day, during the school years 2012-2013. Planned to become a permanent resource to meet the need for professional development, thanks to a website dedicated to assessment, the training will be delivered to about 1000 English language educators, among whom 27 teacher-advisers will be trained to further disseminate assessment best practices in their pedagogic sectors.

The teaching material of this program originates from the English as a Foreign Language Assessment course developed by the University of Maryland, Baltimore County (UMBC) and the University of Oregon, and the E-Teacher Professional Development Workshop, Summer 2012, held at the University of Maryland, Baltimore County (UMBC), both sponsored by the U.S. Department of State ECA/A/L through its E-Teacher Scholarship Program. At the end of this workshop, Ivorian teachers will be empowered with innovative techniques and strategies centered on the learners and an assessment policy in order to enhance English language learning.

Host: USA Embassy in Abidjan, Côte d’Ivoire Ministry of National Education
- The Inspectorate General
- Direction of pedagogy and continuing training
- The Regional Directions of the Ministry of National Education
- Ecole Normale Supérieure

Participants: 27 teacher-advisers
750 classroom teachers
200 teacher trainees

Program: 5-days professional development workshop
Schedule:
October 2012 – August 2013
Implementation of project: October 2012 – August 2013
Spadework to accreditation: October 2012 - December 2012
Pilot workshop: January 2013 – April 2013
  1st group of classroom teachers: January 2012
  2nd group of classroom teachers: February 2013
Trainer-focused workshop: Group of teacher-advisers: February 2013
Dissemination workshop: March 2013 – July 2013
Number of workshop: 33
  Groups of classroom teachers: March 2013 – July 2013
  Groups of teacher trainees: April 2013 – June 2013
Evaluation of project: From 2014- 2019
Pilot project: 2014- 2019

Goals:
The goals of this workshop are to:
• Operationalize the principles, fundamental approaches, concepts and mechanisms of best assessment practices along guidelines to enhance English language learning;
• Describe the principles, fundamental approaches, concepts and mechanisms of best assessment practices;
• Define and apply the set of qualitative actions appropriate to the development of assessment tools;
• Design valid and reliable assessment tools for the different skills and language components;
• State and apply an assessment policy as a strategic support in order to enhance learning; and
• Implement a reference framework of assessment practices for the enhancement of learning.

Problem Identification
In Cote d’lvoire, though English is learnt from the first year of secondary education both in general schools and vocational schools for 7 years, 3 hours per week, per form/grade, the performance of Ivorian secondary schools learners is not satisfactory at all during classroom assessment as well as during the Brevet d’Etudes du Premier Cycle and the Baccalauréat examinations both during oral and written assessments. This situation causes us to wonder about the quality of both assessments and teaching.

The impact of the results of these assessments is experienced as an excessive weight by the learners and is constituent of a factor of demotivation and the cause of a feeling of failure from the students. On the other hand, the performance of the students shows that many of them are not conversant with what is required of them during the different tests and assessments.

This condition of ignorance is shared by many teachers who have not integrated that to be able to assess a learner in order to enhance learning and teaching is a cardinal principle of efficient teaching. In fact, they indulge in a kind of blind assessment, out of any normative framework when they do not keep from doing it. And this way of doing uncovers a total misunderstanding of the essence and the principles of assessment.

From the above, many major problems are diagnosed:
• Assessment is out of phase with teaching;
• Assessment practices are world apart from the teaching techniques and strategies;
• Assessment practices in use in schools are not conducive to and reinforcing of students’ learning;
• Classroom assessments do not meet any established qualitative universal norms ;
• There is a great need for training in matters assessment practices; and
• There is a necessity to create a regulatory framework that would formalize the administration of assessment.
In order to solve these problems adequately, it is necessary to carry out a reinforcement of capacity if not an innovative high-level initial training of teachers in matters of assessment within the limits of a prescriptive framework in order to enhance learning and the outcomes of students.

