

## Introduction

This package provides a theoretical and practical introduction to the principles and practice of task-based language assessment for the classroom teacher working in secondary schools in Hong Kong.

### Why was the package developed?

One of the key principles underpinning the school English language curriculum in Hong Kong is that of task-based language teaching. While this principle is gaining currency within the teaching community, it is still not widely understood how the principle can be used as a basis for assessment. In this package we introduce the features of task-based assessment (TBA) within a school-based curriculum and show how these features can be used to design appropriate assessment tasks.

This overarching aim is supported by the following subsidiary aims:

- **To help teachers distinguish, theoretically and practically, between formative and summative assessment.**

These two types of assessment occur at different stages in the course, and serve different functions. Formative assessment is designed to provide feedback to teachers and learners through on-going evaluation of learners' progress. Summative assessment is designed to determine what learners have learnt over a period of time on the course and how well they have learnt it. It is then used to provide information to learners and other stakeholders for the purposes of reporting, ranking and accountability, etc. Because the functions and outcomes of these two assessment processes are different, the ways in which learner performance are reported will also be different.

- **To help teachers understand the advantages, drawbacks and considerations when using different types of assessment.**

In the package, we also describe and illustrate a range of assessment methods as well as describing their advantages and disadvantages.

- **To introduce and demonstrate with examples the use of formative assessment tasks to enhance the process of learning and teaching.**

Most of the assessments done by classroom teachers will be aimed at improving learner performance rather than reporting on their skills at the end of the course. The focus will therefore be on formative rather than summative assessment, although the latter, of course, is also important.

- **To discuss and examine the issues and practicality in designing and implementing the various forms of assessment tasks, including both group and individual activities, in the secondary English classroom.**

Although the package introduces key theoretical concepts in assessment in general, and in task-based assessment in particular, the main thrust is practical. To that end, in the body of the package, we set out a step-by-step procedure for developing assessment tasks.

- **To help teachers establish criteria for assessing learner performance which take into account the need for consistency, fairness, transparency and accountability.**

A key principle underpinning this package is the importance of integrating learning and teaching. We show how most teaching tasks can also be used for assessment, the main difference being that assessment tasks must be accompanied by criteria for evaluating learner performance.

- **To help teachers adapt appropriate feedback tools for both oral and written formative assessment tasks.**

The provision of appropriate feedback is fundamental for formative assessment. The nature of the feedback will determine whether or not learners are able to use the assessment to improve their performance.

Having worked through the package systematically, working independently or collaboratively, teachers should be able to develop their own bank of both formative and summative assessment tasks.

## What is included in the package?

The package includes the following:

- An introduction to the concepts of task-based language teaching and task-based assessment along with a discussion of the place of task-based assessment within the school-based English Language curriculum
- A discussion of key assessment concepts including: indirect versus direct assessment, norm-referenced versus criterion-referenced assessment, proficiency versus achievement assessment, formative versus summative assessment
- A step-by-step procedure for developing assessment tasks
- Techniques for providing feedback to learners including conferencing, observation, and journaling
- A description of the roles of teachers and learners within the assessment process, with a particular focus on learner self and peer assessment
- An introduction to and rationale for formative assessment along with the provision of techniques for designing / using formative assessment instruments and giving feedback to learners
- A description of the characteristics of summative assessment along with considerations and criteria for designing and evaluating summative assessment tasks
- Four moderated sets of tasks which can be used for summative assessment or can be modified by teachers for their own assessment purposes



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- Examples of moderated assessment performances for both speaking and writing
- Frequently asked questions and an annotated bibliography

## How can the package be used?

The package is designed to be used in a number of ways. We were particularly aware of the need for a package that could be used either individually or collaboratively in workshop mode.

### Individually

If you are using the package individually, then we recommend that you adopt the following procedure:

- Skim through the package to get an overview of what it contains and how it is structured.
- If you are unfamiliar with assessment and assessment procedures, read an introductory article or chapter to help you create schematic knowledge. A good general introduction is Brindley (2003).
- Create a study plan, deciding how much time that you have available to work through the package, and how much time you need to devote to each section. You may decide, for instance, that you are familiar with key assessment concepts from a previous course, and that you can therefore skip this section.
- Read through each section, and complete the reflection boxes as you come to them.
- If possible, establish contact with another teacher who is in the process of completing the package and arrange to share the outcomes of your reflection.
- List those topics that you would like to know more about. Consult the list of recommended readings, reviewing the table of contents and index for each book, and create your own follow-up reading plan.

### Collaboratively

If you are a workshop coordinator, we recommend adapting the following 5 x 3-hour format for using the package to cater for the needs of the participants.

- Examples of moderated assessment performances for both speaking and writing
- Frequently asked questions and an annotated bibliography

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**Session 1: An introduction to task-based assessment**

Action	Section of package	Timing
<b>Introduction</b> <ul style="list-style-type: none"> <li>➤ Ask participants to get into groups of 4 – 5.</li> <li>➤ Provide a short input session on the aim and objectives of the workshop based on the content in the package introduction.</li> <li>➤ Provide a brief overview of the workshop.</li> </ul>	Introduction pp. 1-3	5 minutes
<b>1. What is task-based language teaching?</b> <ul style="list-style-type: none"> <li>➤ Participants complete reflection task.</li> <li>➤ Solicit feedback and debrief.</li> <li>➤ Talk through content highlighting the characteristics of a task.</li> <li>➤ Participants complete reflection task</li> <li>➤ Debrief.</li> </ul>	Reflection task p. 10  Package text pp. 10-11  Reflection task p. 11	40 minutes
<b>2. Principles of task-based assessment</b> Do reflection task as whole group discussion, and highlight the two key principles discussed in the package.	Reflection task p. 12 Package text p. 12	10 minutes
<b>3. Features of task-based assessment</b> <ul style="list-style-type: none"> <li>➤ Introduce participants to the three critical features and have them complete the reflection task.</li> <li>➤ Debrief.</li> </ul>	Package text p. 12 Reflection task p. 13	15 minutes
<b>4. The place of assessment within the school based curriculum</b> Participants complete reflection task.	Reflection task p. 13	10 minutes
<b>5. Purposes for assessment</b> <ul style="list-style-type: none"> <li>➤ Discuss the purposes for assessment from Brindley (1989; 2001).</li> <li>➤ Participants complete reflection task individually, and then compare results with group.</li> </ul>	Package text p. 14  Reflection task p. 14	15 minutes
<b>6. Types of assessment</b> <ul style="list-style-type: none"> <li>➤ Participants complete reflection task.</li> <li>➤ Feedback and debrief.</li> <li>➤ Talk through the key concepts in assessment, completing the reflection tasks as whole class discussion.</li> </ul>	Reflection task p. 15 Package text pp. 15-16 Package text and reflection tasks pp. 16-17	20 minutes

<b>7. How are assessment tasks developed?</b> <ul style="list-style-type: none"> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief and talk through the steps involved in developing assessment tasks.</li> <li>➤ In pairs, participants complete reflection task.</li> </ul>	Reflection task p. 17 Package text pp. 17-19  Reflection task p. 19	25 minutes
<b>8. Criteria for assessing learner performance</b> Brainstorm with the group and come up with a list of criteria for assessing learner performance and then compare the list with that on p. 19 of the package.	Package text p. 19	10 minutes
<b>9. Means of providing feedback to learners</b> Talk through the three techniques described in the package. Incorporate into the input session discussion of the reflection task on p. 20.	Package text pp. 19-21	10 minutes
<b>10. The role of the learner in the assessment paradigm</b> Talk through the issues raised in the package relating to the role of the learner in the assessment process.	Package text pp. 21-22 Reflection task p. 21	10 minutes
<b>11. Evaluating tasks designed for assessment</b> <ul style="list-style-type: none"> <li>➤ Participants complete reflection tasks.</li> <li>➤ Debrief.</li> </ul>	Reflection tasks pp. 22-23	10 minutes

## Session 2: Formative assessment

Action	Section of package	Timing
<b>1. Validity</b> Discuss the issues covered in section 2.1 based on the reflection task.	Package text and reflection task p. 24	10 minutes
<b>2. Characteristics of formative assessment</b> <ul style="list-style-type: none"> <li>➤ Talk through the issues covered in section 2.2, incorporating a discussion of the first reflection task.</li> <li>➤ Pair work. Complete the second reflection task and then discuss with another pair.</li> <li>➤ Debrief the group, incorporating discussion of points a - c.</li> </ul>	Reflection task (1) p. 25 Package text p. 25  Reflection task (2) p. 25  Package text p. 25	20 minutes

<p><b>3. Roles of teachers and learners</b></p> <ul style="list-style-type: none"> <li>➤ Pair work. Complete reflection tasks and then discuss with another pair.</li> <li>➤ Solicit responses from group and incorporate into debrief content covered in section 1.7.</li> </ul>	<p>Reflection tasks p. 26</p> <p>Package text pp. 26-27</p>	<p>10 minutes</p>
<p><b>4. Considerations in designing formative assessment tasks</b></p> <ul style="list-style-type: none"> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief participants on task using input on pp. 27-30.</li> <li>➤ Group work. Evaluation of Exemplar Assessment Tasks for KS3.</li> <li>➤ Designate groups as either A or B. The A groups evaluate the writing task on p. 44. The B groups evaluate the speaking task on p. 47. At this stage as participants only to work with the task and NOT to refer to the teaching notes accompanying the tasks. Groups are to:               <ol style="list-style-type: none"> <li>1. identify specific targets and objectives;</li> <li>2. decide on the specific aims of the assessment;</li> <li>3. decide on how the task might be modified; and</li> <li>4. set out the criteria by which learner performance will be judged.</li> </ol> </li> <li>➤ Pair work. A participant from Group A works with a participant from Group B to share the results of their group work.</li> </ul>	<p>Reflection task p. 28</p> <p>Package text pp. 27-30</p> <p>Group A: The task on p. 44</p> <p>Group B: The task on p. 47</p>	<p>30 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p><b>5. Providing feedback to learners on formative assessment tasks</b></p> <p>Participants complete reflection task.</p> <p><u>Observation sheets</u></p> <ul style="list-style-type: none"> <li>➤ Give a brief introduction to the use of observation sheets in assessment.</li> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief.</li> </ul> <p><u>Feedback sheets</u></p> <ul style="list-style-type: none"> <li>➤ Give a brief introduction to the use of feedback sheets in assessment.</li> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief.</li> <li>➤ Participants complete reflection task.</li> </ul>	<p>Reflection task p. 30</p> <p>Package text pp. 31-32</p> <p>Reflection task (1) p. 32</p> <p>Package text p. 32</p> <p>Reflection task (2) p. 32</p> <p>Reflection task p. 36</p>	<p>5 minutes</p> <p>10 minutes</p> <p>20 minutes</p>



<ul style="list-style-type: none"> <li>➤ Debrief.</li> <li>➤ Participants evaluate the feedback sheets for the exemplar tasks. Group A participants evaluate the sheet on p. 46, and Group B participants evaluate the procedure described on p. 48.</li> <li>➤ Debrief.</li> </ul>	<p>Group A: The feedback sheet on p. 46 Group B: The feedback sheet on p. 48</p>	
<p><u>Conferencing</u></p> <ul style="list-style-type: none"> <li>➤ Give an overview on conferencing as a formative assessment feedback tool.</li> <li>➤ Participants discuss the pros and cons of conferencing in relation to their own context and situation.</li> <li>➤ Debrief.</li> </ul>	Package text pp. 37-39	10 minutes
<p><u>Self assessment</u></p> <ul style="list-style-type: none"> <li>➤ Participants review the sample self assessment form on p. 40, and then complete the reflection task on p. 41.</li> <li>➤ Debrief.</li> </ul>	<p>Self assessment form p. 40 Reflection task p. 41</p>	15 minutes
<p><u>Journaling</u></p> <ul style="list-style-type: none"> <li>➤ Provide a brief introduction to the use of journaling as a formative assessment feedback tool.</li> <li>➤ Participants discuss the pros and cons, and feasibility, of journaling in relation to their own context and situation.</li> </ul>	Package text pp. 42-43	5 minutes
<p><b>Summary and conclusion</b></p> <ul style="list-style-type: none"> <li>➤ Provide a summary and conclusion to the module.</li> <li>➤ Have the participants go over the module at home and do the reflection at the end of the unit.</li> </ul>	Reflection p. 57	5 minutes

### Session 3: Summative assessment

Action	Section of package	Timing
<p><b>1. Review of formative assessment</b></p> <p>Participants share assessment tasks they have developed and critique one another's tasks.</p>	Reflection p. 57	25 minutes
<p><b>2. Characteristics of summative assessment</b></p> <ul style="list-style-type: none"> <li>➤ Participants work in pairs to complete the reflection task, and then work with another pair to compare responses.</li> </ul>	Reflection task p. 58	

## Introduction

<ul style="list-style-type: none"> <li>➤ Debrief.</li> <li>➤ Input session.</li> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief based on package text.</li> <li>➤ Participants complete the first and second reflection tasks on p. 60.</li> <li>➤ Debrief.</li> </ul>	Package text pp. 58-60 Reflection task p. 59 Package text p. 59 Reflection task (1) p. 60 Reflection task (2) p. 60	65 minutes
<b>3. Considerations in designing summative assessment tasks</b> <ul style="list-style-type: none"> <li>➤ Introduce the topic and talk participants through the three questions at the beginning of the section.</li> <li>➤ Participants complete reflection task.</li> <li>➤ Debrief participants and incorporate into the debriefing a discussion of the bullet point items on p. 61.</li> <li>➤ Participants, working in pairs, complete reflection task.</li> </ul>	Package text p. 60  Reflection task (3) p. 60 Package text p. 61  Reflection task (1) p. 61	30 minutes
<b>4. Criteria for evaluating summative assessment tasks</b> <ul style="list-style-type: none"> <li>➤ Provide input on the topic based on the package text and incorporate a discussion of the reflection task on p. 61.</li> <li>➤ Participants complete the reflection task.</li> <li>➤ Debrief, incorporating discussion of final paragraph in package text.</li> </ul>	Reflection task (2) p. 61 Package text pp. 61-62  Reflection task p. 62 Package text p. 62	25 minutes
<b>5. Critiquing summative tasks</b> In groups, participants review and critique the 4 summative assessment tasks. Each group reports back their critique.	Group 1: Assessment Tasks: Set A Group 2: Assessment Tasks: Set B Group 3: Assessment Tasks: Set C Group 4: Assessment Tasks: Set D	35 minutes

## Session 4: Assessing oral language

Action	Section of package	Timing
<ul style="list-style-type: none"> <li>➤ Participants view selected performances of an oral task and assess these using criteria in the package.</li> <li>➤ Debrief - comparing the assessments in the package.</li> </ul>	Assessment Tasks Set D CD-ROM and blank assessment criteria	60 minutes

Participants develop own oral task for KS3, moderate the task and improve on it.		60 minutes
Participants adapt a generic feedback sheet to suit their own oral task.		40 minutes
Debrief.		20 minutes

### Session 5: Assessing written language

Action	Section of package	Timing
Participants assess examples of writing tasks in package. Participants compare their assessments with those in package.	Assessment Tasks: Set D Example scripts provided in the last section of the package and blank assessment criteria	60 minutes
Participants develop written assessment task for KS3, moderate the task and improve on it.		60 minutes
Participants adapt a generic feedback sheet to suit their specific writing task.		40 minutes
Debrief.		20 minutes

## Unit One

### Theoretical Underpinning of Task-based Assessment

#### 1.1 What is task-based language teaching?

##### Reflect

*Before reading what we have to say about task-based language teaching, see if you can come up with your own definition of 'task'.*

*What is the difference between the items in the two lists below?*

List A	List B
Put a series of questions and answers in sequence to form a dialogue and then practise it with someone else.	Call the front desk of a hotel and complain about the air conditioning.
Fill in the blanks in a reading passage with appropriate words.	Order a meal in a restaurant.
Study the following multiple choice questions and select the correct response.	Call a friend and invite him or her to the movies.

The answer to the question lies in the outcome. Both List A and List B involve the use of language. For List A, a successful outcome will be couched in language terms. Did the person put the questions and answers in the correct order? Did they put grammatically and semantically acceptable words in the blanks? While the items in List B also involve the use of language, a successful outcome will be something other than the production of a piece of language. It will be a correctly adjusted air conditioning system, food and drink on the table, a pleasant social evening with a friend. The communicative acts in List A are language exercises. Those in List B are real-world tasks because they are the kinds of things that we do through language in our everyday life.

The focus on tasks in language teaching came about as a result of a greater understanding of why and how language learners go about learning a second / foreign language. Until the late 1960s it was assumed that knowing a language could be equated with having internalized the rules underlying the language. The focus was primarily on teaching structures and learners were assessed on how well they could demonstrate their knowledge of the structures and how well they could manipulate them.

The 1970s, however, saw a major shift in focus away from **form** to **meaning**. Gradually it became accepted that the major reason for learning any language, which is, to convey meaning, should be reflected in what happens in the classroom. This realization had a significant effect not only on how language was analysed, but also

on the way language could be ‘broken down’ in terms of functions rather than form for teaching purposes. The ‘communicative activity’ which, as Skehan (2003) points out, became replaced by the term ‘task’ in the 1980s, became a teaching unit, impacting on teaching, syllabus design and textbook writing.

When real-life tasks such as those in List B (above) are transformed from the real world to the classroom, they become pedagogical in nature. A pedagogical task, then, is a classroom undertaking “...where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (Willis and Willis, 2001: 173). In other words, it is “a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (Nunan, 1989: 10).

Skehan (1998), drawing on a number of other writers, puts forward five key characteristics of a task:

- meaning is primary;
- learners are not given other people’s meaning to regurgitate;
- there is some sort of relationship to comparable real-world activities;
- task completion has some priority; and
- the assessment of the task is in terms of outcome.

Let us now compare these key characteristics with those features identified in the *CDC Syllabus for English Language (Secondary 1 - 5) 1999* p. 43:

- a task should have a purpose. It involves learners in using language for the kinds of purposes that are described in the chapter on Learning Targets and Objectives;
- a task should have a context from which the purpose for using language emerges;
- a task should involve learners in a mode of thinking and doing;
- the purposeful activity in which learners engage in carrying out a task should lead towards a product; and
- a task should require the learners to draw upon their framework of knowledge and skills.

There is a close relationship between these two lists. Both emphasize the need for tasks to engage learners in meaningful communication.

### Reflect

*Brainstorm, either by yourself, or with several other people and create a list of 6–8 real-world tasks that you have carried out in the last 24 hours.*

*Take one of these and think of how it might be transformed into a pedagogical task, e.g. as a role play, simulation or problem-solving task. Then indicate how your task meets the key characteristics identified above from the **CDC Syllabus for English Language (Secondary 1 - 5) 1999** p. 43.*

## **1.2 Principles of task-based assessment**

### **Reflect**

*What do you think are some of the ways in which task-based assessment might differ from more traditional forms of assessment?*

The best way to find out if someone can do the kinds of things in List B on p.10, is not to ask them to do a fill-in-the-blank exercise or a multiple choice test, but to have a go at doing the tasks themselves. Did he or she get food and drink or a blank stare from the waiter?

So the first principle of task-based assessment is that it needs to involve some kind of communicative performance. In other words, learners are required to carry out a task that simulates the kinds of tasks they will be required to perform outside of the classroom.

A second important principle, and one that flows naturally from the first, is that teaching and assessment should be in harmony. This has tremendous advantages because it means that, rather than being in conflict, as is the case in some systems, teaching and assessment can be mutually reinforcing. Almost any teaching task can be used for assessment purposes, and vice-versa. The key difference is how the task fits into an instructional cycle, and, crucially, what is done with the learner output from the task.

Task-based assessment, then, is part of a broader approach to assessment called performance assessment. The three essential characteristics of performance assessment are that they must be based on tasks, they should be as authentic as possible, and, because they are based on some kind of performance, must usually be rated by qualified judges (Norris *et al.* 1998:8).

## **1.3 Features of task-based assessment**

Task-based assessment must display three ‘critical’ features. It must:

- elicit performances that relate to specific learning targets and objectives that are set out in the *CDC Syllabus for English Language (Secondary 1 - 5) 1999*;
- provide learners with the opportunity to demonstrate what they know and what they can do with the language; and
- articulate clearly criteria used for assessing learners’ performances on the tasks and provide feedback to learners so that they know how well they are achieving their learning targets and objectives.



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**Reflect**

*In relation to the first feature of task-based assessment listed on the previous page, i.e. elicit performances that relate to specific learning targets and objectives, a teacher wanting to develop a task for assessment purposes must refer to key documents such as **CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002** and **CDC Syllabus for English Language (Secondary 1 - 5) 1999**.*

*Match the following assessment tasks to the Dimension Targets for Key Stage 3 (see **CDC Syllabus for English Language (Secondary 1 - 5) 1999**, pp.161-164).*

*Task 1*

*Leave a message on the answering machine of an English friend saying that you cannot come to his / her party the following day.*

*Task 2*

*Write a 'Get Well' card to your NET who is sick.*

*Task 3*

*Your aunt in the U.S. has sent you some money for Chinese New Year. Write her an email thanking her for the money and telling her how you spent it.*

## **1.4 The place of assessment within the school-based curriculum**

The move towards school-based curriculum development in Hong Kong is an exciting one, because it gives greater responsibility (and therefore power) to teachers in areas of the curriculum that were closed to them in the past. Teachers now have to:

- identify and act on learner needs;
- select, modify and adapt goals and objectives;
- select, modify and adapt materials and other learning resources;
- implement their own teaching procedures; and
- develop their own assessment instruments and procedures.

**Reflect**

*In which areas of the curriculum would you like greater involvement? What skills do you have? What skills would you like to have?*

*Think about the area of assessment. What do you see as the major challenges of developing your own task-based assessment resources? What do you see as the advantages of doing so?*

Assessment has a number of important roles in any educational endeavour. A sometimes neglected role is that of improving learning outcomes. We believe that perhaps the greatest advantage of locating assessment practices within the locus of school-based curriculum development is the potential it has for bringing teaching and

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**Task 3**

*Your aunt in the U.S. has sent you some money for Chinese New Year. Write her an email thanking her for the money and telling her how you spent it.*

## **1.4 The place of assessment within the school-based curriculum**

The move towards school-based curriculum development in Hong Kong is an exciting one, because it gives greater responsibility (and therefore power) to teachers in areas of the curriculum that were closed to them in the past. Teachers now have to:

- identify and act on learner needs;
- select, modify and adapt goals and objectives;
- select, modify and adapt materials and other learning resources;
- implement their own teaching procedures; and
- develop their own assessment instruments and procedures.

**Reflect**

*In which areas of the curriculum would you like greater involvement? What skills do you have? What skills would you like to have?*

*Think about the area of assessment. What do you see as the major challenges of developing your own task-based assessment resources? What do you see as the advantages of doing so?*

Assessment has a number of important roles in any educational endeavour. A sometimes neglected role is that of improving learning outcomes. We believe that perhaps the greatest advantage of locating assessment practices within the locus of school-based curriculum development is the potential it has for bringing teaching and

assessment into greater harmony. This, in turn, will have a powerful influence on learning outcomes.

## 1.5 Purposes for assessment

There are a number of different reasons for assessing learners' performance. These range from providing information for learner placement purposes through to providing data for accountability purposes.

Brindley (1989; 2001) identifies six main purposes for assessment. These are:

- Certification: e.g. to provide learners with a record of their achievement
- Selection: e.g. to place learners in class
- Accountability: e.g. to provide information to funding authorities
- Diagnosis: e.g. to provide feedback on progress
- Instructional decision-making: e.g. to provide information on learners' strengths and weaknesses for course planning
- Motivation: e.g. to encourage learners to take responsibility for their own learning

### Reflect

*With reference to your own teaching situation, rank order these reasons from most important (1) to least important (6).*

Reasons for assessment	Ranking
Place learners in classes	
Provide feedback on progress	
Provide information on learners' strengths and weaknesses for course planning	
Provide information to funding authorities for accountability purposes	
Encourage learners to take responsibility for their own learning	
Provide learners with a record of their achievement	

*If possible, compare your rankings with a number of other teachers. Do you agree on the most / least important reasons? Can you think of any others?*

The major purpose of this package is to promote the idea of assessment for learning, i.e. using assessment to provide useful feedback to learners and teachers to facilitate more effective learning outcomes.

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### Reflect

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Provide learners with a record of their achievement	

*If possible, compare your rankings with a number of other teachers. Do you agree on the most / least important reasons? Can you think of any others?*

The major purpose of this package is to promote the idea of assessment for learning, i.e. using assessment to provide useful feedback to learners and teachers to facilitate more effective learning outcomes.

## 1.6 Types of assessment

This section looks at different types of assessment, from direct to indirect, from norm-referenced to criterion-referenced. It looks also at the distinction between the assessment of proficiency and achievement.

### 1.6.1 Indirect versus direct assessment

#### Reflect

*Study the following assessment items. What is each trying to assess? What assumptions would we be able to make about a learner's language ability based on performance on these items?*

#### Item 1

*Write the correct form of the verb in the space provided. Then answer the questions by circling 'yes' or 'no'.*

- |   |          |
|---|----------|
| 1. Have you ever (oversleep) ...?                               | yes / no |
| 2. Have you ever (be) ... late for school?                      | yes / no |
| 3. Have you ever (forget) ... to bring your homework to school? | yes / no |
| 4. Have you ever (leave) ... your keys in your house?           | yes / no |
| 5. Have you ever (miss) ... your parents' birthday?             | yes / no |
| 6. Have you ever (arrive) ... late for a party?                 | yes / no |

Take turns with your partner, in asking and answering the questions above, e.g.  
 "Have you ever been late for school?"  
 "Yes, I have."

#### Item 2

You would like to try out the fancy new Italian restaurant "Il Gondoliero" tonight. Unfortunately, no one is free to accompany you to dinner. Look up the phone number of the restaurant in the phone book and call to reserve a table for one at an appropriate time this evening. You will have to speak with the answering machine as the staff do not come in until 5:00 p.m.

*Norris et al. 1998*

Item 1 is an indirect test item, because it only gives us indirect information about the communicative ability of the learner. It will tell us whether our learner can manipulate the present perfect in controlled conditions. However, it will give us little idea of whether the learner will be able to discuss past experiences with someone else in a social situation.



Item 2 is a direct item. If a learner can carry out this task correctly, we can reasonably assume that the learners would be able to leave a similar answering machine message in the real world outside the classroom.

### **1.6.2 Norm-referenced versus criterion-referenced testing**

Traditional assessment is norm-referenced. Basically, a norm-referenced test assesses the performance of an individual against that of others. Learners' performance is thus described as being above the norm, near the norm or below the norm. A criterion-referenced test is, on the other hand, concerned with assessing an individual's performance against specified criteria. On a criterion-referenced test, all learners have the possibility of doing well or poorly.

#### **Reflect**

*What do you see as the pros and cons of these two forms of assessment?  
Which type of assessment do you think is more in harmony with task-based assessment?*

We believe that there is a natural harmony between task-based and criterion-referenced assessment. Both of them take learner performance as their starting point, and both see language development as a matter of learning by doing. They focus on how well learners perform on the task and not on how well they perform in relation to one another.

### **1.6.3 Assessing proficiency versus achievement**

#### **Reflect**

*What do the terms 'proficiency' and 'achievement' mean to you?*

Proficiency is an abstract concept referring to the ability to use language for communication in everyday life. A test of proficiency, therefore, attempts to measure that ability to use language regardless of any training learners may have had in the language. Achievement tests, on the other hand, seek to determine how well a learner has achieved the objectives of a course of study. Standardized examinations such as TOEFL and IELTS are measures of proficiency and claim to assess a learner's proficiency regardless of whether the learner has been studying English in Hong Kong, the Mainland, Europe or America. An end-of-term test which focuses on what has been taught in a particular class or school is a test of achievement.

#### **Reflect**

*Is the "Use of English" examination a test of proficiency or achievement?*

### **1.6.4 Formative versus summative assessment**

Formative assessment is ongoing, carried out during a course and is intended to provide feedback to learners on their strengths and weaknesses as they progress through a course of study. Summative assessment, on the other hand, typically occurs at the end of a course or module of work and is intended to provide information to learners and some outside sources (parents, the school, etc.) on how well the learners have performed on the course as a whole.

