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BAELS3B (INC grace compliance)

Task: Read(y) and Go

Procedure:

Will be a three-section task

First section: read and write
Second section: speaking task
Third section: listen and answer

- Students will be asked to read a short story (or any one-paragraph text)
- Students will then need to write their takeaways from it. It will be free-form writing with no specific questions to be answered, students will just need to follow grammar rules and should at least be related to the topic. A minimum of one paragraph.
- The teacher will give them 35 minutes to read and write their answers.
- They will also be asked to prepare one simple question from the story as they will be needing it later.
- After they're done, they will have to present their takeaways to the class individually.
- The teacher will ask a simple question related to the topic or the story, and the student who can answer can go up and present their takeaways. They will be given two minutes to present.
- After presenting their takeaways, they will ask the question they have prepared to the whole class, and the one who can answer can go up and have their turn to present their own takeaways. This will go on until the whole class is done.
- The last student who will go up will still have the chance to ask the question they prepared and the whole class can try to answer it (no points, just for the funsies).

Scoring/Criteria
This is a three-section task and will also be scored accordingly.
essay:

> Students will be scored according to their ability to use correct grammar rules and other criteria:

- ➔ Central idea of the writing is clear, related to the prompt, and developed = **5pts** (perfect), **2pts** (partially correct), **0pts** (incorrect/incomprehensible)
- ➔ Organization of ideas uses a logical structure, clear paragraphs, and appropriate transitions = **5pts** (perfect), **2pts** (partially correct), **0pts** (incorrect/incomprehensible)
- ➔ Grammar and mechanics effectively communicates meaning = **5pts** (perfect), **2pts** (partially correct), **0pts** (incorrect/incomprehensible)
- ➔ Have a clear knowledge of the topic that is being asked to write on = **5pts**

A total of 20pts.

presenting their takeaways:

- Fluency and coherence:
→ The ability to speak very fluently, without repeating, taking pauses, and having the know-how to self-correct = 3pts
→ Have a clear knowledge of the topic that is being asked to speak on = 2pts.
- Pronunciation:
→ Correct pronunciation of the a word = 5pts

A total of 10pts.

Answering the question:

- Fluency and coherence:
→ The ability to speak very fluently, without repeating, taking pauses, and having the know-how to self-correct = 3pts
→ Have a clear knowledge of the topic that is being asked to speak on = 2pts.
- 0pts for students who weren't able to answer.

A total of 5pts.

Make a one (1) page explanation for the following:

What language skills are incorporated and on what part of the assessment the specific language skill/s is incorporated?

      All the language skills (listening, speaking, reading, writing) are being integrated into the assessment. Since I already set my mind that this task will be an hour and thirty minutes long, why not have all skills integrated? The task has three sections; the first section will be the reading and writing, the second section will be where their listening skills are since they need to listen to be able to answer and to be able to proceed to the last part which is the third section where their speaking skills will be measured.

Why did you choose those specific criteria/scoring for your assessment task?

      For writing, since the essay is in free-form and not necessarily answering a question that has a correct answer, students at least have to write it using correct grammar. I also did the writing task in free-form since I want to check their organization skills and how they use grammar to convey meaning and also how well they understood the story (for reading). For speaking, I need to know how coherent they are in presenting their own takeaways. Lastly, to measure their listening skills, it will be the same as in speaking criteria but they will not be scored if they're not able to answer anything related to the question. Since we can't directly measure listening skills we measure it by how well they understood the question.

What assessment principles are your basis for making such assessment task?

      While creating this task, validity, and practicality are the principles I needed to always check I'm getting right throughout the task. Most of the time when we create a task we somehow get sidetracked and lose sight of the task's goal. Not because we deliberately do it but because there are factors affecting why this test is reliable and valid but could not be authentic or vice versa no matter what. In my experience in making this task, I always want to make sure that the task wouldn't be too time-consuming or at least dragging since I know students can't sit still and easily get distracted especially if the task involves reading and writing. They might get into discussions not related to the task instead of focusing on the task, and I don't want that to happen. However, along the way, I found out I can't actually consume less time for the task if I want to properly measure their reading and writing skills. It will not be practical if students are not given enough time to write their answers. It is also impossible to not give appropriate time if I wanted to target all the skills in one assessment and in one session. So I figured, this task should be an hour and thirty minutes long with half the time for reading and writing to ensure practicality as long as validity. Authenticity also follows as the nature of the test allows for authenticity (students could relate their real-world experience to their essays).