

There are two steps in this activity which aims to help you reflect on the practical implications of using games for testing or assessment.

Step 1: Read the article in which an Italian teacher argues for the value of games in setting the context for testing children's language skills development and consider how far what is suggested is applicable to your context.

Key: Testing in the young learners' context should take into consideration children's nature and the way they perceive language and the world around them. On the other hand, testing tasks should resemble the way they learn and be consistent with the type of activities in which children get involved during language learning. If you have adopted a methodology which integrates games for language presentation, learning and/or practice, naturally your testing scheme can exploit their potential for assessing competence in language skills and particularly in speaking, which is a less tested skill in the classroom.

Step 2: Beyond testing, games can also be used for alternative assessment of children's linguistic as well as social and affective competence. Alternative assessment is a form of on-going informal way of collecting feedback about every day teaching and learning, in the classroom or outside the classroom. Reflecting on the article as well as on your practice, write down some criteria for alternative assessment during a game activity.

Key: As an answer to Step 2 we provide a checklist which can be used during a game activity in order to provide formative feedback. The criteria reflect the linguistic and pedagogical aims underlying the use of games in the classroom. Also, they help assess elements of children's performance which are difficult to test.

| How did the student do? | Usually | Sometimes | Rarely |
|--|---------|-----------|--------|
| Followed the rules of the game | | | |
| Used relevant language chunks | | | |
| Used relevant words | | | |
| Responded to orders/questions/instructions | | | |
| Asked questions/gave orders/instructions | | | |
| Spoke clearly | | | |
| Used L1 | | | |
| Cooperated | | | |
| Undertook a leading role | | | |