

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

Description

This session covers the area of knowledge of focuses of assessing learning from TKT: YL Part 4. Participants do a categorisation task and an information gap activity to look at these areas and the format and content of the TKT: YL. There is an odd one out type sample task.

Time required:	45 minutes
Materials required:	▪ Participant's worksheet 1 (one copy for each pair, cut up) ▪ Participant's worksheet 2 (one copy for each pair of participants) ▪ Sample task (one copy for each participant)
Aims:	▪ to familiarise participants with the TKT: YL Part 4 testing focus of focuses of assessing learning. ▪ to consider different focuses of assessing learning ▪ to share classroom knowledge and experience ▪ to practise a TKT: YL Part 4 odd one out question type.

Procedure

1. Before the session, copy **Participant's worksheet 1** so there is one copy for each pair or group of three participants, and cut each copy into strips. Copy and 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. Copy the **Sample Task** so there is one copy for each participant.
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 development. Young children are just starting to read and write, which has implications for teachers when selecting the focus of assessment
 - this session covers the testing focus of 'focuses of assessing learning'.
3. . (5 minutes) Write the following heading and example on the board:

Focuses of assessing learning

Behaviour e.g. observe how children come into the room at the

Teaching Knowledge Test

start of class (confidently, nervously etc.)

Brainstorm ideas with the group of other focuses and examples of them (see **Key** below).

4. (10 minutes) Ask participants to divide a clean piece of paper into four. At the top of each quarter, they should write the following headings:

Language	Use of learning strategies
Behaviour	Use of cognitive strategies

5. Give out **Participant's worksheet 1**, cut into strips, to each pair. They should categorise the ways of assessing learning into these four different focuses.
6. Feedback with whole group to check answers. Ask participants which ways of assessing they have used in class and which ones they will try (see **Key** below).
7. (5 minutes) Participants now consider the other focuses of assessing learning from the brainstorming activity in Step 3. In pairs, they should discuss ways of assessing progress in those areas.
8. Feed back together, asking pairs to share ideas and classroom experience (see **Key** below).
9. (optional: this step can be omitted if already covered in other sessions) Participants now work with a partner, sitting back to back to ask and answer questions. 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).
10. (10 minutes) Give out **Sample Task**. Participants work individually to complete the task. Allow no more than 6 minutes for this (candidates have an average of 1 minute per question in the TKT: YL exam). They then compare answers with a partner.
11. Check answers together (see **Key** below). Point out:
- this is an odd one out type question
 - the task is contextualized within a teaching framework – in this case it exemplifies different types of young learner assessment tasks.

Teaching Knowledge Test

12. (5 minutes) Round up to review and summarize main points covered. Ask participants:
- **Which part of TKT: YL have they covered?** (Part 4: Assessing young learners through classroom based assessment. This session looked at the testing focus. Focuses of assessing learning).
 - **What have they learnt about assessment in the session?** (Participants will learn different things depending on their own experience and knowledge gaps).
 - **How can they prepare for this part of TKT: YL?** (To prepare for this part of the teachers test teachers can:
 - o try out way of assessing learning from the session in their own teaching situations.
 - o consider possible reasons for the effectiveness or ineffectiveness of different types of assessment.
 - o Participants can do the Teaching Resources activities for TKT. Task types 1-4 and look at the TKT: YL Part 4 for more information on the test format and content.
<http://www.cambridgeenglish.org/teaching-english/resources-for-teachers/>

Additional information

- 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.cambridgeenglish.org/images/tkt-young-learners-handbook.pdf>

TKT: YL (Young Learners) Part 4: Focuses of assessing learning – Answer keys

Step 3

Focuses of assessing young learner learning	Examples
• Children's use of cognitive strategies	matching, ranking and predicting
• Language	vocabulary, pronunciation and grammar
• Behaviour	in pair or small group work
• Children's use of learning strategies	reviewing, planning work and self-assessment
• Motivation	willingness to do homework and determination to finish tasks
• Attitude	feelings towards the class and relationships with other children

Note: The first four assessment focuses are on the TKT: YL syllabus (see **Handbook**). Other focuses, including motivation and attitude, can be added to lists.

