**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.)
* **Language**: Assess students' language proficiency through a writing task where they are required to compose a short essay using appropriate grammar and vocabulary.
* **Learning strategies:** Provide students with a set of vocabulary words and ask them to create flashcards to help memorize the words.
* **Cognitive strategies:** Provide students with a challenging puzzle and observe how they strategize, analyze patterns, and experiment with different approaches to find a solution.
* **Communication strategies:** During a speaking task, observe how students handle misunderstandings or language barriers by using strategies like rephrasing, asking for clarification, or using context clues.

**ACTIVITY 2: FOCUSES OF ASSESSING LEARNING**

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

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| * ~~Change nouns from singular to plural.~~ |

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