



TKT: YL (Young Learners) Part 4: Acting on assessment evidence – Trainer's notes

Description

This session looks at different ways of acting on assessment evidence, from TKT: YL Part 4. Participants practise two test types, including a one to one matching task about ways of acting on assessment evidence, and a ratio matching task which matches examples of teacher feedback their focuses.

Time required: 50 minutes

Materials required:

- Participant's Worksheet 1 (one copy for each pair, cut up)
- Participant's Worksheet 2 (one copy for each pair)
- Sample Task (one copy for each participant)

Aims:

- to familiarise participants with the content and task types of TKT: YL Part 4
- to consider different ways of acting on assessment evidence
- to share classroom knowledge and experience
- to practise TKT: YL Part 4 tasks.

Procedure

1. Before the session make enough copies of **Participants' worksheet 1** to provide one set of cut up strips for each pair for the matching task in step 4. Make enough copies of **Participants' worksheet 2** for each pair of participants for steps 5 and 6 and copies of the **Sample task** for each individual.
2. Elicit or make the following points about TKT: YL:
 - TKT: YL focuses on children from 6–12 years
 - there can be considerable learner differences between children in this age range, affecting their literacy skills and levels of cognitive development. Both have implications for assessing their learning
 - this session deals with the testing focus of acting on assessment evidence and looks at areas such as adjusting teaching materials
 - there are two different task types to practise, including 1-1 matching and ratio matching
3. (5 minutes) Write the following heading and example on the board:

Ways of acting on assessment evidence

adjusting teaching materials



Brainstorm ideas with the group of ways teachers can or should act on the evidence they receive from assessment (see **Key** below).

4. (15 minutes) Give out the cut up strips from **Participants' Worksheet 1** to each pair. Participants work together to match categories of acting on assessment evidence with examples of ways teachers do this. There is one example for each category (see **Key** below). Point out:
 - This task is similar to the 1-1 matching tasks in the TKT: YL test
 - The task is contextualised within a teaching framework – in this case ways a teacher acts on assessment evidence
5. (10 minutes) Give out **Participant's Worksheet 2**. Participants work in the same pairs to look at an example of how a teacher acts on assessment evidence. Participants identify which category of action the example belongs to, using the list brainstormed in Step 3 and the categories from Participant's Worksheet 1. Check answers together (*adjusting classroom management*).
6. Now participants work in small groups or pairs to prepare a similar example, choosing any of the categories of action from Step 3 and Participant's Worksheet 1. Allow 5 minutes for this. When they have finished, pairs/groups take turns to read their examples to the rest of the group, who should identify the category of action that the example belongs to
7. (10 minutes) Give out the **Sample Task**, which gives some examples of oral feedback in the classroom. They have to match the examples with the focus of that feedback. Elicit or point out the following:
 - The format of the task is ratio matching, which is one of the TKT: YL task formats. Participants should always read instructions carefully so they are clear about what they are expected to do
 - The task shows how TKT: YL tests its syllabus through objective tasks
 - There are 4 different task types in TKT: YL:
 - 3 option multiple choice
 - 1-1 matching
 - 3/4/5 option matching
 - odd one out

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. (5 minutes) Round up to review and summarize main points covered. Ask participants:
 - **What is covered in Part 4 of the test?** (*Informal assessment through three testing focuses, which are Purposes of assessing learning, Focuses of assessing learning and Acting on assessment evidence.*)



- **In what ways can teachers act on assessment evidence?** (*The Key to Procedure Step 3 gives examples of this.*)
- **What have they learnt about area of assessment from today's session?**
- **How can they prepare for this part of TKT: YL?** (*Candidates can prepare by:*
 - *Considering assessment in their own teaching context/s and ways of acting on that evidence*
 - *Incorporating acting on assessment evidence into their lessons and lesson planning*
 - *Doing TKT: YL practice tests from the TKT: YL website*)