Although these two types of assessment occur at different stages and serve different functions, both can be used to promote learning. Teachers are encouraged to make use of results of summative assessment to benefit learners by reviewing their performance and working out a plan for further improvement. In this way, the purpose for conducting summative assessment is extended from assessment of learning to assessment for learning because it is used not just to report the results of learning using grades or marks, but also to provide useful quality feedback to learners.

**To recap the ideas discussed in section 1.6, task-based assessment will**

- **involve the direct assessment of learner's performance;**
- **be criterion-referenced;**
- **focus on the attainment of specific objectives; and**
- **focus on improving learning outcomes.**

In addition, it is important to remember that task-based teaching aims at promoting proficiency in the use of language for communicative purposes. But, as proficiency is an abstract notion, not related to specific objectives, it is not assessed through TBA. Rather TBA, which relates to the attainment of specific learning objectives, focuses on achievement.

## **1.7 How are assessment tasks developed?**

This section provides a step-by-step guide to the development of assessment tasks. While these steps are, of necessity, set out in a linear fashion, the practical steps of designing both pedagogical and assessment tasks are recursive. That is, you need to constantly return to prior steps in the course of developing an assessment task. (We will return to these steps in discussing the development of specific tasks in Units 2 and 3 of this package.)

### **Reflect**

*What steps do you go through when you develop a task to assess your learners?  
Do you develop such tasks on your own or collaboratively with other teachers?*

**STEP 1: Study the curriculum documents, syllabus outlines and scope on which a language program is based and make a representative selection of objectives / pedagogical tasks to be turned into assessment tasks.**

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**STEP 1: Study the curriculum documents, syllabus outlines and scope on which a language program is based and make a representative selection of objectives / pedagogical tasks to be turned into assessment tasks.**

It is important that adequate coverage is given to the curriculum, notably the learning targets and objectives, so that assessment provides an accurate picture of the learners' ability. It is also important to have a balance between individual skills-based items and integrated items.

### **STEP 2: Collect, adapt or modify input data for each assessment item.**

Most assessment tasks will require learners to interact with some stimulus material. This could be a listening or reading text, or some non-textual source such as a diagram, chart or visual. Where possible, the data should be derived from an authentic source.

### **STEP 3: Draft the assessment procedure (what the learner is required to do).**

Here, you need to do two things, set out the procedure, along with a set of instructions to the learners for what they are required to do. At this stage, there are several questions to keep in mind.

- Is the difficulty level of the instruction consistent with and not more difficult than the procedure? (You will probably find that writing the instruction is even more challenging than writing the procedure.)
- Does the assessment task actually assess the learning targets and objectives that you have decided to assess?
- If you are assessing a linguistic as well as a communicative performance objective, will the assessment task actually elicit the linguistic item in question?

### **STEP 4: Specify the criteria to be used in evaluating learner performance.**

This is a crucial step, because the criteria are what differentiate a learning task from an assessment task.

You are at a party for new exchange students. Exchange personal information with the other students at the party.

This task could be turned into an assessment task by adding criteria such as the following:

- Three pieces of information must be exchanged.
- Utterances must be comprehensible to someone who is not used to dealing with non-native speakers.
- Learners must demonstrate an ability to initiate and terminate an interaction appropriately.

(The issue of performance criteria is further elaborated in section 1.8.)

### **STEP 5: Decide how the results are going to be reported, by whom and to whom.**

How the results of the assessment are to be reported will depend on the purpose of the assessment. If the principal purpose is to provide learners with feedback, giving them insights into their strengths and weaknesses, then qualitative feedback, perhaps

supported, in summary form, by a list of criteria (see section 1.8) will be most appropriate. If the assessment is meant to be summative (e.g. at the end of a course, a term or a year), some form of number or letter grade may be required.

### **STEP 6: Try out the task on a representative group of learners.**

This process is often referred to as piloting the task / assessment. If you are building up a bank of assessment items that will be reused, rather than a one-off task, then it is important that you try out the task, and get feedback on how well it works.

There is one further step we need to take before the process is complete. Can you think what it is? We will come to Step 7 in section 1.11 below.

#### **Reflect**

*Either by yourself or with a partner:*

*Select one or two learning targets and objectives at KS3 and have a go at developing an assessment task following the first three steps above.*

## **1.8 Criteria for assessing learner performance**

Performance criteria are a crucial part of an assessment procedure or item. These criteria need to be keyed to the important learning outcomes. In other words, they need to reflect those learning targets that the task has been designed to assess. At the same time, the criteria should be couched in terms that are understandable to the learners, and, where feasible, the criteria should be developed collaboratively with the learners. Criteria should address a number of aspects of performance. When assessing a group oral presentation, for example, the criteria would include:

- linguistic accuracy;
- fluency;
- presentation style;
- content; and
- collaboration with others.

Criteria can be relatively simple or quite elaborate. The simpler the criteria, the easier they are to use. However, more elaborate criteria provide more detailed and complete information on the learner.

## **1.9 Means of providing feedback to learners**

Feedback can take many shapes and forms from quantitative feedback in the form of marks and grades through to qualitative feedback from the teacher. The form it takes will depend much on the purpose of the feedback which, in turn, will depend on the purpose of the assessment.

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**Reflect**

*Given the 6 different purposes for assessment identified by Brindley (2001), which do you think lend themselves to quantitative feedback and which to qualitative feedback? Why? Are there instances where you would want / need to give both types of feedback?*

	Quantitative	Qualitative
<i>Certification</i>		
<i>Selection</i>		
<i>Instructional decision-making</i>		
<i>Accountability</i>		
<i>Diagnosis</i>		
<i>Motivation</i>		

Most teachers are very familiar with providing quantitative feedback in the form of grades or numbers. Such feedback ranks learners in relation to one another. It is necessary if you need to place learners in appropriate classes/levels. It does not, however, help learners know where their strengths and weaknesses lie, nor does it help them improve. In fact, such feedback may be demotivating for learners as they are unlikely to see any improvement, especially within a short period of time. It is therefore necessary to provide learners with qualitative feedback which they can understand and react to. This is especially important in formative task-based assessment which focuses on learners' attainment of specific targets and objectives.

Qualitative feedback needs to reflect the focus of a given assessment task. It may take the form of comments at the end of a written assignment, a feedback sheet presented to each learner, for example, after they have completed an oral presentation or a conference with a learner or group of learners. We discuss some options here, but we shall return to the issue of feedback in Units Two and Three.

**1.9.1 Conferencing**

Conferencing is a way for teachers and learners to communicate about individual or group learning needs and for teachers to provide feedback on how well learners are understanding or applying what they have learned. It is important that conferences with learners are focused and that a record is kept of the conference. Conferencing will be discussed in greater detail in section 2.5.3.

**1.9.2 Observation sheets**

While learners are working on tasks you may wish to monitor what they are doing using an observation sheet. This will help you find out what is actually going on in the class and to organize your feedback to your class. You may want to observe a single learner, a group of learners or the whole class. You may want to collect information about specific difficulties that are common among the learners or determine what further guidance you should provide in order to help learners complete the tasks successfully. The purpose of your observation will determine (1) what your observation sheet looks like and (2) whether you design it in a way to give to the

learners at the end of the observation or whether you synthesize your observations at a convenient point in the lesson. Just as the conference record may be more or less open-ended, the observation sheet may be open-ended or based on a checklist which you tick off during the observation time. The use of observation sheets will be discussed in greater detail in section 2.5.1.

### **1.9.3 Journaling**

Learners can be required to keep records of their own progress in the form of a journal. If you use this procedure, however, it is important that you respond to what each learner writes. Journaling is meant to be a form of “written conversation” between you and your learners. In addition to acting as a record of what learners have learned, it can provide you with qualitative feedback on the processes of learning, what learners enjoyed / found engaging, etc. It can also be an extremely useful tool for self assessment (see section 2.6.2).

## **1.10 The role of the learner in the assessment paradigm**

In addition to teachers, learners, too, have an active role to play in assessments that are designed for learning. Both self and peer assessment can facilitate learning.

### **1.10.1 Self assessment**

Traditionally, it has been accepted that learners have little say in the assessment process; that teachers or external assessment bodies design, develop, implement and grade assessments and that the learners’ role is simply to complete the assessment tasks as set. In other words, learners’ involvement in the assessment process has been very limited. This view of assessment is changing and as learners are being encouraged to take responsibility for their own learning, they are also beginning to play a more active part in their own assessment.

#### **Reflect**

*What do you see as the benefits of involving learners in the assessment process?*

One way of involving learners is to encourage them to self-assess their performance on assessment tasks. Such self evaluation has learners think about how well they did on a task and match their performance against the assessment criteria used to judge them. This process helps them understand the learning objectives they are trying to meet as well as the grading criteria being used to assess them. It makes the whole assessment process more transparent and at the same time encourages learners to become more self-critical.

Learners need to be trained to self-assess their own performance. When first introduced to self assessment it is likely that their own assessment will not match that of the teachers, but both parties will move closer together given time and practice.

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The formality and complexity of self assessment can vary considerably. Learners can be asked to respond to a simple question. Alternatively, they may be encouraged to use a complex self assessment grid which describes each of the possible levels in detail and assesses more than one skill. Such grids are not infrequently used to help learners assess their own learning and will be discussed more fully in Unit Two.

### **1.10.2 Peer feedback**

Teachers should not be the only ones responsible for providing feedback on learners' learning. As we have suggested above, if we want learners to understand how they are assessed, they need to become much more involved in the assessment process. Learners need to develop the confidence and ability to monitor their own progress and to co-operate with classmates so that they can help each other. Peers may have a different perspective or angle from the teacher when looking at each other's work and they should be provided the opportunity to share their views. It must, however, be remembered that peers will need to be trained in giving feedback (see also the need for learner training discussed in section 1.10.1). Learners may at first be reluctant to criticise their friends' work and they may not want other learners to see their own output.

If the purpose of peer feedback is to help learners understand assessment criteria, then the assessment criteria used for providing peer feedback should reflect the same criteria as those used by the teacher. During an oral presentation learners can, for example, be asked to fill in a questionnaire based on the assessment criteria to be used by the teacher. They can alternatively be asked to focus on a specific aspect of the presentation so that some learners provide feedback on the content, others on language while others on communicative strategies such as maintaining eye contact and using body language. It should, however, be borne in mind that if feedback sheets are to be effective, they should not be overly complex and difficult to complete by peers.

## **1.11 Evaluating tasks designed for assessment**

### **Reflect**

*How do you know whether a task you have developed for assessment purposes worked well or not? What factors do you need to consider?*

In section 1.7 on '*How assessment tasks are developed*', we indicated that there is a 7<sup>th</sup> step to designing any assessment task. It is, in fact, that of evaluating the task after it has been administered, completed and the learners have been given feedback on it. You will, of course, have information on how well learners performed on the task, but that is only part of the story. You will also have your own observations of how learners worked through the task, what questions they asked you and whether they seemed to be completing the task smoothly or not (see section 1.9.2).



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But you will need to tap one further source of information. If, for example, learners do not perform as well as you would have expected, you need to know why. It may be that your instructions were not clear, or you may have given insufficient time to complete the task to the level required. You can find this information from your learners, either through informal feedback or more formal feedback such as an evaluation form.

**Reflect**

*Now that you understand the theory underpinning TBA, consider your own teaching situation and answer the following questions:*

- 1. How and to what extent do you need to adapt your assessment practices to meet the requirements of TBA?*
- 2. What additional help do you need to ensure that changes in your assessment procedures lead to improved learning?*
- 3. Draw up a timeline for introducing changes to your assessment practices indicating which changes you can start to introduce more or less immediately and which changes will need more time.*



## Unit Two

### Formative Assessment

In this unit, we turn our attention more specifically to formative assessment. This unit is divided into two parts: Part 1 provides an introduction to and rationale for formative assessment alongside techniques for designing / using formative assessment instruments and giving feedback to learners; Part 2 includes four exemplar assessment tasks to illustrate how different assessment tasks can be used to promote assessment for learning.

## Part 1 Designing and Using Formative Assessment

### 2.1 Validity

Validity is as important in formative assessment as it is in summative assessment. Validity is particularly important because it relates to whether the content and design (construct) of the assessment task reflects the purpose of the assessment. If, for example, we are interested in finding out whether our learners can ask for and provide directions in English, does the assessment task require them to do so in contexts that are familiar to the learners and related to real life?

#### Reflect

*Comment on the validity of the following oral tasks which have been included in a unit on Tourist Sites in Hong Kong in which asking and giving directions is the main language function.*

#### Task A

With your partner, practise the following dialogue:

A: I'm having a barbecue on Sunday. Would you like to come?

B: Sounds great. Where?

A: We have a barbecue site at the back of our building.

B: How do I get there?

A: The quickest way is to come to school and walk from there. You carry on along Bonham Road, and turn left when you get to the barrier. I live in Royalty Gardens which is the first building on your left.

B: Should I go straight to the barbecue site?

A: Sure. Be there at noon.

B: See you there.

#### Task B

You are going to have a barbecue on Sunday. Tell your partner how to get to your house for the event.

You will notice that both tasks try to relate to the learners' own experiences, but if you are interested in finding out whether learners can ask for and give directions, then

the task should elicit language from the learners, not just have them rehearse using it. For this reason, Task B would be more valid for assessment purposes.

## 2.2 Characteristics of formative assessment

Review the definition of formative assessment in Unit One (section 1.6.4) and complete the following reflection task.

### Reflect

*What is the relationship between teaching and formative assessment?*

In Unit One, we described formative assessment as:

- ongoing – carried out during a course
- intended to provide feedback

Given these two characteristics, it should be evident that formative assessment is an integral part of the learning and teaching process, not separate from it. Formative assessment, therefore, needs to be built into one's scheme of work. It should be part of the planned developmental process.

Regarding the second characteristic of formative assessment, which is to provide feedback, it is important to remember that the feedback is for a variety of stakeholders and purposes.

### Reflect

*Brainstorm, preferably with a partner or in a group:*

*Who are the potential stakeholders in the learning process and what are the purposes for providing feedback?*

The primary stakeholders of formative feedback are teachers and learners, but parents should not be forgotten. Let us look at each group in turn.

- a. **Teachers** need to ascertain how well their learners are progressing. Feedback informs them about the progress their learners are making and helps to close the gap between actual and desired performance. It is a means of diagnosing problems and ultimately of improving learning and teaching.
- b. Feedback helps **learners** understand their progress and is a way of building their confidence. It should focus on what they can do and what they have mastered so as to motivate them. Since learning is likely to be incremental, learners are unlikely to see improvements in their marks or scores from one assignment to the next, even when they are making progress. Providing learners with feedback allows them to see that their effort does not go unnoticed.

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- c. Other stakeholders, particularly **parents**, depend on feedback to know that the children are making progress.

## **2.3 Roles of teachers and learners**

### **2.3.1 Role of teachers**

#### **Reflect**

*Brainstorm, preferably with a partner or in a group:*

*In what ways do you think the teacher's role in the assessment process has changed with the introduction of formative task-based assessment?*

In formative assessment the classroom teacher plays a much more pivotal role in the assessment process than in the past. It is the classroom teacher who determines the *how*, *what* and *why* of assessment, rather than an administrator or outside body (such as the Hong Kong Examinations and Assessment Authority (HKEAA)). It is, therefore, imperative that teachers understand how to design assessment tasks and how to give feedback to learners on their performance.

Teachers face a number of challenges when introducing formative assessment into their classes. They need to strike a balance between teaching and assessment, and at the same time provide adequate and meaningful feedback without creating an undue workload for themselves. They can achieve this if they recognize that assessment is a collaborative task which should involve their learners as well as themselves.

### **2.3.2 Role of learners**

#### **Reflect**

*Brainstorm, preferably with a partner or in a group:*

*How can learners be involved in assessment?*

*Why is it important to involve learners in the assessment process?*

*What implications does involving learners have on the design of assessment?*

Learners can be taught to assess their own performance, i.e. to self assess and to assess their peers' performance. To do this they need to understand the criteria used to assess them. It is therefore important that criteria used are made explicit to learners and are drawn up using language that is understandable to them. This helps to demystify the assessment process, and by being transparent the assessment process should ultimately help learners learn.

- c. Other stakeholders, particularly **parents**, depend on feedback to know that the children are making progress.

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Self assessment involves learners in determining their own achievement or lack of it in the light of goals set either by themselves or others. Ideally these goals should be set by the learners themselves, since only they can specify their own requirements, rate of learning, etc., yet initially learners may equate these goals with those of their teachers because they do not know how to set attainable goals of their own. ... Only once they have grasped the evaluative criteria as a result of learner training will learners be able to set realistic goals for themselves. (Lewkowicz & Moon, 1985: 49).

Self assessment is important since it helps learners perceive their own needs and to understand the demands of the course as well as any assessments that they are required to complete. It fosters learner independence which is particularly important for successful language learning.

Involving peers in the assessment and feedback process also has other distinct advantages. Learners bring with them different levels of abilities and experience and so they should be able to help each other as they work together. In doing so, they will become more aware of the criteria used to judge them and ultimately better able to judge their own progress. They will also be sharing the responsibility for feedback with the teacher, which, if well managed, will reduce the marking workload. However, it is important to recognize that for peer and self assessment to be successful, their teacher must invest time initially on learner training and on explaining assessment criteria.

## **2.4 Considerations in designing formative assessment tasks**

You will need to consider the following when designing formative assessment tasks:

- identify the specific learning targets and objectives you want to assess;
- set specific aims, i.e. decide what the aims of the assessment are;
- consider the type of assessment task appropriate to your aims;
- design / modify a task to meet your assessment aims;
- identify criteria by which learner performance will be judged; and
- develop a feedback mechanism to use for the assessment.

Let us return to Task B in section 2.1, repeated here for ease of reference, and relate it to the points above:

Self assessment involves learners in determining their own achievement or lack of it in the light of goals set either by themselves or others. Ideally these goals should be set by the learners themselves, since only they can specify their own requirements, rate of learning, etc., yet initially learners may equate these goals with those of their teachers because they do not know how to set attainable goals of their own. ... Only once they have grasped the evaluative criteria as a result of learner training will learners be able to set realistic goals for themselves. (Lewkowicz & Moon, 1985: 49).

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- develop a feedback mechanism to use for the assessment.

Let us return to Task B in section 2.1, repeated here for ease of reference, and relate it to the points above:



## Reflect

*Turn the following task into an assessment task by completing the steps below.*

### Task B

You are going to have a barbecue on Sunday. Tell your partner how to get to your house for the event.

*Step 1: Identify the specific targets and objectives to which it relates.*

*Step 2: Decide on the specific aims of the assessment.*

*Step 3: Modify the task as necessary.*

*Step 4: Set out the criteria by which learner performance will be judged.*

*Step 5: Decide how you will provide feedback to learners on their performance.*

### Specific learning targets:

To exchange an informal oral message

- to converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3); and
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3).

### Aim of the task:

To assess the learner's ability to provide a sequence of directions

### Task modification:

Provide the learners with more detail so that they know the focus of the assessment.

For example:

You start by saying:

I'm having a barbecue on Sunday and I hope you'll come.

To get to my house you ...

### Criteria:

You can select and adapt criteria from the various observation and feedback instruments that are included in this package. For example, if we take the feedback sheet on pages 33-34, you will notice it is too complex for assessing the above task. You will need to adapt it selecting those items which are most relevant for your needs.

Of the 6 subcategories identified in the generic feedback sheet on pages 33-34, you may decide to focus on only 4: Content, Communicative strategies, Pronunciation and fluency, and Grammar and structure. You may further decide to focus on a single criterion in each category as indicated below:

- *Content*  
Accuracy with which directions are provided

- *Communicative strategies*  
Ability to check speaker's comprehension
- *Pronunciation and fluency*  
Use of appropriate intonation and stress patterns
- *Grammar and structure*  
Accurate use of imperatives

Notice that the criteria for pronunciation and fluency as well as grammar and structure are taken from the original feedback sheet, while the others have been developed specifically to reflect the demands of the task.

### Feedback to learners:

There are many ways in which feedback could be provided to learners, for example, through the feedback sheet presented below. The feedback should reflect the criteria for judging learner performance.

NAME: _____	CLASS: _____	DATE: _____
TASK: Giving directions		
<i>Content</i>		
Accuracy with which directions are provided (needs improvement / satisfactory / well done)		
<i>Communicative strategies</i>		
Ability to check speaker's comprehension (needs improvement / satisfactory / well done)		
<i>Pronunciation and fluency</i>		
Use of appropriate intonation and stress patterns (needs improvement / satisfactory / well done)		
<i>Grammar and structure</i>		
Accurate use of imperatives (needs improvement / satisfactory / well done)		

To encourage learners to self assess their performance and to see how well their self assessment agrees with the teacher's assessment, learners could be asked to complete the following sheet.

NAME: _____ CLASS: _____ DATE: _____	
TASK: Giving directions	
<u>Content:</u> I can give directions that are understandable	Yes / To some extent / No
<u>Communicative strategies:</u> I have strategies to check that the person I am talking to understands me	Yes / To some extent / No
<u>Pronunciation and fluency:</u> I can use my voice to communicate meaning and interest	Yes / To some extent / No
<u>Grammar and structure:</u> I can give directions grammatically (e.g. Take the second on the left)	Yes / To some extent / No

## 2.5 Providing feedback to learners on formative assessment tasks

We have already indicated that providing feedback to learners is central to successful formative assessment. Ensuring feedback is comprehensible to learners is of fundamental importance as this will not only help in their learning, but will also contribute to their ability to self and peer assess. At the same time, it is necessary to design feedback mechanisms that are not too time-consuming to complete.

The form of feedback provided to learners will vary according to the objectives of the task being assessed and the purpose of the assessment. It is important to remember that feedback does not always have to come at the end of a task or activity. Teachers should provide ongoing feedback so that their learners perform to the best of their ability. While a class is working in groups, for example, the teacher may go around the class, note strengths, weaknesses and points the groups should pay particular attention to, provide oral feedback at an opportune moment, and then let the groups continue with their discussions.

### Reflect

*Here is a list of mechanisms which you can use to provide feedback. Which forms of feedback do you use? When? How frequently?*

Observation sheets  
Feedback sheets  
Conferencing  
Journaling

NAME: _____ CLASS: _____ DATE: _____	
TASK: Giving directions	
<u>Content:</u> I can give directions that are understandable	Yes / To some extent / No
<u>Communicative strategies:</u> I have strategies to check that the person I am talking to understands me	Yes / To some extent / No
<u>Pronunciation and fluency:</u> I can use my voice to communicate meaning and interest	Yes / To some extent / No
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### Reflect

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Observation sheets  
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Journaling

Let us look at each of these in turn, before we discuss how to select the most appropriate feedback mechanism for a particular task.

### **2.5.1 Observation sheets**

Observation sheets allow you to make notes while the learners are working and then provide feedback to the whole group. It is non-intrusive in that you do not have to interrupt the flow while learners are working.

There are literally dozens of different types of observation sheets focusing on different aspects of learner performance. The following sample sheet is designed to record a learner's mastery of the conversation strategies he or she will need in order to take part successfully in small group discussion, problem-solving or decision-making tasks.

<b>Contribution to small group discussion observation sheet</b>	
<b>Key:</b> 5 – outstanding 4 – above average 3 – average 2 – below average 1 – unsatisfactory	
Name: ..... Class: ..... Date: .....	
1. The learner participates in discussions 2. The learner uses appropriate non-verbal signals 3. The learner's contributions are relevant 4. The learner is able to negotiate meaning 5. The learner is able to convey factual information 6. The learner can give personal opinions 7. The learner can invite contributions from others 8. The learner can agree/disagree appropriately 9. The learner can change the topic appropriately	(1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5) (1 / 2 / 3 / 4 / 5)

(Adapted from Nunan, 1988: 142 – 3)

The above observation sheet would be appropriate for a task such as the following:

Task:

You are going to organize a class outing for the end of term.

Decide with your group members:

- where you would like to go
- what you would like to do there
- what you think classmates should bring
- what you would like the school to provide

Give 3 reasons for your choice of outing.

### Reflect

*What changes would you make to the observation sheet if it were to be used during a jigsaw listening task?*

### 2.5.2 Feedback sheets

Feedback sheets vary considerably depending on whether they are designed to provide feedback on written or oral performance, the aims of the assessment and the level of learners. Overly complex sheets should be avoided as they often detract from the purpose of the assessment. If the aim of the assessment is to determine whether learners are able to ask for and give directions, then the focus of the feedback sheet should be on the degree to which they are able to accomplish this. Similarly, when giving feedback on a piece of writing, the teacher may decide first to focus on content and have learners work on that aspect of their writing before moving on, at a second stage, to comment on their language and mechanics.

The EMB provides a number of generic feedback sheets for teachers' use in documents such as *CDC English Language Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002*. Teachers, however, must remember that these generic feedback sheets need to be adapted if they are to provide useful feedback to learners. They need to be adapted to meet the specific needs of any particular assessment.

### Reflect

*Study the following sample feedback sheets from CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002. Appendix pp. A19 – A22.*

*How might these feedback sheets be used? What do you see as the pros and cons of using such feedback sheets?*

**Feedback Sheet (Generic)**  
**Speaking: Conversations & Discussions**

Underline the appropriate item, tick the appropriate box and add comments below.

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Content</b> <ul style="list-style-type: none"> <li>• Adequate overall content</li> <li>• Clarity of ideas</li> <li>• Relevance of ideas</li> <li>• Originality / Creativeness / Insightfulness of ideas</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Communicative Strategies</b> <ul style="list-style-type: none"> <li>• Ability to use strategies such as:               <ul style="list-style-type: none"> <li>❖ Making an opening</li> <li>❖ Explaining</li> <li>❖ Clarifying                   <ul style="list-style-type: none"> <li>➢ Restating</li> <li>➢ Offering examples</li> </ul> </li> <li>❖ Agreeing</li> <li>❖ Disagreeing</li> <li>❖ Taking turns</li> <li>❖ Questioning</li> <li>❖ Self-correcting</li> <li>❖ Suggesting</li> <li>❖ Summarizing</li> <li>❖ Making a conclusion</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Demonstrating               <ul style="list-style-type: none"> <li>❖ Confidence</li> <li>❖ Interest in conversation / discussion</li> <li>❖ Respect for others</li> <li>❖ Open-mindedness</li> <li>❖ Effective use of non-verbal features (e.g. eye contact, gestures, movement, pauses)</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Genre &amp; Task Requirements</b> <ul style="list-style-type: none"> <li>• Observing time-limit</li> <li>• Authenticity of speech (e.g. no memorized speech / utterances)</li> </ul>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>



**Unit Two Part 1**

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Pronunciation &amp; Fluency</b> <ul style="list-style-type: none"> <li>• Audibility</li> <li>• Pace</li> <li>• Correct pronunciation</li> <li>• Intonation</li> <li>• Stress</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Language &amp; Style</b> <ul style="list-style-type: none"> <li>• Choice of words</li> <li>• Variety of expressions</li> <li>• Degree of formality</li> <li>• Range of vocabulary</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Grammar &amp; Structure</b> <ul style="list-style-type: none"> <li>• Accurate use of: <ul style="list-style-type: none"> <li>❖ Tense</li> <li>❖ Word order</li> <li>❖ Subject-verb agreement</li> <li>❖ Connectors (e.g. but, and, so)</li> <li>❖ Modals (e.g. can, must, may)</li> <li>❖ Prepositions</li> <li>❖ Pronouns</li> <li>❖ Articles</li> <li>❖ Imperatives</li> <li>❖ Gerunds &amp; infinitives</li> <li>❖ Sentence structure</li> </ul> </li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Comments	Grade

## Feedback Sheet (Generic)

### Writing: Stories

Underline the appropriate item, tick the appropriate box, and add comments in the 'Comments Box' at the end.