**Contextual Analysis**

In order to ensure the teaching of English in public schools, the Ivorian government provides training for qualified teachers as well as for those personnel graduating from universities. This training consists of introductory seminars and workshops. On the other hand, public schools co-exist with private schools which hire indistinguishably students and Anglophones without any teaching qualification except fluency in English. In order to fill in the gaps that could emerge, teacher-advisers (27) and inspectors (09) are commissioned to carry out the continuing training of the personnel, but this training fails because of the insufficient number of qualified trainers in the area of assessment.

Though assessment is a current practice in our schools, it is administered according to the old teachers' tradition or because the teacher must assess for assessment’s sake. Required to decide on the admission of the student to the next grade, it is practiced far from any standards-administrative, logistic, pedagogic and didactic. The problem is that no normative framework regulates its administration. Indeed, whatever policy in existence consists of memoranda and circulars. These ones are most often unrelated with each other and can be contradictory.

To these difficulties can be added materials, temporal and financial constraints. As it appears, there are problems when the field of assessment is considered. First, these problems descend from the qualitative diversity of the teachers on the stage. Second, there is a need for an initial and a continuing training, on the one hand, to empower teachers with innovative and profitable techniques and strategies in matters assessment and, on the other hand, to update the teachers’ knowledge and monitor their assessment practices (Brindley, 2001).

**Learner Analysis**

This training project will be implemented under the leadership of the Minister of National Education in collaboration with both the Inspection Generale de l'Education Nationale (IGEN) - the Inspectorate General and the Direction de la Pedagogie et de la Formation Continue (DPFC) - the Direction of Pedagogy and Continuing Training which are supervisory bodies and will be aiming at two groups: the first group of in-service personnel comprising both teacher advisers and in-service teachers will participate in a series of 5-days workshop. Whereas the teacher-advisers are offered the training for dissemination purposes, the in-service teachers will be trained for the building and reinforcement of capacity and classroom implementation.

The second group will be formed by pre-service personnel at the Ecole Normale Supérieure, the teacher training institution, in Abidjan. There will be around 200 trainees that will be trained in groups of 25 participants per workshop. This series of workshop will come in support of their theoretical introductory course to assessment. These students who would have already received a sketchy and theoretical training will welcome these hands-on workshops with enthusiasm.

**Content Analysis**

The workshops will be centered on the theory and practice of the assessment of English as a foreign language and the making of decisions in order to enhance learning and teaching in the framework of an assessment policy. So, going from a critical analysis of their practices, the teachers will deal with not only important concepts and notions to take into account in the development of assessment tools but also different types of assessment. The acquired knowledge will assist the teachers in the writing of test specifications, the development of items, and the analysis and editing of items and will lead them to the development of quality assessment tools. The workshops will also provide opportunities to design scoring grids for transparent grading and scoring.
Another focal point of these workshops is a step-by-step process that will result in the adoption and implementation of an assessment policy out of the codification and the appropriation of guidelines and their relationship to the curriculum.

The knowledge gained will be assessed through different activities and a transformation process toward the assessment guidelines. In addition, an evaluation of the impact of the workshop will be conducted through the implementation of an assessment policy in two selected schools per Regional Direction for National Education in order to enhance the learning of English.

The content and teaching materials will originate from the English as a Foreign Language Assessment course developed by the University of Maryland, Baltimore County and the E-Teacher Professional Development Workshop, Summer 2012, at the University of Maryland, Baltimore County (UMBC) sponsored by the U.S. Department of State ECA/A/L through its E-Teacher Scholarship Program. In addition to these resources, we shall take advantage of all documents relative to assessment.

On the basis of the above, the training modules will be formulated as follows:
1. Overview of assessment: fundamental concepts
2. Development of an assessment: steps, techniques and strategies
3. Assessing grammar and vocabulary
4. Assessing productive abilities: speaking and writing
5. Assessing receptive abilities: listening and reading
6. New forms of assessment: alternative assessments
7. Standards and standardized testing
8. Rubric, Scoring scale and grading
9. Validating an assessment tool
10. The assessment policy

For these courses to be effective, the participants will be actively engaged in building their capacities by the means of a number of learner-centered, communicative and task-based techniques and strategies.

