Use this in your classroom!

**→ Prep ←**
- Use the form on the back
- Design your own evaluation
- Less flexibility in your curriculum?
  - Customize your evaluation form accordingly
    - **Ex:** you could complete a task by watching a video or conducting an interview, ask Ss about their preferences
  - Be prepared for requests you can’t accommodate, complaints you can’t do anything about
- Explore electronic formats (Kahoot, Verso, Socrative, Poll Everywhere, etc)

**→ In the classroom ←**
- Thoughtfully Introduce the task
  - Let Ss know that grammar & spelling aren’t important
    - Unless you want to use it as a way to collect info about their writing, grammar, spelling, etc level
  - Explain rationale
    - “I want to make this class useful for you”
    - “I want you to think about your learning”
  - Review the week’s activities beforehand (if relevant)
    - Even if your evaluation form does not request information about what Ss learned in prior classes, helps Ss add to or comment on existing activities, instead of suggesting things already in place in curriculum
  - Elicit qualities of helpful/good responses vs. unhelpful/”bad” responses. Or, give examples of good and bad responses to open-response questions
    - **Unhelpful:**
      - vague, unlikely to change, irrelevant to course goals
      - “I didn’t like class”, “it’s good”, “I want more activities to help me improve my English”, “I don’t like working with Steve”, “Please help me get into university”
    - **Helpful:**
      - specific, feasible
      - “Please speak more slowly”, “more grammar exercises after the grammar lesson”, “I want feedback on my pronunciation”
  - One possibility: give sentence starters
- Avoid evaluation fatigue: don’t distribute too often
- Make name optional

**→ Afterwards ←**
- Take brief moments to check trends in Ss’ answers
- Remember: you can’t please everyone
  - Try to pre-empt this with bad or unhelpful evaluation response examples
  - Or, appreciate the insight; offer explanations as needed. Ss might not understand course limitations
  - One possibility: turn unattainable Ss’ suggestions into lessons
    - **Ex:** “What does it take to get into university? How can we use lessons from this class to reach that goal?”
- Use it as a reiterative, formative process: if unhelpful, what changes can be made to the evaluation to get helpful responses?
  - Variety of evaluation forms → Decreased likelihood of evaluation fatigue