Additional information

- Participants can do the Teaching Resources activities for *TKT: Task types 1 – 4* and for *TKT: YL Part 4 Overview*, *TKT: YL Part 4 Purposes of assessment* and *TKT: YL Part 4 Focuses of assessment* for more information on the test format and content.
<https://www.teachers.cambridgeesol.org/ts/teachingresources>
- The TKT: YL Handbook is available to download at
<http://www.cambridgeesol.org/resources/teacher/tkt.html>



TKT: YL (Young Learners) Part 4: Acting on assessment evidence – answer keys

Keys to Procedure Steps

Step 3

- Giving oral formative feedback in class
- Giving written formative feedback in class
- Adjusting task types
- Adjusting classroom management
- Adjusting teaching materials
- Reviewing areas of learning

Note: The first five ways of acting on assessment evidence are covered in the TKT: YL syllabus (see **Handbook** p.9) Additional ways, such as reviewing areas of learning, can be added to the list.

Key to Participant’s Worksheet 1

Giving oral formative feedback in class	<i>“That was very good English in the role-play because you spoke slowly and clearly and looked at each other. Well done Aziz and Hamid!”</i>
Giving written formative feedback in class	<i>I put a positive comment on workbooks or worksheets with a suggestion of something to improve.</i>
Adjusting task types	<i>The level of language in the reading task was too high so I simplified some grammar and omitted difficult vocabulary.</i>
Adjusting classroom management	<i>The group were noisy as they left the classroom so the next time I finished a bit earlier and let them leave in pairs after answering a vocabulary question.</i>
Adjusting teaching materials	<i>5 children in the group were just starting to read and write so I used picture flashcards to support learning and simplified writing tasks on their worksheets.</i>
Reviewing areas of learning	<i>I often play a guessing game such as ‘20 questions’ or ‘I spy with my little eye’ to practise vocabulary and speaking.</i>



Key to Sample Task

1. B

2. C

3. A

4. A

5. B

6. C

7. A



TKT: YL (Young Learners) Part 4: Acting on assessment evidence – Participant’s worksheet 1



Giving oral formative feedback in class	<i>“That was very good English in the role-play because you spoke slowly and clearly and looked at each other. Well done Aziz and Hamid!”</i>
Giving written feedback in class	<i>I put a positive comment on notebooks or worksheets with a suggestion of something to improve.</i>
Adjusting task types	<i>The level of language in the reading task was too high so I simplified some grammar and omitted difficult vocabulary.</i>
Adjusting classroom management	<i>The group were noisy as they left the classroom so the next class I finished a bit earlier and let them leave in pairs after answering a vocabulary question.</i>
Adjusting teaching materials	<i>5 children in the group were just starting to read and write so I used picture flashcards to support learning and simplified writing tasks on their worksheets.</i>
Reviewing areas of learning	<i>I often play a guessing game such as 20 questions or I spy with my little eye to practise vocabulary and speaking.</i>



TKT: YL (Young Learners) Part 4: Acting on assessment evidence – Participant’s worksheet 2

Look at this example of how a teacher acts on assessment evidence. With your partner, identify which category of action the example belongs to. Then choose another category and make up your own example of how a teacher might act/react.

Teacher’s action	Category of action on assessment evidence
Increase wait time for children to answer after asking open questions	



TKT: YL (Young Learners) Part 4: Acting on assessment evidence – Sample task

For questions 1 – 7, match the examples of teacher feedback with the main focus of the feedback 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.

Main focus of feedback

- | | |
|----------|---------------------------------------|
| A | children's use of learning strategies |
| B | children's use of language |
| C | children's behaviour |

Examples of teacher feedback

- | | |
|----------|---|
| 1 | OK: is it <i>he</i> or <i>she</i> for your sister? |
| 2 | Well done! This group, you gave everyone a chance to speak. |
| 3 | That's interesting: why did you answer the easier story questions first and the harder ones last? |
| 4 | It was a really good idea to plan your poster before you started to draw it. |
| 5 | That's right, it's a house. |
| 6 | Thanks for tidying up the desks so quickly. |
| 7 | Yes, sure, it's fine to use the picture dictionary to find words. |