# Sample Assessment Tasks (Part A)

Task	Task name		Appendices
1	An interesting character 1	GI	1, 5
2	An interesting character 2	IP	2, 3
3	Adopt a character	GI	
4	Casting couch	GI	
5	Heroes/Heroines	GI	
6	Choosing a gift for a character 1	GI	3
7	Choosing a gift for a character 2	IP	3
8	New neighbours	IP	
9	Using magic	GI	
10	Getting personal	GI	4
11	Book review	GI	5
12	Book talks	GI	5, 6, 7
13	Reading Portfolio Assessment	IP	4, 8
14	Book Promotion	GI	9, 14
15	Book/Film Promotion	IP	3, 10
16	Read the book! Watch the film!	IP	3, 11
17	Going on holiday	GI	12
18	Celebrity interview	GI	13
19	Panel discussion	GI	
20	Independent work with documentaries/non-fiction	IP	
21	Group work with non-print non-fiction	GI	
22	Different cultures 1	IP	3
23	Different cultures 2	GI	
24	Two stars and a wish	GI	2, 14

Keys: GI = Group Interaction; IP = Individual Presentation

# Appendices

1	Stimulation for Interaction
2	Handout: An interesting character
3	Evaluation Forms
4	Personal Responses List
5	Book Review Questions
6	Book Talks
7	Evaluation Form for Book Talks
8	Reading Reflection
9	The Six Thinking Hats
10	Book/Film Promotion: Guidelines for students
11	Book and Film Comparison Questions
12	Candidate's Sheet
13	What Goes into a Celebrity Interview?
14	Guiding Questions for Students
15	Who would you help?

## Sample Assessment Task 1 (Part A)

Name of Task: An interesting character 1 (for lower ability learners)  Oral Text-type: individual presentation interaction				
Communication Functions:  ✓ describing reporting very explaining discussing  classifying comparing persuading others:				
Audienceteacher plus:  ✓ a student partner  ☐ small groups  ☐ class  ☐ more than one class	Target audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:			
Where on this continuum would you place the task?  ✓ spontaneous, informal dialogue, e.g. small group interaction  formal group report  where on this continuum would you place the task?  ✓ individual long turn of planned, spoken text, e.g. news reporting, story telling  news reporting, story telling  a speech				
_	s used for the assessment activities (i.e. websites, movies, books, handouts): dout for discussion (see Appendix 1), book review questions (see Appendix 2)			
<ol> <li>Ask students to think of an interesting character from a story or a film they have recently read/watched. Have them write down the personal characteristics of the interesting character on a note card in point-form and bring it to class. Prepare a handout (see Appendix 1) for each student.</li> <li>Distribute and discuss the handout (Appendix 1) with students.</li> <li>Have students work in pairs for 5 minutes and think of other possible questions to add to the handout.</li> <li>Ask students to make good use of the note card they have prepared.</li> <li>Invite students to share their questions.</li> <li>Write down the additional questions on the blackboard and try to elicit some possible answers from the students.</li> <li>Ask students to write down some of the additional questions on the blackboard onto their handouts.</li> <li>Ask students to hold a pair discussion using the handout for reference.</li> <li>Encourage students to compare and contrast their chosen characters during the interaction.</li> </ol>				
Assessment activity (Individual presentation)	771			
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>			
<ul> <li>Remarks:</li> <li>This assessment task is relatively simple and suitable for weaker students who need extra support and guidance to hold an interaction.</li> <li>You may ask students to provide some background information about the book/film they read/saw before the interaction begins. See the basic book review questions in Appendix 2 for reference.</li> </ul>				

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## Sample Assessment Task 2 (Part A)

Name of Task: An interesting character 2				
Oral Text-type: ☑ individual presentation ☐ interaction				
Communication Functions:				
describing reportin	•			
classifying compari				
Audienceteacher plus:  ☐ a student partner ☐ small groups ☐ class ☐ more than one class	Target audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:  Role(s) of audience:  ✓ giving non-verbal responses only  ✓ questioning/commenting  ✓ interacting with no limitations			
Where on this continuum wo				
◆ Continuum wo	and you place the task.			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn of planned, formal and coherent, e.g. spoken report, a speech			
This task is suitable for use v  ✓ print/non-print fiction	vith the following genre(s):			
print/non-print biography/a	utobiography			
	es on common topics, e.g. sports, hobbies, travel			
books/films on real life iss	ues, e.g. those to do with the environment, society or the economy			
_	es used for the assessment activities (i.e. websites, movies, books, handouts):			
Any print/non-print fiction, bo	ok review questions (see Appendix 2), guidelines and evaluation forms (see Appendix 3)			
Description of activities leading to assessment	1. Make a copy of the handout (see Appendix 2) for each student. Think of an interesting character from a story you have read or a film you have watched and be prepared to talk about your chosen character using the handout for reference.			
	2. Ask students to think of an interesting character from your chosen story they have read or the film they have watched.			
	3. Distribute and discuss the handout with the students.			
	4. Talk about an interesting character you have in mind using the handout for reference.			
	5. Ask students to prepare an oral presentation to introduce their chosen character to the entire class; using the handout for reference.			
	6. On the day of the presentation, students can conduct peer evaluations using the guidelines and evaluation forms in Appendix 3 for reference.			
Assessment activity (Individual presentation)	Ask the students to prepare a presentation on their chosen character from another story they have read/another film they have watched. They may make good use of the guidelines (Appendix 2) in preparation of their presentation. However, only brief notes in point-form can be used during the assessment.			
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>			
Remarks:				
• Modeling the activity by presenting an interesting character from a book you have read or a film you have watched can help students understand better what you expect them to do.				
• If class time is limited, the presentations may require more than one class period.				

#### Sample Assessment Task 3 (Part A)

Name of Task: Adopt a character  Oral Text-type: ☐ individual presentation ☑ interaction					
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ─ comparing ─ persuading ─ others:					
Audienceteacher plus:  ☐ a student partner  ☑ small groups ☐ class ☐ more than one class	[ [ [	teacher(s) others:		Role(s) of audience:  ☐ giving non-verbal responses only  ☐ questioning/commenting ☐ interacting with no limitations	
<ul> <li>✓</li> <li>✓</li> <li>Spontaneous, informal dialogue, e.g. small group interaction</li> </ul>	interactive dialogic, e	e, planned ye e.g. semi-forrort, interactiv	nal planned, spoken	text, e.g. is planned, formal and	
print/non-print fiction print/non-print biograph factual books/documen	This task is suitable for use with the following genre(s):				
<b>Topic/text/materials/resources used for the assessment activities</b> (i.e. websites, movies, books, handouts):  A film where the characters and their relationships are important					
Description of activities leading to assessment	<ol> <li>Arrange a movie viewing session as an out-of-class activity. You may book a theatre in advance and take the whole form to view a movie. Students will get cheaper tickets that way.</li> <li>Before viewing, give students a list of names and a brief description of the main characters. You may also give students a plot summary so that they will have some background knowledge to understand the movie better.</li> <li>You may brainstorm or discuss with the students the related/new vocabulary they may encounter in the movie and compile a list of useful words/expressions for students' reference.</li> <li>Divide students into groups of 4-5. Ask each group member to adopt one of the main characters and assume his/her identity. Each group member should adopt a different character.</li> <li>Ask them to think about their situation, current mood, motivations/desires, and feelings about the other characters while watching the movie.</li> <li>In class, students present their new selves to their group members, covering the four aspects outlined in Step 5.</li> <li>After each character presentation, encourage the group members to ask questions, show their opinions, agreement and disagreement.</li> </ol>				
Assessment activity (Group interaction)	Ask students to work in groups of 4-5 and watch another movie together. Ask them to prepare a group discussion following Steps 4-7.				
Post assessment activity	A simple Q & A session may be held after each presentation. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.				
Remarks:					

- During group discussions, encourage students to interact with their group members by asking for suggestions, clarification, explanation and justification for their answers. Provide students with the necessary language if they are not familiar with conducting group discussions.
- You may want to arrange for a technician to video-record some good presentations and discussions that take place in Steps 6 and 7. Then show the class what a good discussion entails so students will be better prepared for the SBA and know what they are expected to do.
- After the group discussion, students may play a hot seat game by selecting a student from each group to sit in the hot seat and be quizzed by the audience on his/her behavior, background, character, relationships, feelings, etc.

