

## **Delta Module Three**

### **Assessment Specifications**

## Extended Assignment: Specifications

Candidates should select a specialism which is relevant to their current or intended teaching context and ensure that the centre at which they are enrolled is prepared to supervise it. Candidates' work should demonstrate a sound grasp of general principles and their implications for the specialised area concerned. Candidates should also demonstrate in-depth knowledge and understanding of their specialism.

The candidate should carry out an independent investigation leading to the design of a course programme relating to the specialism, making clear any assumptions that they are making about the learner or learners involved. Candidates should consider how they would assess and evaluate the programme. The project will be reported in the form an extended essay (4,000-4,500 words, excluding appendices) which includes:

- A review of key issues informing the approach to be proposed
- An analysis of the learners' needs language and style, and diagnostic assessment data
- The design of a short course programme (minimum 20 hours)
- A rationale for the design of the course, drawing on and embodying principles derived from discriminating reading of relevant literature, and including evidence drawn from experience and observation
- An explanation of how the course will be assessed and evaluated, a rationale for these choices and a critical analysis of sample assessment material.

### Guidelines (These are written for candidates>)

The paper will consist of five main parts, plus appendices:

1. **Introduction:** a review of the key issues which prompted your choice of specialism. This will include a discriminating review of relevant literature and a consideration of the implication of key issues for your proposed specialism..
2. **Needs analysis and commentary:** an explanation of how you identified the needs and learning styles of your specialist learner group, and how you used the diagnostic tests to establish priorities.
3. **Course proposal:** the rationale for the course, the learning goals, the content and outline of the course, (This should not simply be a duplication or summary of course book content.)
4. **Assessment:**  
Drawing on relevant reading on assessment, in this section you will explain the role of different types of assessment in the proposed course and demonstrate how the key principles - validity, reliability, practicality and impact – and roles of assessment – formative and summative – apply to the way you will monitor progress and assess learning outcomes of the proposed course, and how the course will be evaluated. A sample/s of the assessments you will use will be provided in the appendices.
5. **Conclusion:** showing how your proposed course design is linked to the key issues you outlined in part 1.

### Appendices

- Needs analysis material, diagnostic test and results
- Course outline
- Course evaluation materials and/or outline of procedure

- Sample materials or summary of materials
- Draft assessments

Below is an indication of suggested length for each part. The total length may be between 4,000 and 4,500 words, but the proportion of words in each part should be *approximately* as indicated below (plus or minus 10%), regardless of the total word length.

Part	Length	% of total
1	1,100	25
2	800	20
3	1,100	25
4	1,100	25
5	400	10
	4,500	

What follows is a set of questions for each part.

### Part 1

Length: 1,100

- Why did you choose this specialist group?
- What theories and principles in the academic and professional literature have you found relevant, useful or challenging?
- What ideas from observation and experience have you drawn on?
- What are the implications of these ideas for designing or developing a course?

### Part 2

Length: 800 words

- Who is your specialist group? What are their main characteristics? e.g. age, educational and language level, nationality, job, etc.
- How did you identify the needs of your specialist group? For example: Did you use a questionnaire, interviews, examination results?
- What form of diagnostic testing did you use?
- What were the results of the diagnostic test(s)? How did you use these in clarifying the learners' needs and identifying language areas requiring attention? What aspects did you focus on and why?
- What priorities have you identified from the above?

### Part 3

Length: 1,100 words

- In what ways is your proposed course based on or influenced by ideas and information from parts 1 and 2?
- What are the learning aims and objectives you hope to achieve?
- What is the content of the proposed course?
- What approach to teaching will be used?
- What materials will be used? If you propose using published materials, how do these match the aims of the course?
- What institutional requirements or other constraints have you taken into account? E.g., availability of teachers with the relevant skills and experience, availability of materials and resources, timetabling.

#### **Part 4**

Length: 1,100 words

- How will you monitor learning progress?
- How will you assess learning outcomes
- What are the assessment principles outlined in the testing literature which will be applied to the assessments?
- How have these principles influenced your choice of assessments?
- In what ways, if any, are your choices of assessments constrained?
- How fit for purpose are the assessments in relation to your learner group and the proposed course?
  - What constraints and opportunities affect the proposed assessment procedures?
  - How will the course be evaluated for future use?

#### **Part 5**

Length: 400 words

- How has your course proposal applied the principles you discussed in part 1?
- What do you expect to be the benefits for the learners of your course proposal?
- What do you consider to be some of the limitations of your proposal?