



## TKT: YL (Young Learners) Part 4: Overview – Trainer’s notes

### Description

This session gives an overview of TKT: YL Part 4. It focuses on informal assessment and covers three areas of knowledge for Part 4. There is a questionnaire and a mind map activity to examine some of the areas and a sample task for participants to complete.

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**Time required:** 45 minutes

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**Materials required:**

- *Participants’ worksheet 1 (1 copy for each participant)*

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**Aims:**

- *to consider Informal Assessment for young learners and gain an overview of different aspects of assessing their learning*
- *to familiarise participants with the format and task types of TKT: YL Part 4*
- *to share classroom knowledge and experience*
- *to practise a 3-option matching test task*

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### Procedure

1. Make or elicit the following points about TKT: YL:
  - It focuses on children from 6-12 years
  - Part 4 is the final syllabus area, and covers assessing young learner learning through classroom based assessment (see **Additional Information** for the other syllabus areas)
  - children from 6-12 are developing literacy skills and very young learners are just starting to read and write which has implications for selecting assessment tasks
  - they are also growing on physical, emotional and cognitive levels and make progress at different rates
  - Part 4 focuses on informal assessment, covering three areas of knowledge:
    - Purposes of assessing learning,
    - Focuses of assessing learning
    - Acting on assessment evidence.
2. (5 minutes) Write the following heading on the board:

*Different ways teachers assess learning*

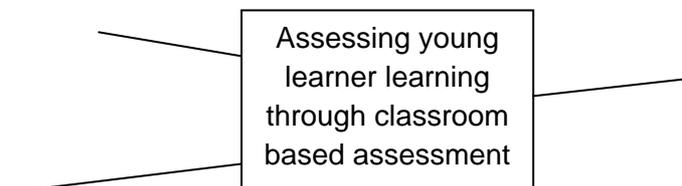
Brainstorm ideas with the group (see **Key** below).
3. (15 minutes) Hand out **Participant’s worksheet 1** and tell the group they are going to fill in a questionnaire to find out about how teachers in the group assess learning.



The questions are related to the reasons for and focuses of assessment, and to actions following assessment.

4. Feed back in plenary. Summarise the questionnaire answers on the board to compare different classroom practices, e.g.
  1. 

often	occasionally	never
12	1	0
5. As a follow-up activity, ask participants who answer 'Often' or 'Yes' to a question to give an example of what they do from their own experience (see **Key** below for possible examples).
6. (10 minutes) Give out the **Sample Task**. Elicit or point out the following:
  - there are 4 different task types in TKT and TKT: YL:
    - 3 option multiple choice
    - 1-1 matching
    - 3/4/5 option matching
    - odd one out
  - in the TKT: YL test there are 80 questions to do in 1 hour 20 minutes
  - the TKT:YL syllabus is tested through objective tasks and contextualised within a teaching framework – in this case the framework is areas of assessing children's learning.
7. Participants work individually to complete the **Sample Task**. Allow no more than 7 minutes for this (candidates have an average of 1 minute per question in the TKT: YL exam) Feed back to whole group to check answers (see **Key** below).
8. Ask participants how confident they feel about answering test questions on assessment and then lead into the mind map drawing task which reviews Part 4 of the syllabus (see **Key** below).
8. (10 minutes) Write the following in the middle of the board and elicit the main headings for Part 4 of TKT: YL (Purposes of assessing learning, Focuses of assessing learning, Acting on assessment evidence). Add them to the mind map on the board.



Ask participants to fill in information about Part 4 of TKT: YL they have learned during the session on their own mind maps and compare them in pairs. Feed back in plenary to share ideas and answer queries (see **Key** below).



9. (5 minutes) Round up to review and summarize main points covered. Ask participants:
- **What is covered in Part 4 of the test?** (*It focuses on Informal Assessment and covers three area of knowledge, which are Purposes of assessing learning, Focuses of assessment and Acting on assessment evidence*).
  - **What have they learned about the TKT: YL test in this session?** (*The test has 80 questions and 4 different question types. Candidates have 1 hour 20 minutes to complete it. There are 4 knowledge areas covered on the TKT: YL syllabus*).
  - **How can they prepare for this part of TKT: YL?** (*candidates can prepare by:*
    - *considering aspects of assessment in their own teaching situations*
    - *look at the Teaching Resources website for more information about the test.*

### Additional information

- The four syllabus areas for TKT: YL are:
  - Part 1: Knowledge of young learners and principles of teaching English to young learners
  - Part 2: Planning and preparing young learner lessons
  - Part 3: Teaching young learners
  - Part 4: Assessing young learner learning through classroom based assessment
- Show participants the practice test and a sample answer sheet from the **TKT: YL Handbook** and point out:
  - In the TKT: YL test they have to write answers on a separate answer sheet
  - The answer sheet has to be completed in 1 hour 20 minutes. Some people complete it as they work through the test; others leave it until they have finished all the questions. It doesn't matter which technique you use so long as the answer sheet is completed accurately before the end of the test.
- The TKT: YL Handbook is available to download at **<http://www.cambridgeesol.org/resources/teacher/tkt.html>**
- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4* and for *TKT: YL Part 4 Purposes of assessment*, *TKT: YL Part 4 Focuses of assessment* and *TKT: YL Part 4 Acting on assessment evidence* for more information on the test format and content.  
**<https://www.teachers.cambridgeesol.org/ts/teachingresources>**



## TKT: YL (Young Learners) Part 4: Overview – Answer keys

### Key to Procedure Steps

#### Step 3

*Different ways teachers assess learning*

- observing behaviour
- listening to oral work
- asking learners their opinions
- through self-assessment tasks
- correcting written work
- using checklists

Note: Participants will have further examples from their own experience which can be added to the list.