Step 8

Other focuses for assessing learning may include:

- Motivation Observe children's determination to finish tasks and enthusiasm for activities
- Attitude Ask children for opinions about the class, activities and their learning

Key to Participant's Worksheet 1

Language • Change nouns from singular to plural. • Sequence time expressions e.g. today yesterday tomorrow. • Correct grammar mistakes in a sentence • Listen and correct pronunciation.	Use of learning strategies • Ask children how they review work • Children use Can Do statements for self-assessment tasks. • Check young learner notebooks to assess how work is organised. • Discuss how young learners plan their work
Behaviour Teacher observes behaviour while: • children work in pairs or small groups. • the class follow instructions. • young learners work alone on tasks. • the group arrive and leave the classroom.	Use of cognitive strategies • Match pictures of animals with simple descriptions. • Rang the class in order of age from oldest to youngest. • Predict the next part of a film on DVD. • Sequence picture cards as they listen to a story.

Key to Participant's Worksheet 2

- 1 The sample task is an example of **odd one out** question type.
- 2 There are **80** questions in the TKT: YL test.
- 3 Candidates have **1 hour 20** minutes to do the test.
- 4 TKT: YL covers **four** syllabus areas.
- 5 The syllabus areas are **children's learning and development, planning and preparing lessons, young learner teaching strategies** and **assessment**.

Key to Sample Task

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

Participant's worksheet 1



Change nouns from singular to plural.	Sequence time expressions, e.g. today yesterday tomorrow.
Correct grammar mistakes in a sentence.	Listen and correct pronunciation.
Ask children how they review their work.	Children use <i>Can Do</i> statements for self-assessment tasks.
Check young learner notebooks to assess how their work is organised.	Teacher observes behaviour while children work in pairs or small groups.
Discuss how young learners plan their work.	Teacher observes behaviour while the class follow instructions.
Teacher observes behaviour while young learners work alone on tasks.	Teacher observes behaviour while the group arrive and leave the classroom.
Match pictures of animals with simple descriptions.	Rank the class in order of age from oldest to youngest.
Predict the next part of a film on DVD.	Sequence picture cards as they listen to a story.

Participant's worksheet 2A

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

A

The sample task is an example of _____ question type.
There are 80 questions in the test.
Candidates have _____ to complete the test.
TKT: YL covers four syllabus areas.
The syllabus areas are _____ and _____

Participant's worksheet 2B

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

B

The sample task is an example of '1 to 1 matching' question type.
There are _____ questions in the test.
Candidates have 1 hour 20 minutes to complete the test.
TKT: YL covers _____ syllabus areas.
The syllabus areas are Children's learning and development, Planning and preparing lessons, Teaching strategies for young learner and Assessment.

Sample Task

For questions 1 – 6, look at the incomplete statements about assessing children in class and the three options for completing them listed **A**, **B** and **C**.

Two of the options complete the statements correctly. One of the options does **NOT**.

Mark the letter (**A**, **B** or **C**) which does **NOT** complete the statement correctly on your answer sheet.

1

To assess their cognitive skills, the teacher asks the children to

- A** answer true/false questions about their favourite types of food.
- B** put pictures of food into two groups: food they like and food they don't like.
- C** sequence the prices of different foods from the cheapest to the most expensive.

2

To assess their ability to use language creatively, the teacher asks the children to

- A** listen to and perform a jazz chant in pairs.
- B** take part in a role-play in pairs.
- C** talk about their last holiday in pairs.

3

To assess their listening comprehension skills, the teacher asks the children to listen and

- A** mime the words in a song.
- B** follow a text with the words of a song.
- C** answer some questions about a song.

4

To assess their spelling, the teacher asks the children to look at pictures and

- A** fill in a crossword puzzle using the pictures as clues.
- B** use the words in a substitution drill.
- C** label the items in the space provided.

5

To assess their ability to review their learning, the teacher asks the children to think about the lesson and to

- A** decide what things they were good at.
- B** list the words they understood.
- C** say which activities they liked.

6

To assess their ability to remember language, the teacher asks the children to

- A** fill in the gaps in a text about different types of clothes.
- B** match words relating to clothes to pictures of different clothes.
- C** listen to a song about different clothes.