



## EJERCICIO PRÁCTICO: ESPECIALIDAD INGLÉS

Modelo de examen: 10

**TASK 1. YOU ARE GOING TO HEAR PART OF A LISTENING ABOUT ASSESSMENT. THIS EXERCISE CONSISTS OF TWO TASKS. READ THE INSTRUCTIONS FOR BOTH TASKS BEFORE YOU START. TO FULFIL BOTH TASKS YOU WILL HEAR THE TEXT **ONLY TWICE**.**

**Part 1.** *Listen and answer the following questions according to what you hear, fill in the gaps when needed (from 1 to 10 words) and find the meaning of the words in **bold**.*

1. What makes assessment so appealing to Daisy is mainly because it's about .....
2. Without having marked books, for example when she was teaching "Timothy Winters" poem by Charles Causley in her class, she would not have understood..... wrong ideas her students got, .....central point of it.
3. The most important thing when assessing is fundamentally: .....
4. When it comes to data sheets, she was keen on..... scripts the produced, questions and answers. It's easy now quite to ..... from quite a high level and seeing an..... right at the top so you go right down and see the script.
5. Daisy Christodoulou likes seeing what children.....
6. The things that a lot of teachers don't like when assessing is trying to ....., because you make these absolute judgements .
7. Assessing progress, assessing learning, assessing understanding. There are countless ways of assessing and you do get in..... about it. Actually, sometimes, your performance can ..... but you're still learning, consolidating the ..... in the long term memory. So an assessment doesn't necessarily ..... all the things that are going on or they have are learnt.
8. Christodoulou tries to ..... that these things are different.
9. Giving pupils a small quiz is ..... way and you get an immediate, a quick ..... and decide what to do next. Different ..... task to be assessing different things. You always have to be ..... of what it is you are trying to do next and then you get the best assessment.
10. **Tease out** (figure the meaning from the context):

**Part 2.** *With your own words, write what the speaker's main point is and why she is driven towards that thought.*



**TASK 2. VOCABULARY. DEFINE THE FOLLOWING WORDS AND GIVE EXAMPLES WHEN NEEDED.**

Word	Definition	Example
Assessment		No need for an example
Summative assessment		- - - -
Formative assessment		- - - - -
Report (assessment report)		No need for an example

**TASK 3. READING**

**Part 1.** Choose the correct word for each gap.

She said: “Comparative judgement has enormous potential to 1. .... the way assessment and feedback work. Some of the most 2. .... problems in education today are around workload, 3. .... accuracy, and the way that assessment 4. .... the curriculum. Comparative judgement has the potential to help 5. .... all of these problems.”

As a journal 6. .... in a recent feature, comparative judgement involves teachers taking two pupils’ scripts and simply deciding which one they think is better. This information is then 7. .... into computer software.

Teachers then compare another two scripts, and another two. The computer algorithm is then able to 8. .... many scripts into order of quality, as 9. .... by the teachers. The process is significantly quicker than current marking and 10. .... of written work.

In the past, Ms Christodoulou has 11. .... comparative judgement as “an assessment innovation that really works”.

1.	A) do over	B) transform	C) convey
2.	A) big	B) grave	C) pressing
3.	A) marking	B) seeking	C) finding
4.	A) distorts	B) sharpens	C) enhances
5.	A) address	B) solve	C) resolve
6.	A) framed	B) outlined	C) detracted
7.	A) pulled	B) fed	C) scanned
8.	A) scale	B) utter	C) rank
9.	A) seized up	B) likened	C) judged
10.	A) moderation	B) settlement	C) controlling
11.	A) hint to	B) referred to	C) resorted to



#### TASK 4: DIDACTICS

**Part 1.** Determine the objectives of the different stages according to what you gather from the table below. Start with the word given. You are given an example of the Foundation Stage in Mathematics and Numeracy.

#### **Mathematics and Numeracy**

*Mathematics and Numeracy is the development and application of mathematics in a variety of meaningful contexts.*

**In Foundation Stage,** the emphasis is on working in practical situations and games to develop confidence in using mathematical concepts and language.