#### Sample Assessment Task 4 (Part A)

Name of Task: Casting couch  Oral Text-type: individual presentation interaction					
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ✓ comparing ✓ persuading ✓ others:					
Audienceteacher plus:  ☐ a student partner  ☑ small groups ☐ class ☐ more than one class	Target audience:  ✓ fellow students  ☐ students from other classes  ☐ teacher(s)  ☐ others:	Role(s) of audience:  ☐ giving non-verbal responses only ☐ questioning/commenting ☐ interacting with no limitations			
Where on this continuum	would you place the task?				
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report  individual long planned, spoker news reporting, telling	text, e.g. is planned, formal and			
print/non-print fiction print/non-print biograph factual books/documen	e with the following genre(s):  y/autobiography aries on common topics, e.g. sports, hobbies, travel assues, e.g. those to do with the environment, society or the	ne economy			
	rces used for the assessment activities (i.e. websites, mo	•			
_	old magazines and newspapers which contain photos of m				
Description of activities leading to assessment	1. Ask the students to imagine they are actors' agents and they are now searching for suitable candidates to play the roles of different characters from a story they have recently read.  2. Write down the names of some major characters on the board.  3. Divide the class into groups of 3-4. Either assign or ask each group to choose a character they want to work on.  4. Ask the students to discuss the following issues in groups or brainstorm some of the other key elements they have to consider before their search:  a) the personalities of the characters  b) the hobbies or habits of the characters  c) some of the major events in which the characters take part in  d) the way that the characters handle crises in the story  5. Pass the magazines and newspaper to each group and ask them to hunt for a photo which seems to fit their particular character. Set a time limit for this.  6. Each group member can select a photo and then discuss which photo is the best. Encourage them to explain their choice with reference to the story during their discussion.  7. Ask each group to present their photo and explain the reasons for their choice in front of the entire class. If more than one group chooses to work on the same character, the class will nominate the best photo for that character.				
Assessment activity	<ol> <li>Ask students to work in groups of 3 and read the sa</li> <li>Ask students to each hunt for a photo that seems to</li> </ol>	_			
(Group interaction)	<ul> <li>Ask students to each num for a photo that seems to fit three of the main characters from the story.</li> <li>On the day of the assessment, students will hold a discussion similar to that in Steps 4 and 6 in the pre-assessment activities; they will select the most suitable photos for the three main characters and explain their choices with reference to the book.</li> </ul>				
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the</li> <li>Give feedback on the overall performance of the improvement by meline was of the assessment crite.</li> </ol>	class and give advice on how to make			
Domonko	improvements by making use of the assessment crite	па.			

- During group discussions, encourage students to interact with their group members by asking for suggestions, clarification, explanation and justification for their answers. Provide students with the necessary classroom language if they are not familiar with conducting group discussions.
- You may want to arrange for a technician to video-record some good discussions in Steps 4-6. Then show the class what a good discussion entails so that students will be better prepared for the SBA and know what they are expected to do.

# Sample Assessment Task 5 (Part A)

Name of Task: Heroes/Heroines  Oral Text-type: ☐ individual presentation ☑ interaction					
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ✓ classifying ✓ comparing ✓ persuading ✓ others:					
Audienceteacher plus:  a student partner small group class more than one class	Target audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:				
Where on this continuum	would you place the task?				
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn of planned, formal and coherent, e.g. spoken report, a speech				
This task is suitable for use with the following genre(s):  ✓ print/non-print fiction ✓ print/non-print biography/autobiography  ☐ factual books/documentaries on common topics, e.g. sports, hobbies, travel ☐ books/films on real life issues, e.g. environmental, social, economic					
	arces used for the assessment activities (i.e. websites, movies, books, handouts):				
_	biography/autobiography with heroes/heroines in the story.				
Description of activities leading to assessment	Ask students to think of a hero/heroine from the news/books/movies they have recently read/watched.				
	<ol> <li>Have them write down the personal characteristics of the character on a note card in point-form and bring it to class.</li> <li>Hold a class discussion relating to the personal characteristics of heroes/heroines they know of.</li> </ol>				
	<ul><li>4. Provide explanations for any difficult vocabulary items if needed.</li><li>5. Invite selected students to share stories of the heroes/heroines they know of using their note card for reference.</li></ul>				
	6. Ask students to discuss: Do heroes/heroines always win in the end? What kind of life lessons can be learned from the story?				
	7. Scaffold student discussions as you walk around the classroom.				
	8. Select a few groups of students to share their views and give examples.				
Assessment activity (group interaction or	1. Ask students to read a book/watch a movie and discuss who is the bravest person/hero/heroine in the book/movie and why.				
pair work)	2. Discus three things they can learn from the bravest character. They may use a single note card for support and reference.				
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>				
Remarks:					
• Teachers may ask lower ability students to read the same text/watch the same movie. For more capable students, teachers may allow them to read/watch books/movies of their choice and ask them to discuss the three to four most salient personal characteristics that heroes/heroines should process. Ask students to give examples from the texts they read/views to					

Adapted from an assessment developed by Rosaryhill School

support their ideas.

## Sample Assessment Task 6 (Part A)

Name of Task: *Choosing a gift for a character 1  Oral Text-type: ☐ individual presentation ☑ interaction				
Communication Function  ✓ describing repor  classifying comp	ting explaining discussing			
Audienceteacher plus:  a student partner  small groups  class school	Target audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, interactive factual report story telling individual long turn that is planned, formal and coherent, e.g. spoken report, a speech			
print/non-print fiction print/non-print biograpl	ewith the following genre(s):  ay/autobiography aries on common topics, e.g. sports, hobbies, travel			
	issues, e.g. environmental, social, economic			
_	arces used for the assessment activities (i.e. websites, movies, books, handouts):  a book or a film which students are familiar with. Prepare a short segment of the film or a short.			
Description of activities leading to assessment	<ol> <li>Give a quick summary of the story and highlight the character you have in mind.</li> <li>Tell students that they need to think of a gift for the character to help solve his/her problems, change his/her attitudes, improve his/her life conditions, etc. Show students a short segment of the film* or read a short passage about the character.</li> <li>Divide the students into groups of 3-4. Ask each of them to think of a gift for the character and explain their choices with reference to the information they have just read or seen. Encourage students to ask for clarification, show agreement and disagreement during their discussion. Then select the best gift for the character as a group.</li> <li>Invite students from each group to describe their gift and explain their choice.</li> <li>On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation forms in Appendix 3 for reference.</li> <li>*Please refer to the appendix of the recommended texts "Notes on copyright and end-user agreement".</li> </ol>			
Assessment activity (Group interaction)	<ol> <li>Divide the class into groups of three.</li> <li>Ask each group of students to find and read a book/watch a film of their choice.</li> <li>After this, each student in the group should adopt a different character and familiarize themselves with the story/events involving that particular character.</li> <li>On the day of the assessment, the teacher-assessor will ask each student some questions randomly to get some background information about the book/movie they have read/watched. Some of the basic questions may include the following:</li> </ol>			
	<ul> <li>a) What is the title of your book/film?</li> <li>b) What level of difficulty is it?</li> <li>c) What type of genre/story is it? (science fiction, biography, romance, adventure, detective, horror, true, etc.)</li> <li>d) When and where is the story set (if it is a story)?</li> <li>e) What is the book/film about?</li> </ul>			

	5.	The teacher-assessor will randomly call on a student and ask him/her to describe the characteristics/personality of his/her chosen character and highlight one of the events that character took part in.
	6.	As a group, the students have to discuss and select a gift for the character based on the information provided by the student.
	7. Then another student will be called on to describe another character, and then the group will select another gift for that character.	
	Variation:	
	1. Ask students to read/watch another book/film and familiarize themselves with the story/events involving a particular character.	
	2.	On the day of the assessment, students will be assigned to work with another 2 or 3 students who have read/watched a different book/film.
	3.	Each of them will take turns providing some general information about the book/film they read/watched.
	4.	Then as a group, they will discuss and select a gift for each of the characters.
Post assessment activity	1. 2.	Ask students to do self- and peer-assessment after the assessment activity.  Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.

- Giving students opportunities to hold discussions in class in the pre-assessment activities can help them gain more experience of interacting with others.
- This task is relatively easy. It encourages students to think creatively and attentively to the needs of others. This task is suitable for students from different levels.

Adapted from: Julian Bamford's handouts at JALT 2003 on extensive reading classroom activities

## Sample Assessment Task 7 (Part A)

Name of Task: Choosing a gift for a character 2  Oral Text-type: ☑ individual presentation ☐ interaction					
Communication Functions:					
describing repo					
classifying comp	_				
Audienceteacher plus:	Target audience: Role(s) of audience:				
a student partner	Fellow students giving non-verbal responses only				
small groups	students from other classes questioning/commenting				
<b>☑</b> class	✓ teacher(s)     ✓ interacting with no limitations				
more than one class	others:				
Where on this continuum	would you place the task?				
anautanaaya infamual	interactive planned set				
spontaneous, informal dialogue, e.g. small	interactive, planned yet individual long turn of dialogic, e.g. semi-formal planned, spoken text, is planned, formal and				
group interaction	group report, interactive e.g. news reporting, coherent, e.g. spoken				
	factual report story telling report, a speech				
This task is suitable for u  print/non-print fiction	se with the following genre(s):				
print/non-print heuon print/non-print biograp	hy/autobiography				
	ny/autobiography itaries on common topics, e.g. sports, hobbies, travel				
	e issues, e.g. environmental, social, economic				
	urces used for the assessment activities (i.e. websites, movies, books, handouts):				
_	a book or a film which students are familiar with. Prepare a short segment of the film or a short				
passage about the character					
Description of activities	Give a quick summary of the story and highlight the character you have in mind.				
leading to assessment	2 Tell students that they need to think of a gift for the character to help solve his/her problems,				
	change his/her attitudes, improve his/her life conditions, etc. Show students a short segment of the film* or read a short passage about the character.				
	3 Ask students to think of a gift for the character and explain their choices with reference to the information they just read or seen.				
	4 Ask students to share their ideas with a partner.				
	Invite students to describe their gift and explain their choice to the whole class.				
	During the presentation, students can conduct peer evaluations using the guidelines and				
	evaluation form (Appendix 3) for reference.  *Please refer to the appendix of the recommended texts "Notes on convigint and and user.				
	*Please refer to the appendix of the recommended texts "Notes on copyright and end-user agreement".				
Assessment activity	Ask students to prepare an individual oral presentation which provides the following information:				
(Individual	1. Name of a book/film they have read or watched in their own time				
presentation)	2. Author of the book or Director/Script-writer of the film				
	3. A short summary of the story/plot				
	<ul><li>4. Description of the personalities of the characters and some events they face</li><li>5. Description of a gift for one of the characters</li></ul>				
	6. Reasons for their choice				
Post assessment activity					
Post assessment activity	1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.				
	2. Encourage the student assessors to give feedback to the presenters.				
	3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.				
	4. Give the presenters some suggestions on how to improve their presentation skills.				
Remarks:	1 2 Presentate some supplement of not to improve their presentation status.				

