

Example Scripts and Performances

One oral task and one writing task from Assessment Tasks Set D were tried out on a selection of Secondary 2 students from two local secondary schools. This section includes the following from the tryouts to illustrate how teachers can give useful feedback to students using the general and task-specific assessment criteria suggested in the package:

1. The written commentary and the completed feedback sheet on 3 oral responses to Assessment Tasks Set D: Task 2 (“Telling Your Friend about Singapore”). Please refer to the CD-ROM for the video clips of the oral performances and the commentary. A blank feedback sheet for the task has also been included for use during training workshops (see p. 8 for suggestions).
2. The written commentary and 3 students’ scripts on Assessment Tasks Set D: Task 1 Subtask 3 (“Replying to your friend”), each followed by a completed feedback sheet. Each example of student writing has been annotated to illustrate how useful feedback can be given to students in a very specific way. An unmarked copy of each example has been included for use during training workshops if required (see p. 9 for suggestions). A blank feedback sheet has also been included which may be photocopied for the same purpose.

Commentary on students' oral performances

Student 1

This student is aware of his audience. He starts the presentation saying “Hi, I’m going to tell you about my last summer holiday....”. He looks at the audience as he is saying this and he smiles, which not only makes him sound friendly, but also interested in what he is going to say. He also tries to bring the presentation to an end, but he could have paused before saying “and this is the end” rather than make this part of the final comment about the museum.

Another commendable feature of this presentation is the effort the student makes to add information of his own. He goes beyond the information and vocabulary provided in the task specification. And he tries to link ideas together, for example, where he says “Luckily, Singapore people are very friendly...”. He makes some grammatical mistakes, for example, “I knew about that Singapore has a very special history”, but these do not detract from what he is saying. In fact he shows a good command of grammar and a range of vocabulary. He also modulates his voice well and in so doing maintains the audience’s interest.

This is a good, well-planned and well-delivered presentation.

STUDENT 1

Feedback Sheet for Task 2: Telling your friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

Content	Do you use the information provided in your presentation?	1	2	3
	Do you use your own ideas and elaborate them in your presentation?	1	2	3
Organization	Have you presented the information in a logical and meaningful way?	1	2	3
	Do you introduce your topic and bring your presentation to a close?	1	2	3
Pronunciation and Fluency	Is your speech audible?	1	2	3
	Is your pace appropriate for a presentation?	1	2	3
	Is your speech fluent?	1	2	3
	Do you use word stress correctly?	1	2	3
	Do you vary your speech so that it is interesting to listen to?	1	2	3
Language	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
Non-verbal	Do you look at the audience when you speak?	1	2	3
Task	Do you speak for about 90 seconds?	1	2	3
Requirements	Do you sound friendly?	1	2	3
Comments This is a good presentation. You include some interesting information of your own. When you are drawing to a close, pause before you announce that you have come to the end. Try to rely on your notes less. You are more effective when you speak to your audience.				

Commentary on students' oral performances

Student 2

This student has quite a nice voice to listen to and seems to have a reasonably good command of the language. Unfortunately, she spoils her presentation by reading it, rather than delivering it as presentation. Instead of using the preparation time to plan what she will say, she used it to write her speech. Her delivery therefore sounds rushed. Towards the end, where she relies less on what she has written, she sounds more natural and more friendly. Also at this point her eye contact improves.

The presentation is well structured, having a beginning and an end. The student adds some good ideas of her own and uses a range of vocabulary. She stresses words correctly and she modulates her voice well. She does make some grammatical mistakes, the most common of which is her use of “in there” rather than “there” in such phrases as: we visit in there; we love the food in there, etc. However, what she has to say is easy to follow.

Overall, I think this student performed satisfactorily, even quite well, but I am sure she could do even better.