**Delivery Analysis**
At the core of this training project is a series of workshops. It aims at initiating teachers or at reinforcing the capacities of teachers in the field of assessment on the basis of the English as a Foreign Language Assessment course developed by the University of Maryland, Baltimore County and the E-Teacher Professional Development Workshop, Summer 2012, at the University of Maryland, Baltimore County (UMBC) sponsored by the U.S. Department of State ECA/A/L through its E-Teacher Scholarship Program.

These workshops aim to empower the participants with a theoretical and a practical training in the field of assessment but also to bring teachers to understand an assessment framework that will regulate the assessment of learners, from the development to administration of an assessment and help them improve or enhance the learning of English.

This intensive training will be the occasion to implement a number of teaching techniques and strategies centered on the participant such as:
- Presentations
- Interactive activities
- Collaborative activities
- Experiential activities
- Group work
- Group discussions
- Reflexive activities
- Analysis and interpretation
- Design and development activities
The trainer will make use of PowerPoint presentations, worksheets, whiteboards, markers, flip-chart, projector, CD / DVD or video player, laptop computer with an internet connection, and references for further readings.

**Project Plan**

Every workshop in this training project will cover 7 hours per day for 5 days during the school years 2012-2013 and 2013-2014.

The training project will comprise a spadework phase, a pilot phase, an implementation phase and an evaluation phase.

From October to December 2012, the spadework phase will consist of a promotion campaign to raise awareness of the importance of assessment and the need for an assessment policy in the teaching process. This phase will be carried out in the form of conferences and presentations, of the publication of press or research articles, to the intent of all the stakeholders of the educational system. Another activity at this stage will be the inauguration of a website dedicated to EFL assessment. It will accommodate the teaching material of the seminars. In addition, this phase will provide the opportunity to not only prepare all the teaching material that is necessary to the feasibility of the project and serves to the development of a handbook (vade-mecum) for participants, but it will enable us to obtain the ratification and accreditation of the training plan from the Ministry of National Education and the organizations under its supervision.

Next will come two pilot workshops with teachers in view to gear up the training project for full implementation. After this phase, a training session will be organized for the teacher-advisers as a capacity-building training in order to enable them to conduct or replicate the training with teachers in their pedagogic sectors. Only then will come the implementation. It will span over a 6-month period. It will provide the opportunity to offer both a capacity-building and a capacity-reinforcing training to Ivorian teachers of English. It will go through 2 major sub-stages: the first sub-stage will be devoted to in-service personnel, that is, teachers for whom these training sessions are part of their continuing training or professional development. These workshops will take place in the headquarter town of each Direction Départementale (District Direction) and/or Direction Régionale (Regional Direction) for National Education under the leadership of the Minister of National Education in collaboration with both the Inspection Générale de l’Éducation Nationale (IGEN) - the Inspectorate Generale and the Direction de la Pédagogie et de la Formation Continue (DPFC) - the Direction of pedagogy and continuing training.

The second part of the implementation phase will be devoted to pre-service teachers at the Ecole Normale Supérieure in Abidjan. They will receive this training as a consolidating contribution to their theoretical training.