Another pre-task: you might discuss what to give to a family member for Christmas or a festival that students celebrate and ask them to provide reasons for their choice.

• Giving students opportunities to share their ideas with a partner in the pre-assessment activities can help prepare them to speak in front of the entire class at a later stage.

Adapted from: Julian Bamford's handouts at JALT 2003 on extensive reading classroom activities

## Sample Assessment Task 8 (Part A)

Name of Task: New Neighbours Oral Text-type: ☑ individual presentation ☐ interaction				
Communication Functions	1			
describing report	ing explaining discussing			
classifying compa	ring persuading others:			
Audienceteacher plus:  a student partner small groups class more than one class	Target audience:  ☐ fellow students ☐ students from other classes ☐ teacher(s) ☐ others:  ☐ Role(s) of audience: ☐ giving non-verbal responses only ☐ questioning/commenting ☐ interacting with no limitations			
Where on this continuum				
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn that is planned, formal and coherent, e.g. spoken report, a speech			
This task is suitable for us  ✓ print/non-print fiction ✓ print/non-print biograph	e with the following genre(s):			
factual books/documenta	ries on common topics, e.g. sports, hobbies, travel			
	ssues, e.g. environmental, social, economic			
-	rces used for the assessment activities (i.e. websites, movies, books, handouts):			
Any print/non-print fiction,  Description of activities	print/non-print biography/autobiography  1. Ask students to think of an interesting character from a story/class reader that you have taught			
leading to assessment	recently.  2. Ask them to imagine that one of the characters in the story has moved in next door to them.  3. Ask them to think about what life is like with such a neighbour.  4. Hold a discussion with the students and write down what kind of information they should cover if they were asked to describe an imaginary day they had spent with the new neighbour. You could ask one or more of the following questions:  a) Who is your new neighbour?  b) What does he/she look like?  c) How does he/she dress at home?  d) What is his/her personality like?  e) How does he/she treat his family or people around him/her?  f) What is/are the major event(s) in the story that your new neighbour takes part in?  g) Do you like this new neighbour? Why/ Why not?			
	<ul> <li>h) How did you spend your day with this new neighbour? What did you do? <ol> <li>i) Have you learned anything from this new neighbour?</li> </ol> </li> <li>5. For homework, ask each student to write a description of an imaginary day he/she spent with "the new neighbour".</li> <li>6. Remind them to pay attention to the reader from which they took their character. For example, they cannot turn their new neighbour into a wonderful person, if the descriptions from the reader suggest otherwise.</li> <li>7. In the next lesson, ask students to share what they wrote in small groups.</li> <li>8. Ask students to choose the most interesting description from among their group.</li> <li>9. Invite a student from each group to read out their description to the whole class.</li> </ul>			
Assessment activity (Individual presentation)	Ask the students to describe an imaginary day in their lives when they spent time with a character from a book or film they have read/watched. Ask them to provide some background information about the book/film they have read/watched before they describe their imaginary day with their new neighbour during the individual presentation. <i>Please note that the character in this assessment cannot be the same character they used in the pre-assessment activity.</i>			
Post assessment activity	<ol> <li>Ask the student audience to assess the performances of the presenters using a peer-evaluation form.</li> <li>Encourage the student assessors to give feedback to the presenters.</li> <li>Ask student presenters to watch their own videotaped presentations and write a reflective journal on his/her strengths and weaknesses.</li> <li>Teacher should give the presenters some suggestions on how to improve their presentation skills.</li> </ol>			

- The personal responses to this task can provide a good basis for discussion in English at a comfortable level.
- If students need more opportunities to speak in public, you may invite each student to take turns sharing their presentation with the whole class.

Adapted from Andy Barfield's "Getting Personal" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p. 146-148.

## Sample Assessment Task 9 (Part A)

Name of Task: Using magic Oral Text-type: ☐ individual presentation ☑ interaction					
Communication Functions:					
describing report					
Audienceteacher plus:					
a student partner	fellow students	giving non-verbal responses only			
small groups	students from other classes	questioning/commenting			
class	teacher(s)	interacting with no limitations			
more than one class	others:				
Where on this continuum	would you place the task?				
spontaneous, informal	interactive, planned yet individual long	turn of individual long turn that is			
dialogue, e.g. small	dialogic, e.g. semi- planned, spoker	text, planned, formal and			
group interaction	formal group report, e.g. news repor				
This took is suitable for u	interactive factual report story telling se with the following genre(s):	a speech			
print/non-print fiction	se with the following genre(s).				
print/non-print biograp					
	taries on common topics, e.g. sports, hobbies, travel				
books/films on real life	sissues, e.g. environmental, social, economic				
_	urces used for the assessment activities (i.e. websites,	movies, books, handouts):			
	, print/non-print biography/autobiography	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Description of activities leading to assessment	Ask students to think of a character/person v character/person can come from a story/class reader				
leading to assessment	2. Get students into groups of 4. Ask them to discuss				
	help the most. They need to tell others why the				
	helped. Some of the reasons could be:				
	• to punish the people who have bullied the character				
	<ul> <li>to bring comfort to his/her misfortune</li> <li>to reward those who have been good to his</li> </ul>	m/har			
	_	nt task which may have a great impact on			
	his/her future	in tubic wines may have a great impact on			
	3. Ask students how they would help their chosen ch				
	4. Ask them to listen to how their group members w				
	outcome of using magic on each of the charact comparisons and participate in the discussion eve				
	being talked about.	in it they know nothing about the characters			
	5. Let them know that each group can only use their				
	the group. Have them discuss and decide which ch				
	6. Remind students to use the correct tenses and moo 7. Students can always ask questions if they don't u				
	7. Students can always ask questions if they don't understand something and want clarification Students may say something like:				
	Excuse me, can you explain what you just				
	Sorry, I don't quite understand what you	just said. Do you mean?			
	What exactly do you mean?				
Assessment activity	Ask students to read/view a text with characters who n				
(Group interaction)	groups. Tell them that the members of each group are a team of angels and their whole team can only use magic once to help one character from only one SBA text. They have to discuss and				
	decide with the 'other angels' which character needs their magical help most and they have to				
come up with three main reasons to support their decision.					
Post assessment activity	Ask the student audience to assess the performanc evaluation form.	es of the group members using a peer-			
	<ul><li>2. Encourage the student assessors to give feedback to</li></ul>	o the presenters			
		_			
	3. Ask group members to watch their own videotaped performances and write a reflective journal on its strengths and weaknesses.				
	4. Give the groups some suggestions on how to impr	ove their discussion skills.			

# Sample Assessment Task 10 (Part A)

Name of Task: Getting personal				
Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Function				
describing repor	_	explaining discussing		
classifying comp	arin	g persuading others:	_	
Audienceteacher plus:		Target audience:	Role(s) of audience:	
a student partner		✓ fellow students	giving non-verbal responses only	
small groups		students from other classes	✓ questioning/commenting	
class		<b>✓</b> teacher(s)	✓ interacting with no limitations	
more than one class		others:		
Where on this continuum	wot	ld you place the task?	_	
spontaneous, informal dialogue, e.g. small group interaction		interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report individual long planned, spoker e.g. news report story telling	text, planned, formal and	
This task is suitable for us print/non-print fiction	se w	th the following genre(s):		
print/non-print biograph	hy/aı	itobiography		
		s on common topics, e.g. sports, hobbies, travel		
		es, e.g. environmental, social, economic		
Topic/text/materials/resor	urce	s used for the assessment activities (i.e. websites, 1	movies, books, handouts):	
		ist (Appendix 4) for each student.	, , ,	
Description of activities		Distribute the Personal Responses List (Appendix	4) to each student	
leading to assessment	2.			
biography/autobiography.  3. For homework, ask students to write down their responses to their chosen task on on note cards in point-form only. Tell them to be ready to present their task orally minutes.			3 5 5 5 5 5 5 5 5 5 5 5 5 5	
	4.	Have students work in pairs and take turns asking	each other the following questions:	
		a) What is the name of your book?		
		b) Why are you interested in learning about this I	particular person?	
		c) Did you enjoy the book? Why or why not?		
		d) What did you enjoy most/dislike most about the	nis book?	
		e) Which task have you chosen? Could you tell n	ne why you have chosen this task?	
		f) Could you tell me what you have prepared to	ave prepared to report on for this task?	
	5.	Encourage the students to ask for clarification, eladuring the discussion. To promote better discussioners:		
		- "Can you explaina little more?"		
		- "When you say, what do you mean exac	•	
	6.	After the students have reported to each other a similarities and differences between the two indivor two of the following:		
		a) their family background		
		b) their education levels		
		c) their personalities		
		d) their interests		
		e) their life experiences		
		f) their contributions to society		
		g) others		
	7.	Walk around the classroom while the students are	talking in pairs.	

	8. Invite some brighter students to demonstrate how they interacted with their partners.  A class discussion may be held to discuss how to generate better oral interaction in this kind of activity.	
Assessment activity (Group interaction)	Ask students to read another biography/autobiography and choose the same or another task from the Personal Responses List (see Appendix 4). Alternatively, you may ask them to choose another task using the same book they have read for the pre-assessment activities. Assign a different partner to each student for the oral interaction on the day of the assessment. Ask them to take turns sharing what they have done and encourage the students to ask follow-up questions for information, clarification, etc.	
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>	

• Personal responses can help students make sense of a story and find its wider meaning. It also provides a good basis for discussion in English at a comfortable and personal level.

Adapted from Andy Barfield's "Getting Personal" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p. 146-148.

# Sample Assessment Task 11 (Part A)

Name of Task: Book Review				
Oral Text-type: ☐ individual presentation ☑ interaction				
Communication Function  ✓ describing report  classifying comp				
Audienceteacher plus:  a student partner small groups class more than one class	Targeted audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report individual long turn of planned, spoken text, e.g. planned, formal and coherent, e.g. spoken report, a speech			
This task is suitable for use with the following genre(s):  ✓ print/non-print fiction ✓ print/non-print biography/autobiography ✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel ✓ books/films on real life issues, e.g. environmental, social, economic				
Make a copy of the Book l	arces used for the assessment activities (i.e. websites, movies, books, handouts): Review Questions (Appendix 5) for each student. Think of a good book you (the teacher) have read the of the questions on the list.			
Description of activities leading to assessment	1. Tell students that they will be asked to give a brief book review on a good book they have read recently. Distribute the Book Review Questions and model the activity. Students ask you some of the questions from the handout and you provide the answers, e.g. "My book is called <i>The Lord of the Rings</i> , written by J. R. R. Tolkien. It is about"			
	2. Have students review their reading log, select a book they have read and be prepared to answer the Book Review Questions.			
	3. In the next class, students take turns asking questions and giving reviews to a partner. Students may use some personal notes (written on a 4x6 note card with points only) for reference, but they should try to look up and speak as naturally as possible.			
	4. Encourage students to extend their answers. Tell the questioners to pay attention to what has been said and not to ask a question that has already been addressed. Tell them that it is not necessary to ask all the questions on the list. They could ask other questions and extend their discussion based on the content of the book.			
	5. Allow a set amount of time, such as 3-5 minutes for each review. When time is up, tell students to switch roles.			
	6. After both partners have reported on and answered questions about their books, they can work with a new partner and repeat the same procedure in steps 3-4. After two or three rounds of sharing, encourage students not to refer to their personal notes or the Book Review Questions during their interaction.			
	<ul><li>7. Repeat the process a few more times if time allows.</li><li>8. Finish by asking several students to report back to the whole class about any books they have</li></ul>			
	heard about in this activity that sounded particularly interesting.			
Assessment activity (Group interaction)	When the students are familiar with the procedure of book sharing, ask them to prepare to talk about another book they have read for the SBA. Tell them that they will not know who their conversation partner will be until the time they are being assessed. During the assessment, the students will take turns asking questions and giving reviews as they did in the pre-assessment activity. The teacher-assessor may interact with the students to ask specific question(s) to clarify and/or extend their ideas after the students themselves have finished their conversation.			
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>			

- Time allocation for each turn depends on student interest and level. More advanced and interested students might take up to five minutes for a review.
- Sharing book reviews with peers is less threatening than making a presentation in front of the entire class. This activity works particularly well with shy or lower academic ability students because the activity can encourage students to interact in a low anxiety environment. After students have shared their book review with a few partners, they will become more familiar with the content of their book review, and thus they will not have to rely so much on their written notes at the next sharing. Students' confidence will grow and better interaction will take place as they can focus more on the interaction rather than the content of the book review after they have done 5-6 rounds of sharing.
- Teachers may consider asking students to audio tape their interaction in the pre-assessment activities, so that they can
  listen to themselves and identify areas for improvement. Follow-up/training sessions might be needed to teach students
  how to do self-assessment on their own performance.
- You may ask students to report back to the whole class about the books they have heard in the activity, so they will pay more attention to their partner and be more serious during the activity.

Adapted from Ken Schmidt's "Book review round robin" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p,96-98 and Victoria Rodrigo's "The story and me" In Bamford, J & Day, R. (Eds) Extensive reading activities for teaching language, p.99-100.

## Sample Assessment Task 12 (Part A)

Name of Task: Book Talks				
Oral Text-type: individual presentation interaction				
Communication Function  ✓ describing  ─ classifying  ─ comp	rting	explaining discussing persuading others:		
Audienceteacher plus:  ☐ a student partner  ✓ small groups ☐ class ☐ more than one class		Target audience:  ✓ fellow students  ✓ students from other classes  ✓ teacher(s)  ✓ others:	Role(s) of audience:  ☐ giving non-verbal responses only  ✓ questioning/commenting ☐ interacting with no limitations	
Where on this continuum	wou	ld you place the task?		
spontaneous, informal dialogue, e.g. small group interaction		interactive, planned yet dialogic, e.g. semi-formal group report, interactive factual report individual long to planned, spoken to e.g. news reporting story telling	ext, planned, formal and coherent,	
This task is suitable for use with the following genre(s):  ✓ print/non-print fiction ✓ print/non-print biography/autobiography ✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel ✓ books/films on real life issues, e.g. environmental, social, economic				
Topic/text/materials/resou	urces	s used for the assessment activities (i.e. websites, 1	novies, books, handouts):	
Arrange 4-5 students to participate in a book talk during reading/ERS lessons. Students who are not participating in the book talk can read silently in class or do other reading assignments prepared by the teacher. Prepare a Book Talk schedule so that students can fill in the date of their participation. Prepare a list of questions (Appendix 5) for the students. Ask each student to buy a 90-minute cassette tape and put it in a 6x9 envelope attached with a form (Appendix 6). Prepare a tape recorder to record the Book Talk sessions.			cher. Prepare a Book Talk schedule so that ndix 5) for the students. Ask each student to	
Description of activities leading to assessment	1.	Schedule students for the book talks in advance. and time by lottery.	-	
	2.	On the day of the Book Talk, a group of 4-5 stude logs to the table used for the session.	ents will bring their books and their reading	
	3.	Ask for volunteers to go first, second, third, fourth	, etc. while you set up the tape recorder.	
	4.	Give the first student a 4x6 card that contains prom	npts for starting the session as shown below:	
		My name is <u>(name of the student)</u> . Today is <u>(date</u> are <u>(names of the other students)</u> . I have read a bo		
	5.	Give each student a list of questions (see Appendix their reading.	x 5) which they might ask one another about	
	6.	Put the cassette tape of the first student in the tap student to read from the $4''$ x $6''$ card while you v form attached on the $6''$ x $9''$ envelope of the student	write the date, the name of the book on the	
	7.	Then ask students some questions about the book? Who is the main character? What kind happened at the end? (You may refer to the frame levels of questions that you can ask your students.)	of person is the main character? What work of guiding questions for the types and	
	8.	Encourage each student from the group to ask at le of sample questions for reference or they can ask of		
		In the next phase, ask the students to select a pas you are assessing their reading fluency, their appropriately for punctuation and pronunciation.	expressiveness, and whether they pause	
	10.	Compliment the student on his/her reading. Con the student.	nplete an evaluation form (Appendix 7) for	
	11.	Remove the tape from the recorder; mark the conenvelope and put the tape back in the envelope.	unter position on the form attached on the	

	12. Insert another tape in the tape-recorder for the next student and repeat the session as with the first student.	
Assessment activity (Group interaction)	After students are familiar with the procedure of taking part in a book talk, repeat the same procedure for the SBA, but tell students in advance when they will be assessed so they can be well prepared for the assessment. (The reading aloud in Step 9 may be skipped or should not be assessed for the SBA)	
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>	

- Teachers should adapt their questions for individual students according to the books they have read. It is important to vary the questions from student to student so that the questions are not totally predictable.
- Students can review their tape from time-to-time to see the progress they have made.
- Ask students to practise reading their selected reading passage to a peer several times before the book talk, so that they can be more prepared and be more confident when they read their passage to others in the pre-assessment activity.
- Teachers should use the assessment record form provided by the HKEAA for the SBA. However, they may use Appendix 7 for reference in the pre-assessment activities so that students have a clear idea of the areas that they should improve on.

Adapted from John Robinson's "Book Talks: Integrated reading assessment" In O'Malley, M. & Valdez Pierce, L. (Eds). (1996) Authentic Assessment for English Language Learners. Boston: Addison-Wesley, p.223-227.