STUDENT 2

Feedback Sheet for Task 2: Telling Your Friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

Content	Do you use the information provided in your presentation?	1 2 (3)
	Do you use your own ideas and elaborate them in your presentation?	1 2 (3)
Organization	Have you presented the information in a logical and meaningful way?	1 2 (3)
	Do you introduce your topic and bring your presentation to a close?	1 2 (3)
Pronunciation and Fluency	Is your speech audible?	1 2 (3)
	Is your pace appropriate for a presentation?	(1) 2 3
	Is your speech fluent?	1 (2) 3
	Do you use word stress correctly?	1 2 (3)
	Do you vary your speech so that it is interesting to listen to?	1 2 (3)
Language	Are the structures you use grammatically correct?	1 (2) 3
	Do you use a range of vocabulary and expressions?	1 2 (3)
Non-verbal	Do you look at the audience when you speak?	1 (2) 3
Task	Do you speak for about 90 seconds?	(1) 2 3
Requirements	Do you sound friendly?	1 (2) 3
Comments You weaken your presentation by rushing through it. You have some good ideas, but you need to learn to speak to your audience, and rely less on what you have written.		

Commentary on students' oral performances

Student 3

This student seems to be translating word for word. This makes what he is saying lack fluency and hence difficult to follow. He seems to have some quite good ideas, such as the reason why he does not want to return to the Singapore Museum, but he appears not to have the vocabulary or command of English grammar to be able to express his thoughts. His word stress is generally acceptable, but this is not true of sentence stress.

The presentation lacks a beginning and an end. It is far too short to adequately fulfill the task requirement. However, this student appears to know of the need for eye contact, but because he relies so heavily on his notes, he looks down too much, and so for much of the presentation his head bobs up and down. When he does look at his audience (at the end of the presentation), he goes some way to establish rapport and he uses his smile well.

Overall, this is a very weak performance.

STUDENT 3

Feedback Sheet for Task 2: Telling your friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

Content	Do you use the information provided in your presentation?	1	(2)	3
	Do you use your own ideas and elaborate them in your presentation?	1	(2)	3
Organization	Have you presented the information in a logical and meaningful way?	1	(2)	3
	Do you introduce your topic and bring your presentation to a close?	(1)	2	3
Pronunciation and Fluency	Is your speech audible?	1	(2)	3
	Is your pace appropriate for a presentation?	(1)	2	3
	Is your speech fluent?	(1)	2	3
	Do you use word stress correctly?	(1)	2	3
	Do you vary your speech so that it is interesting to listen to?	(1)	2	3
Language	Are the structures you use grammatically correct?	(1)	2	3
	Do you use a range of vocabulary and expressions?	(1)	2	3
Non-verbal	Do you look at the audience when you speak?	1	(2)	3
Task	Do you speak for about 90 seconds?	(1)	2	3
Requirements	Do you sound friendly?	1	(2)	3
Comments You have some quite good ideas, but unfortunately you seem to have to translate these word for word from Chinese. You need to concentrate on producing short but grammatically correct utterances in English. You need to concentrate on pronunciation - start with saying "they have" clearly (you seem to say "there have").				

Feedback Sheet for Task 2: Telling your friends about Singapore

Using the same prompt sheet for learners as the feedback sheet for the teacher allows learners to assess themselves and better understand the teacher's assessment.

(1= needs improvement; 2= satisfactory; 3= well done)

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Language	Are the structures you use grammatically correct?	1	2	3
	Do you use a range of vocabulary and expressions?	1	2	3
Non-verbal	Do you look at the audience when you speak?	1	2	3
Task Requirements	Do you speak for about 90 seconds?	1	2	3
	Do you sound friendly?	1	2	3
<u>Comments</u>				

Commentary on students' written performances

Example 1

This student provides 3 clear reasons for wanting to visit Underwater World. She organizes her points well and provides an appropriate beginning and end to her email. She also contributes some original ideas for her choice of Underwater World and she tries to develop each of these, particularly the idea of needing information for her vacation project. She makes her email interesting by including some descriptive language (cf. her use of “amazing”). Thus, in terms of task fulfillment, this piece of writing scores well.

