

Sample Assessment Task 21 (Part B)

Name of Task: Redevelopment plan	
Oral Text-type for the Assessment: <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction	
Communication Functions:	
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input type="checkbox"/> persuading <input type="checkbox"/> others: _____	
Audience--teacher plus:	Target audience:
<input type="checkbox"/> a student partner <input type="checkbox"/> small groups <input checked="" type="checkbox"/> class <input type="checkbox"/> more than one class	<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 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 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 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):	
OLE activity (Other Learning Experiences) (The activity was a visit to Wanchai to understand the redevelopment in the area).	
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Follow-up discussion to a visit to Wanchai to understand redevelopment in the area, introducing key vocabulary and ideas. 2. Do a model plan for a talk on what they saw at Wanchai together as a class, focusing on the organization of ideas. 3. Practise discussion skills/ communication strategies, e.g. clarifying, making suggestions, giving feedback, interrupting, drawing conclusions, etc.
Assessment activity (Group interaction)	<p>Prepare a booklet to explore the possibilities of a redevelopment plan for Wanchai/ Shatin.</p> <p>Ask students to discuss and decide what is to be included in the booklet, which aims to explore the possibilities of a redevelopment plan in Wanchai/ Shatin.</p>
Post assessment activity	<ol style="list-style-type: none"> 1. Ask students to do self- and peer-assessments after viewing the video-recording of their own performances. 2. Teacher then gives feedback and comments briefly on students' individual performances and whether the objectives of the tasks have been achieved.