## Sample Assessment Task 13 (Part A)

Name of Task: Reading Portfolio Assessment  Oral Text-type: ☑ individual presentation ☐ interaction				
	^			
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ✓ comparing ✓ persuading ✓ others:				
Audienceteacher plus:  ☐ a student partner ☐ small groups ☑ class ☐ more than one class	Target audience:  ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction  This task is suitable for use with the following genre(s):  interactive, planned yet dialogue, e.g. semi-formal group report, interactive factual report  individual long turn of planned, spoken text, e.g. news reporting, story telling  individual long turn that is planned, formal and coherent, e.g. spoken report, a speech				
print/non-print biograph	hy/autobiography			
	taries on common topics, e.g. sports, hobbies, travel			
books/films on real life	issues, e.g. environmental, social, economic			
_	urces used for the assessment activities (i.e. websites, movies books, handouts):			
Prepare a folder for each st	udent and show a sample of a portfolio to students if available.			
Description of activities leading to assessment	<ol> <li>At the beginning of the term, introduce the reading portfolio to students.</li> <li>Discuss the purpose of building individual reading portfolios, possible reading materials, the standard for evaluation, etc.</li> </ol>			
	3. Ask students to collect their reading journals, summaries of articles, newspaper reports, book reports, and any reading texts read outside the classroom into their portfolios.			
	4. Periodically respond to the entries in the portfolios and discuss the contents.			
	5. At the end of the term, ask students to reorganize the materials in their portfolios and divide them into meaningful sections. Ask students to write a brief summary reflecting on and evaluating their progress during the term. They may use Appendix 8 as a guide when they write their reflection. If you wish, you may ask students to report on one of the additional tasks of their choice during their presentation (see below).			
	6. Ask students to present their reading portfolio orally in groups first.			
	7. Then they can polish their presentation and present their experience and reading portfolio orally to the whole class.			
Assessment activity (Individual Presentation)	Ask students to continue to develop their reading portfolios for the second term but ensure that they also read a book or watch a film this term. Then ask them to make a 2-3 minute oral presentation to show something that they have learned from the book they have read or the film they have watched. You may ask them to choose one or more of the additional tasks in Appendix 4 to make their presentation more focused.			
Post assessment activity	1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.			
	2. Encourage the student assessors to give feedback to the presenters.			
	3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.			
	4. Give the presenters some suggestions on how to improve their presentation skills.			
Remarks:				
Δ reading portfolio car	help students reflect on what they have read and learned throughout the term			

- A reading portfolio can help students reflect on what they have read and learned throughout the term.
- The oral presentation at the end of the term will allow students to summarize and share their experience with others and feel a sense of autonomy and ownership of their work.

# Sample Assessment Task 14 (Part A)

Name of Task: Book Promotion  Oral Text-type: ☐ individual presentation ☐ interaction				
Communication Function  ✓ describing ✓ repor  ☐ classifying ☐ comp		discussing others:	_	
Audienceteacher plus:  ☐ a student partner  ☑ small groups ☐ class ☐ more than one class	Target audience  ✓ fellow stude  ☐ students from ✓ teacher(s)  ☐ others:		Role(s) of audience:  ☐ giving non-verbal responses only  ✓ questioning/commenting  ✓ interacting with no limitations	
Where on this continuum	ould you place the task?			
spontaneous, informal dialogue, e.g. small group interaction formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, story telling individual long turn of planned, spoken text, e.g. news reporting, a speech				
This task is suitable for use print/non-print fiction	with the following genre(s)	:		
print/non-print biograph factual books/document	autobiography ies on common topics, e.g. s sues, e.g. environmental, soc			
_	ces used for the assessment	•		
Description of activities	copies of the same books av  Divide the class into grou		ry or through the ERS programme.	
leading to assessment			in the group to read the same book together. fferent books (see No.8 below).	
	=		Thinking Hats (See Appendix 9).	
4. For homework, ask students to write down the name of the bo why they have chosen the book, plus write 200 words to reco on the book they read.				
		immary of the story/conte	ak and feel about the book rather than just ent. Also, remind them to make good use of	
	. In the next lesson, ask s their group members.	tudents to take turns read	ling aloud what they have written down to	
	. After each turn, students in the writing. Encourag	e them also to ask for cla	and which thinking hats have been applied rification, support and develop each others' n down, disagree and/or offer alternatives to	
	. Ask students to regroup group should have read a		groups of 3 or 4, but each student in the	
	. Ask the students to take	turns promoting the book	they have read to the new group members port, but should try to look up and speak as	
	students with guidance o questions they could asl Guiding Questions for St	n how to carry out meani c each other if they have udents in Appendix 14)	ons after each book promotion. Provide ngful interaction and tell them what kind of en't acquired such skills previously. (See	
	and ask those group mer	mbers to promote their boromotions and make arra	te the best book promotion from each group ook to the entire class. You can also select angements for the students to promote their	
Assessment activity			g with other classmates through discussions, to expand their ideas, they will be asked to	
(Group interaction)			pare another book promotion on their own	

	and then engage in a group discussion to talk about the book they read similar to Steps 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, or help prompt and/or scaffold the students' oral interaction. Students' interactions will be recorded on video/cassette tapes.	
Post assessment activity	1. Ask students to do self- and peer-assessment after the assessment activity.	
	2. Give feedback on the overall performance of the class and give advice on how to make	
	improvements by making use of the assessment criteria.	

- 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 have read or just want to share their
  views about the book with someone who knows the story.

Ideas adapted from those put forward by Miss Shua Yeo of The HKTA Yuen Yuen Institute No. 1 Secondary School

### Sample Assessment Task 15 (Part A)

Name of Task: Book/film Promotion			
Oral Text-type: ✓ individual presentation ☐ interaction			
Communication Function			
describing report			
classifying comp			
Audienceteacher plus:	Target audience:  Role(s) of audience:		
none (for pair-only task	s)		
small groups  class			
more than one class	teacher(s) interacting with no limitations others:		
where on this continuum	would you place the task?		
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semi- formal group report, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, interactive factual report individual long turn of planned, spoken text, e.g. news reporting, a speech individual long turn that is planned, formal and coherent e.g. spoken report, a speech		
This task is suitable for u  ✓ print/non-print fiction	se with the following genre(s):		
print/non-print biograp	hy/autobiography		
factual books/documen	taries on common topics, e.g. sports, hobbies, travel		
books/films on real life	issues, e.g. environmental, social, economic		
_	urces used for the assessment activities (i.e. websites, movies, books, handouts):		
Prepare a copy of the hand-	-out (see Appendix 10) for students.		
Description of activities leading to assessment	1. Tell students that they have to prepare a book promotion for a book/film they have read/watched recently. The length of the promotion (at least 2-3 minutes) will depend on the proficiency levels of the students.		
	2. Distribute the hand-out (Appendix 10) and discuss it with the students.		
	3. Remind students that it is important to have good eye-contact, posture, voice, diction, body language, intonation, etc. when they are speaking to a group of people. Show them sample promotions if possible.		
	4. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation forms in Appendix 3 for reference.		
	5. A brief Q&A session may be held after each presentation. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.		
	6. Hold a class discussion on how to improve presentation skills and how to prepare for the SBA assessment.		
Assessment activity (Individual Presentation)	After students have gained experience of promoting a book or film in front of the class and acquired the necessary skills from Steps 1-5, students will be asked to read/view a different book/film on their own and make another promotion individually for the SBA.		
Post assessment activity	Ask the student audience to assess the performances of the promoters using a peer-evaluation form.		
	2. Encourage the student assessors to give feedback to the promoters.		
	3. Ask student promoters to watch their own videotaped promotions and write a reflective journal on its strengths and weaknesses.		
4. Give the promoters some suggestions on how to improve their presentation skills.			
Remarks:			

- If time allows and facilities are available, teachers can ask students to video-tape their rehearsals and practise evaluating their own performance prior to the actual performance in class before Step 4. If several students have read the same book, they might work as a team in practising their performances for the pre-assessment activities. However, for the actual SBA assessment, students will work on the promotion individually.
- Holding a discussion or a Q&A session after each presentation can create opportunities to generate meaningful interaction among students, which in turn helps prepare students for other assessments which require oral interaction.

### Sample Assessment Task 16 (Part A)

Name of Task: Read the book! Watch the film!  Oral Text-type: ☑ individual presentation ☑ interaction				
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ✓ comparing ✓ persuading ✓ others:				
Audienceteacher plus:  ☐ a student partner ☐ small groups ☐ class ☐ more than one class	Target audience:  ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:  Role(s) of audience: ✓ giving non-verbal responses only ✓ questioning/commenting ✓ interacting with no limitations			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction  spontaneous, informal dialogue, e.g. semi-formal group report, interactive factual report  individual long turn of planned, spoken text, e.g. news reporting, story telling  individual long turn of planned, formal and coherent, e.g. spoken report, a speech				
This task is suitable for use with the following genre(s):  ✓ print/non-print fiction  ✓ print/non-print biography/autobiography  ✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel  ✓ books/films on real life issues, e.g. environmental, social, economic				
Topic/text/materials/resources used for the assessment activities (i.e. websites, movies, books, handouts):  Prepare a list of books in your library for which there is a movie version in your audiovisual library/public libraries/or easily accessible from rental stores. Make a copy of this list for each student. Familiarize yourself with the questions comparing the book and the film (see Appendix 11), and distribute a copy to each student.				
Description of activities leading to assessment	Ask students to read a book and watch the movie version of the same story. Give them a list of books and movies for reference.			
	<ol> <li>Distribute and discuss the Book and Film Comparison Questions (see Appendix 11).</li> <li>Students can decide whether they want to watch the film (usually easier) or read the book (usually harder) first. Another option is to choose books adapted from film scripts.</li> <li>Divide students into small groups to share what they have found in their comparisons.</li> </ol>			
	5. If several copies of the same books are available, teachers may consider asking the students to do this project in groups, so they can get insights from different perspectives/angles when they do the comparison.			
	<ul> <li>6. Invite students to present their comparisons in front of the class.</li> <li>7. A Q&amp;A session might be held after each presentation. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.</li> </ul>			
Assessment activity (Individual Presentation)	Ask your students to read a different book and watch the film version of the same story. Have them prepare and present an oral presentation (2-3 minutes) comparing and contrasting the differences between the printed and film version of the story in class.			
Post assessment activity	Ask the student audience to assess the performances of the presenters using a peer-evaluation form.			
	<ol> <li>Encourage the student assessors to give feedback to the presenters.</li> <li>Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.</li> </ol>			
Remarks:	4. Give the presenters some suggestions on how to improve their presentation skills.			
• This assessment activity may be suitable for more capable students as the task itself is relatively demanding. Vet if the				

students are able to take up the challenge, they will find this task interesting and they will have more to share and talk about since their knowledge and views about the story will be enriched by having read the printed version and watched the

If class time is limited, the presentations may require more than one class period.

film of the same story.

