

ASSESSMENT AND THE READING PORTFOLIO

The national English language curriculum for both the primary and secondary schools aims to develop language proficiency and competencies that will allow learners to use the language for daily interpersonal communication, for academic pursuits as well as for occupational purposes. The curriculum also aims to develop in them the ability to appreciate and exploit the aesthetic uses of the English language.

The language teacher is therefore entrusted with the responsibility of planning for teaching and learning and assessment that result in positive outcomes which contribute to the attainment of the declared objectives. This necessitates review, change and adoption of new, alternative strategies not only for facilitating, enabling and enhancing learning but also for monitoring and assessing learning. One of the tools available to the reading teacher is the reading portfolio.

Aims

This course aims to provide teachers a forum where the merits of the reading portfolio as an alternative enabling and assessing tool are discussed. It will also explore strategies for its effective use in the context of the learning outcomes spelt out in the relevant areas of the English language curriculum

Content

Course content will include the following:

- A review of course participants' current assessment practices vis-à-

vis the reading component of the syllabus.

- An introduction to the portfolio as a valid, alternative assessment tool for determining the attainment of learning outcomes identified in the curriculum specifications for reading.
- Identifying portfolio tasks and determining ways of assessing them.
- Exploring feedback strategies to sustain interest in and motivate reading

Duration

This is a 3-day course involving approximately 18 contact hours.

Modes of Delivery

The course will be highly interactive and practical in nature. Course participants will be encouraged to share ideas and experiences and contribute positively to discussions. They will also be actively engaged in hands-on workshop sessions especially in the construction of portfolio tasks and the design of appropriate assessment rubrics. In addition to formal input and facilitation, there will be group work and formal presentations.

Participants

The participants for this course will be upper primary and lower secondary English language teachers.