Assessment Checklist

The Student Oral Assessment Checklist

Evaluating Oral Proficiency: It is important to evaluate the students’ oral proficiency in settings that are relaxed and tension-free. For all practical purposes, this means that students need to remain unaware that they are being evaluated on their oral performances. This can be achieved by involving the students in a variety of oral activities and by circulating around the room listening to them as they work through the activities. Activities that work well in this regard include information gaps, retelling stories, summarising, presentations of projects, oral reports, role-plays, games and discussions resulting from “envelope activities” in which students in groups draw a slip of paper out of an envelope and talk about the topic written on the slip of paper.

To monitor the students’ performance in such a way that they remain unaware of assessment, walk slowly around the classroom as the students work on their communication tasks. You may want to have a pencil and notebook with you, but it must not be obvious that you are either taking notes or using a rubric or giving a mark based on what you are hearing. Pause, standing to the side of the student or pair of students you are evaluating. You may even want to turn your back on the student you are actually listening to so that the student remains involved in the task and does not focus attention on you.

To use the Student Oral Assessment Checklist on page xix, duplicate the number of sheets needed. Write the unit number on the appropriate line and fill in the names of the students. Write the questions or tasks you plan to use in the spaces provided and then record your assessment of each student’s proficiency in them. Use the key provided on the sheet (x = not achieved, p = progressing, a = achieved) or the equivalent number score from the table below.

<table>
<thead>
<tr>
<th>Score</th>
<th>Competency Levels</th>
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</table>
| 1      | a. uses few of the target language items  
        | b. uses basic structures with many errors  
        | c. frequently responds inadequately or inappropriately |
| 2 (progressing) | a. uses a fair amount of the target language items  
                      | b. uses basic + target structures with more than occasional errors  
                      | c. sometimes responds inadequately or inappropriately |
| 3 (achieved)  | a. uses most or all of the target language items  
                      | b. uses basic + target structures with occasional errors  
                      | c. usually responds adequately or appropriately |
The Student Oral Assessment Checklist

Unit _____

<table>
<thead>
<tr>
<th>Students' Names</th>
<th>Questions/tasks</th>
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</table>
## Learning Strategies and Critical Thinking Skills Checklist

Choose the strategies and skills you plan to work with during the school year, and keep track of your progress by ticking the columns as you move across the stages.

<table>
<thead>
<tr>
<th>Strategy/skill</th>
<th>Presented and modelled</th>
<th>Recycled</th>
<th>Evaluated</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>accessing prior knowledge</td>
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<td>analysing</td>
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<td>associating</td>
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<tr>
<td>brainstorming</td>
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<td>clarifying</td>
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<td>classifying</td>
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<td>defining</td>
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<td>doing research</td>
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<td>drawing conclusions</td>
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<tr>
<td>working out meaning from context</td>
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<tr>
<td>focusing</td>
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<td>generalising</td>
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<td>goal setting</td>
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<td>inferencing</td>
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<td>listing</td>
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<td>memorising</td>
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<td>note taking</td>
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<td>noticing</td>
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<td>predicting</td>
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<td>problem solving</td>
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<td>ranking</td>
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<td>retelling</td>
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<td>sequencing</td>
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<td>summarising</td>
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<td>translating</td>
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<tr>
<td>using tables and charts</td>
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<tr>
<td>visualising</td>
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Testing Materials

Placement Test
You may be unsure of some of your students’ levels of English. The guidelines on this page and the Placement Test on pages xxiv–xxv will help you place your students at the appropriate level of Backpack.

Guidelines for Placement
Before making a decision about a student’s placement, you might want to talk to the student’s other teachers and perhaps her or his parents. Try to avoid pressure to place an older student in a level that is too advanced for him or her. Language facility is not completely age-related. If at first a student must be put into a class with younger students, you might want to make an extra effort to move the student forward in his or her development of the language so that he or she can move into a class with students who are the same age.