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Ideas relate to the title of the story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Ideas are original and creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
• The story has a beginning, a middle and an end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The beginning is made up of at least one paragraph that			
❖ tells where and when the story takes place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ introduces characters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The middle has paragraphs that			
❖ tell what happens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ are logically ordered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ are connected to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The end is made up of at least one paragraph that			
❖ concludes / offers a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language &amp; Style</b>			
• A story telling style is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Voice is consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Descriptive language is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar &amp; Mechanics</b>			
• The story is accurate in			
❖ Tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Word order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Subject-verb agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Connectives (e.g. but, and, so)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Modals (e.g. can, must, may)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Prepositions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Pronouns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Gerunds and infinitives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Sentence structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Punctuation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments	Grade

At its most superficial level, the sheets can simply be used as a checklist to provide an overview of learners' strengths and weaknesses. In this case, you would check off each item and add specific suggestions in the "Comments" box to help learners to make improvement in areas that need to be improved before handing the feedback sheet back to the learners. The feedback sheets on the previous pages are intended to serve as a template. Teachers are strongly encouraged to modify the feedback sheets to meet the specific assessment needs.

Both feedback sheets are quite comprehensive, covering a range of skills. However, this comprehensiveness can be a drawback, particularly if you need to provide feedback to a large number of learners.

### Reflect

*Develop a feedback sheet for the following writing task. Use the same main criteria (i.e. Content, Organisation, Task Requirement, Language & Style, Grammar & Mechanics) as in the feedback sheet above.*

*Task: Write a short article for the school magazine about your class outing to Shek O.*

When constructing your own feedback sheets you need to consider the following.

- a. Feedback sheets serve several important functions:
  - They facilitate formative assessment by expediting the gathering and dissemination of feedback for learners
  - They ensure that feedback is deliberately and systematically solicited / disseminated on a range of criteria (general or specific)
  - They facilitate learner development by contributing to the learners' ability to reflect on and communicate about their own learning
- b. Feedback sheets typically have three features:
  - Categories of feedback
  - Individual comments
  - A scoring / grading component (optional)
- c. Feedback sheets should allow for:
  - A degree of flexibility in how learners might approach the assessed task
  - A wide variety of users
- d. Feedback sheets should take into account:
  - The language level of the learner
  - Training given to learners which can assist them in
    - preparing for and reflecting on a task
    - communicating about their performances

### **2.5.3 Conferencing**

Conferencing may be done with individual learners or in groups. This is a very effective means of providing feedback to learners as they may ask questions and the teacher may also ensure that they understand the comments being made about their work. As Genesee and Upshur (1996: 109) point out, conferences may help teachers understand ‘the processes, strategies, and approaches learners use in the performance of their school work and language-related tasks’. However, they are very time-consuming. It is therefore important that conferences are focused and have a realistic goal. As the teacher you will need to make some decisions in advance. The first is how you will conduct the conference. Will you do it with individual learners or groups of learners? Conducting group conferences saves time. Also, how often will you conduct conferences? Will you rotate around the class so that you have a face-to-face conference with each learner once a year or once a term? Obviously you should spread the conferences out rather than have all of them within a week or a day.

Another area to which you will need to give some thought is the focus of the conference. Will you focus on discussing the content of a piece of writing, the language used so that the learner can improve on it, or on learners’ progress on, for example, a project. It is also important that you keep a record of all conferences you hold.

#### **Teacher-Student Conferencing Record Sheet**

Name:

Class:

Date:

Goals:

Summary of discussion:

Progress noted:

Follow-up:

Alternatively the conference record may take the form of answers to a number of specific questions such as those below:

- What do you like about this work?
- What do you think you did well?
- How does it show improvement from previous work? Can you show me the improvement?
- Did you have any difficulties with this piece of work? Can you show me where you had difficulty? What did you do to overcome it?
- What strategies did you use to figure out the meaning of words you could not read? Or, what strategies did you use when you wanted to use a word you did not know how to write?
- Are there things about this work you do not like? Are there things you would like to improve?
- When you are reading and come across a word or something that you do not understand, what do you do? When you are writing and have difficulty in writing what you want, what do you do? (Genesee and Upshur, 1996:110)

Conferencing is a way for teachers and learners to communicate about individual or group learning needs and for teachers to assess how well learners are understanding and applying what they have learnt. The following practical guidelines should help you ensure that the conferences you hold with your learners are effective.

- a. **Determine your purpose in holding the conference.** Conferences are generally held to give feedback and open up communication between the teacher and learner(s).
- b. **Set realistic goals.** Effective conferences should be focused and have specific achievable goals. Trying to go over too much in one conference is unrealistic and unproductive. Not focusing on goals can also lead to confusion and cause the learner to respond passively. The following are some examples of focused conference goals:
  - to improve the grammar of an essay;
  - to revise a letter in order to make a better connection with the intended reader; and
  - to discuss progress on a particular task or project.
- c. **Set guidelines.** Make sure learners know where, when and what they need to bring with them to the conference. Set and keep time limits and actively manage the time, otherwise you won't be able to get through all your conferences.
- d. **Reflection before the conference is essential.** Learners and teachers need to consider questions they have in light of the goals that have been set for the conference. If you are conferencing about a script you might give back a first draft of the script with a few questions written on it for the learner to reflect on before coming to the conference.
- e. **Focus on practical issues.** Whenever possible, have learners bring in the items they are working with, whether that be a piece of writing, a set of notes, a recording or a piece of reading, so that you can focus on practical issues.
- f. **Keep focused but don't ignore other important issues.** Although goals are very important, don't let them blindly get in the way of important learning opportunities that may spontaneously arise.

- g. **Don't get caught up in the trees and forget about the forest.** Make sure that you don't get bogged down in small details. Prioritize and focus on the most significant points. If you spend your time on insignificant matters (e.g. discussing all the various rules of article usage when you should have been focusing on improving the overall vocabulary of the writing), the conference may feel like a waste of time to both the learner and you.
- h. **Be encouraging.** Don't just focus on the negative. Make sure that when conferencing you reinforce the positive things the learner has done. Without this, conferencing can very easily become a dreaded event for both the learner and teacher. A good rule is to start with the positive. A nice opening is "Let me tell you what I liked about your ...". Whenever possible try to return to positive ideas at the end of the conference too. For example, "It sounds like you have lots of good ideas you can include in your next draft."
- i. **Ask open-ended questions that encourage discussion.** Don't limit our conference questions to ones that only elicit yes-no responses. For example, instead of asking "Did you like doing this project?", ask a question that will elicit more of a response such as, "Tell me what you liked about the project."
- j. **Give learners ample opportunity to ask questions and / or bring up issues.** Conferencing is not interrogation. It must be two-way. Not all learners will want to take the initiative to ask questions or bring up issues so you will need to encourage them to do so.
- k. **Don't get caught in a teaching trap.** Some learners may want you to just re-teach them individually in a conference, but this is the time for you to elicit from them what they know and what they have learned. If you find yourself talking all the way through a conference, you've fallen into the trap.
- l. **Provide appropriate responses.** This will vary depending on the conference goals and the individual needs of learners. Responses may include:
  - referring learners to supplementary or Self-access Language Learning (SALL) materials;
  - discussing problem-solving or time management techniques;
  - explaining misunderstood information;
  - modeling a revision / editing technique;
  - offering feedback on ideas and language; and
  - discussing options for revising.
- m. **Summarize what's been covered before ending the conference.** Remind learners of the purpose of the conference and what has been achieved in the course of it.
- n. **Set plans for follow up actions.** Before ending the conference, the teacher should help learners set realistic post-conference plans / goals. For example:
  - to check and, if necessary, revise the tenses in his / her script;
  - to rewrite several sentences in the letter to create a better connection with the reader; and
  - to write up the progress on a project thus far and write up an action plan for the remaining work.

Make sure you as well as the learners record post-conference plans so that you can follow up with the learners and ensure accountability.
- o. **Reflect on and record learner progress.** If the purpose of the conference was to elicit a performance, score it. Consider what you've learned about individual learners and make notes. If trends emerge, incorporate what you've learnt into your teaching plan.

## 2.6 Eliciting learner feedback

So far we have dealt with feedback from the teacher to the learners. But, feedback can be channeled in the opposite direction, from learners to teacher. As we noted in section 2.3 above, self and peer assessment may provide teachers with useful information regarding how learners view their own or their peers' performances.

### 2.6.1 Self and peer assessment form

The range of tools that can be used for self and peer assessment are numerous. We shall take one example of each to illustrate how they can be made to fit their specific purposes.

The self assessment form below has been designed to find out how well learners believe they can perform on one of the tasks introduced in Unit One.

Self Assessment Form	
<p><b>Instructions:</b> Put a cross (x) in the box which you think best indicates your performance on the task you have completed. Then complete the comments at the end of the form.</p>	
<p><b>Task:</b> You would like to try out the fancy new Italian restaurant "Il Gondoliero" tonight. Unfortunately, no one is free to accompany you to dinner (this can be changed to include a dinner partner). Look up the phone number of the restaurant in the phone book and call to reserve a table for one at an appropriate time this evening. You will have to speak with the answering machine as the staff do not come in until 5:00 p.m.</p>	
I was able to leave a clear and comprehensible message giving all the necessary information (name, purpose of call, time of reservation, no. of guests, appropriate greetings).	4 <input type="checkbox"/>
I was able to give most or all of the information required, but my message was somewhat hesitant and possibly not well organized.	3 <input type="checkbox"/>
I was able to give some of the information required hesitantly. My message lacked fluency.	2 <input type="checkbox"/>
My message was not complete or fluent enough to make a successful booking.	1 <input type="checkbox"/>
I was not able to say anything.	0 <input type="checkbox"/>
<p><b>Comments</b></p> <p>I did the following well _____</p> <p>I need to improve _____</p>	



**Reflect**

*Identify a task you have used with a group of your own learners and design a self assessment form for your learners. Show the self assessment form to a colleague for comment.*

We mentioned above (section 2.3) that self and peer assessment should help learners understand how they are evaluated. We may therefore want them to use the same checklists / feedback sheets that we plan to use to assess a task. We may, however, adapt these to make the task of assessment manageable for the learners. One common way of doing this is to have learners focus on one aspect of performance. If, for example, we were planning to use the following feedback questionnaire to assess an oral presentation we could divide the class into 4 groups with each group focusing on assessing one aspect of the presentation.

### Peer Feedback Questionnaire

As you watch the presentation, put a tick in the appropriate box. 1 = agree; 2 = not sure; 3 = do not agree

**Content:**

The content of the presentation was interesting

1                  2                  3

☐                  ☐                  ☐

The content was relevant

☐                  ☐                  ☐

**Organisation:**

The content of the presentation was well organized

☐                  ☐                  ☐

The presentation had a clear introduction

☐                  ☐                  ☐

The presentation was brought to an end  
with a relevant and clear conclusion

☐                  ☐                  ☐

**Language:**

The presenter was easy to understand

☐                  ☐                  ☐

The presenter made few mistakes and these did not  
prevent me from understanding

☐                  ☐                  ☐

The pronunciation was clear

☐                  ☐                  ☐

**Communicative Strategies:**

The presenter maintained eye contact with the class

☐                  ☐                  ☐

The presenter used body language to help  
get his / her message across

☐                  ☐                  ☐

The presenter used good visual aids to illustrate the  
content

☐                  ☐                  ☐

### **2.6.2 Journaling and keeping a log**

Journaling is the final means of giving feedback that we consider. Encouraging learners to write a journal can open a dialogue between the learners and their teacher, thus providing two-way feedback. As Genesee and Uphur (1996: 127) point out, through the use of journals:

Learners can become more aware of the criteria by which assessment is based; they may gradually internalize these criteria and thus be in a better position to monitor and judge their own learning.

However, it must be remembered that learners need to build their own confidence in making entries into their journals. They may need encouragement from the teacher and therefore it is important that the comments the teacher makes are supportive. Learners need to have the freedom of what to write and they need to know that their entries will not be graded in any way.

As a first step to encourage learners to keep a journal in which they should be free to make open-ended comments, it may be a good idea to introduce learners to keeping a log in which they respond to prompts. A log differs from a journal, therefore, in that it is more structured. After completing an assessment task, learners could be asked to respond to the following prompts:

Assessment Log
<ul style="list-style-type: none"><li>• This week / today I completed the following task: _____</li><li>• I think I did the following well: _____</li><li>• I think I could have done the following better: _____</li><li>• I had the following difficulties: _____</li><li>• I enjoyed / did not enjoy doing: _____</li><li>• Other comments: _____ _____</li><li>• Teacher's Response: _____ _____</li></ul>

Learners need to be given time to make entries into their log or journal. They should have a separate book or file for keeping their entries together. Even for a journal entry they should be provided with a template such as the one below:

Date: \_\_\_\_\_

Assessment Task: \_\_\_\_\_

My comments:

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My teacher's response:

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## Part 2 Exemplar Assessment Tasks for KS3

### Task 1: Process writing task

#### Overview of task

In groups, learners design a brochure for the Hong Kong Tourism Board describing 4 attractions in Hong Kong which would appeal to young people of their own age.

#### Task guidelines for learners

##### Writing a Tourist Brochure

Imagine the Hong Kong Tourism Board has asked your class to design a brochure that would be of interest to young visitors of your own age. In groups of 4, design the brochure describing FOUR sites suitable to young people of your own age coming to Hong Kong. Complete this task by following the steps below:

##### **Step 1:** Group Task.

Discuss in your groups which sites young people would want to visit in Hong Kong. Choose one site each to investigate. For homework find out as much as you can about the site, where the site is, when it is open, what one can see / do there, what the facilities are, how one gets there, etc. Bring this information to the next class.

##### **Step 2:** Group Task.

Exchange information with your group members. Tell them about the site you have found out about. Then decide how you are going to present the information in your brochure, what order you want to put your sites in, what illustrations you need, what title you want to give the brochure, etc.

##### **Step 3:** Individual Task.

Write a description about your chosen site (120 words). Remember to say why it is interesting. Proofread it carefully, then hand it to your teacher.

##### **Step 4:** Group Task.

In your groups edit your work based on your teacher's comments. Then put together your brochure. Your brochures will be assessed on the following basis:

- (a) Task fulfillment: would your selected sites appeal to young people?
- (b) Accuracy of language and information provided: is the brochure written in good English? Is the information provided accurate?
- (c) Attractiveness of final written submission: is your brochure really attractive? Can you make it more appealing?

## Notes for teachers

### (i) Assessment focus

The task is intended to assess the ability of learners

- to generate ideas relevant to the experiential content of the task (tourism);
- to demonstrate a degree of mastery over the 'tourist brochure' genre;
- to draft ideas, and then to revise and polish initial written efforts incorporating feedback and suggestions from fellow learners and the teacher; and
- to clarify and develop ideas by making revisions to own written texts through personal reflection and talk with others.

The task is designed to meet the following Learning Targets:

- to converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3);
- to obtain and provide objects, services and information in real and simulated situations (ISe in KS3);
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3);
- to identify and discuss ideas in spoken and written texts, form opinions and express them (KSc in KS3); and
- to clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe in KS3).

### (ii) Relation to the curriculum

Process writing is an important element within the curriculum (*CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002*, pp. 108 – 109). This task therefore clearly reflects an important educational imperative.

### (iii) Advice on using the task

It is assumed that the learners will have been introduced to the tourist brochure genre and they will have looked at some tourist brochures in an earlier lesson. The focus here is to have the learners identify those sites they think would be interesting to visitors of a similar age. Each member of the group should write about one site, so that you can assess and give feedback to individuals on their writing. However, to encourage learners to revise and edit their work and also to give each other feedback, this assessment task has been devised as a process writing one. Here is a suggested four-step procedure for learners to follow:

- exchange work and read each other's drafts;
- write a list of questions for the original author / writer;
- discuss questions; and
- negotiate and decide on changes to be made.

## Proposed feedback mechanism

This type of task lends itself to a written feedback sheet which the teacher can complete on first reading each learner's contribution and then again once the brochure has been put together. The feedback sheet could focus on the following:

<b>Feedback Sheet</b>			
(1=needs improvement, 2=satisfactory, 3=well done)			
<b>Content</b>	<b>1</b>	<b>2</b>	<b>3</b>
Is the content relevant to the topic of tourism in Hong Kong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does it address the specified audience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
Does the piece exhibit characteristics of 'tourist brochure' genre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language use</b>			
Are the language structures appropriate to the 'tourist brochure' genre?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the choice of vocabulary appropriate for a tourist brochure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Incorporation of peer feedback</b>			
Do 1 <sup>st</sup> and 2 <sup>nd</sup> drafts clearly demonstrate an ability on the part of the learner to revise his / her initial effort in the light of peer feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Generic</b>			
Does the piece display imagination and creativity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Additional comments:</b>			
<hr/>			
<hr/>			

The teacher may decide to include additional comments only once the brochure has been completed, thus making the marking load easier, and ensuring that learners work out how they can improve their writing rather than having the teacher tell them how. The peer evaluation questions can reflect the same criteria as those used by the teacher. In the final stage of the writing, once the group task has been completed, the teacher and learners may decide to focus specifically on the following 3 criteria when deciding which brochures are the most effective:

1. task fulfillment: whether selected sites would appeal to young people;
2. accuracy of language and information provided; and
3. attractiveness of the final product.

### **Adapting the task**

There are numerous ways the task can be adapted. Learners may elect to present the final brochure collaboratively, and have a group rather than individual assessment. Also, the topic of the brochure may be adjusted to, for example, historical sites in Hong Kong, or to a brochure advertising the learners' school, the clubs and societies at the school, etc.

## **Task 2: Speaking (a monologue)**

### **Overview of task**

In this speaking task learners record information familiar to them in a continuous monologue (approximately 90 seconds).

### **Task guidelines for learners**

#### **Requesting Information**

Your best friend is going to a language school in London for two weeks in August. You would like to go with her. You phone the school to get more information about courses on offer and hear the following message:

‘We are sorry that there is no one to take your call at the moment. If you wish to know more about any of our courses, please leave your name, full address, telephone number, age if you are 17 or under, the type of language course you are interested in and when you would like to come to our school. We shall send you all the relevant information promptly. Thank you for calling Angloschool.’

You do the following before leaving the message on the phone:

- Practise giving the necessary information to your partner. Remember to spell out words that may be difficult to understand such as street names.
- Then look at the form your partner has completed while you were speaking. Discuss with your partner how you can improve your presentation.
- When you are happy with your presentation, record your message giving all the relevant information.

### **Notes for teachers**

#### **(i) Assessment focus**

The task is intended to assess learners’ ability to:

- respond to a request for information;
- present familiar information clearly and coherently;
- sustain spoken discourse for 60-90 seconds;
- use appropriate stress and intonation;
- spell out words;
- provide numbers; and
- use short forms.

The task is designed to meet the following Learning Targets:

- to produce or exchange a range of formal and informal messages both oral and written (ISc in KS3);
- to obtain and provide objects, services and information in real and simulated situations (ISe in KS3); and
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3).



**Unit Two Part 2**  
**Task 2: Speaking**

(ii) Relation to the curriculum

Learners need to build up confidence in providing information and sustaining spoken discourse on familiar topics (see *CDC Syllabus for English Language (Secondary 1 - 5) 1999*, p. 66).

(iii) Advice on using the task

Since the task is intended for formative assessment, learners should be given ample opportunity to rehearse what they want to say and to receive feedback from their partners. The partner could be asked to complete a form such as the one below to check that the information given is easy to understand.

While you are listening to your partner take down the following information:
Name: _____
Address: _____
Telephone number: _____
Age: _____
Type of course: _____
Wants to start course in: _____

**Proposed feedback mechanism**

Although there are a number of ways learners could be given feedback on the above task, perhaps the most effective would be for them to receive a sheet like the one below. It is to be completed by the teacher while listening to the learners' recordings. This would indicate where the teacher was not able to retrieve the correct information. Additional comments on stress and intonation as well as use of short forms such as "I'm" and "I'd" could be added at the end.

Here is the information I heard on your tape:
Name: _____
Address: _____
Telephone number: _____
Age: _____
Type of course: _____
Wants to start course in: _____
My additional comments are as follows:
_____

### **Adapting the task**

The advantage of such a task is that it is possible to give learners individual feedback on their spoken language. There are numerous ways such a task may be adapted. Learners may be asked to look up information about a museum or shop in Hong Kong and then record the information about opening and closing hours, facilities, how to get there, etc. This could be done for a friend or as a tourist information recording. Alternatively, while working in pairs learners may be given different information (jigsaw task) which they need to share or exchange in order to complete a form.

## **Task 3: Integrated project**

### **Overview of task**

In this project learners gather information on a specific topic through emailing learners in another school and then use the information to complete a group presentation. This task will encourage learners to broaden their horizons beyond the immediate context of their own school.

### **Task guidelines for learners**

#### **School Life**

You are going to do a project in which you find out about school life in places outside Hong Kong. Each group will be asked to find out about a different school. You will then exchange emails with a group of learners in another school. At the end of the week you will present the information you have collected to your class.

You want to find out about:

- The school routine and the school timetable;
- The facilities at the school;
- The range of activities at the school;
- The size of the classes;
- The number of students at the school;
- School holidays;
- What the students you are 'talking to' like / dislike about the school; and
- Any other interesting information you can think of.

You should follow the steps below.

**Step 1:** In your group write down the questions you want to ask about the other school. Think about the order in which you want to ask the questions. Then try asking each other the same questions about your own school (i.e. those you have written down). Show your questions to your teacher.

**Step 2:** Revise your questions based on your teacher's feedback. Then send your revised questions to your assigned group in Singapore, Australia, Britain, etc.

### **Adapting the task**

The advantage of such a task is that it is possible to give learners individual feedback on their spoken language. There are numerous ways such a task may be adapted. Learners may be asked to look up information about a museum or shop in Hong Kong and then record the information about opening and closing hours, facilities, how to get there, etc. This could be done for a friend or as a tourist information recording. Alternatively, while working in pairs learners may be given different information (jigsaw task) which they need to share or exchange in order to complete a form.

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You should follow the steps below.

**Step 1:** In your group write down the questions you want to ask about the other school. Think about the order in which you want to ask the questions. Then try asking each other the same questions about your own school (i.e. those you have written down). Show your questions to your teacher.

**Step 2:** Revise your questions based on your teacher's feedback. Then send your revised questions to your assigned group in Singapore, Australia, Britain, etc.

**Step 3:** Once they have replied, check that you understand their answers. Do you need your friends to clarify any points for you? Do you need any more information? Would you like your friends to send you any pictures of their school or themselves?

**Step 4:** Make a table comparing your school with a school in Singapore, Australia or Britain. Then decide how you are going to present this information to the rest of the class. Practise giving your presentation. Each member of the group should rehearse their part of the presentation while the other members listen and give suggestions for improvement. Each member of the group will need to talk for about 2 minutes.

*You will be assessed on your presentation (individually) as well as the questions your group write and the table you complete showing the similarities and differences between your school and the one you have investigated.*

**Step 5:** Present your information to the rest of the class. As each group presents, identify the similarities and differences between the different schools. Take notes while you are listening.

**Step 6:** Submit to your teacher your questions and the answers you have received as well as the table you completed using the information you received.

### **Notes for teachers**

#### **(i) Assessment focus**

The task is intended to assess the ability of learners

- to ask for information using grammatically correct questions;
- to clarify and develop ideas by making revisions to own written texts through personal reflection and talk with others;
- to plan and deliver a group presentation; and
- to identify and discuss ideas in spoken and written texts, form opinions and express them.

The task is developed to meet the following Learning Targets:

- to produce or exchange a range of formal and informal messages both oral and written (ISc in KS3);
- to obtain and provide objects, services and information in real and simulated situations (ISe in KS3);
- to provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3);
- to interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3);
- to identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KSd in KS3);
- to clarify and develop ideas by making revisions to one's own written texts through personal reflection and talk with others (KSe in KS3); and
- to understand how the English language works in relation to basic differences between formal and informal contexts and how different texts are organized and expressed; and apply this understanding to one's learning and use of the language (KSf in KS3).

(ii) Relation to the curriculum

As emphasized in the *CDC Syllabus for English Language (Secondary 1-5) 1999*, project work is important for a number of reasons, including developing learners' independence and integrating skills. This project integrates reading, writing, listening and speaking. It also creates for the learners a genuine need to communicate in English.

(iii) Advice on using the task

It is important that the teacher sets up a link with other schools before learners are given the task sheet. This will ensure that the groups will receive responses to their questions and that each group is collecting different information so that there is a genuine information gap when they are making their presentation to the rest of the class. The teacher should check each group's questions and advise where necessary. The completion of this project will take at least 4 lessons, if learners are to have adequate time to prepare their questions, organize their information and then present their findings to the class.

**Proposed feedback mechanism**

Since the emphasis of this task is on the oral presentation, the teacher should focus feedback on this aspect. Feedback on the 'dialogue' between the groups and the students of the other schools can be based on indicating whether the questions were correct and appropriate. The following feedback sheet (Version A) is generic and has been designed to demonstrate to teachers the possible areas that could be assessed in an oral presentation. Version B is an example of how the feedback sheet may be adapted or simplified to suit the assessment focus as well as the level of a given group of learners.

**Feedback Sheet**  
**Speaking: Short Reports & Oral Presentations (Version A – Generic)**

Underline the appropriate item, tick the appropriate box and add comments below.

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Content</b>			
• Enough information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clear ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Relevant ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interesting / Original / Creative ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
• Introduction			
❖ Interests the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ States the purpose / focus of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Gives presentation plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Body			
❖ Main points supported with explanation / examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Ideas logically developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Conclusion			
❖ Restates purpose / focus of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
❖ Summarizes main points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Signaling devices			
❖ Good use of connectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communicative Strategies</b>			
• Shows confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Shows awareness of audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses body language effectively and make right pauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Uses notes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Genre &amp; Task Requirements</b>			
• Suitable length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Students' own speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pronunciation &amp; Fluency</b>			
• Loud enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Not too fast or slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Correct intonation and stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Language &amp; Style</b> <ul style="list-style-type: none"> <li>• Appropriate choice of words</li> <li>• Variety of expressions</li> <li>• Range of vocabulary</li> <li>• Degree of formality</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Grammar</b> <ul style="list-style-type: none"> <li>• Correct grammar</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Visual Aids</b> <ul style="list-style-type: none"> <li>• Clear</li> <li>• Relevant</li> <li>• Effectively used</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>Comments</b>	<b>Grade</b>



**Feedback Sheet**  
**Speaking: Short Reports & Oral Presentations (Version B – Adapted)**

	<b>Needs Improvement</b>	<b>Satisfactory</b>	<b>Well Done</b>
<b>Content &amp; Organization</b> <ul style="list-style-type: none"> <li>Provides relevant information</li> <li>Well organized content</li> <li>Easy to follow</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Communicative Strategies</b> <ul style="list-style-type: none"> <li>Shows confidence</li> <li>Shows awareness of audience</li> <li>Uses notes effectively</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Pronunciation &amp; Fluency</b> <ul style="list-style-type: none"> <li>Loud enough</li> <li>Not too fast / slow</li> <li>Pronunciation clear</li> </ul>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Comments</b>			<b>Grade</b>

What aspects of spoken language one focuses on will depend largely on the teaching plan. It is not a good idea to give feedback to learners on all aspects of language at the same time as they will not be able to improve on all areas simultaneously. Aspects of language such as grammaticality can be focused on at a later stage of the project when looking at the written work submitted. To help learners understand the criteria being used to assess them, peer feedback sheets should be based on those used by the teacher.

**Adapting the task**

This task may be done through ICQ in real time if the teacher is able to establish contact with other schools and ensure that learners can have access to the Internet at the same time. The topic selected may also vary considerably. Learners could be asked to find out about the culture of different places, the history of different places,

the eating habits, etc. The real value of such a task, which admittedly takes time to set up, is that learners are given a genuine opportunity to use English.

## **Task 4: Portfolio**

### **Overview of task**

A portfolio may be defined as “a purposeful collection of students’ work that demonstrates to students and others their efforts, progress, and achievements in given areas” (Genesee and Upshur, 1996). They may be focused on one particular skill or aspect of language or be more general, covering a range of skills. In this task, learners build up a portfolio in which they comment on the extensive reading they do throughout a term / year. In the portfolio they keep a record of what they have read and their responses to their reading. Responses may be in the form of questions, a commentary, a poem or short story or even an illustration.

