

## 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

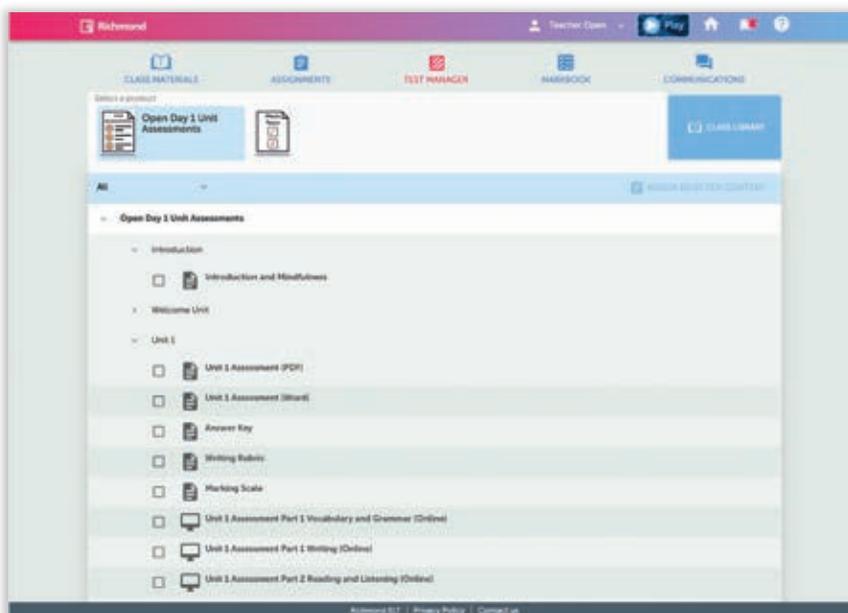
**Units assessments**, as their name implies, are to be used after students have completed each unit. You will notice that these assessments are split into two parts of thirty minutes each: Part 1 covers **Grammar and Vocabulary** and **Writing**; Part 2 covers **Reading** and **Listening**. We suggest 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. These will help you identify where you can find the tracks. 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.



### "Mindful Doodling" practice

**Material:** recycled paper (1 sheet per student)

Explain to students that they will do an activity that will help them to feel relaxed and able to concentrate better. Make sure students have got a sheet of paper and a pencil. Ask them to get ready to draw and focus on the feeling of the pencil between their fingers. Ask: Where is the pencil resting? Are you holding it tightly? Is your hand relaxed? Then invite students to doodle freely. Have them close their eyes and make simple shapes on the paper. (squiggles, spirals, zig-zags, etc.) They don't have to draw anything in particular—just make shapes that feel good to make! Emphasise that there is no right or wrong drawing and encourage them to change their shape if they get tired or bored. After two minutes, ask students to stop doodling and ask volunteers to share how they feel.

### "Body Scan" practice

Many of your eight-year-old students might feel restless sometimes. Muscle relaxation practice, also known as a "Body Scan", is a good way for students to focus their attention. Ask students to sit comfortably and make sure there are no distractions. (If there is room, you could ask them to lie down.) Tell them to breathe deeply and begin by tensing the muscles in their faces. Have them squeeze their eyes shut, wrinkle their foreheads and clench their jaws. Have them hold this position for five seconds, then relax the muscles and breathe deeply again. Move onto the neck and shoulders, squeezing the muscles and holding them for five seconds as before. Continue by moving down the body: back, chest and stomach, thighs, calves, and finally feet. Remind them to squeeze their muscles as tightly as possible. At the end of the routine, tell students if any of their muscles feel tense to shake their limbs to make sure that their muscles are relaxed.

### "Mindful Focus" practice

One way of redirecting students' focus is to direct their attention to sensations in their body. You can try this heartbeat exercise before students take a test if you feel they need to take a break. Have students feel their pulse. Then simply ask students to stand up and jump in place for one minute. At the end of the minute, have them feel their pulse again and place their hand on their heart and pay attention to how their breathing feels. By focusing on the physical body in this way, students will feel motivated to complete the upcoming tasks, such as a 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.

