

Unit Assessments and Mock Tests

Assessing students' learning is an essential part of their education process. There may be several reasons why we assess students' abilities; "... to compare students with each other, to see if students meet a particular standard, to help the student's learning, to check if the teaching programme is doing its job." (Baxter, 1997 p.7)

To fulfill the objectives that teachers or heads of departments may have when delivering tests to students, *Open Day* offers **Unit Assessments** and **Mock Tests for international certifications**. These contents were carefully written to evaluate students' achievement and performance.

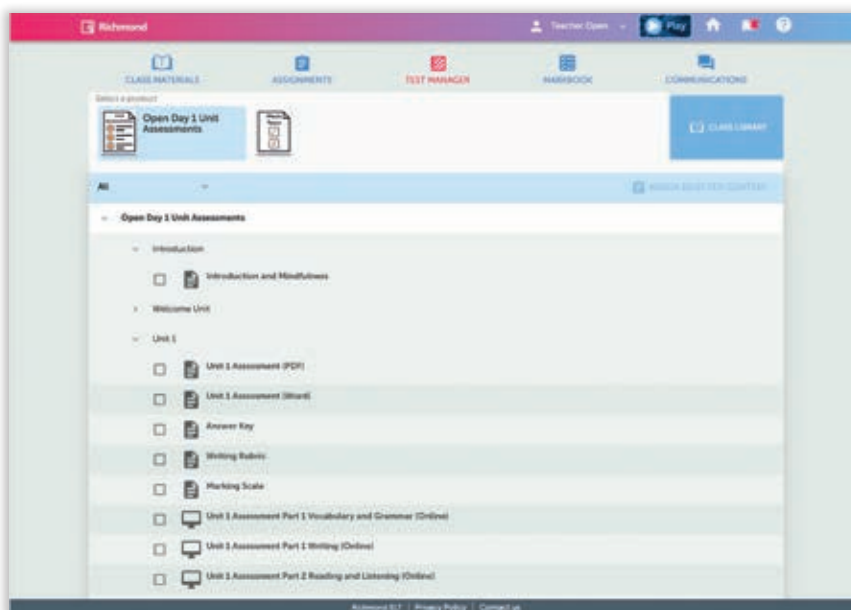
Unit Assessments

Units assessments, as their name implies, are to be used after students have completed each unit. You will notice that these assessments are split into two parts of thirty minutes each: Part 1 covers **Grammar and Vocabulary** and **Writing**; Part 2 covers **Reading** and **Listening**. We suggest you deliver these assessments this way to lower students' level of stress so they can complete each part carefully and have enough time to revisit their answers.

The listening section of the unit assessments includes recycled audios from the Student's Book or the Practice Book. Although these are reused, the tasks in the assessments are different from those in the Student's Book or the Practice Book. You will find the corresponding reference in the listening icons. However, you will also find the audio tracks under the corresponding unit number. See the sample icons here.



These tests were created in two different versions so teachers can choose the most suitable for students; **printable** or **interactive** (online). You will find them both in the folders for each level, together with the answer key, audioscripts, rubrics to evaluate students' pieces of writing and a scale to grade students.



Preparing students for assessments and tests

Before carrying out each assessment or mock test with students, we recommend spending a few minutes with students on some mindfulness practice. This will help them feel relaxed and get ready to do the test. You can use any of the suggested activities below, taken from the Teacher's Guide. Students might be familiar with them if you have carried them out in any of the lessons.



"Sunshine Breathing" practice

Students may be feeling anxious about their first test. This is why we suggest you have them do the "Sunshine Breathing" practice. Tell them to stand up in front of their desks, keeping their backs straight and their arms by the side of their bodies. Then tell them to take a deep breath in and, as they do so, raise their arms out until their hands touch above their heads. After that, they should breathe out as they lower their arms to the initial position. Model the practice for students and encourage them to close their eyes if they feel comfortable. Follow the same procedure at least three times.

"Tiptoeing Turtles" practice

This practice will help students feel calmer and focus on the task they are about to do. It also relates to this level's vulnerable animals: the loggerhead turtles. Invite students to sit straight and spread one hand out like a star. Tell them to use the index finger of their other hand to trace the outline of their open hand. Add that they should take a deep breath in as they move their finger to the top of their thumb and breathe out as they move it down between their thumb and index finger. Students should repeat this procedure until they have completely outlined their hand and taken five slow, deep breaths.

"The Silence Game" practice

Materials: an hourglass that marks one minute (or a stopwatch)

The aim of this practice is to have students calm down and focus on the test they are about to take. Display the hourglass and tell students that it marks one minute. Explain that you are going to turn it upside down and that, as the sand runs out, they should keep silent. They can look at the sand or close their eyes if they prefer. Tell students not only to keep silent, but also to keep still and try to clear their minds. If you do not have an hourglass, you may use a stopwatch, but make sure it does not ring once the time is up. When the minute is over, calmly ask students to look at you. Ask them how they feel and if they are ready to start the test.

Remember that these activities may increase students' self-regulation of attention and they can perform well in their tests. Feel free to carry out any other mindfulness activity you find more appropriate for your students.

