

Assessments

Objective 1: Demonstrate an ability to listen to and comprehend English through listening to music and identifying lyrics.

Assessment:

- Listening Worksheets: Students will listen to music and complete a variety of activities to demonstrate that they can identify specific words and phrases in the song, such as fill in the blanks (gap fill), putting a group of sentences or phrases in the correct order, eliminating words that are not heard in the song and unscrambling sentences or phrases.
 - They will self assess their success by working in groups to compare and check answers.
 - I will assess their ability to do this by spending time with each group, reviewing their work upon completion.
 - Since the goal is participation and not a percentage of correct answers, the students who actively participate in the activity, the self/peer review and discussion with the instructor will meet the requirement.

Reasoning/Justification:

By actively listening to the music and correctly identifying the lyrics, the students demonstrate an ability to correctly hear and comprehend the English language. The informal nature of the assessment (no grade or required level of accuracy) matches the overall objective of the workshop, which is to promote an enjoyable experience of practicing English in order to improve motivation and comfort level with using English.

Objective 2: Demonstrate an ability to speak in English through discussions about song lyrics with the instructor, in front of the class or in a group.

Assessment:

- Group Discussion: Students will engage in group and pair discussions to interpret the lyrics of different types of songs. The students will discuss the literal meaning of the lyrics, the implied meaning and any messages or cultural implications within the lyrics.
 - I will informally assess their ability to grasp the concept by observing and taking part in the group/pair discussions.
 - Again, the key here would be participation. If students are actively engaged in a discussion in their group and sharing their opinion I would view the objective as achieved.

Reasoning/Justification:

The ability to actively engage in a group discussion about the meaning of a song's lyrics demonstrates an ability to speak English with comfort and ease. Again, the informal nature of the assessment encourages a desire to regularly use and practice English in order to increase confidence in speaking English and improve fluency.

Objective 3: With the instructor, in front of the class or in a group, demonstrate an ability to express an opinion using English when discussing music and culture.

Assessment:

- Public Speaking: Students will speak in a group to express their opinion about a song's lyrics. Students will give their opinion about the song and the meaning and implications of the lyrics. They will express if they like the song or not and give reasons why. They will agree or disagree with any interpretations of the songs meaning by other students and explain why.
 - I will observe and assess the speaking based on the following criteria.
 - The speaker must express a personal opinion AND give a reason to support the opinion.
 - The speaker must agree or disagree with the opinion of another student and give a reason to support the opinion.
 - The instructor and other students in the group can challenge the speaker to further defend their opinion.

Reasoning/Justification:

The assessment here is slightly more formal. Expressing an opinion and defending it also demonstrates an ability to use the English language in a meaningful and useful way. The focus is still on participation but the student must demonstrate the ability to support and defend an opinion to a group of listeners. This should serve as preparation for the presentation at the end of the workshop (see Objective 4).

Objective 4: Develop an ability to think critically about issues of diversity or other issues that affect them as well as their current level of tolerance and acceptance regarding diversity.

Assessment:

- Survey: A pre-assessment survey will be administered to the students to determine their level of tolerance and acceptance regarding diversity. After completing the workshop, a post-assessment survey will be administered to measure their level of acceptance and tolerance again.
 - The survey will be anonymous in order to maintain a comfortable and non-threatening.
 - The students will keep a copy of both surveys and will be asked to review and compare their answers in both surveys.

Reasoning/Justification:

This will be purely a self-assessment. Assessing a student's level of tolerance and acceptance is difficult to do objectively. Administering a survey is a way to remove the opinions of the instructor. Completing a survey both before and after the workshop will hopefully give the students and a chance to see if/how their attitudes changed as a result of the workshop. The instructor can view the surveys collectively to determine any trends in attitude shift in the group of learners as a whole after completion of the workshop.

- Final Presentation: Students will choose one issue of diversity that they are interested and prepare a 4-6 minute presentation which they will present in front of the class. They will research the topic, give an overview of how the issue affects them or others around them in general and express an opinion about the issue. They will find and share one song in English that relates to the issue. They will explain their interpretation of the meaning of the lyrics and how/why they feel it relates to the issue. They will give reasons for their opinions and defend their opinions by answering questions from their classmates.
 - The presentation will be assessed through a rubric designed by the instructor (see next page). Again the goal is for participation and increased level of confidence, motivation and desire to continue using English. Thus the grading rubric will be simple, short and will not give a numeric score.

Reasoning/Justification:

The final presentation is the most formal assessment in the workshop. The focus as with the other objectives is still participation but the graded and completed rubric will be presented to the student after completion of the presentation as a way to provide a summative form of feedback. The goal will be to offer complements on things done well and suggestions for improvement.

English Workshop: Music and Culture

Final Presentation

Student: _____

Topic/Issue: _____

Time of Presentation: _____

Elements of Spoken Presentation	Well Done	Satisfactory	Needs Improvement
<u>Attitude and Expression</u> (eye contact, gestures, body language)			
<u>Range</u> (details, examples, use of material/language learned in workshop)			
<u>Ease</u> (pace, fluency, pauses)			
<u>Delivery</u> (pronunciation, volume)			
<u>Connect</u> (make connections between an issue of diversity and real life)			
<u>Opinion</u> (clearly stated and explained)			
<u>Defend</u> (give reasons for opinion and defend opinion by answering questions)			
<u>Music</u> (share and discuss one song that relates to the issue chosen, give examples and explain connection)			

Instructor Comments: