**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, example: Observe how the children use the language and how they develop in projects.
* Learning strategies, example: involve the students in the class like questioning.
* Cognitive strategies, example: reading compression.
* Communication strategies, example: Observe the way she take the risk to use the language to express their necessities

**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.*  Discuss how young learners plan their work.  Listen and correct pronunciation.  Sequence time expressions (today, yesterday, tomorrow).  Children use Can Do statements for self-assessment tasks.  Correct grammar mistakes in a sentence. | **Use of learning strategies**  Ask children how they review work.  Sequence picture cards as they listen to a story.  Check young learner notebooks to assess how work is organized.  Predict the next part of a film on DVD. |
| **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**  Match pictures of animals with simple descriptions.  Rang the class in order of age from oldest to youngest. |