Setting assessment tasks

SBA – Part B

Pre-assessment

Post-assessment

Setting assessment tasks – reflections

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Pre-assessment activities -
Teaching and Learning

4 stages:
I. Setting the context
II. Deconstruction and modeling
III. Joint construction
IV. Independent construction
Pre-assessment -
Teaching and Learning ---suggested activities
  e.g. Popular Culture - advertisements

**Stage I - Setting the context**
(Understanding students’ existing knowledge, stimulating need for learning, relating English to environment)

- Exploring students’ awareness and arousing interest
- Eliciting students’ recollection of and responses to TV advertisements. (Students use English even if the ads are in Chinese. Students act out parts of ads in English).

**Alternative 1:** Teachers showing English TV ads of products of
  (listening, particular interest to students (e.g. boys – speaking) cars/technology, girls -- fashion/dieting)
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Alternative 2: Teachers providing newspaper ads of visuals only / muting TV ads/ cutting out beginnings or endings.

(speaking) Students guessing products, inferring from expressions of actors, matching slogans with ads, completing the ads etc. (Worksheets graded for learner diversity).

Alternative 3: Teachers asking students to read a number of newspaper ads and vote for titles (the most unacceptable ad etc).

Alternative 4: Teachers providing longer/full newspaper ads. Students do skimming and scanning activities (worksheets for different learners).
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Stage II - Deconstruction and Modeling

(Teachers scaffolding students in learning the linguistic and non linguistic aspects in ads.)

- **Comparison** of similar ads (on TV, TV Vs newspaper, billboards/posters etc.)

  (e.g. soft drinks like cola-cola in HK Vs the USA, similar dieting programes etc.)

  Teachers **scaffolding** students on deconstructing / unpacking the linguistic elements, the use of visual and audio aids (students learning vocabulary, summarizing skills, the use of format, the use of pronunciation like alliteration/ rhymes/ puns).
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Stage II – Deconstruction and Modelling

Teacher integrating the elective into the other papers

E.g. Writing---Students writing out their own versions of the missing parts of a comic strip/ ad (process writing with peer & teacher editing & feedback).

E.g. Grammar (the use of tenses in slimming ads, the use of prepositions on comic strips/newspaper ads/billboards/leaflets/notices/posters etc).

(The register and tone for the oral and the written form of the language highlighted in comparisons of different media).
Linking electives to and out of the campus

Extra-curricular activities (ECA) – Drama Society, English Society

Other Learning Experiences (OLE)
- Careers (alumni mentors in advertising)
- Integrated Arts (Fashion Show in English)

Cross-curricular Projects – visits to factories/ companies overseas

Weekly TV English Broadcast – airtime and post-viewing surveys

Summer workshops – writing slogans with peers from different forms
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Stage III - Joint construction between teachers and students

- Teacher scaffolding students in producing a final product -
E.g. Jigsaw activities

5 expert group - sound effect technicians, make up artists, models, script-writers and managers of the company selling the product. (In each group, students can think of the best presentation for a new product in a fast food shop – a new kind of spicy fries for the coming Chinese New Year).

After the expert group, a student from each group will go to a new group – a new production group in which they can plan an ad together using ideas in the expert groups. New knowledge can be constructed based on old and teased out ideas in the expert groups.
Pre-assessment - Teaching and Learning

Stage IV - Independent construction

Students ---
- writing up reflections of their production meeting jigsaw activities,
- writing about their advice to the publicity posters of the clubs on the campus/ writing better slogans for the existing clubs/ designing their own posters for their clubs,
- acting out / writing out the ads in groups,
- writing out an ad independently,

Students given a speaking assessment task
(SBA - Part B)
(IP- Independent Presentation/ GI- Group Interaction).
Post-assessment as learning and for learning

Peer and Teacher feedback
(self-designed assessment form)
Post-feedback reflective Journal
(self-designed reflection sheet)
Discussing video clips of assessment in class
Linking to other electives (e.g. popular culture to dramas or to social issues).
Trialling

Background: S6 students

Pre-learning:

General: 2 years of S4–S5 SBA training

1 year of S6 AS Oral (IP, GI)

Specific: A chapter on Popular Culture – Advertisements

Mode of learning: peer assessment,

peer and teacher feedback.

Topic: You are a member on the panel of adjudicators voting for the Best advertisement of the Year on TV in Hong Kong in 2010. Decide on four main selection criteria and their respective percentages. Try to come to a consensus and justify your decision. In your discussion, try to include different issues spanning from the commercial values to ethical considerations. You may cite TV ads as examples in your discussions as references.
Some reflections on setting assessment tasks: Elements of effective assessment of and for learning

A. Interesting task

- **level of difficulty**
  intellectually/ academically not too demanding but not too easy
  (e.g. high-ability learners should not be asked to talk about procedural tasks)

- **accessibility to learners**
  : context within learners’ realms of experience, relevant, current / trendy,
  : not disadvantaging students in gender, race, culture, social experiences, etc.

- **novelty**
  : should not be too similar to modelling tasks.
Elements of effective assessment of and for learning

B. Sequencing assessment tasks in the teaching and learning cycle
   - assessment of what has been taught and learnt
     (in English lessons, other disciplines, ECA / OLE experiences)
   - the final stage in the 4 language skills
     (reading, listening, writing and speaking)
Elements of effective assessment of and for learning

C. Manageable and achievable
- number of discussion topics easy to handle within time given
- roles in the assessment tasks clear
- meaningful tasks giving a sense of purpose/achievement to all students
Elements of effective assessment of and for learning

D. Tasks geared towards some resolutions / consensus.

- tasks should contain some deliverable outcomes
  (e.g. students asked to devise 4 sets of assessment criteria for a prize)

- tasks should not be far too general.
  (e.g. students can talk about a mobile phone they have devised instead of some general good qualities of a phone)

- tasks should contain a need for compromises or new destinations
Elements of effective assessment of and for learning

E. Tasks catered for the grouping of students

- learners’ styles, diversity in abilities, friendship groups
  (e.g. more specific / detailed guidelines needed for lower-ability groups)

- Links in the different topics in a task
  (coherence of the different topics, some conflicts built into the tasks to spice up the discussion)
Elements of effective assessment of and for learning

F. Tasks as assessment for learning, if possible
   - level of difficulty of the tasks within S5 and S6 needs to be sequenced thoughtfully. (eg. IP before GI).
   - tasks can provide future learning

All depend on the assessor’s knowledge of students.
Thank you.