**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.)
* Focus of assessing learning: **Language**– Example: Listen and correct the pronunciation of the children when they are talking.
* Focus of assessing learning: **Use of learning strategies**– Example: Ask children how they review their work and have the opportunity to check why is wrong.
* Focus of assessing learning: **Use of cognitive strategies**– Example: Use videos and songs

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