### **Task guidelines for learners**

#### **Your Portfolio**

During the year you will keep a portfolio of all the extensive reading you complete. For each book, short story, poem you read, you should fill out the following form and then add it to your portfolio. Your portfolio will be looked at twice a term.

---

#### **Reading report form**

I have read (give details of the title, author, length)

I read this in (give details of when you read this and how long it took you to read)

It is about (give a summary of what you have read)

My comments on this reading are (here you are free to say why you liked / disliked what you read; why you chose the reading; or you may write your own poem, short story based on your reading. Feel free to illustrate your comments / review)

### **Notes for teachers**

#### **(i) Assessment focus**

This task is intended to assess the ability of learners to respond to characters, events and issues in imaginative and other narrative texts through written means by expressing one’s reactions to what one has read.

the eating habits, etc. The real value of such a task, which admittedly takes time to set up, is that learners are given a genuine opportunity to use English.

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### **Notes for teachers**

#### **(i) Assessment focus**

This task is intended to assess the ability of learners to respond to characters, events and issues in imaginative and other narrative texts through written means by expressing one’s reactions to what one has read.

The task is designed to meet the following Learning Targets:

- to interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)
- to identify and discuss ideas in spoken and written texts, form opinions and express them (KSc in KS3)
- to develop a response to imaginative literature including poems, songs and dramatic texts through activities such as:
  - ❖ participating in the presentation of texts
  - ❖ identifying and discussing themes
  - ❖ understanding and appreciating the effect of sound patterns including rhythm and rhyme (ESa in KS3)
- to respond to characters, events and issues in imaginative and other narrative texts through oral, written and performative means such as:
  - ❖ making predictions and inferences
  - ❖ making evaluative comments
  - ❖ explaining one's feelings towards characters and events
  - ❖ expressing one's reactions to issues
  - ❖ relating to one's experiences
  - ❖ putting oneself in the imaginary roles and situations in the story
  - ❖ participating in dramatic presentations (ESb in KS3)
- to give expression to imaginative ideas through oral, written and performative means such as:
  - ❖ writing stories with a clear sequence of events and some description of characters
  - ❖ providing oral and written descriptions of a situation, object or character
  - ❖ creating simple poems and lyrics using given models
  - ❖ creating short dramatic episodes based on given situations (ESc in KS3)
- to give expression to one's experience through activities such as providing oral and written descriptions of feelings and events (ESd in KS3)

(ii) Relation to the curriculum

The *CDC Syllabus for English Language (Secondary 1-5) 1999* (pp. 82-83) stresses the need to provide learners with the opportunity to read extensively. The portfolio is one way to encourage learners to take charge of their own reading and react to it in their own way.

(iii) Advice on setting up the task

As long as there is a reading corner and a selection of appropriate reading material for the learners to choose from, this task is very simple to set up. However, it is important that the teacher monitors progress and encourages learners to use a range of responses. Learners should be proud of their portfolios. They could be asked to write a short piece about their portfolio at the end of the year as an introduction to the portfolio.

### **Proposed feedback mechanism**

It is not necessary to provide learners with feedback on every task they complete. What would appear more productive is to give more global comments each time you see the portfolio. The feedback could focus on the following:

- Whether the learner has done adequate reading;
- Whether the learner has completed the forms giving the necessary information; and
- The quality of the responses to the reading, and in particular on what you think is good about the responses (noting improvement / lack of improvement over time).

### **Adaptation of task**

Learners could be asked to keep a record of all their extensive reading but for a final assessment, select a limited number of entries (say 4) that they are most proud of. That would give them the feeling of ownership, which is important when developing a portfolio for any purpose.

### **Reflect**

*Develop your own assessment task using one of the above tasks as a model. In addition to the task itself, identify*

- *the assessment focus;*
- *how the task relates to the curriculum;*
- *the criteria by which you will evaluate learner performance; and*
- *how you will provide feedback to your learners on their performance.*

## Unit Three

### Summative Assessment

In this unit, our attention turns from formative assessment to summative assessment. This unit is divided into two parts: Part 1 deals with the characteristics of summative assessment, the primary considerations for designing and using summative assessment tasks as well as the criteria for evaluating learners' performance on these tasks; Part 2 includes four sets of summative assessment tasks which have been designed specifically for KS3 to illustrate how summative assessment tasks could be developed and used.

## Part 1 Designing and Using Summative Assessment

### 3.1 Characteristics of summative assessment

Review the definition of summative assessment in Unit One (section 1.6.4) and complete the following reflection task.

#### Reflect

*In designing summative assessment tasks, which of the following will be different from those used in formative assessment?*

- *task type*
- *assessment criteria*
- *feedback*

In Unit One, we described summative assessment as:

- occurring typically at the end of a course or module of work; and
- intended to provide information to learners and other major stakeholders such as parents and schools.

In task-based assessment, there is no reason for the type of task used for summative assessment to differ from that used in formative assessment. All assessment tasks should reflect specific learning targets and objectives. Thus, performance-type tasks are equally applicable to summative as to formative assessment. Where the two types of assessment differ is in the breadth of material covered. Since summative assessment occurs at the end of a course, term or school year, it will include only a selection of the material covered (a point we return to in section 3.2 below).

Summative assessment measures attainment and allows for the recording of the learning progress. It usually takes the form of tests and examinations, though it is becoming increasingly common for summative assessment to include other tasks such as a project completed during the school year. This move away from assessments based on a single test / examination gives learners the opportunity to perform to the best of their ability. Not all learners perform well under examination pressure.

Furthermore, tests / examinations do not always lend themselves to eliciting the range of language structures and uses that have been the objective of teaching.

The results of summative assessment allow us to determine the degree to which learners have attained specific learning objectives such as those identified for KS3. If we are satisfied that a group of learners have reached the standard required for KS3, the decision will be made for the learners to progress to KS4. Such a decision may have an important consequence on learners' future prospects. It is therefore crucial that not only is the assessment valid, but that the results obtained are reliable. Validity, as we saw in Unit Two, relates to whether the assessment tasks assess what they intend to assess. Reliability, on the other hand, refers to the results obtained and whether these would be the same if the same learners took the assessment on another occasion provided that no further learning had taken place and regardless of who marked the assessment if more than one person was involved in the process.

Whether summative assessment is norm- or criterion-referenced will be determined by the purpose of the assessment. If we need to select the best candidates to, for example, continue with their education, then norm-referencing would be appropriate. However, if we are interested in whether candidates have mastered certain skills, then we would not get the required information through norm-referencing. For example, when assessing airline pilots we are interested in whether they can fly a plane safely to a very high level of proficiency. Knowing which trainees were the best would not suffice since it is possible that no trainee of a given group would have reached the required standard to safely fly a plane.

### Reflect

*Within the school context, should summative assessment be norm- or criterion-referenced?*

If we are to track learners' learning progress and to provide meaningful information about learners to their parents, criterion-referencing would be more informative. Therefore, criterion-referenced assessment is often carried out within the school, regardless of whether it is formative or summative.

It should be noted that summative assessment may be internal and thus set, administered and assessed by the teachers within a school, or external, that is, designed and assessed by an examination body such as the HKEAA. Internal assessments are considered to be of lower stakes than external assessments, since the decisions taken based on the results of the former usually carry less consequence than those of the latter. For example, the end of school year assessment may determine whether a learner is promoted to the next class, while a public examination such as Hong Kong Certificate of Education Examination will be a factor in determining whether a learner may continue with his / her education in the sixth form and beyond. Although here we are more concerned with internal assessments with which you as a teacher will be directly involved, it is a good idea to be aware of the processes involved in external assessments as well.



### Reflect

*How does formative assessment compare to summative assessment on the stakes continuum?*

Formative assessment is of lower stakes than summative assessment. However, the former is important for learners to succeed in summative assessment.

### Reflect

*What are the similarities and differences between formative and summative assessment?*

## 3.2 Considerations in designing summative assessment tasks

As with any assessment, when designing summative assessment tasks, it is necessary to consider the purpose of the assessment. The questions you must ask yourself include:

- Why am I giving this assessment?
- What will I do with the results of the assessment?
- How will I give feedback to the stakeholders involved?

Once you have established a clear purpose, then you need to scrutinize the learning / teaching programme to select the elements of language that you want to assess and determine the task types you will use to assess these. The process of selection is a difficult one as it often turns out to be a balancing act. You need to ensure adequate coverage of material without undue emphasis being placed on those elements of language which are easier to assess. At the same time you need to make the assessment practical in terms of length of the time it will take to devise and complete, the resources required to complete it and the effort involved in marking it and providing relevant feedback, etc.

### Reflect

*The following points were identified as considerations when developing formative assessment tasks. Indicate which you consider are similar when developing summative assessment tasks. For those you consider different, say how and why they are different.*

- *identify the specific learning tasks and objectives you want to assess*
- *set specific aims, i.e. decide what the aims of the task are*
- *consider the type of assessment task appropriate to your aims*
- *design / modify a task to meet your assessment aims*
- *identify criteria by which the task will be judged*
- *develop a feedback mechanism to use for the assessment*

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- *develop a feedback mechanism to use for the assessment*

The first five points listed above should be considered for developing any type of assessment tasks regardless of whether they are formative or summative. The way you give feedback, however, may be somewhat different. Once you have selected the general criteria by which task performance is to be assessed and then modified the criteria so that they match the specific task requirements, you will need to relate those task-specific criteria to bands / levels of performance. This will enable you to give feedback to your learners in terms of where they stand and what standard they have reached.

There are a number of other factors that you need to bear in mind when designing assessment tasks. These include ensuring that:

- the tasks are of an appropriate level of difficulty for the learners;
- the prompt / instructions are not more difficult than the tasks themselves;
- the instructions to learners are clear; and
- the tasks selected do not bias in favour of any particular group of learners.

As suggested in Unit Two, developing assessment tasks and procedures should be a collaborative activity. This is particularly important when the same assessment is to be used for groups taught by different teachers. If an assessment is for all Secondary Two students, for example, then all the teachers involved in teaching those students should provide input in designing the task and the marking scheme. They should also be involved in a process of moderation so that there is consistency in applying the agreed assessment criteria.

### Reflect

*Brainstorm, preferably with a partner or in a group:*

*Are all school-based summative assessments of equal stakes? If not, what factors do you think determine the stakes of the assessment? In what ways do the assessments differ?*

## 3.3 Criteria for evaluating summative assessment tasks

### Reflect

*Once you have administered a test / examination, how do you evaluate it?*

How learners perform on the assessment you have devised and administered is an important source of information. An analysis of responses will enable you to identify which tasks elicited the responses you were anticipating. However, this is not the only source of information, nor is it infallible. You also need to observe the learners as they complete the assessment and find out from the learners where they encountered

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difficulties and why these difficulties arose. Discussing assessment tasks with learners not only provides you with valuable information about the task, but also helps the learners better understand the relationship between the assessment and their own learning.

There is one further source of information that you need to consider when evaluating assessment tasks, that of your colleagues. They may provide valuable insights relating to the tasks as well as the assessment guidelines, particularly if they too have been involved in the assessment process.

Collecting so much information may appear redundant, but in the long run the information should facilitate the improvement of tasks for the future, which is particularly important if you are considering banking these for future use. It may also help explain mismatches between the results you expect your learners to attain and their actual performance on the assessment and will place you in a better position to provide feedback to the relevant stakeholder in the assessment process.

### **Reflect**

*When you conduct summative assessment, in what form do you give feedback to your learners?*

Traditionally, teachers have relied heavily on marks and grades for summative assessment, but there is a move nowadays towards relying less on marks and grades and providing stakeholders with more qualitative feedback. This is in line with the move towards criterion-referenced, performance testing since what we are interested in is not whether a learner got 60% or 62%, but what that percentage means in terms of what the learner can or cannot do. It is, after all, very difficult on a writing assessment to determine how a script that receives 62% is different from one that receives 60%. It is more meaningful if the assessment describes the level the learner has reached. Hence there is the shift towards assessing work in terms of bands / levels and providing a description for each level of performance.

## Part 2 Exemplar Summative Assessment Tasks for KS3

This part of Unit 3 consists of four sets of summative assessment tasks, with Set A, Set B and Set C being pitched at S1 level and Set D at S2 level. Each set of summative assessment tasks is accompanied with the aims of assessment and task-specific criteria for assessing the various tasks and subtasks for teachers' reference. Teachers are strongly encouraged to adapt the summative assessment tasks presented here to meet their own objectives.

Below is an overview of the four sets of summative assessment tasks:

### Assessment Tasks: Set A

Task 1 – The Most Beautiful Cities in the World

Subtask 1: An email from a friend

Subtask 2: Writing back to your email pal

Task 2 – Student Activity Camp

Subtask 1: Getting to know some new friends

Subtask 2: Calling home to get messages

Subtask 3: Introducing a new friend

### Assessment Tasks: Set B

Task 1 – The “Beach Clean Up” Day

Subtask 1: Receiving a message

Subtask 2: Checking your notes

Subtask 3: Writing a short article

Task 2 – My New Email Pal

Subtask 1: Understanding an email message

Subtask 2: Writing a reply

Task 3 – Calling John about an Activity

### Assessment Tasks: Set C

Task 1 – Organizing an Outing

Subtask 1: Choosing a place for an outing

Subtask 2: Suggesting a place for an outing

Subtask 3: Planning what to buy

Subtask 4: Writing a notice

Task 2 – Radio Call-in: “Come Share with Us”

Subtask 1: A listening quiz

Subtask 2: Giving an oral report on what students are doing this summer

### Assessment Tasks: Set D

Task 1 – Planning a Trip to Singapore

Subtask 1: Finding out about Singapore

Subtask 2: An introduction to the Night Safari Park

Subtask 3: Replying to your friend

Task 2 – Telling Your Friends about Singapore

## **Assessment Tasks: Set A**

### **Task 1 - The Most Beautiful Cities in the World**

Subtask 1: An email from a friend

Subtask 2: Writing back to your email pal

### **Task 2 - Student Activity Camp**

Subtask 1: Getting to know some new friends

Subtask 2: Calling home to get messages

Subtask 3: Introducing a new friend



In the following assessment you will need to carry out a series of tasks. In some of these tasks you are required to write and speak.

**Your writing will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>• Relevant means the content is meaningful to the topic, and</li> <li>• Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	Content / Ideas should be presented logically and grouped together or separated in meaningful ways.
<b>Language</b>	<ul style="list-style-type: none"> <li>• You need to make use of a range of <b>grammatical</b> and <b>sentence structures</b> accurately.</li> <li>• You need to use a variety of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>• Your punctuation will be assessed.</li> <li>• Your spelling needs to be accurate.</li> </ul>
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task requirement may limit your writing to 100 words. Therefore read and follow directions carefully.
<i>Leave enough time to proofread your writing.</i>	

**Your speaking will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>• Relevant means the content is meaningful, and</li> <li>• Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	The content is logically presented and grouped together or separated in meaningful ways.
<b>Pronunciation and Fluency</b>	Your pronunciation, word stress, intonation, volume and rate of speaking will be assessed.
<b>Language</b>	<ul style="list-style-type: none"> <li>• You need to use a range of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>• You need to use a range of grammatical <b>structures</b> accurately.</li> </ul>
<b>Non-verbal</b>	Your speaking performance <i>may</i> also be assessed on eye contact, hand gestures and posture.
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task may have a time limit. Therefore read and follow directions carefully.

## Task 1: The Most Beautiful Cities in the World

### Situation

You are doing a class project on ‘The Most Beautiful Cities in the World’. You have written to your email pal in the States and asked him to tell you about his hometown. In this task you will use the information he has provided to complete the grid in subtask 1. You will then reply to your friend, thanking him for the information, asking him for any information you still need and telling him about your hometown, Hong Kong (subtask 2). Complete both subtask 1 and subtask 2.

### Subtask 1: An email from a friend

Use the information provided in the extract of the email from your friend to complete the grid below.

The following is part of the email you received:

My hometown, Seattle, is in the northwest of the United States. The name *Seattle* comes from the name of a famous Native American Indian - Chief Seattle, who lived almost 200 years ago. A long time ago, the area was a hunting and fishing ground for American Indians.

The City has many popular tourist sites. The most well-known one is the Space Needle. It is a tower that is more than 185 metres high. On a clear day, visitors can go there to get a great view of the Seattle area. Another famous place is the Pike Place Market, where people can shop for vegetables, fruit, seafood and flowers. There are many interesting shops there as well.

Seattle also has a number of beautiful parks. Because it is such a green city, people call it the ***Emerald City***. It has beautiful mountains and a very lovely harbour. The people in the city really enjoy eating seafood because they can get tasty seafood easily. In the summer on July 4th, there is a very large fireworks display over the harbour. This is how people celebrate Independence Day, which marks the birth of the United States as a country. On that day people like to spend the evening having barbecues and watching the wonderful show of lights.

Seattle people love their city's sports teams. This year should be a great year for our two best teams. The Supersonics should be the champions this year. Their shortest player is 6 feet 10 inches tall. He can actually reach the net by putting up his arm. The Mariners should also do really well with their new Japanese team member. Many people believe that he can throw a baseball faster than anyone.

I'd very much like to learn about your hometown, so please tell me something about Hong Kong when you next write.

Complete this grid with information from the email.

	Seattle	Hong Kong
Where is the town situated?		South China
Population	<i>(not provided)</i>	6.7 million
From what tourist spot can you see the whole city?		The Peak
What is another name for the city?		Fragrant Harbour
Name of famous market in the city? What do people buy there?		Stanley Market Clothes, gifts
What important holiday do the people of the city celebrate? How do they celebrate it?		Chinese New Year Family gatherings, firework display
What food is enjoyed in the city?		Seafood
What sports are popular there?		Horseracing

### **Subtask 2: Writing back to your email pal**

On the next page, write a reply of about 120 words to your email pal. In the reply include the following:

- Thank him for the information about Seattle
- Request to supply the missing information in the grid
- Information about Hong Kong including:
  - ❖ Situation of Hong Kong
  - ❖ Size of Hong Kong
  - ❖ Two tourist sites in Hong Kong
  - ❖ What people in Hong Kong do on their holidays

You may use the information provided on the previous page. You may also add your own information if it is relevant.

Dear James

Thank you for your email and \_\_\_\_\_

[illegible]

Yours

## **Task 2: Student Activity Camp**

### **Situation**

You are taking part in a Student Activity Camp. The camp members come from many different schools in Hong Kong including some of the international schools. At the camp everyone needs to introduce himself or herself.

You will have three subtasks to do. Follow the instructions below and complete the three subtasks.

### **Subtask 1: Getting to know some new friends**

The camp leader has told you that after listening to the introductions there will be a short quiz to see who has the best memory. The students who can answer all the questions correctly will get prizes.

You have met Paul, Cindy and Derik earlier, so you have put down on the Note Sheet below what you already know about them. However, there are still other things you need to get to know, so listen carefully and complete your notes.

	Paul	Cindy	Derik
Age	12	13	
Year Level		S2	
Club Membership	photography	school choir	
Favourite Hobby			computer games
Favourite Subject	Art		Mathematics
Least Favourite Subject		English	
Personality	happy		hardworking



**Subtask 2: Calling home to get messages**

On the first evening of the camp, you call home to check whether there are any messages for you. Your parents and brother are out, but your helper says there are three messages from friends. They all want you to call back. Listen and take notes so that you can call your friends.

	Caller 1	Caller 2	Caller 3
Name	Mike		
Time	2:15	5:30	
Message			about science project
Number		2564 9183	

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 1

Notes	
Name	Billy Ng
School	Tai Po Secondary
Hobbies	football, shopping
Favourite celebrity	Kate Winslet (movie star)
Likes	Maths, Science
Dislikes	Chinese, Art
Personality	outgoing, kind

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 2

Notes	
Name	Amy Chan
School	St Ann's
Hobbies	singing, computer games
Favourite celebrity	Faye Wong (singer)
Likes	Art, English
Dislikes	Maths, Geography
Personality	cheerful, funny

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 3

Notes	
Name	Jack Leung
School	Shatin Government Secondary School
Hobbies	swimming, reading
Favourite celebrity	Lee Lai Shan (sports star)
Likes	Chinese, English
Dislikes	Art, Science
Personality	friendly, helpful

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 4

Notes	
Name	David Brown
School	West Island
Hobbies	basketball, ICQ
Favourite celebrity	Jet Li (Kung fu movie star)
Likes	Geography, Business Studies
Dislikes	Music, French
Personality	honest, active

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 5

Notes	
Name	Diana Lee
School	Ma On Shan Secondary
Hobbies	dancing, painting
Favourite celebrity	Britney Spears (singer)
Likes	Art, Music
Dislikes	Science, Geography
Personality	outgoing, kind

### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 6

Notes	
Name	Bruce Tang
School	Pik Sing Secondary
Hobbies	football, computer games
Favourite celebrity	David Beckham (football player)
Likes	Maths, English
Dislikes	Music, Art
Personality	outgoing, hardworking



### **Subtask 3: Introducing a new friend**

It is the second day of the Activity Camp. The camp leader wants to find out if everyone has made some new friends. Use the information you have taken about your new friend in the notes below to introduce your friend to the rest of the group. Your introduction should take no more than 1 minute. You will have 2 minutes to think about and prepare your presentation.

Version 7

Notes	
Name	Mioko Watabe
School	Japanese International
Hobbies	reading, badminton
Favourite celebrity	Nicole Kidman (actress)
Likes	History, P.E.
Dislikes	Science, Maths
Personality	friendly, sincere

**Tapescript for Task 2 Subtask 1: Getting to know some new friends**

1. Hello, I'm Paul Chan. Em .... I'm 12 years old and I live with my parents and my sister in Mongkok. That's in Kowloon. I'm in Form 1 at Tai Ping Secondary School. I've joined the Photography Club as taking photos is my favourite hobby. I take photos whenever I can. At school I like Art, but I don't like Science. Well, I think I'm a very happy person.
2. Hi! I'm Cindy Waitaku. I'm 13 and I go to Japanese International School. I now live in Tai Po, though my home is in Japan. M-mm ... I'm a member of the school choir and I really enjoy singing. I won a prize in a singing competition at school last year. It's not hard for you to guess that my hobby is singing and that my favourite subject at school is music. Yes, I like music very much, but I don't particularly like English. What kind of person am I? I would say I'm very active.
3. Hello. I'm Derik Brown. I'm 15 years old and I'm a Form 3 student at Shatin College. I like ball games. I'm a member of the school basketball team. We practise every Tuesday and Friday after school. I also really like playing computer games. On the weekends I often play late into the night. At school my favourite subject is Maths, but I really dislike History. My teachers say I'm hardworking.

**Tapescript for Task 2 Subtask 2: Calling home to get messages**

.... Okay, are you ready to take this down? You have paper and pen with you? Right, first there's Mike. Mike called at 2:15 in the afternoon. He asked if you want to play basketball on Sunday. Right, to play basketball on Sunday. Mm ... He wants you to call him back. His phone number is 2856 9578. Have you got that? It's 2856 9578. (Pause)

Then there's Jane. Jane called at 5:30, that's half past five. She said she's found the book you're looking for. Yes, she's found the book you want. Call her back on 2564 9183. (Pause)

Finally, there's David. He called at 6:45, while your family were having dinner, yes at 6:45. David wants to ask you some questions about the Science project. He too wants you to call him back. His number is 2765 4036. Let me repeat that, it's 2765 4036. That's all. Have you got all the information you need?

## Answer Key

### Task 1 Subtask 1: An email from a friend

	<i>Seattle</i>	<i>Hong Kong</i>
Where is the town situated?	<i>N.W. United States</i>	<i>South China</i>
Population	<i>(not provided)</i>	<i>6.7 million</i>
From what tourist spot can you see the whole city?	<i>Space Needle</i>	<i>The Peak</i>
What is another name for the city?	<i>Emerald City</i>	<i>Fragrant Harbour</i>
Name of famous market in the city? What do people buy there?	<i>Pike Place Market</i> <i>Vegetables, fruit, seafood, flowers</i>	<i>Stanley Market</i> <i>Clothes, gifts</i>
What important holiday do the people of the city celebrate? How do they celebrate it?	<i>Independence Day</i> <i>Barbecues; show of Lights / firework display</i>	<i>Chinese New Year</i> <i>Family gatherings, firework display</i>
What food is enjoyed in the city?	<i>Seafood</i>	<i>Seafood</i>
What sports are popular there?	<i>Basketball</i> <i>Baseball</i>	<i>Horseracing</i>

Task 2 Subtask 1: Getting to know some new friends

	Paul	Cindy	Derik
Age	12	13	15
Year Level	<i>S1/F1</i>	S2	<i>S3/F3</i>
Club Membership	photography	school choir	<i>basketball team</i>
Favourite Hobby	<i>taking photos</i>	<i>singing</i>	computer games
Favourite Subject	Art	<i>Music</i>	Mathematics
Least Favourite Subject	<i>Science</i>	English	<i>History</i>
Personality	happy	<i>active</i>	hardworking

Task 2 Subtask 2: Calling home to get messages

	Caller 1	Caller 2	Caller 3
Name	Mike	<i>Jane</i>	<i>David</i>
Time	2:15	5:30	6:45
Message	<i>play basketball Sunday</i>	<i>found book (you want)</i>	about science project
Number	28569578	25649183	27654036

## **Aims of Assessment**

### **Task 1 - The Most Beautiful Cities in the World**

#### Subtask 1: An email from a friend

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

#### Subtask 2: Writing back to your email pal

To assess learners' ability to:

- converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3)
- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)

### **Task 2 - Student Activity Camp**

#### Subtask 1: Getting to know some new friends

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

#### Subtask 2: Calling home to get messages

To assess learners' ability to:

- obtain and provide objects, services and information in real simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

Subtask 3: Introducing a new friend

To assess learners' ability to:

- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)



## **Task-specific Criteria for Reading and Listening**

### **Task 1 - The Most Beautiful Cities in the World**

#### Subtask 1: An email from a friend (reading)

- to acquire, select and rearrange information from simple texts
- to understand information in a short text and to compare the information to that relating to Hong Kong

### **Task 2 - Student Activity Camp**

#### Subtask 1: Getting to know some new friends (listening)

- to extract specific information

#### Subtask 2: Calling home to get messages (listening)

- to extract specific information
- to review numbers and times

General and Task-specific Criteria for Assessing  
Task 1 – The Most Beautiful Cities in the World  
Subtask 2: Writing back to your email pal (Writing)

*General criteria for assessing writing	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ writer starts by thanking email pal for information on Seattle and asking for missing details</li> <li>➤ writer describes Hong Kong</li> <li>➤ no irrelevant or inappropriate content</li> <li>➤ substantive content</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>♦ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition)</li> <li>♦ logical development of ideas (supported by appropriate examples and elaboration of details)</li> <li>♦ logical sequencing of ideas / paragraphs</li> </ul> </li> <li>➤ cohesion through               <ul style="list-style-type: none"> <li>♦ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time / order words], indentation, referencing, restatement / appropriate repetition, subordination, tense consistency)</li> </ul> </li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>♦ exploits appropriate rhetorical patterns of description</li> <li>♦ two to three paragraphs each demonstrating logical sequencing</li> <li>♦ an attempt to group information</li> <li>♦ the last paragraph brings the email to a close</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>♦ tense consistency (e.g. <i>Hong Kong is a very beautiful city. There are many things to see.</i>)</li> <li>♦ connectives (e.g. <i>Many Hong Kong people like to go shopping in Causeway Bay because there are many shopping centres there.</i>)</li> <li>♦ indentation – paragraphs are clearly marked by spacing or lines</li> </ul> </li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to genre requirements, e.g.               <ul style="list-style-type: none"> <li>♦ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging sources; maintaining objectivity</li> <li>♦ personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing</li> <li>♦ transactional (e.g. letters of inquiry, letters of compliment / gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness</li> </ul> </li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre               <ul style="list-style-type: none"> <li>♦ shows relevant format and features of a personal email</li> </ul> </li> <li>➤ Task               <ul style="list-style-type: none"> <li>♦ writes approximately 120 words</li> <li>♦ covers required content</li> </ul> </li> </ul>

\* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing  
Task 1 – The Most Beautiful Cities in the World  
Subtask 2: Writing back to your email pal (Writing)

<ul style="list-style-type: none"> <li>♦ expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity</li> <li>➤ adherence to task requirements (e.g. authenticity, word limit)</li> </ul>	
<p><b><u>Language and Style</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of tone and register for intended reader and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriately for task and reader (e.g. no unfamiliar jargon such as KCR)</li> </ul>
<p><b><u>Grammar and Mechanics</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals,</li> <li>➤ word order, prepositions, clause structure)</li> <li>➤ accurate spelling, capitalization and punctuation</li> </ul>	<p><b>Grammar and Mechanics</b></p> <ul style="list-style-type: none"> <li>➤ effective use of the simple present (e.g. <i>Hong Kong is a very beautiful city.</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>♦ gerunds (e.g. <i>Going to the beach is popular in Hong Kong.</i>)</li> <li>♦ infinitives (e.g. <i>At Chinese New Year, Hong Kong people like to spend time with their family.</i>)</li> <li>♦ prepositions (e.g. <i>Hong Kong people go to the beach in summer.</i>)</li> <li>♦ clause structure (e.g. <i>This is how we spend Chinese New Year, which marks the beginning of the year in the Chinese calendar.</i>)</li> </ul> </li> <li>➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation</li> </ul>

General and Task-specific Criteria for Assessing  
Task 2 – Student Activity Camp  
Subtask 3: Introducing a new friend (Speaking)

* General criteria for assessing speaking		Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>		<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ name of the friend, where he/she is from, his hobbies, likes and dislikes</li> <li>➤ no irrelevant, inappropriate content</li> <li>➤ substantive contents</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>◆ using appropriate rhetorical patterns (e.g. narration, description, classification, comparison and contrast)</li> <li>◆ providing openings and closings as needed</li> <li>◆ presenting logically with appropriate examples/supporting details as needed</li> </ul> </li> <li>➤ cohesion through effective use of appropriate repetition, connectives (e.g. conjunctions, time/order words), referencing, restatement, summarizing and tense consistency etc.</li> </ul>		<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>◆ exploits the rhetorical pattern of description</li> <li>◆ clear opening and closing statements (e.g. <i>I'm going to tell you about...; That's all I have to say about...</i>)</li> <li>◆ points logically sequenced and combined</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>◆ connectives (e.g. <i>He likes swimming and reading. He also likes Chinese and English but doesn't like Art or Science.</i>)</li> </ul> </li> </ul>
<p><b>Communicative Strategies – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ effective audience awareness (e.g. adjusting or modifying language/speech to suit audience needs, repeating and restating)</li> <li>➤ effective oral interaction strategies (e.g. agreeing, politely disagreeing, seeking clarification, clarifying, interrupting/interjecting, questioning, restating, summarizing, turn taking)</li> <li>➤ effective use of non-vocal features (e.g. eye contact, gesture, body movement and posture)</li> </ul>		<p><b>Communicative Strategies</b></p> <ul style="list-style-type: none"> <li>➤ effective use of voice and body language to make report interesting for the audience</li> <li>➤ good use of eye contact</li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to the relevant requirements of different genres of speaking (e.g. story-telling, oral presentation, public speaking, interview, conversation)</li> <li>➤ adherence to task requirements (e.g. authenticity, time limit)</li> </ul>		<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre               <ul style="list-style-type: none"> <li>◆ speaks in a friendly and informal way</li> </ul> </li> <li>➤ Task               <ul style="list-style-type: none"> <li>◆ speaks for approximately 1 minute</li> <li>◆ covers required content</li> </ul> </li> </ul>

\* This is a suggested list of general criteria for assessing speaking. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing  
Task 2 – Student Activity Camp  
Subtask 3: Introducing a new friend (Speaking)

<p><b><u>Pronunciation and Fluency</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible articulation</li> <li>➤ smooth, confident delivery marked by: <ul style="list-style-type: none"> <li>◆ appropriate intonation</li> <li>◆ appropriate pauses and word stress</li> <li>◆ few hesitations</li> <li>◆ use of contracted forms</li> <li>◆ appropriate use of vocal features such as pitch, pace and tone</li> </ul> </li> </ul>	<p><b>Pronunciation and Fluency</b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible speech to maintain audience attention</li> <li>➤ appropriate intonation (e.g. with sentence tags – ... <u>okay?</u>)</li> <li>➤ appropriate pauses and word stress</li> <li>➤ few hesitations</li> <li>➤ appropriate use of contracted forms (e.g. <i>I'm going to tell you about...</i>)</li> <li>➤ effective use of vocal features (e.g. pitch, pace, tone)</li> </ul>
<p><b><u>Language and Style</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of register for intended audience and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriate for task and audience</li> </ul>
<p><b><u>Grammar</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ effective use of the present tense (e.g. <i>He <u>likes</u>...</i>; <i>His hobby <u>is</u> ...</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>◆ pronouns (e.g. <i><u>She</u> likes singing.</i>)</li> <li>◆ possessive adjectives (e.g. <i><u>My</u> new friend is...; <u>Her</u> hobbies are...</i>)</li> <li>◆ connectives (e.g. <i>Diana is in the school choir <u>because</u> she is good at singing.</i>)</li> </ul> </li> </ul>
<p><b><u>Visual Aids</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ appropriate use of visual aids for the intended purpose</li> </ul>	<p><b>Visual Aids</b></p> <p>(None needed or required, none assessed)</p>

### Feedback Sheet for Task 1 Subtask 2 “Writing back to your email pal”

#### Content (30%)

Inclusion of details such as		Comments
<input type="checkbox"/>	acknowledgement of email	
<input type="checkbox"/>	request for further information	
<input type="checkbox"/>	description of situation and size of Hong Kong	
<input type="checkbox"/>	information about tourist sites in Hong Kong	
<input type="checkbox"/>	information about how people spend their holidays	
The content is		
<input type="checkbox"/>	relevant (i.e. no unnecessary details)	
<input type="checkbox"/>	generally full of ideas / information	

#### Organization (30%)

<input type="checkbox"/>	The email is written in paragraphs	
<input type="checkbox"/>	The paragraphs are well-connected	
<input type="checkbox"/>	The paragraphs are clearly marked by spacing or lines	
<input type="checkbox"/>	The ideas in each paragraph are clearly written and supported with details / examples	

#### Genre and Task Requirements (5%)

<input type="checkbox"/>	You have done what the task requires (i.e. describe Hong Kong)	
<input type="checkbox"/>	The email follows the format of a personal email	
<input type="checkbox"/>	The length is about 120 words	

#### Language and Style (5%)

<input type="checkbox"/>	Words are correctly used	
<input type="checkbox"/>	The email sounds friendly	

#### Grammar and Mechanics (30%)


The following are used correctly:		
<input type="checkbox"/>	tense (e.g. Hong Kong <u>is</u> beautiful. / It <u>has</u> many attractions.)	
<input type="checkbox"/>	subject-verb agreement (e.g. Most tourists <u>enjoy</u> shopping in Hong Kong.)	

**Unit Three Part 2**  
**Assessment Tasks: Set A**

<input type="checkbox"/>	articles (e.g. Hong Kong has <u>a</u> population of 6.7 m.)	
<input type="checkbox"/>	conjunctions	
<input type="checkbox"/>	gerunds (e.g. <u>Going</u> to the beach is popular.)	
<input type="checkbox"/>	infinitives (e.g. At Chinese New Year people like <u>to spend</u> time with their family.)	
<input type="checkbox"/>	prepositions (e.g. Hong Kong people go <u>to</u> the beach.)	
<input type="checkbox"/>	clause structure (e.g. This is how we spend Chinese New Year, <u>which marks the beginning of the year in the Chinese calendar.</u> )	
<input type="checkbox"/>	spelling	
<input type="checkbox"/>	punctuation	

**Comments:**

**Total:**



## **Assessment Tasks: Set B**

### **Task 1 - The “Beach Clean Up” Day**

Subtask 1: Receiving a message

Subtask 2: Checking your notes

Subtask 3: Writing a short article

### **Task 2 - My New Email Pal**

Subtask 1: Understanding an email message

Subtask 2: Writing a reply

### **Task 3 - Calling John about an Activity**

In the following assessment you will need to carry out a series of tasks. In some of these tasks you are required to write and speak.

**Your writing will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>Relevant means the content is meaningful to the topic, and</li> <li>Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	Content / Ideas should be presented logically and grouped together or separated in meaningful ways.
<b>Language</b>	<ul style="list-style-type: none"> <li>You need to make use of a range of <b>grammatical</b> and <b>sentence structures</b> accurately.</li> <li>You need to use a variety of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>Your punctuation will be assessed.</li> <li>Your spelling needs to be accurate.</li> </ul>
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task requirement may limit your writing to 100 words. Therefore read and follow directions carefully.
<i>Leave enough time to proofread your writing.</i>	

**Your speaking will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>Relevant means the content is meaningful, and</li> <li>Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	The content is logically presented and grouped together or separated in meaningful ways.
<b>Pronunciation and Fluency</b>	Your pronunciation, word stress, intonation, volume and rate of speaking will be assessed.
<b>Language</b>	<ul style="list-style-type: none"> <li>You need to use a range of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>You need to use a range of grammatical <b>structures</b> accurately.</li> </ul>
<b>Non-verbal</b>	Your speaking performance <i>may</i> also be assessed on eye contact, hand gestures and posture.
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task may have a time limit. Therefore read and follow directions carefully.

## Task 1: The “Beach Clean Up” Day

### Situation

The Beach Clean Up is a yearly event organized by your school, Mei Tak Secondary School. The event will take place tomorrow. You go to the clean up day to collect information. Your task is to write an article of 200 words for the school magazine based on the information you collect.

### Subtask 1: Receiving a message

When you arrive home, there is a message on your answering machine from your Native-speaking English Teacher (NET) reminding you about the event. Listen to the message and complete the notes below.

Notes	
Caller	Sally Jones
Club	Environment
Bus leaves parking lot at	
Remember to wear	_____ and _____
No need to bring	_____ and water
Bus gets back at	
Contact number	

### **Subtask 2: Checking your notes**

At the Beach Clean Up you interview Sally Jones to get information from her about the event. You have made some notes, but you did not have time to write down all the information. You have recorded the interview, so now listen to the tape and complete the notes you have made on the next page.

Notes

Event: Beach Clean Up  
Date: Sunday 12 October 20XX  
Beach: Shek-O  
Person interviewed: Sally Jones

- **Sally Jones' post in the club:** Chairperson
- **Event organized by:** \_\_\_\_\_
- **Why the Beach Clean Up:** \_\_\_\_\_ should take part in  
cleaning up the \_\_\_\_\_
- **Why this beach:** The school holds several \_\_\_\_\_  
here so they want it to be \_\_\_\_\_
- **Number of people helping to clean up:** \_\_\_\_\_
- **Bags of rubbish collected last year:** \_\_\_\_\_ bags
- **Difficult to organize the event?** No, because a lot of \_\_\_\_\_  
\_\_\_\_\_
- **People who helped in organizing:** 35 members of the Club,  
\_\_\_\_\_ and parents
- **No need for students to bring lunch or water because** \_\_\_\_\_  
**provided these**

### **Subtask 3: Writing a short article**

Miss Jones calls you up and tells you that this year the Environment Club collected 1100 bags of garbage. Now use this information along with your notes to write an article for the school newspaper, *Mei Tak Monthly*. You should write the article on the next page.

Describe the Beach Clean Up in about 200 words. You should:

- Provide a title for your article
- Include the following information:
  - ❖ what the Beach Clean Up is and why it is taking place
  - ❖ how much rubbish was collected last year and how much was collected this year
  - ❖ who took part and how many people were there
  - ❖ who helped to organize the clean up and how they helped
  - ❖ how you and your classmates felt about the event

This year our Beach Clean Up took place on Sunday 12 October at

[illegible]

## Task 2: My New Email Pal

### Situation

You have a new email pal in Canada called Mark. He has written to you about himself and your task is to respond to his email in about 120 words.

### Subtask 1: Understanding an email message

Read the email Mark has sent you and make notes using the grid below.

... I'm really pleased to have an email pal in Hong Kong. I visited Hong Kong with my parents when I was eight, but I don't remember much about it. Do you know much about Canada? I'll put some photos of Vancouver on my homepage (<http://www.mark.info>), so you can see what a great city it is.

Life has been very busy for me this year. Because this is an examination year for me, I've had lots of work to do at school. I'm having a hard time with Mathematics and Science. They're definitely not my favourite subjects! I think I'll have to get a teacher to give me extra help next term. My favourite subject is History. I got an 'A' for my History project last term, and I hope to get an 'A' in the final exam.

At the beginning of the year I was in two school clubs – music and swimming. But in May I joined two more, the chess club and the debating club. My parents got mad at me. They think I should be concentrating on my school work, and I guess they're right. The problem is in deciding which ones to drop. I'm on the school swimming team, so I can't drop that.

This winter, I also started skiing. It's really convenient because the ski resort is only thirty minutes from my home. The mountains here are covered in snow from late October until late April. I'm not very good yet, but by next year I should be okay. I guess you don't get too many opportunities to go skiing in your part of the world!

Apart from my school clubs and skiing, I love listening to music and going to the movies. There's a great female singer here in Vancouver called Deborah Cox. Have you heard of her? She's my favourite singer. I could send you a CD if you like.

Well, I'd better go now and get on with my school work. I look forward to hearing from you soon.

Mark



Complete the middle column of the table.

	<b>Mark</b>	<b>You</b>
Hometown		
Favourite subjects		
Least favourite subjects		
School activities and clubs		
Sporting interests		
Other interests		

### **Subtask 2: Writing a reply**

Write a reply of about 120 words to your email pal. In the reply include the following:

- Where you live in Hong Kong
- What school subjects you like and dislike
- What school clubs you belong to or activities you take part in
- Your sporting interests
- Other interests

You may like to fill out the last column of the table to help you plan your reply. You may also add your own information if it is relevant.

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

#### **Version 1**

Barbecue at Tai Mei Tuk

Sunday 14 October

Bus leaves school - 8:30 a.m.

Returns - 4:00 p.m.

Organized by the CYC (Community Youth Club)

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

#### **Version 2**

Visit to Space Museum

Saturday 15 December

Bus leaves school playground – 8:40 a.m.

Returns – 3:30 p.m.

Organized by the Science Club

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

#### **Version 3**

Walk in Sai Kung Country Park

Sunday 30 April

Meet at 99M bus stop near school – 8:15 a.m.

Return – 4:30 p.m.

Organized by the Geography Club

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

#### **Version 4**

Picnic at Lamma Island

Saturday 10 May

Meet at the school parking area – 8:00 a.m.

Return – 3:00 p.m.

Organized by the English Club

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

Version 5

Bird Watching at Mai Po

Sunday 13 January

Meet at bus stop opposite school – 7:30 a.m.

Return 5:00 p.m.

Organized by the Science Club

### **Task 3: Calling John about an Activity**

John is a visiting student who has come from Singapore to study in your school for one year. He is interested in joining an activity organized by the school club you belong to. As the club secretary, you telephone to remind him about it. However, he is not at home so you leave a message on his answering machine. Call John and tell him:

- Your name
- The event you are calling about
- The club organizing the event
- When the event is taking place
- How to get to the event (e.g. by bus) & times (e.g. leave at 8 a.m.)
- Some additional information about the event
- Your contact number

You have one minute to leave your message. You will also have one minute to prepare your message before you record it / give it.

Version 6

Visit to Kam Tin Village

Saturday 15 March

Meet at the mini-bus stop outside school – 8:00 a.m.

Return 4:40 p.m.

Organized by History Society

### **Tapescript for Task 1 Subtask 1: Receiving a message**

Hi, this is Ms Jones. I just wanted to remind you about arrangements for the Beach Clean Up event tomorrow. The bus leaves the school parking area tomorrow at 7.30 – that’s half-past seven, OK? So please make sure you’re at school by 7.20 at the latest. It’s going to be a hot and dirty day, so don’t forget to wear old clothes and shoes. Don’t worry about bringing food and drink – the School Environment Club will provide lunch, snacks and water. The bus will get you back to school by five o’clock. Looking forward to seeing you tomorrow. If you have any questions give me a call on 2576-4536 – that’s 2 – 5 – 7 – 6 – 4 – 5 – 3 – 6. OK. Bye, bye.

### **Tapescript for Task 1 Subtask 2: Checking your notes**

Reporter: Excuse me, Ms Jones.

Ms Jones: Oh, how’s it going?

Reporter: Can I ask you a few questions while you’re taking a break?

Ms Jones: Sure. Fire away. What do you want to know?

Reporter: What’s your post in the Environment Club?

Ms Jones: My post? I’m the Chairperson.

Reporter: So, Why did the Club organize the beach clean up?

Ms Jones: Well, we think everyone should take part in keeping the environment clean.

Reporter: OK, but why this beach?

Ms Jones: Why Shek-O? Well, it’s a nice beach, and as you know the school has several events here every year, so we want it to be clean.

Reporter: How many people are helping with the clean up this year?

Ms Jones: We’ve got over 150 students and teachers here today.

Reporter: Wow! 150! That’s a lot. How much rubbish do you think you’ll collect?



Ms Jones: Well last year, we collected 800 bags, but this year the beach looks pretty dirty, so I reckon we'll collect more than that.

Reporter: Sorry, did you say last year you collected 800 bags?

Ms Jones: Uh-huh – 800!

Reporter: So, um, was it difficult to organize the clean up?

Ms Jones: Not too bad – a lot of people helped. We have 35 members in the Environment Club, and they did a lot. But we also got lots of help from parents and teachers.

Reporter: How did the parents and teachers help?

Ms Jones: Well, the teachers helped getting permission from the district for the clean up. The parents brought food and drink.

Reporter: Well, it sure looks like a success.

Ms Jones: Uh-huh.

Reporter: Ok, so that's all I wanted to ask. I'd like to take some pictures now, if that's OK.

Ms Jones: Oh, sure.

Reporter: Thanks a lot.

## Answer Key

### Task 1 Subtask 1: Receiving a message

When you arrive home, there is a message on your answering machine from your NET reminding you about the event. Listen to the message and complete the notes below.

Notes	
Caller	<u>Sally Jones</u>
Club	<u>Environment</u>
Bus leaves parking lot at	<u>7:30 a.m.</u>
Remember to wear	<u>old clothes</u> and <u>shoes</u>
No need to bring	<u>food</u> and water
Bus gets back at	<u>5:00 p.m.</u>
Contact number	<u>25764536</u>

Task 1 Subtask 2: Checking your notes

Notes

Event: Beach Clean Up  
Date: Sunday 12 October 20XX  
Beach: Shek-O  
Person interviewed: Sally Jones

- Sally Jones' post in the club: Chairperson
- Event organized by: **Environment Club**
- Why the Beach Clean Up: **everyone** should take part in cleaning up the **environment**
- Why this beach: The school holds several **events** here so they want it to be **clean / a clean beach**
- Number of people helping to clean up: **150**
- Bags of rubbish collected last year: **800** bags
- Difficult to organize the event? No, because a lot of **people** **helped**
- People who helped in organizing: 35 members of the Club, **teachers** and parents
- No need for students to bring lunch or water because **parents** provided these

Task 2 Subtask 1: Understanding an email message

	<i>Mark</i>	<b>You *</b>
Hometown	<i>Vancouver</i>	
Favourite subject(s)	<i>History</i>	
Least favourite subject(s)	<i>Maths</i> <i>Science</i>	
School activities and clubs	<i>music</i> <i>swimming</i> <i>debating</i> <i>chess</i>	
Sporting interests	<i>skiing</i> <i>swimming</i>	
Other interests	<i>listening to music</i> <i>going to movies</i> <i>chess</i>	

\* Learners will insert their own answers.

## **Aims of Assessment**

### **Task 1 - The “Beach Clean Up” Day**

#### Subtask 1: Receiving a message

To assess learners’ ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)

#### Subtask 2: Checking your notes

To assess learners’ ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

#### Subtask 3: Writing a short article

To assess learners’ ability to:

- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- give expression to one’s experience through activities such as providing simple oral and written accounts of events and one’s reactions to them (ESd in KS3)

## **Task 2 - My New Email Pal**

To assess learners' ability to:

- converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3)
- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)

## **Task 3 - Calling John about an Activity**

To assess learners' ability to:

- establish and maintain relationships and routines in school and community situations (ISa in KS3)
- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

## **Task-specific Criteria for Reading and Listening**

### **Task 1 – The “Beach Clean Up Day”**

#### Subtask 1: Receiving a message (listening)

- to identify and extract information from a short, simple text

#### Subtask 2: Checking your notes (listening)

- to understand others in discussions and conversations on familiar topics
- to identify and extract information and ideas in conversational exchanges
- to make connections between simple facts and information not directly stated through clues

### **Task 2 – My New Email Pal**

#### Subtask 1: Understanding an email message (reading)

- to use basic strategies to acquire necessary information for particular purposes
- to employ contextual and syntactic clues to interpret words / meaning
- to understand information in short texts and use it to get things done
- to understand requests on familiar topics

General and Task-specific Criteria for Assessing  
Task 1 - The “Beach Clean Up” Day  
Subtask 3: Writing a short article (Writing)

*General criteria for assessing writing	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ <u>who</u> (Sally Jones, Club Chairperson, 35 Environment Club members, teachers, parents, 150 volunteers all together); <u>what</u> (a Beach clean up); <u>when</u> (Sunday October 12, 2001); <u>where</u> (Shek-O Beach); <u>why</u> (everyone is responsible for the environment, the school uses the beach) and <u>how</u> (how the event and beach compare to last year, how much garbage was collected this year, how parents and teachers helped out)</li> <li>➤ no irrelevant or inappropriate content</li> <li>➤ substantive content</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through <ul style="list-style-type: none"> <li>♦ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition)</li> <li>♦ logical development of ideas (supported by appropriate examples and elaboration of details)</li> <li>♦ logical sequencing of ideas / paragraphs</li> </ul> </li> <li>➤ cohesion through <ul style="list-style-type: none"> <li>♦ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time / order words], indentation, referencing, restatement / appropriate repetition, subordination, tense consistency)</li> </ul> </li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence <ul style="list-style-type: none"> <li>♦ exploits appropriate rhetorical patterns such as description and comparison / contrast</li> <li>♦ 3-4 paragraphs each demonstrating logical sequencing</li> <li>♦ appropriate grouping of information (e.g. basic facts – who, what, when, where and why; comparisons – last year / this year; and who helped them)</li> </ul> </li> <li>➤ cohesion <ul style="list-style-type: none"> <li>♦ adverbials (e.g. <u>By the end of the day</u>, <u>everyone was very tired</u>.)</li> <li>♦ connectives (e.g. <u>The club also held a Beach Clean Up last year at the same beach.</u> / <u>The Beach Clean Up was not easy to organize, but teachers and parents helped.</u> / <u>Then the club received permission from the district.</u>)</li> <li>♦ indentation – paragraphs are clearly marked by spacing or lines</li> <li>♦ referencing (e.g. <u>The club members worked hard to organize the event. It was a real success.</u>)</li> <li>♦ restatement / appropriate repetition (e.g. <u>Both teachers and parents helped to organize the Beach Clean Up. Teachers helped to get permission from the district and parents donated food.</u>)</li> <li>♦ tense consistency (e.g. <u>Last Sunday, October 12, the Environment Club held a...</u>)</li> </ul> </li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to genre requirements, e.g. <ul style="list-style-type: none"> <li>♦ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging</li> </ul> </li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre <ul style="list-style-type: none"> <li>♦ shows relevant format and features of a news article</li> </ul> </li> <li>➤ Task</li> </ul>

\* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.



General and Task-specific Criteria for Assessing  
Task 1 - The “Beach Clean Up” Day  
Subtask 3: Writing a short article (Writing)

<ul style="list-style-type: none"> <li>sources; maintaining objectivity</li> <li>personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing transactional (e.g. letters of inquiry, letters of compliment / gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness</li> <li>expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity</li> <li>adherence to task requirements (e.g. authenticity, word limit)</li> </ul>	<ul style="list-style-type: none"> <li>writes approximately 200 words</li> <li>covers required content</li> </ul>
<p><b><u>Language and Style</u></b>—demonstrating</p> <ul style="list-style-type: none"> <li>appropriate range of vocabulary</li> <li>effective choice of words</li> <li>appropriateness of tone and register for intended reader and purpose</li> </ul>	<p><b><u>Language and Style</u></b></p> <ul style="list-style-type: none"> <li>vocabulary well-chosen and varied</li> <li>language used appropriately for task and reader</li> </ul>
<p><b><u>Grammar and Mechanics</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> <li>accurate spelling, capitalization and punctuation</li> </ul>	<p><b><u>Grammar and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>effective use of the simple past (e.g. <i>Last Sunday, the Environment Club <u>organized</u> a Beach Clean Up at Shek O Beach.</i>)</li> <li>effective use of comparative structures when comparing the events of last and this year (e.g. <i>Last year the Club members picked up 800 bags of rubbish, <u>but</u> this year the beach was even dirtier.</i>)</li> <li>correct word order and subject-verb agreement</li> <li>accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>conjunctions (e.g. <i>It was difficult to organize, <u>but</u> teachers and parents helped.</i> )</li> <li>demonstratives (e.g. <i>There were 150 volunteers at the beach last Sunday.</i>)</li> <li>gerunds (e.g. <i>150 volunteers spent Sunday collecting rubbish at the beach.</i>)</li> <li>infinitives (e.g. <i>It was difficult <u>to</u> organize the event.</i>)</li> <li>modals to express duty (e.g. <i>Everyone <u>should</u> be responsible for cleaning up the environment.</i>)</li> <li>negatives (e.g. <i>Students <u>did not</u> need to bring their own food because parents donated food and drinks.</i>)</li> <li>possessive adjectives (e.g. <i><u>Their</u> teachers and parents gave them a lot of help.</i>)</li> </ul> </li> </ul>

General and Task-specific Criteria for Assessing  
Task 1 - The “Beach Clean Up” Day  
Subtask 3: Writing a short article (Writing)

	<ul style="list-style-type: none"><li>♦ prepositions (e.g. <i>held at Shek O Beach last Sunday; on 12 October</i>)</li><li>♦ subject / object pronouns (e.g. <i>Sally Jones, the Chairlady of the club, said last year <u>they</u> collected 800 bags of rubbish; ... teachers and parents helped <u>them</u>.</i>)</li><li>♦ subordination (e.g. <i>This year they collected even more rubbish <u>because the beach was dirtier than last year.</u></i>)</li></ul> <p>➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation</p>
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General and Task-specific Criteria for Assessing  
Task 2 – My New Email Pal  
Subtask 2: Writing a Reply (Writing)

*General criteria for assessing writing	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ writer starts by thanking email pal for message</li> <li>➤ writer describes his/her school subjects and interests</li> <li>➤ no irrelevant or inappropriate content</li> <li>➤ substantive content</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through <ul style="list-style-type: none"> <li>♦ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition)</li> <li>♦ logical development of ideas (supported by appropriate examples and elaboration of details)</li> <li>♦ logical sequencing of ideas/paragraphs</li> </ul> </li> <li>➤ cohesion through <ul style="list-style-type: none"> <li>♦ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time/order words], indentation, referencing, restatement/appropriate repetition, subordination, tense consistency)</li> </ul> </li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence <ul style="list-style-type: none"> <li>♦ exploits appropriate rhetorical patterns of description</li> <li>♦ two to three paragraphs each demonstrating logical sequencing</li> <li>♦ an attempt to group information</li> <li>♦ the last paragraph brings the email to a close</li> </ul> </li> <li>➤ cohesion <ul style="list-style-type: none"> <li>♦ tense consistency (e.g. <i>I live in Hong Kong; I like Science.</i>)</li> <li>♦ connectives (e.g. <i>I like Science but I don't like Art; I am always busy because I have many interests.</i>)</li> <li>♦ indentation – paragraphs are clearly marked by spacing or lines</li> </ul> </li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to genre requirements, e.g. <ul style="list-style-type: none"> <li>♦ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging sources; maintaining objectivity</li> <li>♦ personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing</li> <li>♦ transactional (e.g. letters of inquiry, letters of compliment/gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness</li> <li>♦ expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity</li> </ul> </li> <li>➤ adherence to task requirements (e.g. authenticity, word limit)</li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre <ul style="list-style-type: none"> <li>♦ shows relevant format and features of a personal email</li> </ul> </li> <li>➤ Task <ul style="list-style-type: none"> <li>♦ writes approximately 120 words</li> <li>♦ covers required content</li> </ul> </li> </ul>

\* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing  
Task 2 – My New Email Pal  
Subtask 2: Writing a Reply (Writing)

<p><b><u>Language and Style</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of tone and register for intended reader and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriately for task and reader</li> </ul>
<p><b><u>Grammar and Mechanics</u></b></p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> <li>➤ accurate spelling, capitalization and punctuation</li> </ul>	<p><b>Grammar and Mechanics</b></p> <ul style="list-style-type: none"> <li>➤ effective use of the simple present and the past tense (e.g. <i>I <u>like</u> Science; I <u>joined</u> the swimming club last summer.</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms –             <ul style="list-style-type: none"> <li>◆ question forms (e.g. <i>Do you remember the Peak?</i>)</li> <li>◆ gerunds (e.g. <i>150 volunteers spent Sunday <u>collecting</u> rubbish at the beach.</i>)</li> <li>◆ prepositions (e.g. <i>I swim <u>in</u> the sea during the summer; I go <u>for</u> a walk <u>in</u> the country parks.</i>)</li> <li>◆ clause structure (e.g. <i>Apart from my school work, I like to spend time with my friends.</i>)</li> </ul> </li> <li>➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation</li> </ul>

General and Task-specific Criteria for Assessing  
Task 3: Calling John about an Activity (Speaking)

* General criteria for assessing speaking	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ student's name; the event he / she is calling about; the club organizing the event; when the event is taking place; transportation and times and the student's contact number</li> <li>➤ no irrelevant, inappropriate content</li> <li>➤ substantive content (e.g. may include main attractions / features of activity)</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through <ul style="list-style-type: none"> <li>◆ using appropriate rhetorical patterns (e.g. narration, description, classification, comparison and contrast)</li> <li>◆ providing openings and closings as needed</li> <li>◆ presenting logically with appropriate examples / supporting details as needed</li> </ul> </li> <li>➤ cohesion through effective use of appropriate repetition, connectives (e.g. conjunctions, time / order words), referencing, restatement, summarizing and tense consistency, etc.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence <ul style="list-style-type: none"> <li>◆ exploits the rhetorical pattern of description</li> <li>◆ clear opening and closing statements (e.g. <i>Hello, John, this is ... / If you have any questions, call me on ..., okay? Bye-bye.</i>)</li> <li>◆ points logically sequenced (e.g. the student's name and the club affiliation should be together – <i>This is Mary. I am calling for the Environment Club ....</i>)</li> </ul> </li> <li>➤ cohesion <ul style="list-style-type: none"> <li>◆ coordination (e.g. <i>...so make sure you arrive before eight o'clock.</i>)</li> <li>◆ referencing (e.g. <i>Hello, this is Mary Wong calling. I am calling for the...</i>)</li> <li>◆ repetition (e.g. <i>The bus will leave at 7:30 tomorrow morning. That's half past seven...</i>)</li> <li>◆ connectives (e.g. <i>Please also remember to...</i>)</li> </ul> </li> </ul>
<p><b>Communicative Strategies – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ effective audience awareness (e.g. adjusting or modifying language / speech to suit audience needs, repeating and restating)</li> <li>➤ effective oral interaction strategies (e.g. agreeing, politely disagreeing, seeking clarification, clarifying, interrupting / interjecting, questioning, restating, summarizing, turn taking)</li> <li>➤ effective use of vocal features (e.g. eye contact, gesture, body movement and posture)</li> </ul>	<p><b>Communicative Strategies</b></p> <ul style="list-style-type: none"> <li>➤ repetition of key information (e.g. telephone numbers and times)</li> <li>➤ politeness evident in qualification (e.g. <i>I just want to remind you...</i>) and vocabulary (e.g. <i>Please also remember to...</i>)</li> </ul>

\* This is a suggested list of general criteria for assessing speaking. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing  
Task 3: Calling John about an Activity (Speaking)

<p><b><u>Genre and Task Requirements – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ adherence to the relevant requirements of different genres of speaking (e.g. story-telling, oral presentation, public speaking, interview, conversation)</li> <li>➤ adherence to task requirements (e.g. authenticity, time limit)</li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre <ul style="list-style-type: none"> <li>◆ speaks in a friendly and informal way, as generally found in a telephone message between friends</li> </ul> </li> <li>➤ Task <ul style="list-style-type: none"> <li>◆ speaks for approximately 1 minute</li> <li>◆ covers required content</li> </ul> </li> </ul>
<p><b><u>Pronunciation and Fluency – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible articulation</li> <li>➤ smooth, confident delivery marked by: <ul style="list-style-type: none"> <li>◆ appropriate intonation</li> <li>◆ appropriate pauses and word stress</li> <li>◆ few hesitations</li> <li>◆ use of contracted forms</li> <li>◆ appropriate use of vocal features such as pitch, pace and tone</li> </ul> </li> </ul>	<p><b>Pronunciation and Fluency</b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation (e.g. precise pronunciation of times and numbers)</li> <li>➤ audible speech to maintain audience attention</li> <li>➤ appropriate intonation (e.g. with sentence tags – ... <i>okay?</i>)</li> <li>➤ appropriate pauses and word stress</li> <li>➤ few hesitations</li> <li>➤ appropriate use of contracted forms (e.g. <i>I'm calling ...; that's 7:30 a.m.; Don't forget to be there before seven thirty</i>)</li> <li>➤ effective use of vocal features (e.g. pitch, pace, tone)</li> </ul>
<p><b><u>Language and Style – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of register for intended audience and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriate for task and audience</li> </ul>
<p><b><u>Grammar – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ effective use of various tenses (e.g. the simple present – <i>This is Sally Jones...</i>; the present continuous – <i>I am calling from...</i>; the future – <i>The bus will leave...</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>◆ conditionals (e.g. <i>If you have any questions, give me a call on...</i>)</li> <li>◆ definite articles (e.g. <i>...the Environment Club; the Beach Clean Up</i>)</li> <li>◆ imperatives (e.g. <i>Remember to get to the school parking area before 9:00 ...</i>)</li> <li>◆ prepositions (e.g. <i>at 7:30; the Chairperson of the Environment Club</i>)</li> <li>◆ subject and object pronouns (e.g. <i>I am calling to remind you about...</i>)</li> </ul> </li> </ul>
<p><b><u>Visual Aids – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate use of visual aids for the intended purpose</li> </ul>	<p><b>Visual Aids</b> (None needed or required, none assessed)</p>

## **Assessment Tasks: Set C**

### **Task 1 - Organizing an Outing**

Subtask 1: Choosing a place for an outing

Subtask 2: Suggesting a place for an outing

Subtask 3: Planning what to buy

Subtask 4: Writing a notice

### **Task 2 - Radio Call-in: “Come Share with Us”**

Subtask 1: A listening quiz

Subtask 2: Giving an oral report on what students  
are doing this summer

In the following assessment you will need to carry out a series of tasks. In some of these tasks you are required to write and speak.

**Your writing will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>Relevant means the content is meaningful to the topic, and</li> <li>Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	Content / Ideas should be presented logically and grouped together or separated in meaningful ways.
<b>Language</b>	<ul style="list-style-type: none"> <li>You need to make use of a range of <b>grammatical</b> and <b>sentence structures</b> accurately.</li> <li>You need to use a variety of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>Your punctuation will be assessed.</li> <li>Your spelling needs to be accurate.</li> </ul>
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task requirement may limit your writing to 100 words. Therefore read and follow directions carefully.
<i>Leave enough time to proofread your writing.</i>	

**Your speaking will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"> <li>Relevant means the content is meaningful, and</li> <li>Sufficient means that there is enough content (i.e., not too little and not too much).</li> </ul>
<b>Organization</b>	The content is logically presented and grouped together or separated in meaningful ways.
<b>Pronunciation and Fluency</b>	Your pronunciation, word stress, intonation, volume and rate of speaking will be assessed.
<b>Language</b>	<ul style="list-style-type: none"> <li>You need to use a range of <b>vocabulary</b> and <b>expressions</b> accurately.</li> <li>You need to use a range of grammatical <b>structures</b> accurately.</li> </ul>
<b>Non-verbal</b>	Your speaking performance <i>may</i> also be assessed on eye contact, hand gestures and posture.
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task may have a time limit. Therefore read and follow directions carefully.



## Task 1 - Organizing an Outing

### Situation

You are the secretary of the CYC (Community Youth Club). The club is organizing a yearly outing for its members. Your task is to assist the chairperson in organizing the event. You will have to write notes for the chairperson and also write a notice for club members.

### Subtask 1: Choosing a place for an outing

You have collected some information on two places: Plover Cove and Cheung Sha Beach. Read through the information, and use a checklist to compare the two places.

#### Plover Cove

Plover Cove is just off Ting Kok Road in Tai Po, New Territories. It is easy to get to by taking the KCR to Tai Po and Light Bus 75K to the Plover Cove parking area. There are many activities that people can do for recreation and enjoyment - barbecuing, swimming, sailing, windsurfing, fishing, and kite flying. There are also many hiking trails to the north of Plover Cove. The scenery around Plover Cove is very beautiful.

Unfortunately, Plover Cove is often very crowded on the weekends. Sometimes it is not easy to find a place to sit down. There is often a lot of rubbish along the trails and in the open area. In addition, it is difficult to find a barbecue space and there are many people cycling in the area. Another problem is the water quality. It is poor for swimming.

### Cheung Sha Beach

The scenery is very beautiful at Cheung Sha. There is a lovely view of the South China Sea. Cheung Sha is never overcrowded. The beach is quieter than most Hong Kong beaches. It is a great place for barbecues and there are lots of barbecue areas. The water at Cheung Sha is very clean. Many people like to swim there. The beach has excellent sand and is one of the best places in Hong Kong for making sandcastles. There are showers and a few small stores selling food, soft drinks and barbecue charcoal.

Unfortunately, the transportation to Cheung Sha Beach is not very convenient. It is on the south side of Lantau Island and so you must take a ferry from the Central Ferry Pier, and then take a bus to the beach. Other than its scenery, beach and sand, Cheung Sha has no other attractions.

Complete the checklist by ticking (✓) the correct boxes and adding the missing information.

	<u>Checklist</u>	
	<u>Plover Cove</u>	<u>Cheung Sha Beach</u>
Where it is:	<i>Tai Po</i>	_____
Transportation:		
• Easy to get there?	<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
• How to get there?	_____ + _____	Ferry + _____ _____
Attractions:		
• Beautiful scenery?	<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
• Good for barbecue?	<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Why / Why not?	_____	_____
• Good for swimming?	<input type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input type="checkbox"/> No
Why / Why not?	_____ _____	_____ _____
• Activities that people can do	1. swimming 2. barbecuing 3. sailing 4. _____ 5. _____ 6. _____ 7. kite flying	1. swimming 2. _____ 3. _____

### **Subtask 2: Suggesting a place for an outing**

You have compared the two places, Plover Cove and Cheung Sha. In about 100 words complete the report on the next page to the chairperson of the club suggesting to her which of the two places you think is a better place for the club outing this year. You should use the completed checklist to help you. In your report tell her

- where you think the club should go; and
- why (i.e. how the two places compare).

I have read the information about the two places, Plover Cove and Cheung Sha Beach. It seems that \_\_\_\_\_ is a more suitable place for our outing this year.

My reasons are:

- Both \_\_\_\_\_  
but \_\_\_\_\_
- \_\_\_\_\_ is a better place  
for \_\_\_\_\_ because  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

Transportation \_\_\_\_\_  
\_\_\_\_\_

I hope you agree with my suggestion. We should hold a meeting soon to discuss what to buy for the outing.

### Subtask 3: Planning what to buy

#### Situation

Members of the CYC have agreed that they want to go swimming and barbecuing at Cheung Sha Beach for their outing. Now CYC is having a meeting to decide what to buy for the barbecue. As the secretary of the club you need to take notes. Listen to the discussion and complete the shopping list below.

Shopping list	
<u>Item</u>	<u>Quantity to buy</u>
1. water and _____	✕ ( _____ bring their own)
2. chicken _____	_____
3. sausages	_____
4. potato chips	_____ packets
5. oranges	_____
6. charcoal	_____ bags
7. barbecue forks	_____
8. _____	2 jars
9. paper plates & _____	_____ each
10. _____ & old newspapers	✕ (Mark to bring)

#### Subtask 4: Writing a notice

Miss Lee, CYC's advisor, was unable to come to the club meeting because she was sick. As the secretary of the club, you have sent her an email telling her what you and the chairperson have planned to do. Miss Lee sends you a reply and asks you to write a Notice about the outing for club members. Read her letter and complete the Notice below.

Dear Andrew and Mary

Thank you for holding the meeting and organizing everything for the outing. While I'm away, can you please write a Notice for our club members and put it up in the school tomorrow? Write the Notice in point form, and use imperatives, to make the message clear.

On the Notice, state clearly the date, time and place for the outing. Tell members that they should meet at Central Ferry Pier at 9:00 a.m. Everyone has to bring \$40 for ferry and bus tickets. They should also bring their own water and drinks. Remind them to bring a bathing suit and a towel if they want to swim, and a pair of sandals if they do not want to walk on the beach bare-footed. Everyone ought to wear a hat as the sun may be strong. It would be a good idea for them to bring along some tools for building sand castles. Tell them that there will be prizes for the three best sand castles. Put your contact number on the notice so that members can call you if they have any questions.

I am getting much better and should be able to join you for the outing. I look forward to having a good time next Saturday.

Yours truly

Lucy Lee

## NOTICE

CYC Outing: Cheung Sha Beach  
Saturday, 7 July 20XX

- Meet at the Central Ferry Pier at 9:00 a.m.
- 
- 
- 
- 
- 

PRIZES FOR THE BEST 3 SAND CASTLES!!!



## **Task 2 - Radio Call-in: “Come Share with Us”**

### **Situation**

“Come Share with Us” is a radio call-in show for teenagers to express their views on different topics. The topic for this month is summer holidays. Your teacher would like you to listen to the show to get information for your project, which is on what most junior secondary students in Hong Kong do over the summer holidays.

### **Subtask 1: A listening quiz**

To let you have an idea of what the show is like, all of you are asked to listen to the repeat of last night’s show in class. Now listen to it and complete the quiz that your teacher has prepared.

QUIZ			
	Caller 1	Caller 2	Caller 3
Name	Cindy	_____	Tony
Where caller is from? (tick the right answer)	<input type="checkbox"/> Tai Koo Shing <input type="checkbox"/> Causeway Bay	<input type="checkbox"/> Kowloon City <input type="checkbox"/> Tai Po	<input type="checkbox"/> Kowloon Tong <input type="checkbox"/> Yuen Long
Summer activity (fill in one word for each blank)	Learn Japanese	Learn to _____	Help primary school _____
Reasons for choosing the activity (fill in one word for each blank)	Has a _____ in Japan. Will visit her this _____	Cousin said it's beautiful under the _____	Wants to share how he overcame problems in _____
Expensive? (tick the right answer and fill in one word for each blank)	<input type="checkbox"/> Yes / <input type="checkbox"/> No She needs to find _____ for the school fees	<input type="checkbox"/> Yes / <input type="checkbox"/> No His cousin will lend him some equipment	<input type="checkbox"/> Yes / <input type="checkbox"/> No He does not need to use any _____ at all

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 1

Notes		
	Caller 1	Caller 2
Name	Kelly	David
Where caller is from	Tai Wo	Mongkok
Summer activity	learn to sew	work in parents' seafood restaurant
Reason for choosing the activity	wants to make own clothes	wants to gain work experience and help parents
Need to pay?	\$35 per hour	will get \$1,000 a month for working

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 2

Notes		
	Caller 1	Caller 2
Name	Jane	Joe
Where caller is from	Cheung Chau	Diamond Hill
Summer activity	windsurf	learn to design webpages
Reason for choosing the activity	loves windsurfing	wants to design own webpages
Need to pay?	parents already bought equipment	software costs a few hundred dollars

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 3

Notes		
	Caller 1	Caller 2
Name	Mary	Mike
Where caller is from	Lantau	Lok Fu
Summer activity	help parents in their store	learn Putonghua
Reason for choosing the activity	summer → busy at store	good for future
Need to pay?	will get \$200 each week for helping	\$300 for 6 weeks

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 4

Notes		
	Caller 1	Caller 2
Name	Sandy	Paul
Where caller is from	Shatin	Kennedy Town
Summer activity	learn to play tennis	study Maths
Reason for choosing the activity	friends all play tennis	wants to get higher marks in Maths
Need to pay?	\$30 per hour	friend gives lessons for free

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 5

Notes		
	Caller 1	Caller 2
Name	Kitty	Ricky
Where caller is from	Stanley	Wanchai
Summer activity	improve swimming	travel to Taiwan
Reason for choosing the activity	next year will join school swimming team	wants to visit grandparents
Need to pay?	PE teacher will give free lessons	grandparents sent air tickets

## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 6

Notes		
	Caller 1	Caller 2
Name	Jack	Grace
Where caller is from	Sai Kung	Sheung Shui
Summer activity	practise violin	travel to China
Reason for choosing the activity	loves violin	wants to visit relatives and see Shanghai
Need to pay?	\$50 per hour, 3 times a week	parents will pay for air tickets



## Subtask 2: Giving an oral report on what students are doing this summer

### Situation

Everybody in class has listened to the “Come Share with Us” radio show and is getting ready to report back the information they have collected. During the second programme you took the following notes. Give an oral presentation on what the students who called up are going to do this summer. Your presentation should take about 90 seconds and should include:

- How many students called in
- Who they were and where they were calling from
- What they are going to do this summer and why they want to do it
- Whether they need to pay for it

You will have 2 minutes to think about your presentation and prepare it.

### Version 7

Notes		
	Caller 1	Caller 2
Name	Charles	Jane
Where caller is from	Ma On Shan	Lam Tin
Summer activity	work in bookstore	play computer games
Reason for choosing the activity	wants to earn some money to buy books	loves computer games: no time to play during school year
Need to pay?	will get \$300 per week	no need to pay

**Tapescript for Task 1 Subtask 3: Planning what to buy**

- Chairperson: Now let's talk about what to buy for the barbecue. Any ideas?
- Chris: Let's see. 50 members have signed up. That means we need to buy food and drinks for 50 people.
- Mary: That's a lot. Shall we ask members to bring their own water and drinks?
- Chairperson: Good idea. We'll remind them to do that – 'Members bring their own water and drinks'.
- Mark: Now what food should we buy?
- Mary: Chicken wings. Everybody loves chicken wings.
- Mark: And sausages too.
- Chris: How about pork chops? Shall we get some of those as well?
- Chairperson: No I don't think so. We'll have too much meat. Let's just have chicken wings and sausages.
- Chris: Will three chicken wings each be enough?
- Mary: I think so. That's 150 chicken wings. How about sausages? Two each?
- Chairperson: That sounds reasonable. So 100 sausages.
- Mark: What about snacks?
- Mary: Good idea, let's have some potato chips.
- Chairperson: We'll need about 10 big packets.
- Mary: I suggest that we buy some oranges, too. How about one for each member?
- Chris: Good. 50 oranges. I think that's enough food. Now how about charcoal, barbecue forks and all that?
- Mark: Well, we'll need to buy 3 bags of charcoal and 50

barbecue forks, but I suggest we buy them in Cheung Sha. Otherwise we'll have to carry them from school and they are heavy.

Chairperson: Excellent suggestion. We'll buy the 3 bags of charcoal and 50 barbecue forks there. Have we left anything out? Yes, we need to have paper plates, napkins, matches, etc.

Mary: Let's buy 100 paper plates, just in case and the same number of napkins, that's two each.

Chris: We also need some honey. What about buying two jars for all those chicken wings?

Chairperson: Sure – we nearly forgot the honey!

Mark: And I'll bring some matches and old newspapers.

Chairperson: Thanks Mark. I think we'll do the shopping tomorrow after school. Who's coming along?

Chris: Count me in.

Mark: Me too.

**Tapescript for Task 2 Subtask 1: A listening quiz**

Announcer: Hello, this is Agnes Li and today we're talking about what you are going to do with your summer. Many of us just waste the summer away. Today I want to hear from those of you who have plans. Phone in and tell our listeners what you plan to do.

Caller 1: Hello, this is Cindy from Tai Koo Shing.

Announcer: Hello, Cindy so what special plans do you have this summer?

Caller 1: Well this summer I'm going to learn Japanese.

Announcer: Why are you going to learn Japanese?

Caller 1: Well I have an email pal in Japan. We have been writing to each other for a year. She wants me to go to Japan and spend part of my Christmas holidays with her. My parents said I could go. This summer I want to learn some Japanese, so when I go to Japan this Christmas, I can speak with her friends and family.

Announcer: That's a great idea. So where are you going to take Japanese lessons?

Caller 1: My mother's friend told me that the Ichiban Language School in Causeway Bay is quite good. I will start lessons there next week.

Announcer: How much do lessons cost?

Caller 1: It will cost me about \$100 an hour for a small group class.

Announcer: So how can you afford that?

Caller 1: Well I'll have to find a job.

Announcer: Have fun learning Japanese, Cindy, and good luck in

finding a job. Call us back and let us know how things are going.

\*\*\*\*\*

Announcer: Our next caller is Andy from Tai Po. So Andy, what are you going to do this summer?

Caller 2: Well, I'll be taking diving lessons.

Announcer: Pardon me, did you say diving or driving?

Caller 2: Diving.

Announcer: Diving! My, that sounds interesting. Why do you want to learn how to dive?

Caller 2: Well my cousin is a diver and she says that there are many good places to dive around Hong Kong. She told me there are so many beautiful things to see under the water.

Announcer: But isn't it a very expensive activity?

Caller 2: She's going to teach me so it won't cost me anything to learn.

Announcer: Will you buy new diving equipment?

Caller 2: Well, actually, my cousin is going to lend me some equipment so I don't have to buy very much. I just need to buy my own diving mask and that's only \$150.

Announcer: You seem to have a great cousin. Good luck, Andy, and call us back to tell us what you see under the water.

\*\*\*\*\*

Announcer: Our last caller is Tony from Yuen Long. Tony, what are your plans this summer?

- Caller 3: I'm going to help some primary school children at my church.
- Announcer: Helping primary school children ... that sounds like a very meaningful activity, Tony. Why did you decide to do that?
- Caller 3: Well my church has planned summer classes for the children. My church needs some young people to help out. I am quite happy to do that. When I was in primary school, I had problems with English. So now I want to share with others how I overcame those problems. I want them to know that learning English is not hard, if we keep trying.
- Announcer: I think that sounds like a very meaningful way to spend your summer. Would you call us again, Tony, and tell us how everything is going?
- Caller 3: Yes, certainly. I'd be glad to.
- Announcer: Well that's all for today. Remember that summer is just ahead. Make your plans and tell us about them on our next show tomorrow at 6:00 p.m. Bye for now.

## Answer Key

Task 1 Subtask 1: Choosing a place for an outing.

Complete the checklist by ticking (✓) the correct boxes and adding the missing information.

	<u>Checklist</u>	
	<u>Plover Cove</u>	<u>Cheung Sha Beach</u>
Where it is:	<i>Tai Po</i>	<i>Lantau</i>
Transportation:		
• Easy to get there?	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> No
• How to get there?	<i>KCR</i> + <i>Light bus</i>	Ferry + <i>bus</i>
Attractions:		
• Beautiful scenery?	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No
• Good for barbecue?	<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No
Why / Why not?	<i>not enough space</i>	<i>lots of barbecuing areas</i>
• Good for swimming?	<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No
Why / Why not?	<i>poor water quality</i>	<i>very clean</i>
• Activities that people can do	1. swimming 2. barbecuing 3. sailing 4. <i>wind surfing</i> 5. <i>fishing</i> 6. <i>hiking</i> 7. kite flying	1. swimming 2. <i>barbecuing</i> 3. <i>making sand castles</i>

Task 1 Subtask 3: Planning what to buy

Shopping list	
<u>Item</u>	<u>Quantity to buy</u>
1. water and <u>drinks</u>	✗ ( <u>Members</u> bring their own)
2. chicken <u>wings</u>	<u>150</u>
3. sausages	<u>100</u>
4. potato chips	<u>10</u> packets
5. oranges	<u>50</u>
6. charcoal	<u>3</u> bags
7. barbecue forks	<u>50</u>
8. <u>honey</u>	2 jars
9. paper plates & <u>napkins</u>	<u>100</u> each
10. <u>matches</u> & old newspapers	✗ (Mark to bring)



Task 1 Subtask 4: Writing a notice

## NOTICE

### CYC Outing: Cheung Sha Beach Saturday, 7 July 20XX

- *Meet at the Central Ferry Pier at 9:00 a.m.*
- *Bring \$40 for ferry and bus tickets*
- *Bring your own water and drinks*
- *Bring bathing suit, towel and sandals*
- *Wear hat as sun may be strong*
- *Bring tools for building sand castles*

*If you have any questions,  
call 2369-3887*

**PRIZES FOR THE BEST 3 SAND CASTLES!!!**

Task 2 Subtask 1: A listening quiz

QUIZ			
	Caller 1	Caller 2	Caller 3
Name	Cindy	_____ <i>Andy</i> _____	Tony
Where caller is from? (tick the right answer)	<input checked="" type="checkbox"/> Tai Koo Shing <input type="checkbox"/> Causeway Bay	<input type="checkbox"/> Kowloon City <input checked="" type="checkbox"/> Tai Po	<input type="checkbox"/> Kowloon Tong <input checked="" type="checkbox"/> Yuen Long
Summer activity (fill in one word for each blank)	Learn Japanese	Learn to <u>dive</u>	Help primary school <u>children</u>
Reasons for choosing the activity (fill in one word for each blank)	Has a <u>pal</u> _____ in Japan. Will visit her this <u>Christmas</u>	Cousin said it's beautiful under the <u>water</u>	Wants to share how he overcame problems in <u>learning</u> <u>English</u>

Expensive? (tick the right answer and fill in one word for each blank)	<input checked="" type="checkbox"/> <u>Yes</u> / <input type="checkbox"/> No She needs to find _____ <i>a</i> _____ _____ <i>job</i> _____ school fees	<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> <u>No</u> His cousin will lend him some equipment	<input type="checkbox"/> Yes / <input checked="" type="checkbox"/> <u>No</u> He does not need to use any _____ <i>money</i> _____ at all
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## **Aims of Assessment**

### **Task 1 – Organizing an Outing**

#### Subtask 1: An email from a friend

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KDa in KS3)

#### Subtask 2: Suggesting a place for an outing

To assess learners' ability to:

- converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3)
- produce or exchange a range of formal and informal messages both oral and written (ISc in KS3)
- provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting, inferring, summarizing and drawing conclusions (KSb in KS3)
- identify and define problems from given information, consider related factors, solve the problems and explain the solutions (KSd in KS3)

#### Subtask 3: Planning what to buy

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)

#### Subtask 4: Writing a notice

To assess learners' ability to:

- produce and exchange a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

## **Task 2 – Radio Call-in: “Come Share with Us”**

### Subtask 1: A listening quiz

To assess learners’ ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

### Subtask 2: Giving an oral report on what students are doing this summer

To assess learners’ ability to:

- produce a range of formal and informal messages both oral and written (ISc in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

## **Task-specific Criteria for Reading and Listening**

### **Task 1 – Organizing an Outing**

#### Subtask 1: Choosing a place for an outing (reading)

- to acquire, select and rearrange information in simple texts
- to understand information in a short text and to use it to plan and get things done
- to employ contextual and syntactic cues to interpret words / meaning

#### Subtask 3: Planning what to buy (listening)

- to identify and extract information and ideas in conversational exchanges
- to understand others in conversations on familiar topics
- to deduce meaning of unknown words through contextual clues

### **Task 2 – Radio Call-in: “Come Share with Us”**

#### Subtask 1: A listening quiz (listening)

- to understand others in conversations on familiar topics
- to identify ideas, information and intentions in conversational exchanges
- to understand the use of connectives and sequencing

General and Task-specific Criteria for Assessing  
Task 1 – Organizing an Outing  
Subtask 2: Suggesting a place for an outing (Writing)

*General criteria for assessing writing	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ name of suggested location; 5 reasons (e.g. amount of attractions, availability of barbecue sites, congestion, water quality, transportation)</li> <li>➤ no irrelevant or inappropriate content</li> <li>➤ substantive content</li> <li>➤ creative use of ideas and information</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>◆ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition)</li> <li>◆ logical development of ideas (supported by appropriate examples and elaboration of details)</li> <li>◆ logical sequencing of ideas / paragraphs</li> </ul> </li> <li>➤ cohesion through               <ul style="list-style-type: none"> <li>◆ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time / order words], indentation, referencing, restatement / appropriate repetition, subordination, tense consistency)</li> </ul> </li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>◆ exploits appropriate rhetorical patterns such as comparison / contrast and cause and effect</li> <li>◆ reasons are presented in a logical order that may include grouping related reasons and sequencing them accordingly (e.g. environmental quality of site includes water quality and congestion; quality of the attractions includes the variety of attractions and the barbecue sites; and logistics includes transportation)</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>◆ connectives (e.g. <i>Cheung Sha Beach does not have as many attractions as Plover Cove but it is the best place to make sand castles in Hong Kong. / Next, Plover Cove has better attractions than Cheung Sha Beach.</i>)</li> <li>◆ referencing (e.g. <i>Plover Cove is not so good for swimming but it is a good place for sailing and windsurfing.</i>)</li> <li>◆ restatement / appropriate repetition (e.g. <i>Lantau has a good environment, and a good environment will help us all relax.</i>)</li> <li>◆ subordination (e.g. <i>Cheung Sha Beach has a better environment because fewer people go there.</i>)</li> <li>◆ tense consistency (e.g. <i>Cheung Sha Beach is less crowded and has better water quality than Plover Cove.</i>)</li> </ul> </li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to genre requirements, e.g.               <ul style="list-style-type: none"> <li>◆ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging sources; maintaining objectivity</li> <li>◆ personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing</li> </ul> </li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre               <ul style="list-style-type: none"> <li>◆ shows relevant format and features of a report</li> </ul> </li> <li>➤ Task               <ul style="list-style-type: none"> <li>◆ writes approximately 100 words</li> <li>◆ covers required content</li> </ul> </li> </ul>

\* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.