The final phase will be devoted to the evaluation of the project and will extend over 4 to 6 years. It will consist in conducting a pilot project centering on the enhancement of learning by the means of assessment as part of the implementation of an assessment policy. This pilot project will enable the collection of data from the participants to the workshops and from the learners for analysis in order to draw the outcomes in the short, mid and long terms. These actions should lead to the amendment of the workshops in order to offer the best response to the need for training. The following chart summarizes the above project plan.
<table>
<thead>
<tr>
<th>No</th>
<th>Stage</th>
<th>Milestone</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Spadework to accreditation</td>
<td>• Awareness / promotional campaign</td>
<td>Oct 2012 - Dec 2012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Preparation of teaching materials</td>
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<td></td>
<td></td>
<td>• Construction of website</td>
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<tr>
<td></td>
<td></td>
<td>• Accreditation</td>
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<tr>
<td>2.</td>
<td>Pilot workshop</td>
<td>1st gearing-up workshop with a 1st group of teachers</td>
<td>Jan 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd gearing-up workshop with a 2nd group of teachers</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>3.</td>
<td>Trainer-focused workshop</td>
<td>Training of teacher-advisers</td>
<td>Feb 2013</td>
</tr>
<tr>
<td>4.</td>
<td>Implementation of dissemination workshops</td>
<td>Training of groups of In-service teachers</td>
<td>Mar 2013 - Jul 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training of groups of pre-service teachers</td>
<td>Apr 2013 - Jun 2013</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluation of project</td>
<td>School-based pilot implementation of assessment policy</td>
<td>From 2014 - 2019</td>
</tr>
</tbody>
</table>

