

# Contextualising assessment

Frankie den Hartog & Libby Rowsell

Chisholm Institute



*Chisholm*



# Our SEE Delivery

- Where: TAFE – across 4 outer metropolitan campuses, with 2 Sub-Contractors
- Our learners: Youth and adults - New migrants, refugees, long term non- English speakers, youth and adult native speakers
- Curricula we use in SEE–
  - Course in EAL,
  - Cert I EAL (Access),
  - Cert II EAL (Access), Cert II EAL (Employment)
  - Cert III EAL (Access), Cert III EAL (Employment)
  - Cert IV (Further Study)
  - Cert General Education for Adults CGEA I, II, III



Chisholm



## Settlement issues, immediate needs

- place to live,
- help with Centrelink
- setting up bank account
- using money
- food,
- getting medical help,
- getting around,
- survival English
- finding and enrolling in kids
- Support+++++

Beyond survival  
familiar explicit tasks, limited range  
involving identify, simple interpret  
and sequence

- learning English to broaden communication within class and outside - neighbour,
- Australian culture,
- starting a network
- developing choices
- shopping, activities, interests
- technology
- making appointments
- driving/public transport
- library
- Support ++

Skills building- range of contexts  
including less familiar  
complex tasks involving extract,  
extrapolate, infer, reflect, abstract

- refining English
- getting vocational skills,
- sustainable employment,
- further study
- Independent-using own supports
- job ads
- phone technique
- interviews
- giving following directions
- Research range of sources, synthesise create
- support -