**General and Task-specific Criteria for Assessing**  
**Task 1 – Organizing an Outing**  
**Subtask 2: Suggesting a place for an outing (Writing)**

<ul style="list-style-type: none"> <li>♦ transactional (e.g. letters of inquiry, letters of compliment / gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness</li> <li>♦ expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity</li> <li>➤ adherence to task requirements (e.g. authenticity, word limit)</li> </ul>	
<p><b><u>Language and Style</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of tone and register for intended reader and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriately for task and reader</li> </ul>
<p><b><u>Grammar and Mechanics</u></b> – demonstrating</p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> <li>➤ accurate spelling, capitalization and punctuation</li> </ul>	<p><b>Grammar and Mechanics</b></p> <ul style="list-style-type: none"> <li>➤ effective use of the simple past tense</li> <li>➤ effective use of the simple present tense</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms –             <ul style="list-style-type: none"> <li>♦ conjunctions (e.g. ...but...)</li> <li>♦ demonstratives (e.g. <u>There</u> are more...)</li> <li>♦ gerunds (e.g. <u>swimming</u>)</li> <li>♦ infinitives (e.g. <u>to make sand castles</u>)</li> <li>♦ comparative / superlative forms of adjectives (e.g. ...better / more than)</li> <li>♦ possessive nouns (e.g. <u>Plover Cove's</u> environment is not as ...)</li> <li>♦ prepositions (e.g. <u>We can build sand castles on the beach.</u>)</li> <li>♦ subject pronouns (e.g. <u>It is better than...</u>)</li> <li>♦ subordination (e.g. <u>The environment is better than Plover Cove's because there are fewer people.</u>)</li> </ul> </li> <li>➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation</li> </ul>



**General and Task-specific Criteria for Assessing  
Task 2 – Radio Call-in: “Come Share with Us”  
Subtask 2: Giving an oral report on what students are doing this summer (Speaking)**

* <b>General criteria for assessing speaking</b>	<b>Task-specific criteria</b>
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ how many students called in; who they were and where they were from; what they are going to do this summer; why they want to do it; and whether they need to pay for it</li> <li>➤ no irrelevant, inappropriate content</li> <li>➤ substantive content</li> <li>➤ creative use of ideas and information</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>◆ using appropriate rhetorical patterns (e.g. narration, description, classification, comparison and contrast)</li> <li>◆ providing openings and closings as needed</li> <li>◆ presenting logically with appropriate examples / supporting details as needed</li> </ul> </li> <li>➤ cohesion through effective use of appropriate repetition, connectives (e.g. conjunctions, time / order words) referencing, restatement, summarizing and tense consistency, etc.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>◆ information is grouped together and demonstrates a rhetorical pattern (e.g. a point by point comparison and contrast of both callers, or a description of caller 1 followed by a description of caller 2)</li> <li>◆ clear opening and closing statements (e.g. <i>I'd like to tell you about 2 callers who called up “Come Share with Us” ...so you can see Kelly and David have some interesting plans for the summer.</i>)</li> <li>◆ points logically sequenced (e.g. the student's name and location followed by the activity he / she has chosen, then followed by reasons and costs)</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>◆ coordination (e.g. <i>David wants to work in his parents' restaurant <u>so</u> he can help them <u>and</u> gain work experience.</i> )</li> <li>◆ referencing (e.g. <i>David wants to help his parents so that <u>he</u> can ...</i>)</li> <li>◆ repetition (e.g. <i>It costs <u>\$100 per hour</u>, and <u>\$100 per hour</u> is a lot of money.</i>)</li> <li>◆ tense consistency ( e.g. <i>Kelly <u>wants</u> to find a job so that she <u>can</u> make enough money to take Japanese lessons.</i>)</li> <li>◆ connectives (e.g. <i>She <u>also</u> wants to find a job <u>so</u> she can afford to take lessons.</i>)</li> </ul> </li> </ul>
<p><b>Communicative Strategies – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ effective audience awareness (e.g. adjusting or modifying language / speech to suit audience needs, repeating and restating)</li> <li>➤ effective oral interaction strategies (e.g. agreeing, politely disagreeing, seeking clarification, clarifying, interrupting / interjecting, questioning, restating, summarizing, turn taking)</li> <li>➤ effective use of vocal features (e.g. eye contact, gesture, body movement and posture)</li> </ul>	<p><b>Communicative Strategies</b></p> <ul style="list-style-type: none"> <li>➤ repetition of key ideas (e.g. <i>So Kelly's plan is to learn how to sew.</i>)</li> <li>➤ effective use of non-verbal features (e.g. eye contact, gesture, facial expression) (If students are audio-taped, this should not be assessed.)</li> </ul>

\* This is a suggested list of general criteria for assessing speaking. Teachers might like to consider adapting it for use in their own classrooms.

**General and Task-specific Criteria for Assessing  
Task 2 – Radio Call-in: “Come Share with Us”  
Subtask 2: Giving an oral report on what students are doing this summer (Speaking)**

<p><b><u>Genre and Task Requirements – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ adherence to the relevant requirements of different genres of speaking (e.g. story-telling, oral presentation, public speaking, interview, conversation)</li> <li>➤ adherence to task requirements (e.g. authenticity, time limit)</li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre <ul style="list-style-type: none"> <li>◆ an example of a short informal oral presentation made in a school setting</li> </ul> </li> <li>➤ Task <ul style="list-style-type: none"> <li>◆ speaks for approximately 1 minute</li> <li>◆ covers required content</li> </ul> </li> </ul>
<p><b><u>Pronunciation and Fluency – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible articulation</li> <li>➤ smooth, confident delivery marked by: <ul style="list-style-type: none"> <li>◆ appropriate intonation</li> <li>◆ appropriate pauses and word stress</li> <li>◆ few hesitations</li> </ul> </li> <li>◆ use of contracted forms</li> <li>◆ appropriate use of vocal features such as pitch, pace and tone</li> </ul>	<p><b>Pronunciation and Fluency</b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible speech to maintain audience attention</li> <li>➤ appropriate intonation</li> <li>➤ appropriate pauses and word stress</li> <li>➤ few hesitations</li> <li>➤ appropriate use of contracted forms</li> <li>➤ effective use of vocal features (e.g. pitch, pace, tone)</li> </ul>
<p><b><u>Language and Style – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of register for intended audience and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary is effective</li> <li>➤ language used appropriate for task and audience</li> </ul>
<p><b><u>Grammar – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>➤ effective use of various tenses (e.g. the simple past – <i>Kelly said she ...</i>; the simple present – <i>So both Kelly and David want to find jobs...</i>; the present continuous – <i>Kelly and David are looking for jobs...</i>; the present continuous used to express the future – <i>She is going to find a job</i>; the future – <i>He will borrow his cousin’s diving equipment.</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>◆ adverbials (e.g. <i>Next week, he will start taking lessons.</i>)</li> <li>◆ gerunds (e.g. <i>He likes playing basketball.</i>)</li> <li>◆ infinitives (e.g. <i>He wants to learn how to dive this summer.</i>)</li> <li>◆ prepositions (e.g. <i>One student called from Tai Po.</i>)</li> <li>◆ subject pronouns (e.g. <i>He is going to help children learn English.</i>)</li> </ul> </li> </ul>
<p><b><u>Visual Aids – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate use of visual aids for the intended purpose</li> </ul>	<p><b>Visual Aids</b> (None needed or required, none assessed)</p>

## **Assessment Tasks: Set D**

### **Task 1 - Planning a Trip to Singapore**

Subtask 1: Finding out about Singapore

Subtask 2: An introduction to the Night Safari Park

Subtask 3: Replying to your friend

### **Task 2 - Telling Your Friends about Singapore**

In the following assessment you will need to carry out a series of tasks. In some of these tasks you are required to write and speak.

**Your writing will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"><li>• Relevant means the content is meaningful to the topic, and</li><li>• Sufficient means that there is enough content (i.e., not too little and not too much).</li></ul>
<b>Organization</b>	Content / Ideas should be presented logically and grouped together or separated in meaningful ways.
<b>Language</b>	<ul style="list-style-type: none"><li>• You need to make use of a range of <b>grammatical</b> and <b>sentence structures</b> accurately.</li><li>• You need to use a variety of <b>vocabulary</b> and <b>expressions</b> accurately.</li><li>• Your punctuation will be assessed.</li><li>• Your spelling needs to be accurate.</li></ul>
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task requirement may limit your writing to 100 words. Therefore read and follow directions carefully.
<i>Leave enough time to proofread your writing.</i>	

**Your speaking will be assessed on the following:**

<b>Content</b>	The content needs to be <b>relevant</b> and <b>sufficient</b> . <ul style="list-style-type: none"><li>• Relevant means the content is meaningful, and</li><li>• Sufficient means that there is enough content (i.e., not too little and not too much).</li></ul>
<b>Organization</b>	The content is logically presented and grouped together or separated in meaningful ways.
<b>Pronunciation and Fluency</b>	Your pronunciation, word stress, intonation, volume and rate of speaking will be assessed.
<b>Language</b>	<ul style="list-style-type: none"><li>• You need to use a range of <b>vocabulary</b> and <b>expressions</b> accurately.</li><li>• You need to use a range of grammatical <b>structures</b> accurately.</li></ul>
<b>Non-verbal</b>	Your speaking performance <i>may</i> also be assessed on eye contact, hand gestures and posture.
<b>Task Requirements</b>	You need to follow the task requirements. For example, a task may have a time limit. Therefore read and follow directions carefully.

## Task 1: Planning a Trip to Singapore

### Situation

You are going to visit a friend in Singapore during your holidays. She wants to start planning your stay. She has sent you a lot of information about some of the sites you may want to visit. Your task is to write her an email saying which site you would like to visit most.

### Subtask 1: Finding out about Singapore

Read the extract of the letter from your friend and the information she has included from tourist brochures and then complete the grid below. You will later use the information in the grid to write a reply to your friend.

### Data File

Part of the letter from your friend

... I'm really happy that you are coming to stay. There's so much to see and do in Singapore that I won't be able to show you everything. I know you love animals, so I'm sending you some information about Singapore's Underwater World, the zoo and the night safari park. Which would you like to visit? We won't have time to see them all!

## Extracts from Tourist Brochures

### Underwater World

Come with us on a trip to the bottom of the sea. Here, you can see fish of all shapes, colours and sizes. You can see sharks swimming above you as you walk through a 83-metre glass tunnel. You can also see other marine life such as plants and coral which live in the sea. But that's not all! Experienced divers can go scuba-diving with the sharks, or if you prefer, you can go swimming with the pink dolphins. But book early as these attractions are very popular!

Underwater World is on Sentosa Island. Opening hours are 9 a.m. to 9 p.m. daily. So have a great day with us, and remember to visit our Gift Shop with its selection of books, postcards and souvenirs.

## Singapore Zoo

Spend a whole day at the zoo meeting some of our 2,700 animals. Learn about the 216 different species of animals at the zoo. None of the animals are kept in small cages. Instead, all our animals are in very large enclosures so that they have a lot of room to move freely. In these enclosures the plants and vegetation are similar to the vegetation the animals find in the wild. You can see the dangerous animals, such as the lions and tigers, through glass. But many of the animals move freely with our visitors. Our many attractions include animal rides, elephant shows, having your photo taken with a snake, and seeing the animals having their lunch.

If you get tired of walking through the 28 hectares, you can take a tram ride or relax in one of our many restaurants. And you can remember your day at the zoo by taking home some gifts from our wonderful gift shop. We're open from 8:30 a.m. to 6 p.m. daily.

Complete the following grid so that you can compare Underwater World and Singapore Zoo.

	Underwater World	Singapore Zoo
What can you see?	1. _____ 2. _____ 3. _____ 4. marine plants 5. _____	1. _____     
Other attractions	1. _____ 2. _____	1. _____ 2. _____ 3. photo with snake 4. _____
Where can you visit?	_____ every day	From 8:30 a.m. – 6:00 p.m. _____
How do you get around there?	On foot (walking)	1. _____ 2. _____
Facilities	1. _____	1. Gift shop 2. _____



### **Subtask 2: An introduction to the Night Safari Park**

Your friend has also sent you a recording introducing the Night Safari Park in Singapore. Listen to the recording so that you can compare the Safari Park with the Zoo and Underwater World.

	Night Safari Park
What can you see?	Wild _____: _____ different types
Other attractions	1. 3.2 km _____ through grasslands and tropical forest 2. 3 walking _____ through the park
When can you visit?	_____  7:30 p.m. - _____
How do you get around there?	1. _____  2. Tram
Facilities	1. Café  2. _____

### **Subtask 3: Replying to your friend**

You will only have the time to visit one of the above sites. Choose which site you would like to visit and then reply to your friend telling her which site you have chosen. Your reply should be about 150 words long. In your reply tell your friend:

- You found all the information interesting
- Which site you would like to visit (Underwater World, the Zoo or the Safari Park)
- Why you would like to visit the site

You may add information that is not provided above if it is relevant.

Dear Pat

Many thanks for all the information you sent me. It was all very

[illegible]

## Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

### Version 1

Attraction:	Sentosa Island
What is there:	Beautiful beach, lots of water sports, many sites to visit
How long you spent there:	Whole day
Who you went with:	Friend & her mother
Why you liked it:	Lots to do; great fun; like swimming
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

## **Task 2: Telling Your Friends about Singapore**

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

### Version 2

Attraction:	Bird Park
What is there:	Birds from all over the world
How long you spent there:	Several hours
Who you went with:	Friend & her older cousin
Why you liked it:	Very few bird parks in Hong Kong; many very beautiful birds
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

## Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

### Version 3

Attraction:	Haw Pa Villa
What is there:	Chinese theme park
How long you spent there:	2 hours
Who you went with:	Friend & her father
Why you liked it:	Lots to do there; interested in Chinese culture
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

## **Task 2: Telling Your Friends about Singapore**

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 4

Attraction:	Singapore History Museum
What is there:	Many different displays
How long you spent there:	All morning
Who you went with:	Friend & her cousin & aunt
Why you liked it:	Uses 3D images to tell history of Singapore; useful information for school history project
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

## Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 5

Attraction:	Singapore Science Centre
What is there:	Films and displays about science
How long you spent there:	An afternoon
Who you went with:	Friend & older brother
Why you liked it:	Interactive museum; very interesting displays
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?



## Task 2: Telling Your Friends about Singapore

After the holiday your teacher asks you to tell the class about your trip. You decide to tell them about your favourite attraction in Singapore. Use the notes below to report to the class. Your report should take about 90 seconds (one and a half minutes). You will have 2 minutes to prepare your presentation. Remember, you should not read from the notes, but talk to the class. You will need to supply the information to the final two questions.

Version 6

Attraction:	Botanic Gardens
What is there:	Beautiful, large park
How long you spent there:	Sunday afternoon
Who you went with:	Friend & her family
Why you liked it:	Great place for a picnic; lots of colourful flowers and plants
Would you like to visit the attraction again?	Yes / No : Why?
Who would you bring along with you?	?

**Tapescript for Task 1 Subtask 2: An introduction to the Night Safari Park**

Welcome to Singapore's Night Safari Park. Did you know that many animals are most active at night? That's why we have built a park where you can come to see wild animals at night. It's the first of its kind in the world. All together we have more than 1,000 animals in this park. We have 100 different types of animals, that's 100 different species of animals, in 3 separate parts of the park.

We will take you on a 3.2 km tram ride through grasslands and tropical forest. In each area as the tram passes you see different animals, such as lions on the grasslands and monkeys in the tropical rainforests. You can also walk along one of our 3 walking trails through the park. So bring the whole family on any day of the year. We're open 365 days in the year from 7:30 p.m. till 12 midnight. And before you leave, have a midnight snack and a hot drink in our café and don't forget to buy a small gift from our extensive Gift Shop to remind you of your visit.

## Answer Key

Task 1 Subtask 1: Finding out about Singapore

How do Underwater World and Singapore Zoo compare?

	Underwater World	Singapore Zoo
What can you see?	<ol style="list-style-type: none"> <li>1. <i>fish</i></li> <li>2. <i>sharks</i></li> <li>3. <i>marine plants</i></li> <li>4. <i>coral</i></li> <li>5. <i>pink dolphins</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Many different animals (2700 animals) / 216 different species of animals</i></li> </ol>
Other attractions	<ol style="list-style-type: none"> <li>1. <i>scuba-diving with sharks</i></li> <li>2. <i>swimming with pink dolphins</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>animal rides</i></li> <li>2. <i>elephant shows</i></li> <li>3. <i>photo with snake</i></li> <li>4. <i>seeing animals eating (being fed)</i></li> </ol>
When can you visit?	<u>9:00 a.m. – 9:00 p.m.</u> every day	From 8:30 a.m. – 6:00 p.m. <u>every day</u>
How do you get around there?	On foot (walking)	<ol style="list-style-type: none"> <li>1. <i>On foot</i></li> <li>2. <i>Tram</i></li> </ol>
Facilities	<ol style="list-style-type: none"> <li>1. <i>Gift shop</i></li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Gift shop</i></li> <li>2. <i>Restaurants</i></li> </ol>

Task 1 Subtask 2: An introduction to the Night Safari Park

	Night Safari Park
What can you see?	Wild <i>animals</i> : <u>100</u> different types
Other attractions	1. 3.2 km <u>tram</u> <u>ride</u> through grasslands and tropical forest 2. 3 walking <u>trails</u> through the park
When can you visit?	<u>every day</u> 7:30 p.m. - <u>12 midnight</u>
How do you get around there?	1. <u>On foot</u> 2. Tram
Facilities	1. Café 2. <u>Gift shop</u>

### Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
<ul style="list-style-type: none"> <li>Chosen site clearly identified</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reasons for choice given and explained</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
<ul style="list-style-type: none"> <li>The email is divided into appropriate paragraphs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reasons for choice are elaborated</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The email demonstrates cohesion through, for example, the use of appropriate connectives</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
<ul style="list-style-type: none"> <li>Word limit is followed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Email is written in a friendly and informal manner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language &amp; Style</b>			
<ul style="list-style-type: none"> <li>Preferences expressed through “I’d like”, “I’d prefer”, etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Descriptive language is used</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Use of tense is appropriate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Meaning is clear</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Use of words is appropriate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Comments</u></b>			

## Feedback Sheet for Task 2: Telling Your Friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

<b>Content</b>	Do you use the information provided in your presentation?	1	2	3
	Do you use your own ideas and elaborate them in your presentation?	1	2	3
<b>Organization</b>	Have you presented the information in a logical and meaningful way?	1	2	3
	Do you introduce your topic and bring your presentation to a close?	1	2	3
<b>Pronunciation and Fluency</b>	Is your speech audible?	1	2	3
	Is your pace appropriate for a presentation?	1	2	3
	Is your speech fluent?	1	2	3
	Do you use word stress correctly?	1	2	3
	Do you vary your speech so that it is interesting to listen to?	1	2	3
<b>Language</b>	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
<b>Non-verbal</b>	Do you look at the audience when you speak?	1	2	3
<b>Task Requirements</b>	Do you speak for about 90 seconds?	1	2	3
	Do you sound friendly?	1	2	3
<b><u>Comments</u></b>				

## **Aims of Assessment**

### **Task 1 - Planning a Trip to Singapore**

#### Subtask 1: Finding out about Singapore

To assess learners' ability to:

- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)

#### Subtask 2: An introduction to the Night Safari Park

To assess learners' ability to:

- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)

#### Subtask 3: Replying to your friend

To assess learners' ability to:

- converse and exchange points of view about feelings, interests, preferences, ideas, experiences and plans (ISb in KS3)
- produce and exchange a range of formal and informal messages both oral and written (ISc in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)
- interpret and use more extensive information through processes or activities such as sequencing, describing, classifying, comparing, explaining, predicting and drawing conclusions (KSb in KS3)

### **Task 2 - Telling Your Friends about Singapore**

To assess learners' ability to:

- obtain and provide objects, services and information in real and simulated situations (ISe in KS3)
- produce a range of formal and informal messages both oral and written (ISc in KS3)
- provide or find out, select, organize and present information on familiar and less familiar topics (KSa in KS3)

## **Task-specific Criteria for Reading and Listening**

### **Task 1 – Planning a Trip to Singapore**

#### Subtask 1: Choosing a place for an outing (reading)

- To understand and extract specific information from short, simple texts
- To select and organize information on less familiar topics

#### Subtask 2: An introduction to the Night Safari Park (listening)

- To understand and extract specific information from a short, simple text
- To select and organize information on less familiar topics



General and Task-specific Criteria for Assessing  
Task 1 – Planning a Trip to Singapore  
Subtask 3: Reply to your friend (Writing)

*General criteria for assessing writing	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ writer introduces the email appropriately with general statement of thanks</li> <li>➤ writer makes clear his / her preference for one site</li> <li>➤ provides 3 reasons for choosing the site</li> <li>➤ substantive content</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>◆ effective use of appropriate rhetorical patterns (e.g. narration, description, exposition)</li> <li>◆ logical development of ideas (supported by appropriate examples and elaboration of details)</li> <li>◆ logical sequencing of ideas / paragraphs</li> </ul> </li> <li>➤ cohesion through               <ul style="list-style-type: none"> <li>◆ effective use of cohesive devices (e.g. adverbials, connectives [e.g. conjunctions, time / order words], indentation, referencing, restatement / appropriate repetition, subordination, tense consistency)</li> </ul> </li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>◆ exploits appropriate rhetorical patterns such as description and comparison</li> <li>◆ two to three paragraphs each demonstrating logical sequencing</li> <li>◆ last paragraph restates the most preferred site and brings email to a close</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>◆ tense consistency</li> <li>◆ consistent use of modals (e.g. <i>I'd like.... I'd prefer....</i>)</li> <li>◆ connectives (e.g. <i>I also would like to see... I'd prefer to see x because....</i>)</li> <li>◆ indentation – paragraphs are clearly marked by spacing or lines</li> </ul> </li> </ul>
<p><b>Genre and Task Requirements – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ adherence to genre requirements, e.g.               <ul style="list-style-type: none"> <li>◆ academic (e.g. book reports, survey reports, expository writing) – relevant formats and features; acknowledging sources; maintaining objectivity</li> <li>◆ personal (e.g. personal letters, emails, postcards, invitations) – relevant formats and features; personalizing transactional (e.g. letters of inquiry, letters of compliment / gratitude, letters of complaint, news articles, reports) – relevant formats and features; showing mastery of conventions; conciseness</li> </ul> </li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre               <ul style="list-style-type: none"> <li>◆ shows relevant format and features of a personal email</li> </ul> </li> <li>➤ Task               <ul style="list-style-type: none"> <li>◆ writes approximately 150 words</li> <li>◆ covers required content</li> </ul> </li> </ul>

\* This is a suggested list of general criteria for assessing writing. Teachers might like to consider adapting it for use in their own classrooms.

**General and Task-specific Criteria for Assessing**  
**Task 1 – Planning a Trip to Singapore**  
**Subtask 3: Reply to your friend (Writing)**

<ul style="list-style-type: none"> <li>♦ expressive (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity (e.g. stories, poems, play scripts) – relevant formats and features; originality and creativity</li> <li>➤ adherence to task requirements (e.g. authenticity, word limit)</li> </ul>	
<p><b><u>Language and Style – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of tone and register for intended reader and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriately for task and reader</li> </ul>
<p><b><u>Grammar and Mechanics – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> <li>➤ accurate spelling, capitalization and punctuation</li> </ul>	<p><b>Grammar and Mechanics</b></p> <ul style="list-style-type: none"> <li>➤ effective use of the simple present in 1st paragraph and the modals to show preference (e.g. <i>I'd like...; I'd prefer...</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms –             <ul style="list-style-type: none"> <li>♦ conjunctions (e.g. <i>I'd like to see everything but I know we won't have time.</i>)</li> <li>♦ contractions (e.g. <i>I'd prefer...; I'd like...</i>)</li> <li>♦ infinitives (e.g. <i>I'd like to see...; I want to go...</i>)</li> <li>♦ possessive adjectives (e.g. <i>My preference is...</i>)</li> <li>♦ modals (e.g. <i>I would...; we could go...</i>)</li> </ul> </li> <li>➤ accurate spelling, capitalization (e.g. proper nouns) and punctuation</li> </ul>

General and Task-specific Criteria for Assessing  
Task 2 – Telling Your Friends about Singapore (Speaking)

* General criteria for assessing speaking	Task-specific criteria
<p><b>Content – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ relevance of ideas to the topic</li> <li>➤ appropriateness of ideas</li> <li>➤ substantive coverage</li> <li>➤ creativity and originality of ideas</li> </ul>	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>➤ attraction, what is there, how long spent there, with whom and what you liked</li> <li>➤ no irrelevant, inappropriate content</li> <li>➤ substantive content</li> <li>➤ provides additional information creatively</li> </ul>
<p><b>Organization – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ coherence through               <ul style="list-style-type: none"> <li>◆ using appropriate rhetorical patterns (e.g. narration, description, classification, comparison and contrast)</li> <li>◆ providing openings and closings as needed</li> <li>◆ presenting logically with appropriate examples / supporting details as needed</li> </ul> </li> <li>➤ cohesion through effective use of appropriate repetition, connectives (e.g. conjunctions, time / order words), referencing, restatement, summarizing and tense consistency, etc.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>➤ coherence               <ul style="list-style-type: none"> <li>◆ exploits the rhetorical pattern of description</li> <li>◆ clear opening and closing statements (e.g. <i>I'm going to tell you about...</i>)</li> <li>◆ points logically sequenced and combined</li> </ul> </li> <li>➤ cohesion               <ul style="list-style-type: none"> <li>◆ coordination (e.g. <i>I really liked the Bird Park <u>because</u> the birds there were really colourful.</i>)</li> <li>◆ connectives (e.g. <i>You can <u>also</u> go swimming.</i>)</li> </ul> </li> </ul>
<p><b>Communicative Strategies – demonstrating</b></p> <ul style="list-style-type: none"> <li>➤ effective audience awareness (e.g. adjusting or modifying language / speech to suit audience needs, repeating and restating)</li> <li>➤ effective oral interaction strategies (e.g. agreeing, politely disagreeing, seeking clarification, clarifying, interrupting / interjecting, questioning, restating, summarizing, turn taking)</li> <li>➤ effective use of vocal features (e.g. eye contact, gesture, body movement and posture)</li> </ul>	<p><b>Communicative Strategies</b></p> <ul style="list-style-type: none"> <li>➤ effective use of voice and body language to make report interesting for the audience.</li> <li>➤ uses examples to illustrate a point (e.g. ....<i>such as swimming and water sports; including sight-seeing</i>)</li> </ul>

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\* This is a suggested list of general criteria for assessing speaking. Teachers might like to consider adapting it for use in their own classrooms.