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- If students need more support and practice before the actual presentation, please refer to Sample Assessment Task 9 for ideas of conducting pair work/sharing sessions prior to the actual performance.
- To help students better understand what you expect them to do, you may prepare a short segment from a film and make copies of the same scene from the book version. Ask the students to read the passage and then compare it with the movie segment in class.
- To increase the interest and excitement of their presentations, students can put on costumes or pretend to be one of the characters during the presentation. However, their costumes should not be graded in the SBA.
- Teachers can also ask the class to judge the students' presentations by completing a simple peer assessment form (see Appendix 3 for reference).

Adapted from Tony-Rene Donnes's "Read the Books! See The Movie!" In Bamford, J & Day, R. (Eds)

Extensive reading activities for teaching language, p. 131-132.

### Sample Assessment Task 17 (Part A)

Name of Task: Going on holiday				
<b>Oral Text-type:</b> ☐ individual presentation ☑ interaction				
Communication Function				
describing repor				
classifying comp	paring persuading others:			
Audienceteacher plus:	Target audience: Role(s) of audience:			
a student partner	fellow students giving non-verbal responses only			
small groups	students from other classes  questioning/commenting			
class	teacher(s) interacting with no limitations			
more than one class	others:			
Where on this continuum	would you place the task?			
<b>4</b>	<b>_</b>			
spontaneous, informal dialogue, e.g. small				
group interaction	dialogic, e.g. semi- formal group report, e.g. news reporting, planned, formal and coherent, e.g. spoken report,			
8	interactive factual report story telling a speech			
This task is suitable for u	se with the following genre(s):			
print/non-print fiction				
print/non-print biograpl				
	taries on common topics, e.g. sports, hobbies, travel			
books/films on real life	issues, e.g. environmental, social, economic			
Topic/text/materials/resor	urces used for the assessment activities (i.e. websites, movies, books, handouts):			
	vides tips on travelling or an introduction to a particular place for a vacation. Prepare a handout			
(Appendix 12) for each stu				
Description of activities leading to assessment	1. Show a video to the entire class to introduce an existing place for a holiday. Try to select a place which the students are not familiar with.			
	2. Discuss the following aspects with the students:			
	a) How to travel there			
	b) Where to eat			
	c) Where to sleep			
	d) What to do			
	3. Pair up the students and ask them to think of a place they dream of going to.  A Distribute the handouts in Argandin 12 to the students.			
	4. Distribute the handouts in Appendix 12 to the students.			
	5. Ask them to take turns being the candidate and the interlocutor using the handout for reference.			
	6. Have them fill in the blanks in Appendix 12 and then carry out the conversation. Provide			
	students with a demonstration if necessary so they know exactly what needs to be done.			
	If time allows, students can find another partner in class and start a new conversation and learn about what other students' dream places are while engaging in a meaningful conversation.			
Assessment activity	Ask students to find and watch a travel programme and gather information as listed in Step 2. If			
(Group Interaction)	the video programme does not cover all the necessary information described in Step 2, they are			
	encouraged to search for information from other printed materials, but they should record all the references and videos they use/watch. On the day of the assessment, a partner will be assigned to			
	each student to carry out an oral interaction similar to the task in Appendix 12. Each student in the			
pair will take turns being the candidate and the interlocutor.				
Post assessment activity	1. Ask students to do self- and peer-assessment after the assessment activity.			
	2. Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.			
Remarks:				

- Students are generally interested in travelling and visiting exotic places and having adventures. The conversation task will encourage students to discuss and interact with others in a more authentic way.
- Watching a travel programme is less cognitively demanding than watching a documentary or a long feature film. This task is suitable for different levels of students.

## Sample Assessment Task 18 (Part A)

Name of Task: Celebrity interview				
Oral Text-type: ☐ individual presentation ☑ interaction				
Communication Functions:  ☑ describing ☑ reporting ☑ explaining ☐ discussing ☐ classifying ☑ comparing ☐ persuading ☐ others:				
Audienceteacher plus:	Target audience:	Role(s) of audience:		
a student partner	fellow students	giving non-verbal responses only		
small groups	students from other classes	✓ questioning/commenting		
class	teacher(s)	interacting with no limitations		
more than one class	others:			
Where on this continuum	would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction	interactive, planned yet dialogic, e.g. semiformal group report, interactive factual report interactive factual report interactive factual report interactive factual report individual long planned, spoken e.g. news report story telling	text, planned, formal and		
This task is suitable for us print/non-print fiction	se with the following genre(s):			
print/non-print biograph	ny/autobiography			
factual books/documen	taries on common topics, e.g. sports, hobbies, travel			
✓ books/films on real life	issues, e.g. environmental, social, economic			
-	urces used for the assessment activities (i.e. websites, r	· · · · · · · · · · · · · · · · · · ·		
Prepare a short segment of	an interview to be shown to the entire class and a handou	at (Appendix 13) for each student.		
Description of activities leading to assessment	1. Propose that students conduct an interview with a celebrity (dead, alive, or fictitious) from a book or film they have read or watched.			
	2. Show them a short segment of an interview and dis	* **		
	3. Ask them to think of two characters from a book/film they have recently read/watched as a class.			
	4. Ask the class to brainstorm questions they want to	ask these characters.		
	5. Pair up the students and have them interview each and take turns being the interviewer and interviewer			
	6. Remind students to base what they say on the book	/film during the interview.		
Assessment activity (Group Interaction)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>			
Remarks:				
This is a relatively understanding of what	challenging task which may be suitable for more c	apable students who have a rather good		

Adapted from: Sherman, J. (2003). "Celebrity interview" in Using authentic video in the language classroom,

Cambridge: Cambridge University Press, p.137.

### Sample Assessment Task 19 (Part A)

Name of Task: Panel Discussion Oral Text-type: ☐ individual presentation ☑ interaction		
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ─ comparing ─ persuading ─ others:		
Audienceteacher plus:  none (for pair-only tasks small groups class more than one class	Target audience:	Role(s) of audience: giving non-verbal responses only questioning/commenting interacting with no limitations
Where on this continuum	would you place the task?	
spontaneous, informal dialogue, e.g. small group interaction  spontaneous, informal dialogic, e.g. semi- planned, spoken text, e.g. news reporting, interactive factual report  individual long turn of planned, spoken text, e.g. news reporting, story telling  a speech		
This task is suitable for use with the following genre(s):  □ print/non-print fiction □ print/non-print biography/autobiography □ factual books/documentaries on common topics, e.g. sports, hobbies, travel □ books/films on real life issues, e.g. environmental, social, economic		
_	arces used for the assessment activities (i.e. websites, assues and themes that students are most interested in as one of these issues.	
Description of activities leading to assessment	<ol> <li>Show the first five minutes of the documentary/programme to the students and ask them to predict what kind of issues will be addressed.</li> <li>Write down students' answers on the board.</li> <li>Divide the students into groups of 3 and assign a role to each of the group members (a news reporter, a complainer, an expert on the particular issue).</li> <li>Discuss with the students how their new role will affect the way they view the rest of the programme; e.g. a reporter may think of how to make use of the information he/she sees and turn it into a piece of interesting news; an expert may look at the information with caution and skepticism, a complainer may victimize himself/herself and see the issue as a real problem which needs to be addressed immediately.</li> <li>Ask the students to view the rest of the programme with their new role in mind.</li> <li>After viewing, ask them to take on their new role and pretend they will hold a panel discussion on a TV programme. The reporter will start the discussion by providing some background information on the issue, posing questions to both the expert and the complainer, and summarizing some of the important points at the end. The complainer will be highlighting some major problems and concerns about the issue and the expert will try to clarify misunderstandings and try to provide information on that issue.</li> <li>Remind the students that they need to work together and present their discussion in such a way that others will get a better understanding of the issue from different angles.</li> <li>Ask the students to present their discussion to the class.</li> </ol>	
Assessment activity (Group Interaction)	Divide the students into groups of 3 and ask them to find and watch a programme/documentary related to a real life issue. (Students can further explore the same issue they discussed in class, but they must view a different programme, or they can choose another issue that they are interested in and watch a related programme together). Have them organize a panel discussion similar to what they did in the pre-assessment activities. The teacher-assessor can act as the Panel Chair to	
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after</li> <li>Give feedback on the overall performance of the improvements by making use of the assessment cr</li> </ol>	the assessment activity. ne class and give advice on how to make
Remarks:		

- This is a relatively challenging task which is suitable for more capable students. If the students are up to the challenge, they may find this task stimulating and interesting as it can help to develop their critical thinking skills and help them to see things from different perspectives.
- However, teachers should remind their students that the panel discussion is supposed to be interactive. If each member only presents their own part without further discussion, they may end up giving an individual presentation rather than having a group interaction.

