

## Assessment Task Sheet (Part A)

<b>Name of Teacher:</b>	<b>Form Level/Class being assessed:</b>		
<b>Name of School:</b>	<b>Number of Students being assessed:</b>		
<b>Name of Task:</b>			
<b>Oral Text-type:</b> <input type="checkbox"/> individual presentation <input type="checkbox"/> interaction			
<b>Communication Functions:</b>			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____			
<b>Audience--teacher plus:</b>	<b>Targeted audience:</b>	<b>Role(s) of audience:</b>	
<input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<input type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	<input type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
<b>Where on this continuum would you place the task?</b>			
			
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction	<input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report	<input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling	<input type="checkbox"/> individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech
<b>This task is suitable for use with the following genre(s):</b>			
<input type="checkbox"/> print/non-print fiction <input type="checkbox"/> print/non-print biography/autobiography <input type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, title of the book, handouts) :			
<b>Description of activities leading to assessment</b>			
<b>Assessment activity 1</b>			
<b>Post assessment activity 1</b>			

<b>Assessment activity 2</b>	
<b>Post assessment activity 2</b>	
<b>Your comments on the effectiveness of the assessment activity/any changes you would suggest if doing it again?</b>	