**UNSW TEAL PROJECT**

**EAL ASSESSMENT TASK DESIGN - WRITING**

**NAME OF ASSESSMENT TASK 1: My weekend – Morning, afternoon, evening timeline**

**EAL STUDENT STAGE RANGE:** *A1, A2, BL, B1, B2, B3, SL, S1, S2, S3, S4*

**TEXT ORIENTATION:** *Informative/imaginative/persuasive*

**TASK TYPE:**  *Cued response/text completion/text reconstruction/extended response*

**ASSESSMENT TASK SPECIFICATION**

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| **Assessment purpose:***To assess student’s ability to write basic information about their past experiences***Task description:***Students complete basic sentences about their weekend activities, choosing one activity for the mornings, afternoons and evenings of the weekend.*  | **Assumed knowledge and skills:****STUDENTS WILL ALREADY BE FAMILIAR WITH:** **1. Content knowledge:***The activity of talking about and recording weekend activities, understanding the concept of the weekend* **2. Language features*** *Use of SVO sentences: I played football)*
* *Use of simple past tense to talk about past activities: I saw a film, I ate popcorn*
* *Use of action verbs to describe everyday activities: to go, to eat, to sleep*
* *Use of time phrases: in the morning, afternoon, evening. On Saturday Sunday*
* *Use of pronouns to refer to self, family members and friends: I, he, she, we, they*

**3. Language structures:** *Text type, genre: Everyday text, retelling activities, journal writing***4. Vocabulary*** *common out-of-school time activities*
* *days of the weekend, and week, morning, afternoon, evening*
* *Pronouns – I, we, they, she, he: Names of family members, my dad, my mother: names of friends*
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**TEACHING LEARNING CONTEXT**

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| ***Language Centre/Mainstream class - EAL support******Subject/key syllabus objectives, outcomes:*** *English****Topic/teaching unit:****Everyday activities, Days of the week****Resources**** *Diary examples, weekend diary pages*
* *Other simple diary formats may be used as appropriate to meet the needs of the students*

**NOTES:*** *Assessment is based on first draft.*
* *Pre-assessment activities can be expanded as appropriate to meet the needs of the students*
* *The diary sample in the assessment task is an example only. Other simpler or more complicated formats may be used as appropriate for the needs of the students. Younger students can be asked simply to write what they did on Saturday / Sunday only without reference to morning, afternoon and evening etc*
 | **Assessment conditions:****Individual/pair/group activity:** *Students should be discouraged from talking to other students once the individual part of the activity begins***Formal/Informal****Time limit:** *One lesson period***Teacher intervention:** *Limited to**response to student request for clarification and encouragement***Access to resources:** *Students may use their own personal dictionaries or wall, classroom dictionaries, word charts, prompts on the board and from the model diary.* **Scaffolding:** *modelled/guided/independent***Accommodations:***Students may complete the sentences by writing or drawing, or by requesting the teacher to spell words or scribe words for mimed activities, or sentences, which the student then copies* |

**ASSESSMENT TASK IMPLEMENTATION** *(instructions for teachers)*

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| ***Stage*** | ***Action steps*** |
| ***Pre-assessment activity*** | * *Teacher revises taking about past activities with the students by asking students to think of something they did yesterday*
* *The teacher elicits ideas and revises model sentences and common grammatical features*
* *Teacher elicits and revises some common weekend activities with the students*
* *In pairs students tell each other two things they did at the weekend*
* *Teacher elicits ideas and provides feedback*
* *Teacher distributes blank weekend diaries and models how to complete the task sheet*
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| ***Assessment activity*** | * *Students then complete their own diary individually as the assessment task*
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| ***Post-assessment activity***  | * *Students show completed work to the teacher and reread their words or sentences, and can illustrate to provide further detail*
* *Students ask and tell each other what they did at the weekend, students respond by reading their texts aloud. They ask their peers to comment and ask questions*
* *Give students time to self-correct their work, include peer responses, and write a final draft, which can be**typed into a computer based journal*
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**WRITING ASSESSMENT TASK:**

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| **Task procedure:** *(instructions for students)* **and stimulus/prompt:** *(rubric, visuals )***What did you do at the weekend? Write your activities in the diary.***On Friday afternoon­­­­­­­­­­­­­­­­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Friday evening \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Saturday morning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Saturday afternoon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Saturday evening \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Sunday morning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *On Sunday afternoon \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *On Sunday evening \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* *My weekend was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Good, fun, boring, lazy, interesting***  |