Lexical and grammatical errors are limited and those that do occur do not detract from the overall message the student is trying to communicate. Also, the style of writing is informal and appropriate for an email message.

In all, a very good piece of writing.

EXAMPLE 1

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

good-
original
reason

I would like to visit the Underwater World, because my vacation project is about animals in the sea. Our teacher wants us to introduce different types of living things that we can see in the sea. Also I would like to learn more about sea life. I've seen photos of marine plants and corals in magazines, I think they are really amazing!

Secondly, since I had never swam with pink dolphins before, I would like to go swimming with them in order to widen my knowledge.

good-
original
contribution

Thirdly, as you know that my Dad has a hobby of collecting photos of fish, he would like me to take him some photos of special and rare species.

wrong word
- should be
"experience"

I am looking forward to seeing you in Singapore. Keep in touch.

Love from,

(147 words)

EXAMPLE 1

Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
Content			
• Chosen site clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Reasons for choice given and explained	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Organization			
• The email is divided into appropriate paragraphs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• Reasons for choice are elaborated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• The email demonstrates cohesion through, for example, the use of appropriate connectives	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Task Requirements			
• Word limit is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Email is written in a friendly and informal manner	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Language & Style			
• Preferences expressed through "I'd like", "I'd prefer", etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Descriptive language is used	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of tense is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments <p>A very good piece of work! I like the reason you provide for your choice of site.</p> <p>Note: Swimming with dolphins would be a new <u>experience</u> for you.</p>			

EXAMPLE 1

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

I would like to visit the Underwater World, because my vacation project is about animals in the sea. Our teacher wants us to introduce different types of living things that we can see in the sea. Also I would like to learn more about sea life. I've seen photos of marine plants and corals in magazines, I think they are really amazing!

Secondly, since I had never swam with pink dolphins before, I would like to go swimming with them in order to widen my knowledge. Thirdly, as you know that my Dad has a hobby of collecting photos of fish, he would like me to take him some photos of special and rare species.

I am looking forward to seeing you in Singapore. Keep in touch!

Love from,

(147 words)

Commentary on students' written performances

Example 2

The three reasons which this student provides for choosing Underwater World are not convincing. She simply relies on the original source text and takes the 3 features of Underwater World that are mentioned in the source text and expands on these as her reasons.

She displays a reasonably good control of grammar, especially when using short sentences. However, she does make a number of basic errors such as:

“It is because” rather than writing “this is because”;
“... divers are very brave, they don’t afraid....” rather than writing “they aren’t afraid....”;
“That’s the good idea that I can” rather than “It’s good that I can”.

She tries to introduce some descriptive language to make her email interesting, though at times she relies again on the source text for this (cf. “I can see fish of all colours, shapes and sizes.”).

This email is written informally which is appropriate for the task and the closing is good and effective. However, the information provided in the body of the email should have been divided up into 2 or 3 paragraphs.

Overall, this piece of writing is satisfactory.

EXAMPLE 2

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

common error: should be "This"

Not relevant
too close to the source text.

I would like to visit the Underwater World. It is because I can see fish of all shapes, colours and sizes. I like fish very much. They are very beautiful and colourful. Also, the experienced divers can go scuba-diving with the sharks. It is really exciting. Many people think that sharks are very dangerous and aggressive. But the divers are very brave and they don't afraid the sharks. I think it must be very interesting Besides that, I can go swimming with the pink dolphins. The dolphins are cute and lovely. That's the good idea that I can swim with them. I can watch them carefully or even touch them, can't I?

incorrectly used connector: should be "in addition to"

good closure

I am looking forward to visit the Underwater World. See you in Singapore, Bye!

Best wishes

This paper displays quite good grammatical control, but does not fulfill the task adequately.

