



TKT: YL (Young Learners) Part 4: Purposes of assessing learning – Trainer's notes

Description

This session looks at different types of informal assessment and specifically at the purposes of assessing learning, as well as the content and format of the TKT: YL test. Participants work with various task types including a True/ False and an information gap activity.

Time required: 45 minutes

Materials required

- Participants' worksheet 1 (1 copy for each participant)
- Participant's worksheet 2 (A and B) (one copy for each participant)

Aims:

- to familiarise participants with the format, content and task types of TKT: YL Part 4
- to consider purposes of informal assessment and different ways of assessing learning
- to share classroom knowledge and experience

Procedure

1. Before the class, copy the **Participant's Worksheets**. Cut **Participant's Worksheet 2** into two parts, 2A and 2B, so that there is one copy of 2A for half the class and one copy of 2B for the other half of the class.
2. Elicit or make the following points about TKT: YL:
 - TKT: YL focuses on children from 6–12 years
 - children at this age are at different stages of their development and come to class with varying levels of English, so groups can have mixed abilities
 - these factors have implications for informal assessment
 - this session focuses on purposes of different types of classroom-based assessment and reflects learners' needs related to different stages of development and levels of English.
3. (10 minutes) Write the following heading on the board:

Purposes of assessing learning

Elicit examples of different purposes of assessing learning from participants' experience, e.g. identifying progress in language (See **Key** below for further examples).

4. Participants work in pairs to write examples of classroom tasks and activities which they use or could use for the purposes elicited in Step 3 (see **Key** below). Feed back



in plenary to share classroom experience and practice. Point or elicit the following about progress and achievement:

- Progress in language involves comparing ability in a specific language area with previous ability, for example, doing an exercise already completed earlier in the course and comparing results.
 - Achievement in language involves looking at what children can do at any given time in the course, for example, asking them how they are going to do their homework can assess achievement in organising learning.
5. (15 minutes) Give out **Participants' worksheet 1**. Participants work in pairs to read some statements about the purposes of assessing learning, some of which are true and some of which are false. Participants identify which are true or false before checking their answers with another pair.
 6. Feed back in plenary (see **Key** below).
 7. (10 minutes) Participants either continue to work in their pairs, or in groups of four. They should write a correct statement to replace the false ones. Feed back in plenary, asking volunteers to read out their corrected statements (see **Key** below for examples).
 8. (optional: this step can be omitted if already covered in other sessions) Put participants into pairs, sitting back to back. Give out **Participant's worksheet 2A** to one member of each pair and **Participant's worksheet 2B** to their partner. They complete the information gap activity about the format and content of the TKT: YL test. Pairs check answers with each other if necessary (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?** (*The title of Part 4 is assessing young learner learning through classroom-based assessment , which covers informal assessment and includes:*
 - *purposes of assessing learning*
 - *focuses of assessing learning*
 - *acting on assessment evidence*)
 - **How confident do participants feel about answering questions on this part of the syllabus?**
 - **What have they learnt about the TKT: YL test in this session?** (*Participants learn different things depending on their own experience and knowledge gaps*)
 - **How can they prepare for this part of TKT: YL?** (*Candidates can do the following:*
 - *plan different types of informal assessment to support teaching and learning in their own situation*



- *reflect on any informal assessment they use in the classroom and how it could be improved or extended*

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
- 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 Overview*, *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: Purposes of assessing learning – Answer keys

Key to Procedure Steps

Steps 3 and 4

Purpose for assessing learning	Example
Identifying progress in language	compare ability in a specific language area with previous ability for example set a reading comprehension task which uses vocabulary/structures children have recently learnt
Identifying achievement in use of skills	ask children to volunteer in pairs to sing a verse of a class song or repeat a line of a chant to assess achievement in pronunciation and intonation
Diagnosing strengths and weaknesses in use of skills	do simple role plays to assess speaking skills
Identifying children's likes and dislikes	ask the class what they think about an activity after they have finished it
Giving children and parents feedback on progress or achievement	build portfolios during the course to include class work and homework
Identifying children who need extra support	monitor children as they work by walking around the class and noting which children are last to finish tasks
Identifying achievement in learning strategies	ask children how they remember difficult spellings in English.

Note: These are points covered on the TKT: YL syllabus (see **Handbook** p.9). Other reasonable examples which fit with purposes of assessment can be added to the list.