**Design**

Ivorian teachers must become aware that assessing learners in order to enhance learning and teaching is a cardinal principle of efficient teaching. As a consequence, the purpose of this series of workshops is to bring teachers to integrate the principles of assessment, transfer them into chartered guidelines in order to implement them routinely for the successful enhancement of English language learning by Ivorian learners. This ambitious training project will develop as follows:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Introduction of participants and objectives</em>&lt;br&gt;<em>The definition of the need for innovative techniques and strategies best assessment practices</em>&lt;br&gt;<em>The identification of the need for a chartered framework</em>&lt;br&gt;<em>The introduction of the goals of the training sessions</em>&lt;br&gt;<em>The determination of personal objectives</em></td>
<td><em>Self-introduction</em>&lt;br&gt;<em>Reception of name tags and formation of groups</em>&lt;br&gt;<em>Reflection on and Interaction about the video of a road accident</em>&lt;br&gt;<em>Connection of the case study with the assessment practices and the need for a policy.</em>&lt;br&gt;<em>Communication of the objectives of the series of workshops</em>&lt;br&gt;<em>Understanding of the objective of the workshop</em>&lt;br&gt;<em>Completion of a checklist to specify their own goals and expectations.</em></td>
<td><em>Group discussion and listing of reasons for the accidents</em>&lt;br&gt;<em>Determination of the need of a policy</em>&lt;br&gt;<em>Completion of a pre-workshop</em>&lt;br&gt;<em>Questionnaire to demonstrate comprehension of the objectives of the workshop</em>&lt;br&gt;<em>Specification of personal own expectation</em>&lt;br&gt;<em>Formulation of provisions for the guidelines</em></td>
</tr>
<tr>
<td>Objective</td>
<td>Content</td>
<td>Learning/Training Activity</td>
<td>Assessment</td>
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</tbody>
</table>
| 2. By the end of Module I,                                              | • Generalities about assessment  
  • The importance of assessment in the teaching/learning process  
  • The formulation of guidelines                                                                                                         | Brainstorming about assessment (definitions, roles and functions, types of assessment, principles of assessment, the importance of assessment in the teaching/learning process and the stakeholders)  
  Identification of ways assessment can support learning  
  Presentation on the principles of assessment formulation of guidelines for the assessment policy                                                                 | Participation in group discussions and provision of answers to trainer’s prompts and teasers  
  Participation in a plenary and indication of the role of assessment in enhancing learning  
  Formulation of guidelines relative to the roles, functions, types of assessment, principles of assessment and the stakeholders |
| the participants will be able to identify the fundamental concepts,     |                                                                                                                                                                                                       |                                                                                                                                                                   |                                                                                                                                              |
| roles and principles of assessment and formulate guidelines             |                                                                                                                                                                                                       |                                                                                                                                                                   |                                                                                                                                              |
| 3. By the end of Module II,                                             | • The different steps for designing an assessment  
  • Test specifications  
  • The variety of test items  
  • Critical analysis of an assessment  
  • The design of an assessment instrument  
  • The formalization of guidelines                                                                                       | Identification of the different steps of the construction of an assessment  
  Analysis of a model of test specifications  
  Writing a test specification  
  Identification of the different types of assessment items  
  Completion of an item analysis  
  Formulation of the provisions of the assessment policy                                                                 | Specification of the steps to construct an assessment  
  Identification of the different types of test items  
  Implementation of an item analysis  
  Development of a test specification  
  Formulation of the guidelines for the policy                                                                          |
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 4. By the end of this Module III, the participants will be able to evaluate sample assessment tests and demonstrate knowledge of the techniques and strategies for assessing grammar and vocabulary | • The teaching of grammar and vocabulary  
• The techniques and strategies to assess grammar and vocabulary  
• The critical analysis of a pre-constructed assessment tools  
• The construction of assessment tools | Reviewing the teaching of grammar and vocabulary  
Identification of the techniques and strategies to assess grammar and vocabulary amendment and presentation of sample assessment tools  
writing answers to a last question  
Follow-up: designing an assessment on the basis of a given resource | Group discussions of ways to teach grammar and vocabulary  
Identification of suitable techniques and strategies to assess grammar and vocabulary  
Group completion of an experiential activity of development (amending assessment tools for grammar and vocabulary)  
Provision of written answer to a last question  
Instruction to develop a new assessment for future use |
| 5. By the end of Module IV, the participants will be able to illustrate the techniques and strategies for assessing speaking and writing | • The teaching of speaking and writing  
• The techniques and strategies to assess speaking and writing  
• The critical analysis of a pre-constructed assessment tool  
• The development of assessment tools | Identification of the strategies and techniques to teach speaking and writing.  
Presentation on the different techniques and strategies to assess productive skills  
Designing of model assessment tools  
Follow-up: designing an assessment on the basis of a given resource | Group revision and discussion of the teaching of speaking and writing  
Critical analysis of assessments for writing and speaking  