EXAMPLE 2

Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
Content			
• Chosen site clearly identified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Reasons for choice given and explained	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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• Use of tense is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Meaning is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Use of words is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments <p>Good use of grammar. You have, however, failed to provide 3 clear reasons for choosing Underwater World. Are you an experienced diver? Would you like to go swimming with the sharks? If not, what is the relevance of this section of your email?</p>			

EXAMPLE 2

Dear Pat

Many thanks for all the information you sent me. It was all very interesting and attractive.

I would like to visit the Underwater World. It is because I can see fish of all shapes, colours and sizes. I like fish very much. They are very beautiful and colourful. Also, the experienced divers can go scuba-diving with the sharks. It is really exciting. Many people think that sharks are very dangerous and aggressive. But the divers are very brave and they don't afraid the sharks. I think it must be very interesting. Besides that, I can go swimming with the pink dolphins. The dolphins are cute and lovely. That's the good idea that I can swim with them. I can watch them carefully or even touch them, can't I?

I am looking forward to visit the Underwater World. See you in Singapore, Bye!

Best wishes

Example 3

This student identifies a site to visit and tries to provide 3 reasons for her choice. However, the reasons are not well developed and the email is somewhat short. The writing also displays an extremely limited command of grammatical structures and vocabulary. The lack of logical connectors adds to the writer's problems of maintaining textual coherence. Although it is possible to figure out what this student is trying to say sentence by sentence, overall the email fails to "tell a story". The writer does, however, show some awareness of how to break text up into paragraphs an

Commentary on students' written performances

Example 3

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Overall, this is a very weak piece of writing.

EXAMPLE 3

Dear Pat

Many thanks for all the information you sent me. It was all very

interesting that I would like visit. However I

sentence
fragment

This is unclear
to your reader.
You need to
say "... one
place to
visit".

just can choose one. So I think it with a long

time. I choose ^{to} visit the Singapore zoo. I think

tense

the Singapore zoo is the most interesting.

I choose this site because I saw

tense

animals eating on the TV. but it was

not by myself. So I want to see animals

eating by myself. And it also can take a

What does
"it" refer
to?

photo with the snake. If visit ^{sp.} ather it

may be not take photos. And the

sentence
fragment

interestingest is the elephant shows. Because

There is no
such word
in English

I wife to see a animals show ^{for} a long

?

time.

wrong word

Your friend

EXAMPLE 3

Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
Content			
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Task Requirements			
• Word limit is followed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Email is written in a friendly and informal manner	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language & Style			
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• Use of tense is appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meaning is clear	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Use of words is appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments <p>You identify your chosen site clearly. But, you do not develop your points sufficiently and you do not connect your ideas. You also fail to bring your email to a close. You need to work on your grammar, particularly on the use of the pronoun "it" and ways of expressing preferences, eg. I'd like to... I'd prefer because I <u>have seen</u> animals feeding on TV.</p>			

EXAMPLE 3

Dear Pat

Many thanks for all the information you sent me. It was all very

interesting that I would like visit. However I
just can choose one. So I think it with a long
time. I choose visit the Singapore Zoo. I think
the Singapore Zoo is the most interesting.

I choose this site because I saw
animals eating on the TV. but it was
not by myself. So I want to see animals
eating by myself. And it also can take a
photo with the snake. If visit other it
may be not take photos. And the
interestingest is the elephant shows. Because
I wife to see a animals show a long
time.

Your friend

Feedback Sheet for Task 1 Subtask 3: Replying to your friend

	Needs Improvement	Satisfactory	Well Done
Content			
<ul style="list-style-type: none"> Chosen site clearly identified 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Organization			
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Task Requirements			
<ul style="list-style-type: none"> Word limit is followed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Language & Style			
<ul style="list-style-type: none"> Preferences expressed through “I’d like”, “I’d prefer”, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<ul style="list-style-type: none"> Use of words is appropriate 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Comments</u>			