

- Examples of moderated assessment performances for both speaking and writing
- Frequently asked questions and an annotated bibliography

How can the package be used?

The package is designed to be used in a number of ways. We were particularly aware of the need for a package that could be used either individually or collaboratively in workshop mode.

Individually

If you are using the package individually, then we recommend that you adopt the following procedure:

- Skim through the package to get an overview of what it contains and how it is structured.
- If you are unfamiliar with assessment and assessment procedures, read an introductory article or chapter to help you create schematic knowledge. A good general introduction is Brindley (2003).
- Create a study plan, deciding how much time that you have available to work through the package, and how much time you need to devote to each section. You may decide, for instance, that you are familiar with key assessment concepts from a previous course, and that you can therefore skip this section.
- Read through each section, and complete the reflection boxes as you come to them.
- If possible, establish contact with another teacher who is in the process of completing the package and arrange to share the outcomes of your reflection.
- List those topics that you would like to know more about. Consult the list of recommended readings, reviewing the table of contents and index for each book, and create your own follow-up reading plan.

Collaboratively

If you are a workshop coordinator, we recommend adapting the following 5 x 3-hour format for using the package to cater for the needs of the participants.

Session 1: An introduction to task-based assessment

Action	Section of package	Timing
Introduction <ul style="list-style-type: none"> ➤ Ask participants to get into groups of 4 – 5. ➤ Provide a short input session on the aim and objectives of the workshop based on the content in the package introduction. ➤ Provide a brief overview of the workshop. 	Introduction pp. 1-3	5 minutes
1. What is task-based language teaching? <ul style="list-style-type: none"> ➤ Participants complete reflection task. ➤ Solicit feedback and debrief. ➤ Talk through content highlighting the characteristics of a task. ➤ Participants complete reflection task ➤ Debrief. 	Reflection task p. 10 Package text pp. 10-11 Reflection task p. 11	40 minutes
2. Principles of task-based assessment Do reflection task as whole group discussion, and highlight the two key principles discussed in the package.	Reflection task p. 12 Package text p. 12	10 minutes
3. Features of task-based assessment <ul style="list-style-type: none"> ➤ Introduce participants to the three critical features and have them complete the reflection task. ➤ Debrief. 	Package text p. 12 Reflection task p. 13	15 minutes
4. The place of assessment within the school based curriculum Participants complete reflection task.	Reflection task p. 13	10 minutes
5. Purposes for assessment <ul style="list-style-type: none"> ➤ Discuss the purposes for assessment from Brindley (1989; 2001). ➤ Participants complete reflection task individually, and then compare results with group. 	Package text p. 14 Reflection task p. 14	15 minutes
6. Types of assessment <ul style="list-style-type: none"> ➤ Participants complete reflection task. ➤ Feedback and debrief. ➤ Talk through the key concepts in assessment, completing the reflection tasks as whole class discussion. 	Reflection task p. 15 Package text pp. 15-16 Package text and reflection tasks pp. 16-17	20 minutes

<p>7. How are assessment tasks developed?</p> <ul style="list-style-type: none"> ➤ Participants complete reflection task. ➤ Debrief and talk through the steps involved in developing assessment tasks. ➤ In pairs, participants complete reflection task. 	<p>Reflection task p. 17 Package text pp. 17-19</p> <p>Reflection task p. 19</p>	<p>25 minutes</p>
<p>8. Criteria for assessing learner performance</p> <p>Brainstorm with the group and come up with a list of criteria for assessing learner performance and then compare the list with that on p. 19 of the package.</p>	<p>Package text p. 19</p>	<p>10 minutes</p>
<p>9. Means of providing feedback to learners</p> <p>Talk through the three techniques described in the package. Incorporate into the input session discussion of the reflection task on p. 20.</p>	<p>Package text pp. 19-21</p>	<p>10 minutes</p>
<p>10. The role of the learner in the assessment paradigm</p> <p>Talk through the issues raised in the package relating to the role of the learner in the assessment process.</p>	<p>Package text pp. 21-22 Reflection task p. 21</p>	<p>10 minutes</p>
<p>11. Evaluating tasks designed for assessment</p> <ul style="list-style-type: none"> ➤ Participants complete reflection tasks. ➤ Debrief. 	<p>Reflection tasks pp. 22-23</p>	<p>10 minutes</p>