If one student knows more English than other students, you might want him or her to stay in the class with the students in his or her age group; however, you can use that student as a “resource person” in the classroom. For example, you can ask that student to help you demonstrate dialogues and games, be a small group leader or do extra activities that are more advanced.

Guidelines for Testing
Try to make the testing conditions as relaxed as possible since this may be viewed by the student as a threatening experience. Do everything you can to lessen the tension. Smile, sit down at the student’s level and use a conversational approach.

If you and the student speak the same language, converse for a short time in that language. Then ask in English, “Do you speak English?” If the student answers “Yes,” ask questions such as: How old are you? Where do you live? How many brothers have you got? How many sisters have you got? What day is it today? If the student cannot begin to answer these basic questions, he or she should begin the Starter level of Backpack. If the student answers your questions correctly and with very little difficulty, go on to the Placement Test on pages xxiv–xxv.

While the student is taking the Placement Test, you should observe his or her behaviour. If you see that the student is experiencing frustration, you may want to stop the test. If a student answers more than seventy-five per cent of the items correctly, you could consider giving the student the Placement Test in the next level of the Teacher’s Book.

Procedures for Testing
The Placement Test on pages xxiv and xxv can be administered to one student or to a group of students. Duplicate a copy of the test for each student and make sure each student has a pencil and coloured crayons. Then ask the questions and give students time to mark their responses on the paper.

Placement Test for Starter Level
1: Listen and circle.
1. pencil
2. bathroom
3. eyes
4. trousers
5. game
6. firefighter
2: Listen and circle.
1. running
2. monkey
3. sandwich
4. triangle
5. eight
6. nine
Unit Tests
The tests on pages xxvii–xxxv are individual Unit Tests for the students to take at the end of each unit.

Unit 1 Test
Listen and circle.
1. crayon
2. teacher
3. glue
4. three
5. two circles

Unit 2 Test
Listen and circle.
1. father
2. sister
3. bedroom
4. kitchen
5. one square

Unit 3 Test
Listen and circle.
1. nose
2. eyes
3. arms
4. five triangles
5. four

Unit 4 Test
Listen and circle.
1. jacket
2. sweater
3. T-shirt
4. umbrella
5. rectangle

Unit 5 Test
Listen and circle.
1. car
2. teddy bear
3. game
4. seven circles
5. six

Unit 6 Test
Listen and circle.
1. He's a dentist.
2. She's a doctor.
3. She's a shopkeeper.
4. There are eight triangles.
5. nine

Unit 7 Test
Listen and circle.
1. She's sliding.
2. He's kicking.
3. He's jumping.
4. He's climbing.
5. There are ten squares.

Unit 8 Test
Listen and circle.
1. It's a monkey.
2. It's a seal.
3. It's a little lion.
4. The birds are flying.
5. The cats are eating.

Unit 9 Test
Listen and circle.
1. apple
2. biscuit
3. ice cream
4. banana
5. sandwich

Review Tests
The tests on pages xxxvi–xli are Review Tests for the students to take after completing Units 3, 6 and 9.

Units 1–3 Review Test
1: Listen and circle.
1. scissors
2. bedroom
3. brother
4. ears
5. happy
6. triangle
2: Listen and colour.
1. yellow
2. brown
3. red
4. green
5. black
6. blue
3: Count and draw lines to match.
1. five
2. two
3. three
Units 4–6 Review Test
1: Listen and circle.
   1. sweater
   2. It's cold.
   3. doll
   4. teddy bear
   5. He's a doctor.
   6. rectangle
2: Listen and colour.
   1. pink
   2. orange
   3. white
   4. green
   5. purple
   6. black
3: Count and draw lines to match.
   1. seven
   2. nine
   3. six

Units 7–9 Review Test
1: Listen and circle.
   1. She's swinging.
   2. He's climbing.
   3. fish
   4. It's a big elephant.
   5. cake
   6. sandwich
2: Count. Write the number.
   1. seven
   2. ten
   3. four
3: Listen and circle.
   1. six
   2. eight
   3. one
Placement Test

Name _________________________

1. Listen and circle.

1. 📃

2. 🧼

3. 👁️

4. 🎞️

5. 🧸

6. 🚒
2. Listen and circle.

