

Sample Assessment Task 22 (Part B)

Name of Task: Designing a new mobile phone		
Oral Text-type for the Assessment: <input checked="" type="checkbox"/> individual presentation <input type="checkbox"/> interaction		
Communication Functions:		
<input checked="" type="checkbox"/> describing <input checked="" type="checkbox"/> reporting <input 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 type="checkbox"/> small groups <input checked="" 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 checked="" 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 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 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):		
<i>Performance Plus 4 (Pilot Publishing Company Ltd) on the theme "Technology".</i>		
Description of activities leading to assessment	<ol style="list-style-type: none"> 1. Two writing tasks (one on making a comparison and the other on reporting survey results) were given so that students could learn and practise the language structures useful in their tasks. 2. Students were asked to collect information on 2 or 3 mobile phones available in the market and compare them. 3. The teacher elicited key vocabulary and language structures from students, including <ul style="list-style-type: none"> - some essential technical terms used in describing mobile phones - language structures used in making comparisons - language structures used in persuading and convincing others - language structures used in making <i>clarifications</i> 4. Students were asked to design a questionnaire to collect the opinions and preferences of teenagers about their ideal mobile phone. Then they were required to interview at least 5 teenagers (not their schoolmates). The results of the interviews were compiled during the lesson. 	
Assessment activity	<u>Task</u>	

(Individual Presentation)	You are the designer in a mobile phone company. You have carried out a survey to find out the opinions and preferences of teenagers in choosing their ideal mobile phones. Based on the results of the survey, you have designed a new mobile phone. You are going to present the mobile phone to your managers to try to convince them to accept your design.
Post assessment activity	Self reflection and teacher feedback

Adapted from an assessment task developed by St Louis School