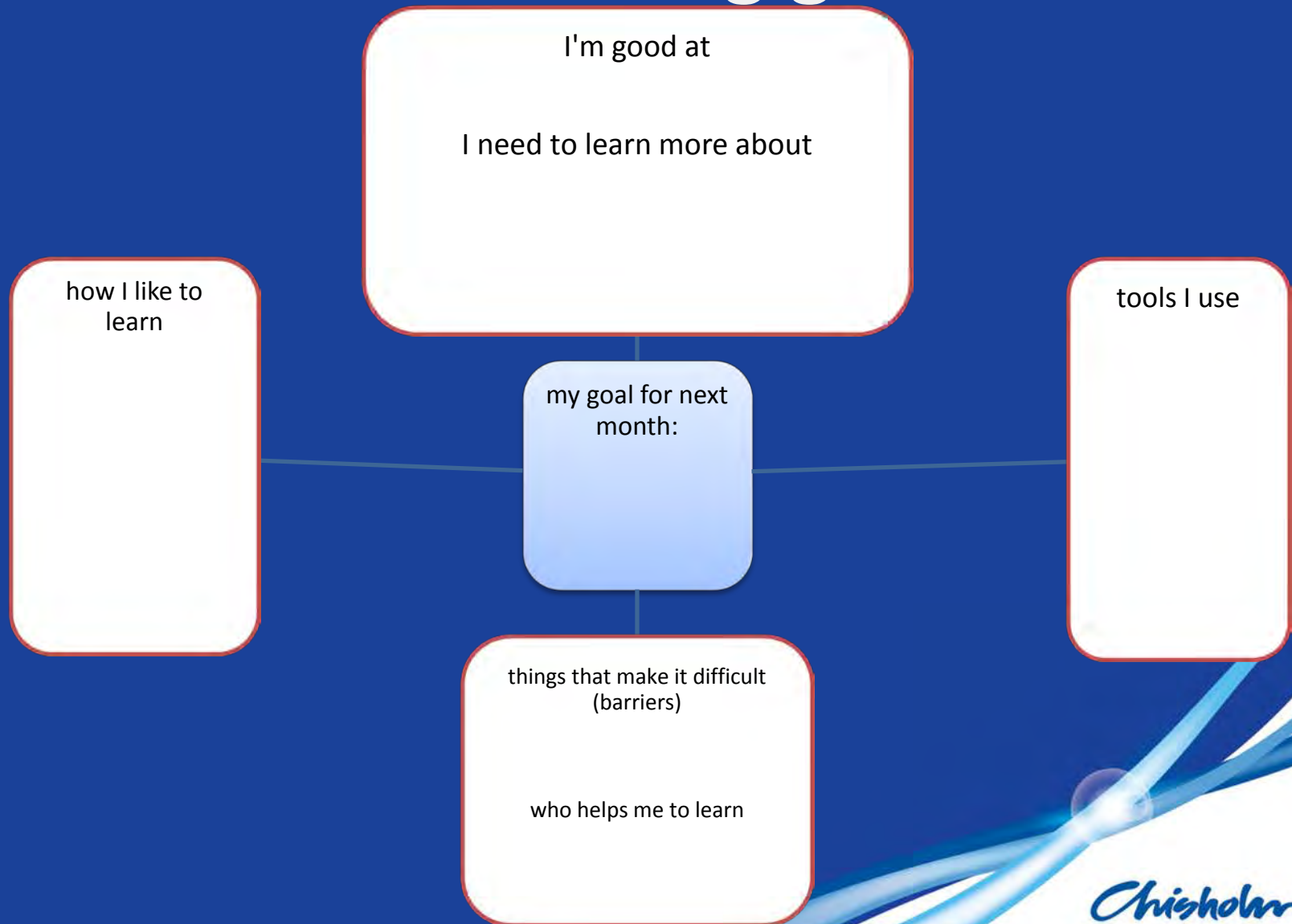


# Learning Goals

- Reminder web link for [learning styles](#)
- Range of activities - group, individual, doing, discussion, text based, numeracy, video
- Student reflection-
  - What they enjoy?
  - What works best for them
  - What are they good at?
  - What have they learned so far?
- What do they most want/need to learn?- Specific & time related **goal**
- Build reflective exercises into class time to help students become more explicitly aware of their gains, and preferences in learning.  
Link to [1.01 Task B Learning needs and goals pics.docx](#)



# .01 Learning goals





# .02 Learning strategies

Choose activities to suit learners and create relevant templates. Timetable regular reflection sessions and support learners to record progress.

- **Templates** may include:
  - **Weekly Diary**- reflect on- new knowledge and skills. May include **technology** use (computer, mobile, ipad, calculator, ) **People** -who did you learn **with** and **from**– who did you **work & discuss with / who helped** with what.
  - **Reading list** – books read in library– show title & short sentence about story
  - **Websites, Useful Youtube videos** and **Internet searches** –list web addresses for English/numeracy sites or information sites with a sentence re what was learned
  - **TV/radio list**– document programs to aid English / vocational development (or SBS with English subtitles)
  - **Practice time** – write how you used/practised your skills outside of class time. **Talking in English** – document conversations in English about your needs ( appointments, shopping, repairs.....)
  - **Organisation checklist** – self monitor punctuality & attendance, organisation of folder, completing homework
- **New Vocabulary list** – either in an exercise book with alphabetical listing or typed in a word doc or into a Smart Phone.
- **Work samples** Collate the learning activities you enjoyed best. Builds towards Portfolio @L2

[2.02 Accessing computer to help with language and vocational learning](#)



Chisholm



# Capturing Learning Strategies 1

## Project

- Student choice (teacher checks if information readily available, topic culturally appropriate, and not too difficult).
- Pair work allows discussion- learning with /from others and teacher can observe.
- Local excursion, or for more able students, ZOO/aquarium/museum/movie. Research - costs, opening times, travel options - why it is of interest to the student
- Inspiring person -research information





# Capturing Learning Strategies 2

Learner instructions:

