

WHY DO WE NEED TO KNOW ABOUT ASSESSMENT?

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Join in...

- What first comes to your mind when you think about assessment?
- When do you usually think about assessment?
 - a) At the end of a unit?
 - b) At the beginning of a unit?
 - c) While working on a unit?
 - d) When you have to give in marks?

Let's get the
ball rolling...



<p>Describe ONE conflict the main character faces throughout the story. Cite ONE piece of evidence to support your answer.</p>	<p>Write a review of the story. Include whether or not you would recommend the book to someone else and why. What were the best parts? What were the worst parts? What might you change if you were the author?</p>	<p>Describe ONE scene in the story in which a character was forced to make a choice. Cite ONE piece of evidence that proves the choice was a difficult (or easy) decision.</p>
<p>Create a crossword puzzle using at least five words. Make sure that you include the clues at the bottom. You must create your own clues.</p>	<p>Register in writing the elements of short stories:</p> <ul style="list-style-type: none">SettingCharactersPlotConflictThemePoint of View	<p>Pretend to be a character from your story. Write a letter from that character's perspective. Include details from the story.</p>
<p>Create a comic strip that retells the story using your own words. Make sure your comic strip includes the main characters, setting, the problem, three events, and a conclusion.</p>	<p>Identify ONE character trait that describes the main character of the story. Cite ONE piece of evidence from the text to prove the character possesses that character trait.</p>	<p>Choose a vocabulary word, and write an acrostic poem that explains what the word means.</p>

INSTRUCTIONS:

YOU HAVE 10 MINUTES TO COMPLETE THIS TASK

WORK IN GROUPS OF 4 OR 5 PEOPLE

ANALYSE THE “TIC TAC TOE” ACTIVITY IN THE LIGHT OF THESE QUESTION



- What kind of content knowledge is the teacher assessing by setting this activity?
- Which kind of skills is the teacher assessing?
- Is the teacher giving more importance to any content knowledge and/or skill in particular?
If so, to which?
- Are the activities complex enough to allow students to show (transfer) what they have learnt?
- To which end (purpose) do you think the teacher has set this activity?
- How would you assess this activity?



Lets share...

What?

What
for?

How?

Assessment rationale for City Lover's TIC TAC TOE

Area	EFL
Grade	6th HighSchool (Advanced)
Topic	Authentic Literary Texts Management
Purpose	Formative: Encourage students to read authentic texts in English fostering deep understanding. Diagnostic: Spot strenghts and weaknessess related to writing.

COGNITIVE SKILLS

CONTENTS

	IDENTIFY	EXEMPLIFY	ARGUE	CREATE
NEW VOCABULARY		Use new words appropriately.		
TEXT MANAGEMENT			Find evidence in the text to support answers.	
WRITING				Write a Comic, Review or Letter using appropriate vocabulary, layout and register.
ELEMENTS OF SHORT STORIES	Identify the elements of short stories in City Lovers.			

ASSESSMENT CRITERIA

Elements of Short Stories

- Is the information included detailed and entirely based on the story?

Vocabulary

- Does the student use the new vocabulary correctly?

Evidence from Text

- Is the evidence chosen relevant?
- Does it support the student's claim?

Writing

- Are layout, vocabulary and register appropriate for the chosen type of writing?



ASSESSMENT AS A PROCESS

WHAT?

- REALITY BITS AND PIECES
- LEARNING GOALS

WHAT FOR?

- DIAGNOSTIC
- FORMATIVE
- SUMMATIVE

HOW?

- EXPLICIT CRITERIA
- EVIDENCE OF LEARNING

DECISIONS
TO FOSTER
LEARNING



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Thank you!

Further questions?

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