Curriculum Evaluation

- Evaluation can be conducted in several aspects and evidence can be found in many aspects. → Test results, learners' satisfaction, self-change levels, work performance, advice from experts, voices from stakeholders, consideration from teachers and administrators.
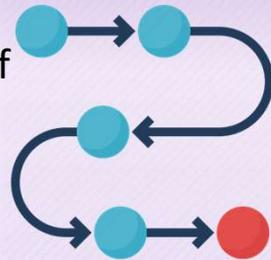
Curriculum Evaluation

- Evaluation is important to teaching in terms of reflections for development.

- Evaluation is also supportive to part of teaching administration.

- Curriculum evaluation can be conducted in various manners.

Perspectives in Curriculum Evaluation

Management Perspective
-Evaluate the whole process of curriculum development
-Evaluated by team members or those in charge of a curriculum

Judicial Perspective
-Value viewpoints from stakeholders or experts
-Judgement from outsiders

Anthropological Perspective
-Take part in curriculum implementation from the start
-Pay importance to qualitative data

Customer Satisfaction Perspective
-pay attention to learners' satisfaction only

Understanding your English level

	CEFR	IELTS	Cambridge Exams	Aptis	British Council
Proficient user	C2	C2 Profiency	9	Advanced	Profiency
	C1	C1 Advanced	8		Advanced
			7.5		
Independent user	B2	B2 First	7		Upper Intermediate
			6.5		
	B1	B1 Preliminary	6		Intermediate
			5.5		
			5		
Basic user	A2	A2 Key	4.5	General	Pre-intermediate
	A1		4		Elementary
Emergent user	Pre-A1				Foundation

This table has been produced as a useful guideline for learners to understand the levels targeted by British Council adult courses. Alignment between the Common European Framework of Reference for Languages (CEFR), Exams and British Council courses has been based on publicly available information from the test providers. Examinations have been placed on the table in relation to the CEFR levels that the exam providers claim relevance to. However, it is not meant to imply direct equivalence or act as any guarantee for achieving the scores shown.

https://textinspector.com/cefr-levels-faq-guide/

A1 Elementary

Learners who achieve A1 Elementary level can communicate using familiar everyday expressions and very basic phrases. They can introduce themselves and others and ask and answer simple questions about personal details.

A2 Pre-intermediate

Learners who achieve A2 Pre-intermediate level can communicate using frequently used expressions in everyday situations. They can interact in simple and direct exchanges of information and can describe things around them and things they need.

B1 Intermediate

Learners who achieve B1 Intermediate level can understand information about familiar topics. They can communicate in most situations whilst travelling in an English-speaking area. They can write simple connected texts on familiar topics.

B2 Upper intermediate

Learners who achieve B2 Upper intermediate level can understand the main ideas of complex texts. They can interact with some fluency and communicate easily. They can write clear, detailed texts on a wide range of topics and express their opinions.

C1 Advanced

Learners who achieve C1 Advanced level can understand a wide range of long, complex texts. They can interact and express themselves fluently and spontaneously and use language flexibly and effectively in social, academic and professional situations.

C2 Proficiency

Learners who achieve C2 Proficiency level can easily understand almost everything they hear or read. They can express themselves fluently and spontaneously with precision in complex situations.

Read more about CEFR from:

https://so06.tci-thaijo.org/index.php/panya-thjo/article/view/261885

https://so04.tci-thaijo.org/index.php/jar/article/download/274043/186039/1155698

Measurement → Evaluation

Test-based evaluation

-A standardized paper-based test

-A classroom paper-based test

-Unit test

Non-test evaluation

-Projects

-Demonstration

-Tasks

-Presentation

-Interview

How to measure and evaluate???

How to measure and evaluate???