Experiential activity for the design of assessment tools for writing and speaking  
New assessments of reading and writing to be designed on the basis of future usage |
<table>
<thead>
<tr>
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<th>Assessment</th>
</tr>
</thead>
</table>
| 6. By the end of Module V, the participants will be able develop techniques and strategies for qualitatively assessing receptive abilities | • The teaching of listening and reading  
• The techniques and strategies to assess speaking and writing  
• The critical analysis of a pre-constructed assessment tool  
• The development of assessment tools | Identification of the strategies and techniques to teach listening and reading.  
Group identification of different techniques and strategies to assess receptive skills  
Critique of sample assessment tools  
Amendment of model assessment tools  
Follow-up: design of an assessment on the basis of a given resource | Group discussions of the teaching of listening and reading (think, compare and share)  
Specification of the techniques and strategies to assess receptive skills  
Critical analysis of assessment instruments  
Experiential activity of construction of assessment tools  
Assessments to be designed as follow-up on the basis of a given resource |
<table>
<thead>
<tr>
<th>Objective</th>
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<th>Learning/Training Activity</th>
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</tr>
</thead>
</table>
| 7. By the end of Module VI, the participants will be able to identify the various forms of alternative assessments and the techniques and strategies for implementing them and subsequently formulate guidelines | • The new form of assessment  
• The appropriate use of new assessment forms  
• The strategies and techniques of new forms of assessment  
• The strategies and techniques for integrated assessment  
• The techniques and strategies for catering for the different learning styles  
• The formalization of guidelines | Brainstorming about new form of assessment  
Think, compare and share about alternative assessment, authentic assessment, self-assessment and peer assessment  
Description of participants experience with the new forms of assessment  
Discussion of the usefulness of alternative assessment  
Feedback in the form of mini-lecture  
Identification and formulation of points of interests in to regulatory terms | Plenary activity of exchange and discussion of alternative assessment  
Pair then group discussions of alternative assessment, authentic assessment, self-assessment and peer assessment  
Description of experience with alternative of assessments  
Specification of the techniques and strategies for implementing alternative assessment  
Formulation of provisions for a policy for catering for the different learning styles |
| 8. By the end of Module VII, the participants will be able to explain the concepts of standards and standardized testing and formalize guidelines points | • The concepts of standards in assessment  
• An overview of standardized assessments  
• The incorporation of standards in the construction of assessment tools  
• The implementation of unbiased and non-discriminative assessment practices.  
• The formulation of guidelines | KWL-Exploration of the concepts of standards and standardized assessments  
Analyze how to incorporate standards in the construction of assessment tools  
Discussion of ways to conduct unbiased and non-discriminative assessment practices  
Formulation of the provisions for policy guidelines | Definition of standard and standardized assessment from group discussions and exchanges  
Identification of ways to incorporate standards in assessments  
Group presentation of ways to conduct unbiased and non-discriminative assessment practices  
Formulation of provisions for a policy |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 9. By the end of Module VIII, the participants will be able to explain the concepts of scoring and grading, consistently apply strategically to enhance learning and formulate guidelines | • The importance of scoring and grading  
• The variables affecting scoring and grading  
• The analysis of assessment results  
• The importance of feedback  
• The impact and wash-back of assessment  
• Ethics and accountability in assessment  
• The formalization of guidelines’ points  
• The design of a rubric and a scale for an assessment tool | Discussion of the role and function of assessment scale and rubric in language enhancement with regards to assessment principles.  
Discussion of the development and place of a rubric and a scoring scale as tools to enhance learning  
Brainstorming about the questions of ethics, of the impact and wash-back of assessment and the accountability of the different stakeholders  
Codification of the principles regarding rubric and scoring for the assessment policy  
Construction of a complete assessment  
Design of a rubric and a scoring scale for a complete assessment tool | Group discussions of the role and function of rubric and assessment scale  
Critical analysis of ways to design an assessment grid and scale  
Elicitation of answers and brief presentation of questions on ethics, impact, wash-back and accountability of stakeholders  
Formulation of provisions for a policy  
Construction of a rubric and a scoring scale for a complete assessment |
<table>
<thead>
<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. By the end of Module IX, the participants will be able to rate and validate an assessment tool and formulate guidelines</td>
<td>• The validation of assessment instruments</td>
<td>Exploration of the process for the validation of assessment instruments.</td>
<td>Group identification of the steps for validating an assessment tool</td>
</tr>
<tr>
<td></td>
<td>• The techniques for statistical analysis</td>
<td>Introduction to the different options to validate an assessment instrument</td>
<td>Presentation of the options for validating an assessment</td>
</tr>
<tr>
<td></td>
<td>• The interpretation of assessment results for enhanced learning</td>
<td>Discussion of the application of statistical analysis and interpretation of assessment results to make decision in view to enhance learning</td>
<td>Presentation of a statistical analysis and interpretation of assessment results and elicitation of feedback</td>
</tr>
<tr>
<td></td>
<td>• The dynamic improvement of assessment tools and practices.</td>
<td>Explanation of how to implement a culture for the dynamic improvement of assessment tools and practices</td>
<td>Making decision in order to enhance learning</td>
</tr>
<tr>
<td></td>
<td>• The formalization of guidelines’ points</td>
<td>Reviewing and validating a sample assessment</td>
<td>Group discussion of ways to develop a culture of dynamic improvement of assessment tools and practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formulation of the provision for a policy</td>
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<td></td>
<td></td>
<td></td>
<td>Experiential review and validation of a sample assessment</td>
</tr>
</tbody>
</table>
## Objective