Session 2: Formative assessment

Action	Section of package	Timing
<p>1. Validity</p> <p>Discuss the issues covered in section 2.1 based on the reflection task.</p>	<p>Package text and reflection task p. 24</p>	<p>10 minutes</p>
<p>2. Characteristics of formative assessment</p> <ul style="list-style-type: none"> ➤ Talk through the issues covered in section 2.2, incorporating a discussion of the first reflection task. ➤ Pair work. Complete the second reflection task and then discuss with another pair. ➤ Debrief the group, incorporating discussion of points a - c. 	<p>Reflection task (1) p. 25 Package text p. 25</p> <p>Reflection task (2) p. 25</p> <p>Package text p. 25</p>	<p>20 minutes</p>

<p>3. Roles of teachers and learners</p> <ul style="list-style-type: none"> ➤ Pair work. Complete reflection tasks and then discuss with another pair. ➤ Solicit responses from group and incorporate into debrief content covered in section 1.7. 	<p>Reflection tasks p. 26</p> <p>Package text pp. 26-27</p>	<p>10 minutes</p>
<p>4. Considerations in designing formative assessment tasks</p> <ul style="list-style-type: none"> ➤ Participants complete reflection task. ➤ Debrief participants on task using input on pp. 27-30. ➤ Group work. Evaluation of Exemplar Assessment Tasks for KS3. ➤ Designate groups as either A or B. The A groups evaluate the writing task on p. 44. The B groups evaluate the speaking task on p. 47. At this stage as participants only to work with the task and NOT to refer to the teaching notes accompanying the tasks. Groups are to: <ol style="list-style-type: none"> 1. identify specific targets and objectives; 2. decide on the specific aims of the assessment; 3. decide on how the task might be modified; and 4. set out the criteria by which learner performance will be judged. ➤ Pair work. A participant from Group A works with a participant from Group B to share the results of their group work. 	<p>Reflection task p. 28</p> <p>Package text pp. 27-30</p> <p>Group A: The task on p. 44</p> <p>Group B: The task on p. 47</p>	<p>30 minutes</p> <p>30 minutes</p> <p>10 minutes</p>
<p>5. Providing feedback to learners on formative assessment tasks</p> <p>Participants complete reflection task.</p> <p><u>Observation sheets</u></p> <ul style="list-style-type: none"> ➤ Give a brief introduction to the use of observation sheets in assessment. ➤ Participants complete reflection task. ➤ Debrief. <p><u>Feedback sheets</u></p> <ul style="list-style-type: none"> ➤ Give a brief introduction to the use of feedback sheets in assessment. ➤ Participants complete reflection task. ➤ Debrief. ➤ Participants complete reflection task. 	<p>Reflection task p. 30</p> <p>Package text pp. 31-32</p> <p>Reflection task (1) p. 32</p> <p>Package text p. 32</p> <p>Reflection task (2) p. 32</p> <p>Reflection task p. 36</p>	<p>5 minutes</p> <p>10 minutes</p> <p>20 minutes</p>