- Work with a partner and decide on your project - consider what you already know and note key information/questions you need to answer,
- Share the tasks between team members
- Search Internet / library– keyword search and scan results for suitability (note useful web addresses or reference books)
- Skim & scan websites to evaluate information on the topic
- Print useful information / highlight key points
- Review information with partner – have you got the answers and information you want? Is more research needed- who could you ask if you want to check facts?
- Work together to prepare and edit report text/oral presentation - would graphics help? Remember to include websites used.
- Present your project to the class



*Chisholm*



# Fruit shop

- Give information – Talk / write about fruit/vegetables in own country
- Describe how you shop - market, supermarket, fruit shop and why?
- Imperative language- Choose one vegetable, and give/write instructions about how you would cook it.
- Transactional conversation – Ask to buy some fruit/veg, ask about prices/ freshness/ taste
- Link to [1.07 1.08 V2 TASK B transactional fruit and vegie shop](#)





# Shopping 1

Take photos in the local area to make it as close to real life

- Maps of shopping centres – giving / following instructions – walk the route, taking the bus
- Writing – my favourite shopping places and why I like them (present tense)  
Shopping for food and groceries in my country (Past tense)
- Numeracy - prices, +, -, x, sharing expenses, use buy dates, metric amounts, comparisons - heavier lighter- with real ingredients where possible for low level,  
extending to best buys for the money budgets, discounts, GST%,
- Oral communication — paired conversation -  
Teacher to observe - where do you shop and why?  
directions around the shopping area

Link to [1.03 Dandenong bus](#) & [1.09 Numeracy Target/Pizza](#)



*Chisholm*



# Shopping 2

- Higher level task - Excursion incorporating a range of core skills - make up a typical shopping list of 5 – 10 items and then go to shops for the collection of pricing data for supermarket and local shops. Present data in appropriate format , Big supermarkets and small retailers.
- Oral communication – 3+ Discuss advantages and disadvantages of an issue such as:-mass produced / organic/ genetically modified / imported foods/food miles/packaging and the environment – after discussion, learners could do more research and write an argumentative essay





# Medical Issues

- Emergency or local clinic????
- Appointments and describing medical problem - Transactional conversation/role play – negotiate appointment–describe the signs and symptoms of an ailment/dental issue, interpret doctor instructions
- Pharmacy and medicine and pills – asking for help, understanding instruction, dosage
- Writing -completing medical forms.
- Reading – about illness/medical issue
- Early childhood health– weight, length, growth charts, talking about immunisation, nutrition
- Numeracy – directions-to the hospital/dentist – cost of tests/medicine, metric measurement and timing of doses, reading temperatures
- Good health strategies–Read / talk/write about healthy diet, exercise, resting, interests / hobbies that promote good health and exercise
- Oral communication 3+ Discussion about pros and cons of immunisation



Link  
[1.03 v6\\_prose\\_Mohammad's toothache](#)  
[1.09 v3 assessment medicine chart and shapes](#)

Chisholm



# Somewhere to live

- Read a rental ad- online or in a real estate magazine or window – abbreviations, locating information
- Give information – describe needs or an ideal home or write about your suburb
- Transaction- role play a call to ask about a rental property
- Give/follow directions to a local address
- Understanding house plans
- Google maps etc
- Minimising household bills
- Link to [2.07 rental](#), [1.11 rental numeracy](#) Saving money on the bills– [3.03 Fridge and Energy.docx](#)

Dandenong, address available on request

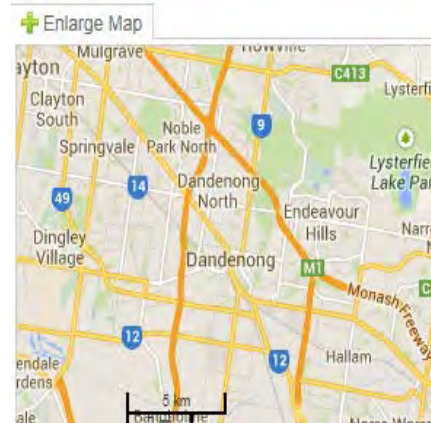
\$150 per week



Unit 1 1

**Big Room \$150 P.W. Rent Includes Bills, In Central...**  
\$150 P.W. rent includes bills. this furnished room situated close to Dandenong Train station, Market and Plaza, walking distance...