• Alternatively, teachers may consider turning this task into individual presentations. Students can work as a group to explore issues of interest to them. Then, they can take turns presenting their part to the rest of the group and their presentation will be marked according to the criteria for individual presentations.

# Sample Assessment Task 20 (Part A)

Name of Task: Independent work with documentaries/non-fiction  Oral Text-type: ✓ individual presentation  interaction			
Communication Functions:  ✓ describing ✓ reporting ✓ explaining ✓ discussing  ─ classifying ✓ comparing ✓ persuading ✓ others:			
Audienceteacher plus:  a student partner small groups class more than one class	Targeted audience:  ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:		
Where on this continuum	would you place the task?		
spontaneous, informal dialogue, e.g. small group interaction  interactive, planned yet dialogue, e.g. semi- planned, spoken text, planned, formal and coherent, e.g. news reporting, interactive factual report story telling  individual long turn of planned, spoken text, e.g. news reporting, story telling a speech			
This task is suitable for use with the following genre(s):  print/non-print fiction  print/non-print biography/autobiography  factual books/documentaries on common topics, e.g. sports, hobbies, travel  books/films on real life issues, e.g. environmental, social, economic  Topic/text/materials/resources used for the assessment activities (i.e. websites, movies, books, handouts):			
	sed on students' interests, ability, or what they are learning in other subjects. Tell students the lask them to do some research on the subject of the documentary. They may gather the information as, the Internet, etc.		
Description of activities leading to assessment	<ol> <li>On the day of viewing, show the introduction (the first 5 minutes) and ask students to answer the following questions:         <ul> <li>a) What is the main idea/purpose of the programme?</li> <li>b) What do you expect to learn from this documentary?</li> <li>c) What would you like to find out from this programme?</li> </ul> </li> <li>Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions:         <ul> <li>a) What are your feelings? Are you interested/bored/indignant/horrified/amused? Why?</li> <li>b) What does it say? What is the most interesting information/point?</li> <li>c) What does it show? What are the most significant or interesting scenes?</li> <li>d) Who are the participants? Which is the most interesting?</li> <li>e) Does it answer any "Why" or "How" questions? Write down the questions and the answers.</li> <li>f) Is there any important new vocabulary? Check understanding.</li> </ul> </li> <li>Go over some of the questions and answers in Step 2 briefly. Check to see if students need clarification/explanations about what they have seen before showing the rest of the documentary.</li> <li>Play the rest of the documentary and ask students to write a brief review/report using the following structure:         <ul> <li>The programme is aboutIts main idea/purpose is My main reaction was</li> <li>Briefly, it says thatand it showsThe most interesting part/person/fact/picture/moment/idea is</li> <li>If I was/had beenI would/would haveI would/would not recommend this documentary because</li> </ul> </li> <li>Ask students to present their oral reports in class.</li> </ol>		
Assessment activity (Individual Presentation)	Ask students to select a documentary of their choice and ask them to prepare an oral report following the patterns they have used in the pre-assessment activities.		

#### Post assessment activity

- 1. Ask the student audience to assess the performances of the presenters using a peer-evaluation form.
- 2. Encourage the student assessors to give feedback to the presenters.
- 3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on its strengths and weaknesses.
- 4. Give the presenters some suggestions on how to improve their presentation skills.

#### Remarks:

- For weaker students, you may show the first 15-20 minutes of the documentary twice and give them more time to complete
  or extend their notes for Step 2.
- Showing a documentary in class and telling students what they need to focus on when they watch the documentary will
  help them understand what they are expected to do for the SBA.
- Encourage students to do some research on the topic of their chosen documentary before the actual viewing will increase their general background knowledge on the topic and in turn make it easier for them to follow and understand the documentary.

Adapted from: Sherman, J. (2003). "Independent work with documentaries" in Using authentic video in the language classroom, Cambridge: Cambridge University Press, p. 67-68.

# Sample Assessment Task 21 (Part A)

Name of Task: Group work with non-print non-fiction Oral Text-type: individual presentation interaction			
Communication Functions:  ☑ describing ☑ reporting ☑ explaining ☑ discussing ☐ classifying ☑ comparing ☑ persuading ☑ others:			
Audienceteacher plus:       Target audience:       Role(s) of audience:         ✓ a student partner       ✓ fellow students       ☐ giving non-verbal responses only         ✓ small groups       ✓ students from other classes       ✓ questioning/commenting         ✓ class       ✓ interacting with no limitations         ☐ more than one class       ✓ others:			
Where on this continuum would you place the task?			
spontaneous, informal dialogue, e.g. small group interaction interactive factual report story telling spontaneous, informal dialogue, e.g. semi-story telling individual long turn of planned, spoken text, e.g. news reporting, a speech individual long turn of planned, spoken text, e.g. news reporting, a speech			
This task is suitable for use with the following genre(s):  print/non-print fiction			
<ul> <li>✓ print/non-print biography/autobiography</li> <li>✓ factual books/documentaries on common topics, e.g. sports, hobbies, travel</li> <li>✓ books/films on real life issues, e.g. environmental, social, economic</li> </ul>			
Topic/text/materials/resources used for the assessment activities (i.e. websites, movies, books, handouts):  Choose a documentary based on students' interests, ability, or what they are learning in other subjects. Tell students the reasons for your choice and ask them to do some research on the subject of the documentary. They may gather the information from an encyclopedia, books, the Internet, etc. Ask students to write down names of people/animals, places, organizations, etc.			
Description of activities leading to assessment  1. On the day of viewing, show the introduction (the first five minutes) and ask students to answer the following questions:  a) What is the main idea/purpose of the programme?  b) What do you expect to learn from this documentary?  c) What would you like to find out from this programme?  2. Watch the next 15-20 minutes, then take a break. Ask students to make some notes on the following questions:  a) What are your feelings? Are you interested/bored/indignant/horrified/amused? Why?  b) What does it say? What is the most interesting information/point?			
<ul><li>c) What does it show? What are the most significant or interesting scenes?</li><li>3. Check to see if students need clarification/explanations about what they have seen before showing the rest of the documentary.</li></ul>			
<ul> <li>4. Watch the rest of the documentary. Ask students to make notes on the following questions: <ul> <li>a) What are your feelings now? Are you interested/bored/indignant/horrified/amused? Why?</li> <li>b) What does it say? What is the most interesting information/point? Is it different from what you have written down previously? If so, why?</li> <li>c) What does it show? What are the most significant or interesting scenes? Is it different from what you have written down previously? If so, why?</li> <li>d) Does it answer any "Why" or "How" questions? Write down the questions and the answers.</li> <li>e) Does it address what you expect to learn from the documentary?</li> <li>f) Is there any important new vocabulary you have learned from the film? Share some examples.</li> </ul> </li> <li>5. Divide the students into pairs. Ask them to compare and discuss their answers for questions 4a -4f.</li> <li>6. For homework, ask them to write down three things that they found interesting/learned from the documentary and 2-3 things that his/her partner has a different answer to or opinion on with regard to the questions discussed during the pair interaction in class.</li> </ul>			

Assessment activity (Group Interaction)	Ask students to select and watch a documentary of their choice in pairs. Have them prepare the answers to questions 4a - 4f individually. Then carry out a discussion similar to what they did in the pre-assessment activities.	
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>	

- For weaker students, you may show the first 15-20 minutes of the documentary twice and give them more time to complete or extend their notes for Steps 2 or 4.
- Encourage students to do some research on the topic of their chosen documentary before the actual viewing will increase their general background knowledge on the topic and in turn make it easier for them to follow and understand the documentary.

Adapted from: Sherman, J. (2003). "Independent work with documentaries" in Using authentic video in the language classroom, Cambridge: Cambridge University Press, p. 67-68.

# Sample Assessment Task 22 (Part A)

Name of Task: Different cultures 1  Oral Text-type: ☑ individual presentation ☐ interaction		
Communication Function	*	
describing repor	_	
classifying Comp		
Audienceteacher plus:	Target audience: Role(s) of audience:	
a student partner	✓ fellow students ✓ giving non-verbal responses only	
small groups	students from other classes questioning/commenting	
class	✓ teacher(s)	
more than one class	others:	
more than one class	Utilicis.	
Where on this continuum	would you place the task?	
_	<b>_</b>	
spontaneous, informal	interactive, planned yet individual long turn of individual long turn that is	
dialogue, e.g. small	dialogic, e.g. semi-planned, spoken text, planned, formal and	
group interaction	formal group report, e.g. news reporting, coherent, e.g. spoken interactive factual report story telling report, a speech	
	se with the following genre(s):	
1 *	av/outobio onomby	
print/non-print biograp		
	taries on common topics, e.g. sports, hobbies, travel	
	issues, e.g. environmental, social, economic	
Topic/text/materials/reso	urces used for the assessment activities (i.e. websites, movies, books, handouts):	
	related to a particular culture e.g. Tom Sawyer (US 1870s); Sarafina (South Africa during	
	K in the 1980s); Field of Dreams (about baseball); October Sky (about a US mining town and	
	ham (Indian culture in the UK and roles of men and women within it)	
Description of activities	1. Tell students that you will show them a film/documentary related to a particular culture. Ask	
leading to assessment	students to search for information on the web about the theme/the particular culture of the	
	film.	
	2. In the next lesson, randomly select some students to share one or two things they found	
	interesting about that particular culture. Highlight terms or vocabulary they may find difficult	
	from the film.	
	3. If possible, bring some visual aids/objects related to the particular culture to stimulate students' interest in that particular culture.	
	4. Before viewing, ask students to pay attention to the differences between Chinese culture and	
	the culture featured in the film on one or more of the following aspects:	
	a. lifestyle	
	b. food	
	c. entertainment	
	d. education system	
	e. traditions/values	
	f. roles of men and women; girls and boys	
	g. dances	
	h. festivals	
	i. transport	
	j. workers' organisations / labour relations / culture (you can't avoid this with Billy Elliot	
	otherwise it will be very difficult to make sense of the film),	
	5. Hold a class discussion on a particular aspect of the similarities between the culture they	
	have been reading/watching about and their own; for example, if they have watched <i>Bend it</i>	
	like Beckham, you could ask them to think about whether girls in Hong Kong are more	
	encouraged to play soccer than the girls in the film; if they have viewed <i>Billy Elliot</i> , you apply ask them to think about how workers in Hong Kong and the LIK in the 1000s try/tried	
	could ask them to think about how workers in Hong Kong and the UK in the 1980s try/tried to solve disputes with their employers.	
	6. Ask students to prepare an oral presentation to the whole class about the differences between	
	Chinese culture and another culture which they find interesting. Students can conduct peer	
	evaluations using the guidelines and evaluation forms in Appendix 3 for reference.	
Assessment activity	Ask students to watch a film on their own which is related to elements of another culture. Ask	
_	them to prepare an oral presentation following Steps 4 and 6. Alternatively, students can read a	
(Individual	book on a particular aspect featured in the film and present their comparison orally for the SBA	
Presentation)	assessment.	

