

Sample Assessment Task 25 (Part B)

Name of Task: Online-Dating	
Oral Text-type for the Assessment: <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
Communication Functions:	
<input checked="" type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input type="checkbox"/> others: _____	
Audience--teacher plus:	Targeted audience:
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____
Role(s) of audience:	
<input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations	
Where on this continuum would you place the assessment task?	
<input type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input checked="" 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 checked="" type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input checked="" 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):	
The movie <i>Must Love Dogs</i> , peer-evaluation form	
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Students watch the film <i>Must Love Dogs</i>. 2. Form students into groups of four and ask them to gather information for and discuss the following questions: <ol style="list-style-type: none"> a) How do the main characters in the movie meet? b) How is online-dating portrayed in American culture? c) Is online-dating popular in Hong Kong? d) What do you think of this method of meeting people? e) How does online-dating in America compare with online-dating in Hong Kong? f) What are the benefits of online-dating? g) What are the dangers of online-dating?
Assessment activity (Group Interaction)	<ol style="list-style-type: none"> 1. Form students into groups of four and prepare for the following task: Your group has been selected to enter the inter-class debating contest on the motion that “Online-dating is dangerous”. You are asked to argue for (or against) the motion. Students can draw lots or the teacher can assign a particular stance to the students. 2. Students need to prepare arguments for or against the motion. Students need to

	<p>discuss with their group members and decide what the best 3 – 4 arguments their team should focus on in the debate.</p>
Post assessment activity	<ol style="list-style-type: none"> 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 group interactions and write a reflective journal entry on their strengths and weaknesses. 4. Give the presenters some suggestions on how to improve their group interaction skills.