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ASSESSMENT TOOL ANALYSIS: TOEFL PRIMARY ASSESSMENT

1. SKILLS

- A. Listening
- B. Reading
- C. Speaking

2. PROCEDURES

- A. Vocabulary review
- B. Introduction to new reading skill
- C. Guided practice on new reading skill
- D. Independent practice on reading skill
- E. Introduction to new listening skill
- F. Guided practice on new listening skill
- G. Independent practice on listening skill
- H. Enrichment

3. SCORING

- A. Parent feedback
 - i. Parent feedback goes directly to the parents. This is a way to communicate the student's classroom performance with the parents. Feedback is translated into Chinese and is available for parents. Not all parents take note of this feedback. Teachers often leave tips for parents on how their child can be more successful.
- B. Tips for the next teacher

- i. Teachers can leave notes to other teachers in this form. Often teachers will tell of skills the student should work on, behavior during class, or the disposition of the student.
- C. Level of difficulty
 - i. Teachers can quickly choose whether the lesson they taught was “on level, a little difficult, very difficult, a little easy, very easy” (VIPKID, n.d.).
- D. Academic performance
 - i. Students are evaluated in three categories: vocabulary, listening skills and techniques, and reading skills and techniques. Teachers can choose one of the following: struggling, not bad, good, great, excellent (VIPKID, n.d.).

4. AGE GROUP

- A. Assesses the general English language proficiency of ages 8 and up (Educational Testing Service, 2019)

5. CONCERNS/COMMENTS

- A. Pre-class and post-class assignments
 - i. If a student does not complete their pre- and post-class assignments, they are not prepared for class, which requires more time spent on the skills and vocabulary they were to learn independently.
- B. VIPKID time limitations
 - i. Each student takes a 25 minute class. If a student needs more help than that 25 minute class, the parents must work with their child.
- C. English language barrier
 - i. If a student does not have basic English language skills, they have a difficult time answering test questions (Mahmud, 2014).
 - ii. Often parents of my students have limited to no English skills. They are unable to help their child.
- D. Multiple teachers
 - i. Parents often choose multiple teachers for their children. It is not uncommon for a student to have a different teacher for each class they take. I believe having a good student/teacher relationship helps students be more successful in their learning.
 - ii. “...strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure...” (Sparks, 2019).
- E. Distractions

- i. Since these courses are taken online, students often have distractions – they may come in the form of a younger sibling vying for camera time, online games, homework from school, cell phones, toys, or anything else in the room with them.

6. BIBLIOGRAPHIC INFORMATION

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