#### Step 5

##### Reasons for Assessing Learning

How often do you assess learning to ...

1. identify progress in language learning?
2. identify children's likes and dislikes?
3. diagnose strengths and weaknesses?

##### Examples

Use a language frame to focus on target language.

Ask the class what they liked or didn't like about a task on completion.

Use 'Can do' statements on self-assessment tasks at the end of a topic.

##### Focuses of Assessing Learning

How often do you assess the following?

4. behaviour
5. attitudes
6. learning strategies
7. motivation

##### Examples

Observe the class to see if they shout out answers or put up hands to answer questions.

Ask them what they think about characters and their actions in stories.

Ask successful learners how they remember words or spellings.

Observe effort and interest a child shows for a task.

##### Acting on Assessment Evidence

Following assessment do you ever ...

8. adjust classroom management?

##### Examples

Increasing wait time for the class to be

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9. give oral feedback in class?

quiet before giving task instructions.

Holding up a child's work to praise and identify good points.

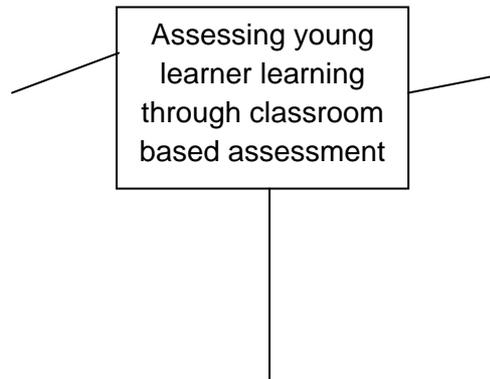
10. adjust teaching materials?

Simplifying language in a text.

**Step 8**

**Purposes of assessing learning**

- Give children feedback
- Diagnose strengths & weaknesses
- Identify likes and dislikes
- Increase motivation



**Acting on assessment evidence**

- Adjust classroom management
- Change interaction patterns
- Adapt materials
- Give written formative feedback in class

**Focuses of assessing learning**

- Behaviour
- Motivation
- Language e.g. vocabulary
- Cognitive strategies

**Key to Sample Task**

1. C      2. A      3. B      4. C      5. A      6. C      7. A



## TKT: YL (Young Learners) Part 4: Overview – Participant’s worksheet 1

Answer these questions about assessing learning in your classes by circling the answers on the questionnaire.

### Reasons for Assessing Learning

How often do you assess learning to ...

- |   |       |              |       |
|---|-------|--------------|-------|
| 11. identify progress in language learning? | often | occasionally | never |
| 12. identify children’s likes and dislikes? | often | occasionally | never |
| 13. diagnose strengths and weaknesses?      | often | occasionally | never |

### Focuses of Assessing Learning

How often do you assess the following?

- |                         |       |              |       |
|-------------------------|-------|--------------|-------|
| 14. behaviour           | often | occasionally | never |
| 15. attitudes           | often | occasionally | never |
| 16. learning strategies | often | occasionally | never |
| 17. motivation          | often | occasionally | never |

### Acting on Assessment Evidence

Following assessment do you ever ...

- |                                  |     |    |
|----------------------------------|-----|----|
| 18. adjust classroom management? | yes | no |
| 19. give oral feedback in class? | yes | no |
| 20. adjust teaching materials?   | yes | no |



## TKT: YL (Young Learners) Part 4: Overview – Sample Task

For questions 1 – 7 match a teacher's comments about assessment with the areas of assessing learning listed **A**, **B** and **C**.

Mark the correct letter (**A**, **B** or **C**) on your answer sheet.

You will need to use some of the options more than once.

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### Areas of Assessing Learning

- |          |                                 |
|----------|---------------------------------|
| <b>A</b> | Purposes of assessing learning. |
| <b>B</b> | Focuses of assessing learning.  |
| <b>C</b> | Acting on assessment evidence.  |

### Teacher's comments

- |   |   |
|---|---|
| 1 | The listening task was very difficult so I will omit some of the unnecessary details next time. |
| 2 | We have a parents' meeting next week so I'll try and listen to everyone reading before then.    |
| 3 | Some children use English computer games at home so I'll talk to them about the best ones.      |
| 4 | I always put an encouraging comment and a suggestion for things to improve on written work.     |
| 5 | I want to check achievement on learning objectives on the syllabus.                             |
| 6 | Asha and Hamid copied each other's work so I'll change the seating plan for next time.          |
| 7 | I'll use a multi-slot substitution table to assess understanding of target language.            |