

# Introduction to *Let's Achieve*

## Assessment for Learning

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The *Let's Achieve* approach to assessment offers teachers the tools needed to help shape and enhance students' learning, as well as a means to monitor learning goals through a collaborative and creative process.

The *Let's Achieve* Assessment for Learning package establishes regular assessment and evaluation points during the course of study, allowing teachers to recognize their students' strengths and weaknesses and respond to them, thereby enhancing their students' learning. The package includes tests and worksheets as well as a tracking tool. The diagnostic **Pre-tests**, **Progress Tests**, grammar and vocabulary **Review Worksheets**, and exit **Post-tests** provide an accurate assessment of students' English ability and their progress using *Let's Go*. These can be used on their own, but we recommend that teachers take advantage of the accompanying **Progress Trackers** to help manage their classes. Simply input students' scores and observe how they are progressing or where they need more instruction or review.

### Test A and Test B

For each level of *Let's Go*, the *Let's Achieve* Assessment for Learning package provides one grammar- and vocabulary-focused **Pre-test** and one **Post-test**.

**Test A** can be assigned as a **Pre-test** for diagnostic purposes and **Test B** as a **Post-test** at the end of the course. Alternatively, they can be assigned at the same time to two groups of students to discourage them from sharing answers. The tests are of equal difficulty, content, and length. Each test consists of 50 multiple-choice items. Each item has two or three answer options.

The **Pre-test** allows the teacher – and the students – to assess their understanding of the key language points presented in that level of *Let's Go*. The results of the tests should help identify each student's readiness for the new grammar and vocabulary points. Teachers should make a note of the questions that caused problems and which grammar and vocabulary areas they correspond to. The answer key provides a reference for each answer (e.g., U1V = Unit 1 Vocabulary, U1G = Unit 1 Grammar). Based on students' strengths and weaknesses, the teacher can focus their teaching on particular language points to maximize the efficiency of their teaching. The Progress Tracker will also help identify these areas (see **Progress Trackers**).

The purpose of the **Post-test** is two-fold: first, it evaluates how much of the target language students have acquired; second, it serves as an achievement test to assess whether students are ready to move onto the next level.

### Administering Test A and Test B

- Make copies of the test for all the students. If you are using Test A and B at the same time, make enough copies so that half of the students take Test A and the other half take Test B.
- Seat the students and make sure that they all have sharpened pencils and erasers ready.
- Distribute the tests. If you are using Test A and Test B, be sure to hand out the different tests to alternate students.
- Tell the students to write their names and the date in the spaces at the top of the test.

### Preparing the Students

- Explain to the students that they should circle their answers on their test papers.
- Tell the students how many minutes they have to complete the test. We recommend 50 minutes. Make sure they know that they must turn in their tests after that time, even if they haven't yet finished the test.
- When you have finished giving the instructions, tell the students to start the test.

### During the Test

- Check to see that the students are circling the answers correctly.
- Be prepared to answer questions from the students about the instructions.

### Assessing the Tests

- Each of the Tests has an answer key. The Tests can be marked manually using this key, but the answers are also embedded in the **Progress Tracker** spreadsheet, which can automatically calculate students' scores (see **Progress Trackers**). Assign **Review Worksheets** as appropriate (see **Review Worksheets**).

### Progress Tests

After every two units, there is a **Progress Test** to allow teachers to measure their students' understanding of the vocabulary and grammar from that unit.

The **Progress Tests** demonstrate what language has been understood and acquired and what still needs attention. By using these tests in the learning process, teachers can modify teaching and learning activities to improve student attainment.

Teachers should make a note of the questions that caused problems and which grammar and vocabulary areas they correspond to. Teachers should provide further revision and support on these areas for their students by assigning the relevant **Review Worksheets** (see **Review Worksheets**) before progressing to the next unit.

## Review Worksheets

The **Review Worksheets** can be used to give individualized instruction to students or classes that, based on the **Progress Test**, have not mastered material from the previous two units. They can also be used as additional review and practice, even for students or classes that have demonstrated success on the **Progress Test**.

When the **Review Worksheets** are distributed is also flexible. They can be distributed as:

- in-class or take-home practice.
- individualized instruction immediately following the test.
- a general review and reinforcement of key grammar points and vocabulary.

This flexibility allows the teacher to personalize the instruction and adapt it to the needs of the students.

## Progress Trackers

The *Let's Achieve* Assessment for Learning package comes with a **Progress Tracker** spreadsheet. Answer keys are embedded in the spreadsheet, and teachers can input their students' scores into the spreadsheet to keep track of progress. Depending on which questions the students answer incorrectly, the spreadsheet identifies the particular vocabulary or grammar points that may need further study. It will also suggest the appropriate **Review Worksheets** for each student. For details on how to use the **Progress Trackers**, please see the *Instructions* tab of each **Progress Tracker** spreadsheet.

We recommend opening the **Progress Trackers** in Microsoft® Office 2010 for best performance.

## Questions or Feedback?

Oxford University Press is interested in learning about your experience using the *Let's Achieve* Assessment for Learning package. Share your experience with us. We can answer your questions or offer guidance. Please contact us at: [asktheexpert@oup.com](mailto:asktheexpert@oup.com)

We would like to work together with you in shaping your students' learning.