

# Assessment for Learning

## Sample Assessment Materials 2 - English (First Year)

### Syllabus area

Oral Language Development.

### Learning outcome/s

Understand some of the features of good reporting.

Describe and report on events, places and people.

Students are developed in their understanding of a sense of register and audience.

### What the teacher intended

The teacher wanted to expose students to a number of examples of good reports so that they could identify the features of effective reporting and present reports of their own.

A primary focus would be on student self-assessment.

The learning tasks would fit into the five phases of a self-assessment exercise:

- Identify
- Agree
- Prepare/perform
- Evaluate
- Report/identify

Students would learn from exemplars and apply the learning to their own experience.

### Assessment instruments

- Students present recordings of effective reports.
- Students decide on the features of a good report and, choosing from a range of topics, prepare and present a three minute report of their own.
- Students use a cover-sheet to help them to evaluate success in the light of the criteria.

### Assessment criteria

- Suitability for target audience
- Clarity
- Sets the right tone/atmosphere

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The learning associated with evaluation is the most significant part of the self-assessment process

## What happened

The teacher introduced the topic by playing an audio-tape of a short radio report for the class. She explained that the objective of the session was that each student should learn to present a spoken report.

In discussion teacher and students agreed on the features (criteria) of an effective audio report.

The students prepared individual reports as homework. In addition each one completed the cover-sheet based on the 'Agree' phase of the preparation.

The presentation of reports was organised in different ways – sometimes three or so were presented at the start of a class while on other occasions students in small groups presented simultaneously.

Having completed their cover sheets the students handed up their written evaluations to the teacher (see Worksheet).

## The teacher's reflection

*'It was difficult at times to trust that the learning was happening internally for the student, that I didn't have to **see** and **measure** the actual outcomes.'*

*'When I looked at the completed cover sheets I was surprised at how honest and accurate the evaluations had been.'*

*'Students who had given themselves a 1 or a 2 did find it hard to suggest what the next phase of activity would be for themselves. A common comment was "I'll try it again."'*

# WORKSHEET

## Cover Sheet for Script and for Recording/Evaluating Presentation

1 2 3

<b>Title</b>			
<b>Suitability for target audience</b>			
<b>Clarity</b>			
<b>Sets the right tone/ atmosphere</b>			

## Presentation Cover Sheet - Key to Evaluation

1	2	3
I think my report doesn't match the agreed criteria.	I think my report matches some of the agreed criteria.	I think my report matches all of the agreed criteria.
To improve my report I will need to...	To improve my report I will need to...	I think the most important thing to remember when writing a report is...