★ Save Details



Chisholm



# Mobile phone

- Oral or written information-- Describe the features of your phone
- Give / follow Instructions- How do **you** use your mobile to –call someone/ text/ take or send a photo/ how to record and listen – (Talking Books)
- Mobile Phone Safety see link
- Numeracy L1 – Interpret a phone bill, costs /month
- Numeracy –L2 collect class data on mobile phone brands and chart
- Contract or prepaid?
- Higher L 3+ task- Discuss in a small group. Then write 3 or more paragraphs about one of the following topics:
  - It's easier to text than talk face to face – what do you think? Opinion
  - Mobile phones, social media and cyber bullying
  - Being connected 24/7
- Link to [Mobile pamphlet](#) [Mobile Phone task](#)



| S  | M  | L  | XL   |
|--|--|--|--|
|  |  | FREE TALK, MMS & METACARDS   | FREE TALK, MMS & METACARDS   |
| Talk & MMS<br>\$200 value talk<br>and MMS  | Talk & MMS<br>\$700 value talk<br>and MMS  | Talk & MMS<br>\$1000 value talk<br>and MMS   | Talk & MMS<br>Unlimited talk<br>and MMS  |
| Text<br>Unlimited  | Text<br>Unlimited  | Text<br>Unlimited  | Text<br>Unlimited  |
| Data<br>300MB  | Data<br>1GB  | Data<br>2GB  | Data<br>5GB  |
| Bonus Upgrade<br>Option  | Bonus Upgrade<br>Option  | Bonus Upgrade<br>Option  | Bonus Upgrade<br>Option  |
| Choose either:<br>• Extra \$2000 per month<br>• Extra \$500 (cashback)<br>Select upgrade during checkout | Choose either:<br>• Extra 1GB per month<br>• Extra \$1000 (cashback)<br>Select upgrade during checkout | Choose either:<br>• Extra 1GB per month<br>• Extra \$1000 (cashback)<br>Select upgrade during checkout | Choose either:<br>• Extra 1GB per month<br>• Extra \$1000 (cashback)<br>Select upgrade during checkout |



# Public transport

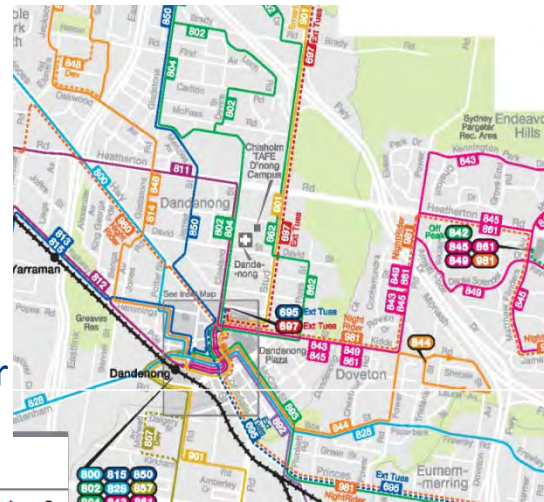
- Local trains/stations and buses
- Routes-train/bus/tram-reading a stylised map
- Timetables /Travel times





# Public transport

- Smart cards/myki for travel and costs
- Writing instructions – tapping on and off / topping up a Smart Card myki
- Planning transport for an excursion – costs, travel time, route
- Oral Communication & or Writing 3+
  - Discuss advantages and disadvantages of using Public Transport over the car
  - Where should Victoria spend its money- on roads or on public transport? Explain and give your opinion.



