

Sample Assessment Task 24 (Part B)

Name of Task: Setting up a tourist shop at the airport	
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 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:	Target 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 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 type="checkbox"/> Popular Culture <input type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input checked="" type="checkbox"/> Workplace Communication	
Topic/text/materials/resources used for the assessment activities (e.g. websites, debate topics/social issues, books) :	
Worksheets for workplace communication- A unit on “The Consumer World” and a unit on “The Business World” (Source: Revised Edition 1999, Education Department, HK p1-13), peer observation form, self-assessment form for group interaction, self-reflection sheet	
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Introduce students to different text-types related to the workplace, including memos, complaint reports, etc... 2. Complete activities covering telephone enquiries, complaints, completing charts, etc. by following the activities in the units. 3. Teach work-related vocabulary and discuss business concepts.
Assessment activity (Group interaction)	Form students into groups of 3-4 and discuss the following: “What sort of training would we need to operate a small tourist shop at the airport”
Post assessment activity	<ol style="list-style-type: none"> 1. Ask students to do a self-assessment of their performance after the group interaction. 2. Teacher then gives feedback on the overall performance of the group and gives advice on how to make improvements by using the assessment criteria.

Adapted from an assessment task developed by CUHKFAA Chan Chun Ha Secondary School