

Sample Assessment Task: Book Promotion

Name of Task: Book Promotion Oral Text-type: <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
Communication Functions: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"><input checked="" type="checkbox"/> describing</div> <div style="width: 50%;"><input checked="" type="checkbox"/> reporting</div> <div style="width: 50%;"><input checked="" type="checkbox"/> explaining</div> <div style="width: 50%;"><input checked="" type="checkbox"/> discussing</div> <div style="width: 50%;"><input type="checkbox"/> classifying</div> <div style="width: 50%;"><input type="checkbox"/> comparing</div> <div style="width: 50%;"><input type="checkbox"/> persuading</div> <div style="width: 50%;"><input type="checkbox"/> others: _____</div> </div>			
Audience--teacher plus: <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	Targeted audience: <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	Role(s) of audience: <input type="checkbox"/> giving non-verbal responses only <input checked="" type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations	
Where on this continuum would you place the task? <div style="display: flex; align-items: center; justify-content: space-between; padding: 10px;"> <div style="width: 25%;"> <input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction </div> <div style="width: 25%;"> <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report </div> <div style="width: 25%;"> <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling </div> <div style="width: 25%;"> <input type="checkbox"/> individual long turn that is planned, cohesive, organized, formal, e.g. spoken report, a speech </div> </div>			
This task is suitable for use with the following genre(s): <input checked="" type="checkbox"/> print/non-print fiction <input checked="" type="checkbox"/> print/non-print biography/autobiography <input checked="" type="checkbox"/> factual books/documentaries on common topics, e.g. sports, hobbies, travel <input checked="" type="checkbox"/> books/films on real life issues, e.g. environmental, social, economic			
Preparation: Ensure that there are books in the school library or the ERS programme which contain books in logs of 3-4.			
Description of pre-assessment activities: <ol style="list-style-type: none"> 1. Divide the class into groups of 3. 2. Ask the students to choose a book as a group and read the same book together. 3. Introduce the concept of Dr Edward De Bono's Six Thinking Hats (See Appendix A). 4. For homework, ask students to write down the name of the book they have chosen and explain why they have chosen the book, plus write 200 words to record their feeling and impression about the books they read. 5. Encourage students to write down what they think and feel about the book rather than just simply writing down a summary of the story/content. Also remind them to make good use of the six thinking hats when they do their writing. 6. In the next lesson, ask students to take turn reading aloud what they have written down to their group members. 7. After each turn, students should discuss how many and which thinking hats have been applied in the writing. Encourage them also to ask for clarification, support and develop each others' view, compare and contrast what they have written down, disagree and/or offer alternatives to each other's view. 8. Ask students to regroup themselves, getting into groups of 3 or 4, but each student in the group must have read a different book. 9. Ask the students to take turns promoting the book they have read to the new group members (they may refer to their report/some notes for support, but should try to look up and speak as naturally as possible). 10. Encourage the students to ask follow up questions after each presentation. Provide students with guidance on how to carry out meaningful interaction and tell them what kind of questions they could ask each other if they haven't acquired such skills previously. (See Guiding Questions for Students in Appendix B) 11. If time allows, you may ask the students to nominate the best presentation from each group and present them to the entire class. You can also select some of the interesting presentations and make arrangement for the students to present their book promotion in the morning assembly. 			
Planned SBA Task After the students have gained experience in interacting with other classmates through discussions, and learned how to make good use of the thinking hats to expand their ideas, they will be asked to read a different book either as a group/individually, prepare another book promotion on their own and then engage in a group discussion to talk about the book they read similar to Step 9-10 in the pre-assessment activities*. The teacher-assessor may interact individually with one student at a time to ask specific question(s) to clarify and/or extend the student's ideas, to help prompt and/or scaffold the students' oral interaction. Students' interactions will be recorded on video/cassette tapes.			

Tips/comments:

- Instead of asking the students to do a book promotion, you could ask each group member to pick a different character and talk about their different personalities and how they could relate the characters to people they know. Alternatively, you can ask them to talk about their favourite characters or other topics which can stimulate meaningful interaction.
- Asking students to read the same book as a group will encourage more meaningful interaction during group discussions as their group members have read the same book and know what happened in the story. They can also gain support from each other during the reading process when they have questions about the story they read or just want to share their views about the book with someone who knows the story.

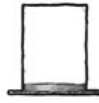
Sources:

Ideas adapted from: Ms Shua Yeo of The HKTA Yuen Yuen Institute No. 1 Secondary School

The Six Thinking Hats

White Hat

The White Hat calls for information known or needed.



Examples:

- What is the book about?
- If it is a story, where and when is the story set?
- Who are the main characters?)

Black Hat

The Black Hat is judgment-the devil's advocate or why something may not work.



Examples:

- Why do you think the main character still fail to meet his/her challenges even if he/she tries very hard?
- What might have gone wrong with the way the main character handles/deals with the challenges?

Red Hat

The Red Hat signifies feelings, hunches, and intuition.



Examples:

- How do you feel when the main character run into problems that couldn't be solved immediately?
- How would you feel if you were the main character in the story?
- Who is your favourite character? Why do you like him/her?

Green Hat

The Green Hat focuses on creativity: possibilities, alternatives, and new ideas.



Examples:

- If you were the main character in the story, how would you deal with his/her challenges?
- Who would you ask for help if you encounter the same problem that the main character has?
- If you don't like the ending/what happened to the main character, how would you change it?

Yellow Hat

The Yellow Hat symbolizes values and benefits and why something may work.



Examples:

- Why do you think the main character in the story can finally overcome the challenges he/she face?
- What are the crucial factors for his/her success?

Blue Hat

The Blue Hat is used to manage the thinking process; making summaries, overview, and conclusion.



Examples:

- Which part of the story do you like best?
- What have you learned from this story?

Appendix B

Guiding Questions for Students

Examples (if the student has read a book about photography):

Level 1: General response (*Functions: giving a simple and direct answer, making connections to what you know*)

Guiding Questions: *What do you know about X? Have you ever seen/been/done X, etc?*

e.g. This book is about photography. Do you like taking photos? Have you ever taken photos at the Peak?

Level 2: Literal response (*Functions: naming, describing, showing sequence, cause and effect, retrieving basic facts about what was read/viewed*)

Guiding questions: *Who, what, where, when, why, how? (in relation to the content of "facts" from the text)*

e.g. Could you tell me how to take a good photo at night?

Level 3: Reflective response: (*Functions: all the above, plus opinion-giving, comparing, explaining, justifying in relation to own feelings/experiences, ideas*)

Guiding questions: *What did you think? Did you like? How did you feel?*

e.g. What is your favourite part of the book? Did you enjoy reading this book?

Level 4: Interpretive response (*Functions: all the above, plus analyzing and interpreting, giving implications*)

Guiding questions: *Why do you think the author/film-maker did X? How do you think people in Y would respond to X? How has the text changed the way you think about Z?*

e.g. How has this book changed the way you take photos at night?

Level 5: Critical response (*Functions: all the above, plus applying or integrating ideas in new or creative ways; evaluate actions, events or characters/people in critical ways*)

Guiding questions: *If you were/did/could.....what would*

e.g. If you were the writer, what kinds of photos would you like to add to this book?