Key to Participant's Worksheet 1

- | | |
|--|---|
| <p>1 Giving positive feedback at the end of a task can increase motivation.</p> | <p>True Teachers review target language and children develop a positive attitude to assessment.</p> |
| <p>2 Children are good at giving feedback about different topics on the syllabus.</p> | <p>True It helps a teacher to identify children's likes and dislikes.</p> |
| <p>3 Using checklists to identify progress in language, distracts children when they are working.</p> | <p>False Children can be motivated by and quickly become used to the teacher using checklists for short periods of assessment to record levels of achievement.</p> |
| <p>4 Playing a game such as 'Passing on a telephone message' gives feedback on speaking objectives.</p> | <p>True Teachers can listen to target pronunciation or notice children's ability to remember language and assess achievement</p> |

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5 Asking the class to rank animals in size from biggest to smallest shows progress in developing cognitive strategies

6 Doing simple reading games at word level such as 'Odd one out' identifies progress in learning strategies.

7 Doing a colour dictation shows learners' achievement in reading skills.

8 Reference resources like dictionaries or websites assesses children's progress in using learning strategies.

9 Asking children to review their work before handing it in gives feedback on progress in language learning.

10 Gaining feedback on the effectiveness of teaching methods is not a valid reason for assessing learning.

against a checklist of speaking objectives.

True Children need to think abstractly about the size of different animals to consider an order from large to small.

False. Doing reading games at word level identifies progress or achievement in reading and language skills.

False It shows achievement in listening skills and recognition of target language such as colours and clothes.

True Doing project work shows progress in finding, reading, remembering and using information in the target language.

True Children can sometimes correct their own mistakes and so show their progress in using target language.

False It is a valid reason for assessing children's learning. For example schools and teachers need to evaluate the effectiveness of different approaches or coursebook methodologies.

Key to Participant's Worksheet 2

- 1 There are **80** questions in the TKT: YL test.
- 2 Candidates have **about 1 minute** to do each question.
- 3 Candidates have **1 hour 20** minutes to do the test.
- 4 All answers are written on an **answer sheet**.
- 5 There are **4** question types including 3/4/5 ratio matching, 3 option multiple choice, odd one out and 1-1 ratio matching.
- 6 There are **4** knowledge areas covered by TKT: YL syllabus.
- 7 The first part covers children's learning and development and the second focuses on **planning and preparing lessons**.
- 8 The third and fourth parts cover **young learner teaching strategies** and Assessment.



TKT: YL (Young Learners) Part 4: Purposes of assessing learning – Participant's Worksheet 1

Read the statements about purposes of assessing learning. Some statements are true, and others are false.

- 1 Giving positive feedback at the end of a task can increase motivation.
- 2 Children are good at giving feedback about different topics on the syllabus.
- 3 Identifying progress by using checklists of language items which the teacher ticks or comments on distracts children when they are working.
- 4 Playing a game such as 'Passing on a telephone message' gives feedback on speaking objectives.
- 5 Asking the class to rank animals in size from biggest to smallest shows achievement in developing cognitive strategies.
- 6 Doing simple reading games at word level such as 'odd one out' identifies progress in learning strategies.
- 7 Doing a colour dictation shows children's achievement in reading skills.
- 8 Reference resources like dictionaries or websites assess children's progress in using learning strategies.
- 9 Asking children to review their work before handing it in gives feedback on progress in language learning.
- 10 Gaining feedback on the effectiveness of teaching methods is not a valid reason for assessing learning.



TKT: YL (Young Learners) Part 4: Purposes of assessing learning – Participant's Worksheet 2A

Complete the information on your sheet by asking your partner, and respond to her/his questions.

A
1 There are 80 questions in the TKT: YL test.
2 Candidates have about _____ to do each question.
3 Candidates have 1 hour 20 minutes to do the test.
4 All answers are written on an _____.
5 There are 4 question types including 3/4/5 option matching, 3 option multiple choice, odd one out and 1-1 ratio matching.
6 There are _____ knowledge areas covered by TKT: YL syllabus.
7 The first part covers children's learning and development and the second focuses on Planning and Preparing lessons.
8 The third and fourth parts cover _____ and assessment

TKT: YL (Young Learners) Part 4: Purposes of assessing learning – Participant's Worksheet 2B

Complete the information on your sheet by asking your partner, and respond to her/his questions.

B
1 There are _____ questions in the TKT: YL test.
2 Candidates have about 1 minute to do each question.
3 Candidates have _____ minutes to do the test.
4 All answers are written on an answer sheet.
5 There are _____ question types including ratio matching, multiple choice, odd one out and 1-1 ratio matching.
6 There are four knowledge areas covered by TKT: YL syllabus.
7 The first part covers children's learning and development and the second focuses on _____.
8 The third and fourth parts cover young learner teaching strategies and assessment.