<ul style="list-style-type: none"> ➤ Debrief. ➤ Participants evaluate the feedback sheets for the exemplar tasks. Group A participants evaluate the sheet on p. 46, and Group B participants evaluate the procedure described on p. 48. ➤ Debrief. <p><u>Conferencing</u></p> <ul style="list-style-type: none"> ➤ Give an overview on conferencing as a formative assessment feedback tool. ➤ Participants discuss the pros and cons of conferencing in relation to their own context and situation. ➤ Debrief. <p><u>Self assessment</u></p> <ul style="list-style-type: none"> ➤ Participants review the sample self assessment form on p. 40, and then complete the reflection task on p. 41. ➤ Debrief. <p><u>Journaling</u></p> <ul style="list-style-type: none"> ➤ Provide a brief introduction to the use of journaling as a formative assessment feedback tool. ➤ Participants discuss the pros and cons, and feasibility, of journaling in relation to their own context and situation. 	<p>Group A: The feedback sheet on p. 46 Group B: The feedback sheet on p. 48</p> <p>Package text pp. 37-39</p> <p>Self assessment form p. 40 Reflection task p. 41</p> <p>Package text pp. 42-43</p>	<p>10 minutes</p> <p>15 minutes</p> <p>5 minutes</p>
<p>Summary and conclusion</p> <ul style="list-style-type: none"> ➤ Provide a summary and conclusion to the module. ➤ Have the participants go over the module at home and do the reflection at the end of the unit. 	<p>Reflection p. 57</p>	<p>5 minutes</p>

Session 3: Summative assessment

Action	Section of package	Timing
<p>1. Review of formative assessment Participants share assessment tasks they have developed and critique one another's tasks.</p>	<p>Reflection p. 57</p>	<p>25 minutes</p>
<p>2. Characteristics of summative assessment</p> <ul style="list-style-type: none"> ➤ Participants work in pairs to complete the reflection task, and then work with another pair to compare responses. 	<p>Reflection task p. 58</p>	

Introduction

<ul style="list-style-type: none"> ➤ Debrief. ➤ Input session. ➤ Participants complete reflection task. ➤ Debrief based on package text. ➤ Participants complete the first and second reflection tasks on p. 60. ➤ Debrief. 	Package text pp. 58-60 Reflection task p. 59 Package text p. 59 Reflection task (1) p. 60 Reflection task (2) p. 60	65 minutes
3. Considerations in designing summative assessment tasks <ul style="list-style-type: none"> ➤ Introduce the topic and talk participants through the three questions at the beginning of the section. ➤ Participants complete reflection task. ➤ Debrief participants and incorporate into the debriefing a discussion of the bullet point items on p. 61. ➤ Participants, working in pairs, complete reflection task. 	Package text p. 60 Reflection task (3) p. 60 Package text p. 61 Reflection task (1) p. 61	30 minutes
4. Criteria for evaluating summative assessment tasks <ul style="list-style-type: none"> ➤ Provide input on the topic based on the package text and incorporate a discussion of the reflection task on p. 61. ➤ Participants complete the reflection task. ➤ Debrief, incorporating discussion of final paragraph in package text. 	Reflection task (2) p. 61 Package text pp. 61-62 Reflection task p. 62 Package text p. 62	25 minutes
5. Critiquing summative tasks In groups, participants review and critique the 4 summative assessment tasks. Each group reports back their critique.	Group 1: Assessment Tasks: Set A Group 2: Assessment Tasks: Set B Group 3: Assessment Tasks: Set C Group 4: Assessment Tasks: Set D	35 minutes

Session 4: Assessing oral language

Action	Section of package	Timing
<ul style="list-style-type: none"> ➤ Participants view selected performances of an oral task and assess these using criteria in the package. ➤ Debrief - comparing the assessments in the package. 	Assessment Tasks Set D CD-ROM and blank assessment criteria	60 minutes

Participants develop own oral task for KS3, moderate the task and improve on it.		60 minutes
Participants adapt a generic feedback sheet to suit their own oral task.		40 minutes
Debrief.		20 minutes

Session 5: Assessing written language

Action	Section of package	Timing
Participants assess examples of writing tasks in package. Participants compare their assessments with those in package.	Assessment Tasks: Set D Example scripts provided in the last section of the package and blank assessment criteria	60 minutes
Participants develop written assessment task for KS3, moderate the task and improve on it.		60 minutes
Participants adapt a generic feedback sheet to suit their specific writing task.		40 minutes
Debrief.		20 minutes