1. 

2. 

3. 

4. 

5. 

6. 

7

9
Unit 1 Test

Name ______________________

Listen and circle.

1. Crayon

2. Woman

3. Scissors

4. Number 3

5. Number 2
Unit 2 Test

Name ____________________

Listen and circle.

1. [Image of a child feeding a dog in the bathroom]

2. [Image of a girl eating a sandwich in the bedroom]

3. [Image of a boy reading a book on the bed]

4. [Image of a man cooking in the kitchen]

5. [Image of a man and a woman sitting on the couch, a man sitting on a toilet]

[Blank lines for answers]
Unit 3 Test
Name ____________________

Listen and circle.

1. 

2. 

3. 

4. 

5. 

3  4  5
Unit 4 Test

Name ____________________

Listen and circle.

1. [Image of a jacket]

2. [Image of pants]

3. [Image of a striped shirt]

4. [Image of a blouse with holes]

5. [Image of a rectangle]
Unit 5 Test
Name ____________________

Listen and circle.

1. [Plane and Car]

2. [Teddy Bear and Block]

3. [Chessboard and Doll]

4. [Five circles and Six circles]

5. [Numbers 5, 6, and 7]
Unit 6 Test

Listen and circle.

1.  
   ![Image](image1.png)
   ![Image](image2.png)

2.  
   ![Image](image3.png)
   ![Image](image4.png)

3.  
   ![Image](image5.png)
   ![Image](image6.png)

4.  
   ![Image](image7.png)
   ![Image](image8.png)

5.  
   7  8  9
Listen and circle.

1. 

2. 

3. 

4. 

5. 

   □ □ □ □ |
   □ □ □ □ |
   □ □ □ □ |
   □ □ □ □ |
   □ □ □ □ |
Unit 8 Test

Name ____________________________

Listen and circle.

1. 
   ![Monkey](monkey.png)
   ![Bear](bear.png)

2. 
   ![Elephant](elephant.png)
   ![Polar Bear](polar_bear.png)

3. 
   ![Lion](lion.png)
   ![Lion Cub](lion_cub.png)

4. 
   ![Birds](birds.png)
   ![Birds on Branch](birds_on_branch.png)

5. 
   ![Cats](cats.png)
   ![Kittens](kittens.png)
Unit 9 Test

Name __________________________

Listen and circle.

1. [Apple]
   [Orange]

2. [Cake]
   [Cookie]

3. [Ice cream]
   [Sandwich]

4. [Glasses of water]
   [Banana]

5. [Sandwich]
   [Cake]
Units 1–3 Review Test

Name __________________________

1. Listen and circle.

1. 

2. 

3. 

4. 

5. 

6. 

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Units 1–3 Review Test

2. Listen and colour:

1. 

3. 

5. 

2. 

4. 

6. 

3. Count and draw a line.

1. 

2. 

3. 

1

2

3

3

4

5
1. Listen and circle.

1.

2.

3.

4.

5.

6.
Units 4–6 Review Test

2. Listen and colour.

1. 

2. 

3. 

4. 

5. 

6. 

3. Count and draw a line.

1. 

2. 

3. 

6 7 8 9
Units 7–9 Review Test

Name ______________________

1. Listen and circle.
   1. [Image of a child on a swing]
   2. [Image of a child on a slide]
   3. [Image of a lion and a fish]
   4. [Image of an elephant]
   5. [Image of a birthday cake]
   6. [Image of a sandwich and an apple]

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Units 7–9 Review Test

2. Count. Write the number:

1. 

2. 

3. 

3. Listen and circle.

1. 

2. 

3. 