### Post assessment activity

- . Ask the student audience to assess the performances of the presenters using a peer-evaluation form.
- 2. Encourage the student assessors to give feedback to the presenters.
- 3. Ask student presenters to watch their own videotaped presentations and write a reflective journal on the strengths and weaknesses of the presentation.
- . Give the presenters some suggestions on how to improve their presentation skills.

## Remarks:

• Ask students to focus on one or two aspects rather than talking about more items on a superficial level in their presentation.

# Sample Assessment Task 23 (Part A)

Name of Task: Different Cultures 2		
Oral Text-type: individual	dual presentation  interaction	
Communication Function  ✓ describing ✓ report  ─ classifying ─ comp	rting explaining discussing	
Audienceteacher plus:  a student partner  small groups  class more than one class	Target audience:  ✓ fellow students ✓ students from other classes ✓ teacher(s) ✓ others:	
Where on this continuum	would you place the task?	
spontaneous, informal dialogue, e.g. small group interaction  spontaneous, informal dialogic, e.g. semi- planned, spoken text, e.g. news reporting, interactive factual report  story telling  individual long turn of planned, spoken text, e.g. news reporting, story telling  a speech		
	se with the following genre(s):	
<ul> <li>□ print/non-print fiction</li> <li>□ print/non-print biography/autobiography</li> <li>☑ factual books/documentaries on common topics, e.g. sports, hobbies, travel</li> <li>□ books/films on real life issues, e.g. environmental, social, economic</li> </ul>		
Topic/text/materials/reso	urces used for the assessment activities (i.e. websites, movies, books, handouts):	
Select a film/documentary	related to a particular culture	
Description of activities leading to assessment	Ask students to search for information on the web about the theme/particular culture of the film.	
	2. Randomly select some students to share one or two things they found interesting about that particular culture. Highlight terms or vocabulary they may find difficult from the film.	
	3. If possible, bring some visual aids/objects related to the particular culture to stimulate students' interest in that particular culture	
	<ol> <li>Before viewing, ask students to pay attention to the differences between Chinese culture and the culture featured in the film on one or more of the following aspects:</li> </ol>	
	a. lifestyle	
	b. food	
	c. entertainment	
	d. education system e. traditions	
	f. values	
	g. roles of men and women; girls and boys	
	h. dances	
	i. festivals	
	<ul><li>j. transportation</li><li>5. Hold a class discussion on a particular aspect.</li></ul>	
A agaggam and a adimitar	^ ^	
Assessment activity (Group Interaction)	<b>Part 1:</b> For the SBA, divide students into small groups, ask each group member to think of a particular aspect which they would like to explore further. Tell students that they can learn more about that particular aspect from other print/non-print text on their own, so they will be more prepared when they join a discussion with their group members to discuss which aspect of the culture they watched in the film is worth presenting/exploring further. On the day of the assessment, students will take turns presenting their view on the aspect they have explored, and as a group, they have to decide which aspect they will choose to for a group presentation later. Encourage students to ask questions, show their agreement and disagreement, and engage in the discussion to come to a consensus on the topic of their group presentation. Remind the students that they don't need to put down other students' ideas in order to get higher scores for the SBA. It is their ideas, contribution to and engagement in the discussion that counts.	

	Part 2: After students have decided which aspect they would like to explore further, they will get together and prepare a presentation on the chosen aspect and present the information in front of their class. Encourage the students to make the presentation interactive and interesting, e.g. they can present the information through a short skit, a news report, interviews with key persons from that culture, etc. Please note that Part 2 is an extension to the assessment task in Part 1 and it should not be counted as an assessment task for SBA as these tasks might require prepared scripts and dramatic skills. Yet, they are still excellent assessment tasks for learning and should be strongly encouraged.	
Post assessment activity	<ol> <li>Ask students to do self- and peer-assessment after the assessment activity.</li> <li>Give feedback on the overall performance of the class and give advice on how to make improvements by making use of the assessment criteria.</li> </ol>	

• The group discussion can be presented to S3 students instead of their own classmates, so the junior form students can be exposed to some presentations related to SBA, and in turn, they will be more familiar with the types of SBA tasks they will be required to do when they are promoted to S4.

## Sample Assessment Task 24 (Part A)

Name of Task: Two stars and a wish (for higher ability S5 students)  Oral Text-type: individual presentation interaction			
Communication Functions:	i presentation interaction		
describing reporting	g explaining discussing		
classifying compari			
Audienceteacher plus:	Target audience:	Role(s) of audience:	
a student partner	✓ fellow students	giving non-verbal responses only	
✓ small groups	students from other classes	✓ questioning/commenting	
class	<b>✓</b> teacher(s)	✓ interacting with no limitations	
more than one class	others:		
Where on this continuum wo	ould you place the task?		
spontaneous, informal dialogue, e.g. small	interactive, planned yet individual long dialogic, e.g. semi-		
group interaction	formal group report, e.g. news report		
	interactive factual report story telling	a speech	
This task is suitable for use v	vith the following genre(s):		
print/non-print fiction			
print/non-print biography/a	- · ·		
I	es on common topics, e.g. sports, hobbies, travel		
	ues, e.g. environmental, social, economic		
_	es used for the assessment activities (i.e. websites, i		
	talk for one minute about a book/documentary they or reference and write down some notes in point-for		
"Guiding Questions for Studen		in on a 4x0 note eard. Trepare a copy of the	
Description of activities	1. Distribute and discuss the "Guiding Questions	for Students". Explain to students that they	
leading to assessment	can ask questions at different levels.	1	
	2. Tell students something about a factual book/de	ocumentary you have read.	
	3. Divide the students into small groups.		
	4. Ask them to come up with some questions to a the book/documentary you read/watched.	sk you, so that they can find out more about	
	5. Ask students to work out at least one question f		
	6. Invite students to ask you some first level q		
	questions for the second minute and all the wa that you will only provide an answer if they ask		
	7. Compliment your students on the good question	ns they asked you.	
	8. After students are familiar with the various type		
	to take turns talking about their book/documen each turn). Students may use their 4x6 note ca		
	up and speak as naturally as possible.	and for reference, but they should try to look	
	9. After each 1-minute talk, the group members w	vill ask the presenter some guiding questions	
	at level 3 or above (for 2-3 minutes). They may also comment on the presenter's responses		
	<ul><li>and ask follow-up questions.</li><li>10. When time is over, one or two of the group me</li></ul>	umbara is/ara naminatad ta "aiya a star" ta	
	say something positive about the student's pre		
	wish" - to say something that he/she would lik		
	been explained.		
Assessment activity	Ask students to talk about another factual book/doc		
(Group Interaction)	group, following the procedure in Step 9. The teach		
	questioning continuum from the "framework of guiding questions" in the SBA guidelines. When the teacher has completed his/her probing, group members will be invited to "give two		
	stars" and "make a wish" similar to the procedure in		
Post assessment activity	1. Ask students to do self- and peer-assessment at		
	2. Give feedback on the overall performance of		
Domonka	improvements by making use of the assessmen	i cinella.	
Remarks:  • The pre-assessment activities can help students think about the types of questions that they might be asked during the SBA			
- The pre-assessment activi	nes can neip students tillik about tile types of questic	ons that they hight be asked during the SBA	

and in turn they will be more prepared to answer high level questions during the actual assessment.

- Concluding the discussion with "two stars and a wish" is a nice way to round up the discussion. It also encourages students to pay attention to the information they hear during the student presentation and helps students practise expressing praise, and using appropriate language to make a gentle critical comment.
- Remember the focus of this task should be on students' interaction. The one-minute talk at the beginning is only a warm-up activity which allows the students to provide some background information to his/her group members to generate the interaction.
- Alternatively, teachers could use this task for individual presentations by increasing the 1-minute talk to 2-3 minutes. The
  discussion which comes afterwards should not be counted as part of the SBA task, but an extension of the assessment for
  learning.