## 2-hour

|                   | Zone 1 | Zone 2 | Zone 1 + 2 |
|-------------------|--------|--------|------------|
| <b>Full fare</b>  | \$3.58 | \$2.48 | \$6.06     |
| <b>Concession</b> | \$1.79 | \$1.24 | \$3.03     |

## Daily

|                   | Zone 1 | Zone 2 | Zone 1 + 2 |
|-------------------|--------|--------|------------|
| <b>Full fare</b>  | \$7.16 | \$4.96 | \$12.12    |
| <b>Concession</b> | \$3.58 | \$2.48 | \$6.06     |

**Step 2: select journey option** ★ Save ?

Leaving from: Dandenong Railway Station (Dandenong)  
 Going to: Oakleigh Railway Station (Oakleigh)  
 Departing after: 11:40am on Sat 11 October 2014

**Your Options** Duration

- Sat 11:31am - Sat 11:51am 20min [Map](#)
- Sat 11:41am - Sat 12:01pm 20min [Map](#)
- Sat 11:51am - Sat 12:11pm 20min [Map](#)
- Sat 12:01pm - Sat 12:21pm 20min [Map](#)

◀ Earlier Later ▶

**Legend**

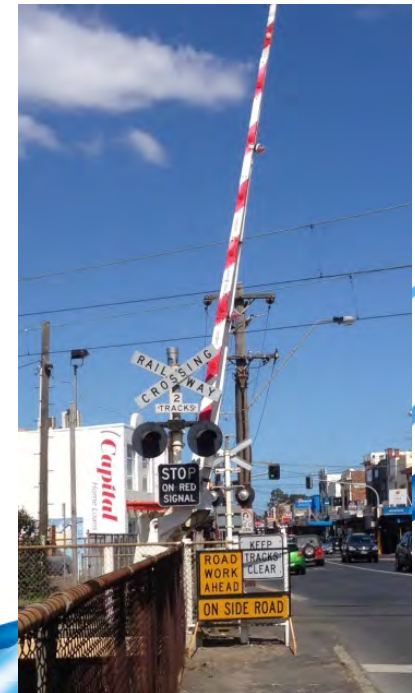
Trains 
 Trams 
 Buses 
 Regional Trains 
 Regional Coaches 
 Walk 
 Car 
 Cycle



# Pedestrians & drivers

- Australian laws for pedestrians and drivers
  - speeds,
  - licence,
  - parking
- Numeracy activities

- Link to [Road laws](#)



Chisholm



# Some local fun

- Local parks
- Restaurants
- Sport /pools
- Local festivals
- Link to [1.09 Menu Apollo Pizza](#)
- Link to [2.04 Dandenong market](#)



# Computer skills

These ideas form the basis of an assessment, or make up part of the tools and processes used to complete another task e.g. learning, writing.

- Give/follow instructions to do a sequential task – log on /off procedures. Save to USB
- Use a search engine to locate 2 or more pieces of specific information
- Access ICT programs for explicit purposes
  - Online learning – English, numeracy, speaking and listening
  - Using online maps –/ rental property / job interview location/ locate public transport options (also numeracy give and follow directions)
  - Navigating websites - Centrelink / Medicare
- Word processing and email
  - English– edit to use adjectives, better sequence, check spelling, formatting
  - letters, emails, workplace memos, procedures, recipes, directions
- Research and academic writing
  - research for further study options – pre-requisite/ course cost & duration/ future employment opportunities - Job ads on Seek.com etc
  - Academic writing (research and verify currency of data and validity of source, reference in correct format, add footnote, appropriate information included in header/footer)
- Link to Cert I EAL task – [1.02 Use computer to learn English](#)

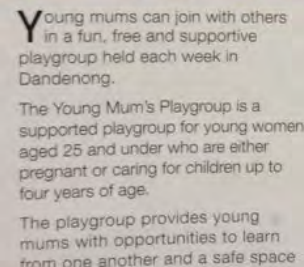


# Samples from local Dandenong Council magazine





## SEPTMBER

business NEWS

to discuss concerns and explore positive parenting techniques.

