**PREPARATION ACTIVITIES**

**TKT YOUNG LEARNERS**

**PREPARATION ACTIVITY 11**

**Part 4 – Focuses of assessing learning**

**Aims:**

* to consider different focuses of assessing learning

**ACTIVITY 1: FOCUSES OF ASSESSING LEARNING**

Read the **TKT YL Handbook** and analyze your own experience, then answer the following questions:

1. Brainstorm four focuses of assessing learning and one example. Look at the example.

* Focus of assessing learning: **Behaviour** – Example: Observe how children come into the room at the start of class (confidently, nervously, etc.)
* **Pronunciation:** listen the children’s pronunciation during a song or in a role play activity.
* **Grammar:** Ask the students to write a letter for a friend to share an experience in past.
* **Fluency:** Ask the students to pass in front or the class and share a review of their favorite story/movie.
* **Listening skills:** Read a story and then ask different questions related with it to know if the students understood what they listen.

**ACTIVITY 2: FOCUSES OF ASSESSING LEARNING**

Categorise the **ways of assessing** in the box into the four different **focuses**.

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| * Ask children how they review work. * ~~Change nouns from singular to plural.~~ * Check young learner notebooks to assess how work is organized. * Children use Can Do statements for self-assessment tasks. * Children work in pairs or small groups. * Correct grammar mistakes in a sentence. * Discuss how young learners plan their work. * Listen and correct pronunciation. * Match pictures of animals with simple descriptions. * Predict the next part of a film on DVD. * Rang the class in order of age from oldest to youngest. * Sequence picture cards as they listen to a story. * Sequence time expressions (today, yesterday, tomorrow). * The class follow instructions. * The group arrive and leave the classroom. * Young learners work alone on tasks. |

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| **Language**  Ex. *Change nouns from singular to plural.*   * Listen and correct pronunciation. * Correct grammar mistakes in a sentence. * Sequence time expressions (today, yesterday, tomorrow). | **Use of learning strategies**   * Children use Can Do statements for self-assessment tasks. * Ask children how they review work. * Discuss how young learners plan their work. * Check young learner notebooks to assess how work is organized. |
| **Behaviour**  **Teacher observes behavior while:**   * Children work in pairs or small groups. * The class follow instructions. * The group arrive and leave the classroom.   Young learners work alone on tasks. | **Use of cognitive strategies**   * Predict the next part of a film on DVD. * Rang the class in order of age from oldest to youngest. * Sequence picture cards as they listen to a story. * Match pictures of animals with simple descriptions. |