


Sample Assessment Task 20 (Part B)

Name of Task: Drug abuse		
Oral Text-type for the Assessment: <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
Communication Functions:		
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input checked="" type="checkbox"/> explaining <input type="checkbox"/> discussing <input type="checkbox"/> classifying <input checked="" 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 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 checked="" 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 checked="" type="checkbox"/> Social Issues <input 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):		
Websites containing news commentary, Letters to Editor, News articles about smoking and drug abuse, Youtube clip <i>Drug abuse faces before and after</i> , Peer/self assessment forms.		
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Students are instructed to read a news article about smoking, and brainstorm and discuss ideas in pairs regarding the rising trend of teenage smoking. 2. Vocabulary and expressions to do with discussion and presentation are revised, as well as the criteria for the speaking tasks. 3. Each student presents the issue of selling cigarettes to teenagers within their group and some can be chosen to present their ideas in front of their class. 4. Students are introduced to the definition and types of commentary writing and drug abuse vocabulary. 5. Students are requested to brainstorm the proper attitude towards a new student who has abused drugs and express their view in the form of a letter to the editor. 6. Students are given some old school newspapers to be familiar with the layout and types of articles involved. 7. A news article, <i>Drug abuse spreads to elite school</i>, is presented to inspire students to design an issue of the school newspaper adopting the theme – preventing drug abuse. 	

	<p>8. Having watched the Youtube video clip, <i>Drug abuse faces before and after</i> on the internet, students are further encouraged to promote the message of drug prevention.</p> <p>9. Teacher discusses a plan of the next issue of the school newspaper with the students..</p>
<p>Assessment activity (Individual Presentation)</p>	<p>Individual Presentation</p> <p>On the day of assessment, each student is given a note card and sufficient time for planning. Students are presented with newspaper clippings, a photo and some charts for reference. Each student is then requested to present 3-5 areas of information to be included to compile a <i>Fact Sheet</i> for the school newspaper. Reasons should be given for supporting the preferred information in each case.</p> <p>The following questions can be used:</p> <ul style="list-style-type: none"> ♣ What do our students want to know about, something interesting or something academic? ♣ Why do you think this news is appropriate to be included for the school newspaper? ♣ Should the students be presented with something educational and positive?
<p>Post assessment activity</p>	<ol style="list-style-type: none"> 1. A peer/self-assessment form is given to evaluate the individual presentation performance by the presenter (as self-assessment) and another one is completed by the designated observer (as peer-assessment). 2. Each observing peer pair should give oral feedback based on their assessment forms and shared rubrics of assessment. 3. Follow-up soon after the lesson with brief feedback (highlighted in the teacher assessment forms) to the individual presenters.

Adapted from an assessment task developed by Delia Memorial School (Hip Wo)