11. By the end of Module X, the participants will be able to demonstrate a sound knowledge of the principles of an assessment policy and commit themselves to its strategic use in order to enhance learning.

## Content

- The role and function of an assessment policy
- The need to implement an assessment policy
- The appropriation of an assessment policy
- The evaluation of the workshop
- Consent to implement the assessment policy

## Learning/Training Activity

- Identification of the role and function of an assessment policy
- A detailed and thorough presentation of the guidelines for assessing for learning
- Determination of the necessity to implement the policy to support successful learning
- Appropriation of the policy as a collection of the different formulations and/or codifications of the principles worked out during the activities
- Individual commitment of participants to the coherently and consistently implement the guidelines
- Completion of a form for the evaluation of the workshop
- Reception of a compendium of principles, techniques and strategies of assessment

## Assessment

- Group discussion of the role and function of an assessment policy
- Reflection and understanding of the guidelines for assessing for learning
- Decision to implement the policy to support successful learning
- Completion of a consent form to implement the policy
- Completion of a workshop evaluation form

### Rationale for Sequence

The sequence of the training will be effective as it leans on a deductive-inductive approach, straddling theory and practice. Indeed, going from a review of the field of assessment, this series of workshops will empower teachers significantly in implementing best assessment practices within a chartered framework for effective English learning enhancement. It will be purposefully conducted along a step-by-step approach in order to equip the teachers with a sound and deeper knowledge of the true essence of assessment and an excellent know-how regarding the development and administration of qualitative assessment instruments focused on improving learning. The participants are expected to strategically operationalize assessment guidelines to support and enhance learning successfully in their context and to develop a culture for the dynamic improvement of assessment tools and practices. Besides, for the series of workshops to develop effectively and successfully, it will go through a trial process before it is offered, first, to teacher-advisers for replication and, second, for dissemination.

### Development

Based on Gagné’s instructional design, the chart below describes the development of a workshop to be implemented in the present training program.
It exemplifies the implementation of the fourth instructional module. It aims at bringing the participants to be able, by its end, to evaluate sample assessment tests and demonstrate knowledge of the techniques and strategies for assessing grammar and vocabulary. This training plan below is based on Gagne’s Nine Events of Instruction. It will serve as a blueprint of the fourth instructional session:

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain attention</td>
<td>Each participant finds on the table a set of papers on top of which is a big question mark. The instructor invites each participant to discover the activity to be carried out.</td>
</tr>
<tr>
<td>2. Inform learners of objectives</td>
<td>Each participant is asked to try and guess the goals of the activity. Then, the instructor announces the objectives of the session. At the end this workshop, you will be able to evaluate sample assessment tests and demonstrate knowledge of the techniques and strategies for assessing grammar and vocabulary.</td>
</tr>
<tr>
<td>3. Stimulate recall of prior learning</td>
<td>In order to assist the participants in taking advantage of their prior intellectual baggage, they will discuss in groups the teaching of vocabulary and grammar.</td>
</tr>
<tr>
<td>4. Present the content</td>
<td>A PowerPoint presentation will enable the participants to be informed about appropriate techniques and strategies to best assess vocabulary and grammar.</td>
</tr>
<tr>
<td>5. Guided Learning</td>
<td>The instructor will assume the roles of informer, facilitator, consultant, monitor and moderator. He will employ various classroom management techniques and strategies while the participants will be engaged in various types of individual or group activities.</td>
</tr>
<tr>
<td>6. Elicit performance (practice)</td>
<td>During this session, participants will amend a sample assessment and submit an anonymous written answer to a question.</td>
</tr>
<tr>
<td>7. Provide feedback</td>
<td>Plenary session and discussion. Feedback is conducted by the participants with the instructor playing the mediator, monitor, facilitator and the informer in order to consolidate the knowledge and know-how gained.</td>
</tr>
<tr>
<td>8. Assess performance</td>
<td>The participants will be continually assessed during the workshops in order to guarantee that the objectives are met. The participants will carry out a final assessment at the end of the workshop.</td>
</tr>
<tr>
<td>9. Enhance retention and transfer</td>
<td>Throughout the workshop, activities will be carried out on the basis of authentic and real assessment tools. As a follow-up activity, the participants will develop an assessment tool for use in their teaching context in order to highlight the relevance and suitability of the training after they have submitted an anonymous written answer to a question (Minute paper strategy).</td>
</tr>
</tbody>
</table>

