


Sample Assessment Task 17 (Part B)

Name of Task: The school-based drugs testing scheme		
Oral Text-type for the Assessment: <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction		
Communication Functions:		
<input type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input checked="" type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____		
Audience--teacher plus: <input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	Target audience: <input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____	Role(s) of audience: <input type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input checked="" type="checkbox"/> interacting with no limitations
Where on this continuum would you place the assessment task? 		
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech		
Choice/task of the elective(s) used for the assessment: <input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input checked="" type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication		
Topic/text/materials/resources used for the assessment activities (e.g. websites, debate topics/social issues, books): <i>Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6), published by CDI, EDB (2007), p.74-77</i>		
Description of activities leading to assessment	1. Give students a week to collect news articles about the school-based drugs testing scheme in groups of 3 or 4. They should try to find articles that can help them answer all or some of the following questions: a) Why is there a need to introduce a school-based drugs testing scheme? b) Who will be tested? c) How is the test implemented? d) How will the test results be used? e) Who has the right to know the test results? f) How may the test help prevent drug abuse? g) How may the test affect students and parents? h) What are other pros and cons of this scheme? i) What are some of the controversial issues over the school-based drug testing scheme? 2. Ask students to share with their group members what they have found. Ask students to	

	<p>select the best 3-4 articles and submit them to the teacher. This way, the teacher can have a general idea about the kind of information that students were able to gather. It will also help teachers to decide whether additional information should be provided to the students.</p> <ol style="list-style-type: none"> 3. Ask students to read their articles in advance. 4. In class, each group will draw lots so different groups of students will report on the major findings on different questions. Alternatively, the teacher can do the group assignment based on the articles the students are able to find or according to the abilities of students in different groups (e.g. less capable students may report on the factual questions). 5. Give students time in class to discuss the information they have found out and what they will be reporting on. 6. Have different groups take turns reporting the major findings or answers to their assigned questions. 7. Teachers can lead a class discussion based on the answers provided by the students. If the teacher is teaching a more capable group of students, a group leader can be selected to guide the discussion. 8. Teachers may highlight key terms and vocabulary on the board to help students learn the key vocabulary related the issues being discussed. <p>Teachers may make use of what students have been engaged in to explain the basic idea of debating and introduce them to how a debate is run. For more suggestions and ideas on teaching debating skills, please refer to the “Suggested schemes of work for the elective part of the three-year senior secondary English language curriculum (Secondary 4-6)”, published by CDI, EDB (2007), p.74-77.</p>
<p>Assessment activity (Group interaction)</p>	<p>Form students into groups of four and prepare for the following task:</p> <p>Your group has been selected to enter the inter-class debating contest on the motion that “The school-based drugs testing scheme is a good measure to help prevent drug abuse among teenagers”. You are asked to argue for (or against) the motion. Students can draw lots or the teacher can assign a particular motion to the students.</p> <p>Students need to prepare for the contest and prepare arguments for (or against) the motion. Students need to discuss with their group members and decide what the best 3-4 arguments their team should focus on or address in the debate.</p>
<p>Post assessment activity</p>	<ol style="list-style-type: none"> 1. Students watch the video of their own presentation. Ask students to do self- and peer-assessment. Students can also discuss how they may want to improve their discussion. 2. Teachers then provide feedback to the students on their overall performance.