General and Task-specific Criteria for Assessing  
Task 2 – Telling Your Friends about Singapore (Speaking)

<p><b><u>Genre and Task Requirements – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ adherence to the relevant requirements of different genres of speaking (e.g. story-telling, oral presentation, public speaking, interview, conversation)</li> <li>➤ adherence to task requirements (e.g. authenticity, time limit)</li> </ul>	<p><b>Genre and Task Requirements</b></p> <ul style="list-style-type: none"> <li>➤ Genre <ul style="list-style-type: none"> <li>◆ speaks in a friendly and informal way</li> </ul> </li> <li>➤ Task <ul style="list-style-type: none"> <li>◆ speaks for approximately 90 seconds</li> <li>◆ covers required content</li> </ul> </li> </ul>
<p><b><u>Pronunciation and Fluency – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible articulation</li> <li>➤ smooth, confident delivery marked by: <ul style="list-style-type: none"> <li>◆ appropriate intonation</li> <li>◆ appropriate pauses and word stress</li> <li>◆ few hesitations</li> <li>◆ use of contracted forms</li> <li>◆ appropriate use of vocal features such as pitch, pace and tone</li> </ul> </li> </ul>	<p><b>Pronunciation and Fluency</b></p> <ul style="list-style-type: none"> <li>➤ clear and accurate pronunciation</li> <li>➤ audible speech to maintain audience attention</li> <li>➤ appropriate intonation (e.g. <i>with sentence tags – ... okay?</i>)</li> <li>➤ appropriate pauses and word stress</li> <li>➤ few hesitations</li> <li>➤ appropriate use of contracted forms (e.g. <i>I'm going to tell you about....</i>)</li> <li>➤ effective use of vocal features (e.g. pitch, pace, tone)</li> </ul>
<p><b><u>Language and Style – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate range of vocabulary</li> <li>➤ effective choice of words</li> <li>➤ appropriateness of register for intended audience and purpose</li> </ul>	<p><b>Language and Style</b></p> <ul style="list-style-type: none"> <li>➤ vocabulary well-chosen and varied</li> <li>➤ language used appropriate for task and audience</li> </ul>
<p><b><u>Grammar – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ accuracy in grammar (e.g. subject-verb agreement, tense, modals, word order, prepositions, clause structure)</li> </ul>	<p><b>Grammar and Mechanics</b></p> <ul style="list-style-type: none"> <li>➤ effective use of past tense (e.g. <i>we went there...we stayed, we had a good time</i>)</li> <li>➤ correct word order and subject-verb agreement</li> <li>➤ accurate use of a range of grammatical items and forms – <ul style="list-style-type: none"> <li>◆ pronouns (e.g. <i>We spent an afternoon there.</i>)</li> <li>◆ connectives (e.g. <i>I like it because...</i>)</li> </ul> </li> </ul>
<p><b><u>Visual Aids – demonstrating</u></b></p> <ul style="list-style-type: none"> <li>➤ appropriate use of visual aids for the intended purpose</li> </ul>	<p><b>Visual Aids</b> (None needed or required, none assessed)</p>

## **Example Scripts and Performances**

One oral task and one writing task from Assessment Tasks Set D were tried out on a selection of Secondary 2 students from two local secondary schools. This section includes the following from the tryouts to illustrate how teachers can give useful feedback to students using the general and task-specific assessment criteria suggested in the package:

1. The written commentary and the completed feedback sheet on 3 oral responses to Assessment Tasks Set D: Task 2 (“Telling Your Friend about Singapore”). Please refer to the CD-ROM for the video clips of the oral performances and the commentary. A blank feedback sheet for the task has also been included for use during training workshops (see p. 8 for suggestions).
2. The written commentary and 3 students’ scripts on Assessment Tasks Set D: Task 1 Subtask 3 (“Replying to your friend”), each followed by a completed feedback sheet. Each example of student writing has been annotated to illustrate how useful feedback can be given to students in a very specific way. An unmarked copy of each example has been included for use during training workshops if required (see p. 9 for suggestions). A blank feedback sheet has also been included which may be photocopied for the same purpose.

## **Commentary on students' oral performances**

### **Student 1**

This student is aware of his audience. He starts the presentation saying “Hi, I’m going to tell you about my last summer holiday....”. He looks at the audience as he is saying this and he smiles, which not only makes him sound friendly, but also interested in what he is going to say. He also tries to bring the presentation to an end, but he could have paused before saying “and this is the end” rather than make this part of the final comment about the museum.

Another commendable feature of this presentation is the effort the student makes to add information of his own. He goes beyond the information and vocabulary provided in the task specification. And he tries to link ideas together, for example, where he says “Luckily, Singapore people are very friendly...”. He makes some grammatical mistakes, for example, “I knew about that Singapore has a very special history”, but these do not detract from what he is saying. In fact he shows a good command of grammar and a range of vocabulary. He also modulates his voice well and in so doing maintains the audience’s interest.

This is a good, well-planned and well-delivered presentation.

**STUDENT 1**

**Feedback Sheet for Task 2: Telling your friends about Singapore**

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

<b>Content</b>	Do you use the information provided in your presentation?	1	2	3
	Do you use your own ideas and elaborate them in your presentation?	1	2	3
<b>Organization</b>	Have you presented the information in a logical and meaningful way?	1	2	3
	Do you introduce your topic and bring your presentation to a close?	1	2	3
<b>Pronunciation and Fluency</b>	Is your speech audible?	1	2	3
	Is your pace appropriate for a presentation?	1	2	3
	Is your speech fluent?	1	2	3
	Do you use word stress correctly?	1	2	3
	Do you vary your speech so that it is interesting to listen to?	1	2	3
<b>Language</b>	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
<b>Non-verbal</b>	Do you look at the audience when you speak?	1	2	3
<b>Task</b>	Do you speak for about 90 seconds?	1	2	3
<b>Requirements</b>	Do you sound friendly?	1	2	3
<b>Comments</b> This is a good presentation. You include some interesting information of your own. When you are drawing to a close, pause before you announce that you have come to the end. Try to rely on your notes less. You are more effective when you speak to your audience.				



## **Commentary on students' oral performances**

### **Student 2**

This student has quite a nice voice to listen to and seems to have a reasonably good command of the language. Unfortunately, she spoils her presentation by reading it, rather than delivering it as presentation. Instead of using the preparation time to plan what she will say, she used it to write her speech. Her delivery therefore sounds rushed. Towards the end, where she relies less on what she has written, she sounds more natural and more friendly. Also at this point her eye contact improves.

The presentation is well structured, having a beginning and an end. The student adds some good ideas of her own and uses a range of vocabulary. She stresses words correctly and she modulates her voice well. She does make some grammatical mistakes, the most common of which is her use of “in there” rather than “there” in such phrases as: we visit in there; we love the food in there, etc. However, what she has to say is easy to follow.

Overall, I think this student performed satisfactorily, even quite well, but I am sure she could do even better.



**STUDENT 2**

**Feedback Sheet for Task 2: Telling Your Friends about Singapore**

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

<b>Content</b>	Do you use the information provided in your presentation?	1 2 (3)
	Do you use your own ideas and elaborate them in your presentation?	1 2 (3)
<b>Organization</b>	Have you presented the information in a logical and meaningful way?	1 2 (3)
	Do you introduce your topic and bring your presentation to a close?	1 2 (3)
<b>Pronunciation and Fluency</b>	Is your speech audible?	1 2 (3)
	Is your pace appropriate for a presentation?	(1) 2 3
	Is your speech fluent?	1 (2) 3
	Do you use word stress correctly?	1 2 (3)
	Do you vary your speech so that it is interesting to listen to?	1 2 (3)
<b>Language</b>	Are the structures you use grammatically correct?	1 (2) 3
	Do you use a range of vocabulary and expressions?	1 2 (3)
<b>Non-verbal</b>	Do you look at the audience when you speak?	1 (2) 3
<b>Task</b>	Do you speak for about 90 seconds?	(1) 2 3
<b>Requirements</b>	Do you sound friendly?	1 (2) 3
<b>Comments</b>		
You weaken your presentation by rushing through it. You have some good ideas, but you need to learn to speak to your audience, and rely less on what you have written.		

## **Commentary on students' oral performances**

### **Student 3**

This student seems to be translating word for word. This makes what he is saying lack fluency and hence difficult to follow. He seems to have some quite good ideas, such as the reason why he does not want to return to the Singapore Museum, but he appears not to have the vocabulary or command of English grammar to be able to express his thoughts. His word stress is generally acceptable, but this is not true of sentence stress.

The presentation lacks a beginning and an end. It is far too short to adequately fulfill the task requirement. However, this student appears to know of the need for eye contact, but because he relies so heavily on his notes, he looks down too much, and so for much of the presentation his head bobs up and down. When he does look at his audience (at the end of the presentation), he goes some way to establish rapport and he uses his smile well.

Overall, this is a very weak performance.

**STUDENT 3**

**Feedback Sheet for Task 2: Telling your friends about Singapore**

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

<b>Content</b>	Do you use the information provided in your presentation?	1	(2)	3
	Do you use your own ideas and elaborate them in your presentation?	1	(2)	3
<b>Organization</b>	Have you presented the information in a logical and meaningful way?	1	(2)	3
	Do you introduce your topic and bring your presentation to a close?	(1)	2	3
<b>Pronunciation and Fluency</b>	Is your speech audible?	1	(2)	3
	Is your pace appropriate for a presentation?	(1)	2	3
	Is your speech fluent?	(1)	2	3
	Do you use word stress correctly?	(1)	2	3
	Do you vary your speech so that it is interesting to listen to?	(1)	2	3
<b>Language</b>	Are the structures you use grammatically correct?	(1)	2	3
	Do you use a range of vocabulary and expressions?	(1)	2	3
<b>Non-verbal</b>	Do you look at the audience when you speak?	1	(2)	3
<b>Task</b>	Do you speak for about 90 seconds?	(1)	2	3
<b>Requirements</b>	Do you sound friendly?	1	(2)	3
<b>Comments</b> You have some quite good ideas, but unfortunately you seem to have to translate these word for word from Chinese. You need to concentrate on producing short but grammatically correct utterances in English. You need to concentrate on pronunciation - start with saying "they have" clearly (you seem to say "there have").				

## **Feedback Sheet for Task 2: Telling your friends about Singapore**

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

<b>Content</b>	Do you use the information provided in your presentation?	1	2	3
	Do you use your own ideas and elaborate them in your presentation?	1	2	3
<b>Organization</b>	Have you presented the information in a logical and meaningful way?	1	2	3
	Do you introduce your topic and bring your presentation to a close?	1	2	3
<b>Pronunciation and Fluency</b>	Is your speech audible?	1	2	3
	Is your pace appropriate for a presentation?	1	2	3
	Is your speech fluent?	1	2	3
	Do you use word stress correctly?	1	2	3
	Do you vary your speech so that it is interesting to listen to?	1	2	3
<b>Language</b>	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
<b>Non-verbal</b>	Do you look at the audience when you speak?	1	2	3
<b>Task Requirements</b>	Do you speak for about 90 seconds?	1	2	3
	Do you sound friendly?	1	2	3
<b><u>Comments</u></b>				

## **Commentary on students' written performances**

### **Example 1**

This student provides 3 clear reasons for wanting to visit Underwater World. She organizes her points well and provides an appropriate beginning and end to her email. She also contributes some original ideas for her choice of Underwater World and she tries to develop each of these, particularly the idea of needing information for her vacation project. She makes her email interesting by including some descriptive language (cf. her use of “amazing”). Thus, in terms of task fulfillment, this piece of writing scores well.

Lexical and grammatical errors are limited and those that do occur do not detract from the overall message the student is trying to communicate. Also, the style of writing is informal and appropriate for an email message.

In all, a very good piece of writing.

EXAMPLE 1

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

good-  
original  
reason

I would like to visit the Underwater World, because my vacation project is about animals in the sea. Our teacher wants us to introduce different types of living things that we can see in the sea. Also I would like to learn more about sea life. I've seen photos of marine plants and corals in magazines, I think they are really amazing!

Secondly, since I had never swam with pink dolphins before, I would like to go swimming with them in order to widen my knowledge.

good-  
original  
contribution

Thirdly, as you know that my Dad has a hobby of collecting photos of fish, he would like me to take him some photos of special and rare species.

wrong word  
- should be  
"experience"

I am looking forward to seeing you in Singapore. Keep in touch.

Love from,

(147 words)



**EXAMPLE 1**

**Feedback Sheet for Task 1 Subtask 3: Replying to your friend**

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Chosen site clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Reasons for choice given and explained	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Organization</b>			
• The email is divided into appropriate paragraphs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Reasons for choice are elaborated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• The email demonstrates cohesion through, for example, the use of appropriate connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Task Requirements</b>			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Email is written in a friendly and informal manner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language &amp; Style</b>			
• Preferences expressed through "I'd like", "I'd prefer", etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Descriptive language is used	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of tense is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Comments</b>  <p>A very good piece of work! I like the reason you provide for your choice of site.</p> <p>Note: Swimming with dolphins would be a new <u>experience</u> for you.</p>			

EXAMPLE 1

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

I would like to visit the Underwater World, because my vacation project is about animals in the sea. Our teacher wants us to introduce different types of living things that we can see in the sea. Also I would like to learn more about sea life. I've seen photos of marine plants and corals in magazines, I think they are really amazing!

Secondly, since I had never swam with pink dolphins before, I would like to go swimming with them in order to widen my knowledge. Thirdly, as you know that my Dad has a hobby of collecting photos of fish, he would like me to take him some photos of special and rare species.

I am looking forward to seeing you in Singapore. Keep in touch!

Love from,

(147 words)



## Commentary on students' written performances

### Example 2

The three reasons which this student provides for choosing Underwater World are not convincing. She simply relies on the original source text and takes the 3 features of Underwater World that are mentioned in the source text and expands on these as her reasons.

She displays a reasonably good control of grammar, especially when using short sentences. However, she does make a number of basic errors such as:

“It is because ....” rather than writing “this is because”;  
“... divers are very brave, they don’t afraid....” rather than writing “they aren’t afraid....”;  
“That’s the good idea that I can ....” rather than “It’s good that I can ....”.

She tries to introduce some descriptive language to make her email interesting, though at times she relies again on the source text for this (cf. “I can see fish of all colours, shapes and sizes.”).

This email is written informally which is appropriate for the task and the closing is good and effective. However, the information provided in the body of the email should have been divided up into 2 or 3 paragraphs.

Overall, this piece of writing is satisfactory.

EXAMPLE 2

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

common error: should be "This"

Not relevant  
too close to the source text.

I would like to visit the Underwater World. It is because I can see fish of all shapes, colours and sizes. I like fish very much. They are very beautiful and colourful. Also, the experienced divers can go scuba-diving with the sharks. It is really exciting. Many people think that sharks are very dangerous and aggressive. But the divers are very brave and they don't afraid the sharks. I think it must be very interesting Besides that, I can go swimming with the pink dolphins. The dolphins are cute and lovely. That's the good idea that I can swim with them. I can watch them carefully or even touch them, can't I?

incorrectly used connector: should be "in addition to"

good closure

I am looking forward to visit the Underwater World. See you in Singapore, Bye!

Best wishes

This paper displays quite good grammatical control, but does not fulfill the task adequately.

**EXAMPLE 2**

**Feedback Sheet for Task 1 Subtask 3: Replying to your friend**

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Chosen site clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Reasons for choice given and explained	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
• The email is divided into appropriate paragraphs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Reasons for choice are elaborated	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• The email demonstrates cohesion through, for example, the use of appropriate connectives	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Email is written in a friendly and informal manner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Language &amp; Style</b>			
• Preferences expressed through "I'd like", "I'd prefer", etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Descriptive language is used	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Use of tense is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Comments</b> <p>Good use of grammar.          You have, however, failed to provide 3 clear reasons for choosing Underwater World. Are you an experienced diver? Would you like to go swimming with the sharks? If not, what is the relevance of this section of your email?</p>			

EXAMPLE 2

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

I would like to visit the Underwater World. It is because I can see fish of all shapes, colours and sizes. I like fish very much. They are very beautiful and colourful. Also, the experienced divers can go scuba-diving with the sharks. It is really exciting. Many people think that sharks are very dangerous and aggressive. But the divers are very brave and they don't afraid the sharks. I think it must be very interesting. Besides that, I can go swimming with the pink dolphins. The dolphins are cute and lovely. That's the good idea that I can swim with them. I can watch them carefully or even touch them, can't I?

I am looking forward to visit the Underwater World. See you in Singapore, Bye!

Best wishes

### **Example 3**

This student identifies a site to visit and tries to provide 3 reasons for her choice. However, the reasons are not well developed and the email is somewhat short. The writing also displays an extremely limited command of grammatical structures and vocabulary. The lack of logical connectors adds to the writer's problems of maintaining textual coherence. Although it is possible to figure out what this student is trying to say sentence by sentence, overall the email fails to "tell a story". The writer does, however, show some awareness of how to break text up into paragraphs an

## **Commentary on students' written performances**

### **Example 3**

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Overall, this is a very weak piece of writing.



EXAMPLE 3

Dear Pat

Many thanks for all the information you sent me. It was all very

interesting that I would like visit. However I

sentence  
fragment

This is unclear  
to your reader.  
You need to  
say "... one  
place to  
visit".

just can choose one. So I think it with a long

time. I choose <sup>to</sup> visit the Singapore zoo. I think

tense

the Singapore zoo is the most interesting.

I choose this site because I saw

tense

animals eating on the TV. but it was

not by myself. So I want to see animals

eating by myself. And it also can take a

What does  
"it" refer  
to?

photo with the snake. If visit <sup>sp.</sup> ather it

may be not take photos. And the

sentence  
fragment

interestingest is the elephant shows. Because

There is no  
such word  
in English

I wife to see a animals show <sup>for</sup> a long

?

time.

wrong word

Your friend

**EXAMPLE 3**

**Feedback Sheet for Task 1 Subtask 3: Replying to your friend**

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
• Chosen site clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Reasons for choice given and explained	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
• The email is divided into appropriate paragraphs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Reasons for choice are elaborated	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• The email demonstrates cohesion through, for example, the use of appropriate connectives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
• Word limit is followed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Email is written in a friendly and informal manner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Language &amp; Style</b>			
• Preferences expressed through "I'd like", "I'd prefer", etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Descriptive language is used	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of tense is appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meaning is clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of words is appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

You identify your chosen site clearly. But, you do not develop your points sufficiently and you do not connect your ideas. You also fail to bring your email to a close. You need to work on your grammar, particularly on the use of the pronoun "it" and ways of expressing preferences, eg. I'd like to... I'd prefer because I have seen animals feeding on TV.



EXAMPLE 3

Dear Pat

Many thanks for all the information you sent me. It was all very

interesting that I would like visit. However I  
just can choose one. So I think it with a long  
time. I choose visit the Singapore Zoo. I think  
the Singapore Zoo is the most interesting.

I choose this site because I saw  
animals eating on the TV. but it was  
not by myself. So I want to see animals  
eating by myself. And it also can take a  
photo with the snake. If visit other it  
may be not take photos. And the  
interestingest is the elephant shows. Because  
I wife to see a animals show a long  
time.

Your friend

### Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
<b>Content</b>			
<ul style="list-style-type: none"> <li>Chosen site clearly identified</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reasons for choice given and explained</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Organization</b>			
<ul style="list-style-type: none"> <li>The email is divided into appropriate paragraphs</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Reasons for choice are elaborated</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The email demonstrates cohesion through, for example, the use of appropriate connectives</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Task Requirements</b>			
<ul style="list-style-type: none"> <li>Word limit is followed</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Email is written in a friendly and informal manner</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Language &amp; Style</b>			
<ul style="list-style-type: none"> <li>Preferences expressed through “I’d like”, “I’d prefer”, etc.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Descriptive language is used</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Use of tense is appropriate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Meaning is clear</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>Use of words is appropriate</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b><u>Comments</u></b>			

## Frequently Asked Questions

### **1. What is the difference between a language learning task and a language assessment task?**

Almost any language learning task can be used for assessment purposes and vice versa. The key difference (as we point out in section 1.2) is how the task fits into the instructional cycle, and crucially, what is done with the learner output from the task. If the task is for language learning, teachers would need to

- conduct appropriate pre-task, while-task and post-task activities to ensure that learners can complete the task satisfactorily and consolidate their learning; and
- provide on-going feedback on learners' performance.

If the task is for assessment, teachers would not provide learners with support during the process because the emphasis is on learners demonstrating what they know and what they can do with the language. Moreover, the task itself would be accompanied by a set of criteria which assess task performance by describing what learners must do in order to demonstrate that they are able to perform the task successfully.

### **2. How do we assess grammar through tasks?**

To assess learners' mastery of the target grammatical items, teachers should first identify the specific learning targets and objectives they want to assess learners on. When deciding on the particular communicative functions and language items to be assessed, teachers should take into consideration the language focus they cover in the learning process. They should then design assessment tasks appropriate to the targets and objectives. It is important to note that all grammatical items should be assessed in meaningful contexts and learners should be given the opportunities to use the target language items to perform the task. The criteria set out should also very clearly indicate how learners' performance in using grammar will be judged.

### **3. Is it a must to keep on one theme throughout an assessment task, especially when it is for summative purposes?**

A task by definition is a piece of work having a beginning, middle and end, where the focus is primarily, though not exclusively, on conveying meaning. Therefore, each task must have a theme that binds it together. However, a summative assessment may be made up of more than one task with different themes.

**4. Is it a must to integrate all four language skills (listening, speaking, reading and writing) when designing an assessment task?**

No. As long as learners are required to use language to convey meaning, this satisfies the minimum requirements of a task. A task may involve all four language skills, a combination of skills or a single skill. It is, however, common for pairs of skills to go hand in hand, e.g. reading and writing; listening and speaking.

**5. Is task-based assessment a kind of formative assessment?**

As stated in section 1.2, teaching and assessment should be in harmony and mutually reinforcing. TBA should therefore be an integral part of task-based language teaching. It can serve both formative and summative purposes. Where formative assessment is concerned, TBA provides not only learners with useful information on their learning progress, but also teachers with insights into learners' strengths and weaknesses to help them review and improve teaching plans and strategies.

**6. How can we develop and use tasks to assess the learning targets in the Experience Strand?**

To address some of the learning targets in the Experience Strand, teachers might like to develop tasks that encourage learners to express how they feel about certain events and issues. For more sophisticated work, teachers might like to select imaginative or literary texts to elicit learners' personal response. For instance, learners may be asked to respond to a poem by writing their own poem or to write a short story based on information they collect about Hong Kong. It is important to contextualize the tasks for learners (i.e. tell them why they are writing a story or poem, for whom it is written, etc.).

**7. Do we need to develop specific criteria for every assessment task that we use?**

Yes, it is necessary to develop specific criteria for any assessment task that we develop (see section 1.3). If you intend to provide learners with useful feedback on how they perform in the task, you will need to articulate the feedback in terms of the specific criteria. In short, it is important to be aware of the purposes of the tasks so that specific criteria can be suitably developed.

**8. How can moderation be carried out among teachers on the panel to ensure consistency in the interpretation of the assessment criteria?**

Moderation is extremely important and should become part of every school's culture. The way to do this is to set aside a specific time to moderate all important assessment tasks. Then teachers should assess a sample of scripts together and talk about how they have interpreted the assessment criteria. The purpose of

moderation is to build consensus and decide if modification is necessary when assessing learners' work.

**9. How many times do we need to assess our students before we can judge whether they have achieved a certain target or objective?**

Learning is not a linear process; hence, it is not sufficient to assess learners only once to verify whether they have achieved a learning target or objective. They need to demonstrate that they can perform consistently. Therefore each target should be assessed several times, though there is no golden rule as to the optimal number.

**10. Self feedback and peer feedback are much encouraged in task-based assessment. However, will our students understand the assessment criteria and the way to apply them?**

It would be naïve to consider that students could assess themselves with no training. Students need to practise assessing themselves. They also need to have the assessment criteria explained to them so that they know what you are looking for and what they should focus on. At the beginning you may need to explain to your learners why their assessment of themselves does not match yours, but given time the two assessments will come closer together. And encouraging learners to assess each other will help them understand the assessment criteria and be more critical of themselves as well as each other.

## Annotated Bibliography

Bailey, K. (1998). *Learning About Language Assessment*. Boston MA: Heinle / Thomson. This book provides a user-friendly introduction to key concepts in assessment. Terms such as validity and reliability are clearly described and illustrated. The book is filled with examples of assessment tools and tasks taken from a wide variety of sources.

Brindley, G. (2003). Classroom-based assessment. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw Hill.

This chapter provides a practical introduction to classroom assessment for language teachers. It describes four key principles to bear in mind when doing classroom assessment and illustrates these with examples from a number of different sources.

Brown, J.D. (ed.) (1998). *New Ways of Classroom Assessment*. Alexandria VA: TESOL. This book in the TESOL New Ways series is a compendium of practical ideas for assessment that have been created by classroom teachers. It contains assessment ideas drawing on a wide range of informal techniques including observation, self assessment, portfolios, journals and conferences.

Cohen, A. (1994). *Assessing Language Ability in the Classroom*. Boston MA: Heinle / Thomson.

Cohen provides both a theoretical and practical overview of assessment issues in the language classroom. As with the other volumes in this annotated bibliography, the key issues and ideas presented in the book are illustrated with numerous examples of assessment instruments.

Genesee, F. and J. Upshur. (1996). *Classroom-based Evaluation in Second Language Education*. Cambridge: Cambridge University Press.

This book seeks to provide an introduction to key concepts in classroom-based assessment and evaluation. It deals with both formal and informal assessment. Technical issues such as test construction and scoring are dealt with in an accessible manner without a lot of technical terminology. The section on evaluation without tests, which includes chapters on observation, portfolios and conferences, and journals, questionnaires and interviews, will probably be of most interest to classroom teachers.

O'Malley, J. M. and L. Valdez-Pierce. (1996). *Authentic Assessment for English Language Learners*. New York: Addison-Wesley.

This book is of interest because it introduces and exemplifies tools that are particularly relevant to task-based assessment, including observations, checklists, interviews and portfolios. It also presents ways in which assessment can be integrated with learning and teaching.

Weeden, P., J. Winter and P. Broadfoot. (2002). *Assessment: What's in it for Schools?* London: Routledge.

This looks at assessment from the perspective of the classroom teacher. The book is intended for practitioners who want to develop their skills in using assessment to improve learning and teaching rather than for certification purposes. Important questions raised in the book include: (1) Can assessment actually raise standards? (2) How can current assessment practices be improved? and (3) How does self assessment help learners to learn?

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