**Implementation Checklist**

**Items**
- Files
- Name Tags
- Papers
- Notepad
- Computer
- Projector and projector screen
- Printer
- Pens
- Handouts
- Food
- Beverages
- Snacks
- Receipts
- Envelopes
- Glue
- Board markers
- White Board
- Flipcharts
- Fee for the workshops
- Guidelines manual
- Fee for training venues
- Fee for transportation
- Fee for hotel reservations
- Fee for web site Developer

**Tasks**
- Giving presentations / conferences
- Publishing articles
- Preparing materials
- Developing questionnaires and evaluation sheets
- Designing website
- Obtaining accreditation from the Ministry
- Obtaining cooperation from supervisory bodies
- Locating and booking training venues
- Designing announcement about the workshop
- Informing school administration and teachers about the workshop program
- Booking accommodation
- Catering for breakfast, lunch, dinner and coffee breaks
- Buying stationery such as name tags, pencils, pens, etc.
- Preparing and disseminating schedule
- Copying the modules and handouts
- Preparing the projector, computer, tables
- Arranging the seats
- Offering courses
- Managing training sessions
- Preparing for first pilot training
- Conducting 1st pilot workshop
- Amending workshop
- Preparing for 2nd pilot training
- Amending workshop
- Conducting workshop for teacher-advisers
- Writing mid-term report
- Preparing for training
- Conducting dissemination workshop for in-service teachers
- Conducting training workshop for pre-service teachers
- Conducting formative evaluation
- Conducting summative evaluation
- Paying the bills for the hotels, transportation, and caterings
- Preparing for pilot project
- Collecting data
- Analyzing data
- Writing reports
Selecting schools for pilot project
Piloting project
Writing final report

**Evaluation**
Part and parcel of every module of the series of workshops, evaluation will take place before, during and after the workshops.

Following the ice-breaking session, a pre-evaluation will be conducted in order to assess the level of knowledge of the participants and the need for training, but also to raise expectations.

Formative evaluations during the training sessions will be made up of discussion and exchange activities, practice and experiential activities. A questionnaire or a question will be administered in order to summarize meaningfully and collect the impressions of the participants after each session and at the end of the series of workshops.

Summative evaluation will be carried out in two phases:
- The first phase of this post-workshop evaluation will aim at the collection of the teacher’s impressions in relation with the implementation of the assessment policy, its impact on assessment practices and students’ learning, on their representation of the students’ perception of the assessment and their need for training.
- The second phase aims at collecting the impression of the students in relation with the perception of assessment following the implementation of the assessment policy and the quality of the impact of the assessments on their learning of the English language.

This will allow facilitators to gauge the level of implementation of the assessment policy, its adoption by the teachers, and the need for amending the series of workshops for the best implementation of the assessment policy for the enhancement of learning.

This post-workshop evaluation will be made possible by a pilot project centering on the enhancement of learning through the practice of assessment in the terms of an assessment policy. It will further the collection of data from the different participants to the workshops from two selected schools per Regional Direction and the analysis of these data in order to draw their outcomes in the short, mid and long run. It will also assist in reframing the workshops in order to respond in the best way possible to the need for training and assure participants have access to up-to-date pieces of information.

**References**
Cuseo, J. The one-minute paper: an efficient & effective strategy for promoting students’ active involvement and personal reflection. http://gateway.uc.iupui.edu/LinkClick.aspx?fileticket=224LMAooxOk%3D&tabid=1787&mid=3793