You can also join in a range of hands-on, fun activities and excursions with your children.

The free playgroup runs 10am-12pm Tuesdays at The Castle.

A young mum's worker is also available to meet with you prior to joining the group.

For further information, please contact Greater Dandenong Youth Services on 9793 2155.



The City of Greater Gardening's Free City Shuttle bus service has received an upgrade.

A new stop has been added to the route and the bus also has a new look and feel.

The bus is now adorned with illustrations of the city's main attractions and landmarks.

This includes Gardening Class, Drum Theatre, Canoeing Market and Gardening Picnic.

The new stop has been added on Walker Street, directly opposite Danderborg's new Civic Centre. It is being trialled until October, when a decision will be made about whether the stop is added to the route permanently.

The City Shuttle is a free service provided by the City of Greater Danderborg. It takes residents and visitors to the main shopping area of central Danderborg, allowing them to enjoy everything the city has to offer.

The service commences at the Dandenong railway station and operates between the hours of 9.15am and 5.15pm Monday to Saturday. There are now eight designated stops before the bus returns to the station (approximately 30 minute round trip).

The bus seats 32 passengers and has two doors and a low lying floor allowing easy access for prams and shopping bags.



# Employment focus

- Speaking & listening -more extended conversations, talking about own skills and abilities
- Mock interview questions – small group activity
- Reading and interpreting job ads
- Writing Job applications, resume, cover letters, online job application,

Link to [Responding to job ads](#)



# Check sheets

- .03 and .04  
cheatsheets- of use  
when choosing  
appropriate reading  
tasks, and writing  
questions to satisfy  
ASCF



# Teaching and assessing conundrums

- Article by Lindee Conway  
Fine Print  
vol 37 #2 2014
- Discusses contextualise  
assessment in LOVE  
Project NMIT
- Uses familiar scenarios
  - Error laced resumes
  - Glenroy Georgeous Hair  
Salon
  - Back to the Doctors
  - Up in Smoke
- (LOVe- from Learning, to  
Outcomes, to Verification)

## Up in Smoke activities:

- Counting ciggie butts on  
campus
- Prices and affordability
- Speakers from Council on  
environmental health
- Web research
- Personal reflection on  
smoking and health



Chisholm



- Images for this presentation were either taken by the presenters or found on internet and Labeled for reuse from the following sites:
- [Wikipedia.org](http://Wikipedia.org)
- [Melbourne\\_blogspot](http://Melbourne_blogspot)
- [En.wikipedia.org](http://En.wikipedia.org)
- [Commons.wikimedia.org](http://Commons.wikimedia.org)
- [En.wikipedia.org](http://En.wikipedia.org)
- [Freefoto.com](http://Freefoto.com)
- [Flickr.com](http://Flickr.com)



*Chisholm*



# Typical assessment task - Speaking

- In a small group or a pair, you will prepare and talk about your topic (eg public transport options near your home). Your teacher will be part of the group and may make some notes while you speak.
- Speak slowly and clearly. Use some adjectives, pronouns, and prepositions. Use some sentences with more than one idea (sentences that may contain words like and, but, then....). Will you use any images?

Remember to

1. Introduce yourself
2. Talk about your topic – give some information about what's available, the cost, where can people get to.
3. Talk about what/how/when **you** use it.
4. Give your opinion about **you** think is good or not good about it.
5. Check your classmates for feedback-
  - A. If they are frowning, check they understand what you said?
  - B. Ask if they have questions for you?
  - C. Ask what they think - do they have more information or opinions to share with you ?
6. Respond to your classmates questions or comments and continue!!
7. Finish your talk appropriately

[. 07 Assessor recording sheet](#)



Chisholm



**Thank You – we've shared some examples of contextualised assessments - we invite you to share your strategies**

**Frankie den Hartog & Libby Rowswell  
Chisholm Institute**



*Chisholm*