**Progression in Key Stage 1** requires \_\_\_\_\_

**In Key Stage 2,** pupils should be given \_\_\_\_\_

\_\_\_\_\_ Throughout Foundation, Key Stage 1 and Key Stage 2, pupils need opportunities \_\_\_\_\_

Throughout Foundation Stage	Throughout Key Stage 1	Throughout Key Stage 2
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• use appropriate mathematical language and symbols;</li> <li>• sort and re-sort materials, recording the outcomes in a variety of ways;</li> <li>• talk about data represented in simple block graphs, tables and diagrams;</li> <li>• understand the conservation of number;</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• develop and consolidate their mathematical ideas from Foundation Stage, using practical materials before moving on to more formal methods of recording;</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• continue to use a wide variety of materials, games, tools and ICT resources to develop and consolidate their mathematical skills and concepts;</li> </ul>
<ul style="list-style-type: none"> <li>• count forwards and backwards from different starting points;</li> <li>• recognise numbers to at least 20;</li> <li>• carry out mental calculations such as 1 more/less than up to 20, doubles up to 10, and mentally add and subtract within 10;</li> </ul>	<ul style="list-style-type: none"> <li>• communicate in oral, pictorial and written form, progressing at their own pace from informal personal language to mathematical language and from personal recording to mathematical representations and symbols; and</li> </ul>	<ul style="list-style-type: none"> <li>• communicate in oral, pictorial and written form; and</li> </ul>
<ul style="list-style-type: none"> <li>• understand that 'teen' numbers are made up of 10 plus another number;</li> <li>• begin to measure using non-standard units;</li> <li>• talk about the properties of 3D and 2D shapes using appropriate mathematical language; and</li> <li>• be involved in solving practical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• develop their mathematical language, which is of fundamental importance (talking about work has a higher priority than recording in the early years).</li> </ul>	<ul style="list-style-type: none"> <li>• use and extend their mathematical language by discussing, describing, comparing and explaining all aspects of their mathematics, progressing from the use of informal personal language to effective use of appropriate mathematical language.</li> </ul>

**Part 2.** You are conducting a placement test to your primary students (just of the **SPEAKING** skill) from level A1-B1. All the tests are based on the picture below. Complete the boxes with the level requirements. Complete with at least two requirements or kind of performance your pupils should be able to do in each level. You are given an example in the first table.



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Primary School Assessment Kit

#### LEVEL A1

Category of competence	A1.1 = 1 point	A1.2 = 2 points	A1.3 = 3 points
Vocabulary	<ul style="list-style-type: none"> <li>- Seems to recognize what is being pointed at</li> <li>-</li> <li>- May require assistance</li> </ul>		

#### LEVEL A2

Category of competence	A2.1 = 1 point	A2.2 = 2 points	A2.3 = 3 points
Vocabulary			
Grammar			

#### LEVEL B1

Category of competence	B1.1 = 1 point	B1.2 = 2 points	B1.3 = 3 points
Vocabulary			



Grammar			
Pronunciation			

**Part 3.** Answer the following questions:

- A) Why is assessment important?
- B) What is the difference between assessment and evaluation?
- C) What is the teacher's role?

#### **TASK 5. USE OF ENGLISH**

**Part 1.** Rephrase the following sentences using the word in bold so that it has a similar meaning to the first sentence.

Anne's dedication to her work has always been exemplary.

**herself**

Anne ..... the most exemplary way.

Henrik was pleased to be selected for the drama play.

**delight**

Much..... for the drama play.

It may seem strange, but the actor had no formal training in acting.

**lacks**

Strange.....kind of formal training in acting.

The teacher found it hard to get used to the fact that he had lost his job.

**terms**

The teacher found it hard.....the fact he had lost his job.

The children felt relax at the school's concert because their parents cheered them up.

**ease**

The children.....the cheers of their parents.



**Part 2.** Think of the word which best fits each space and fill in each gap with just one word.

Each class teacher 1. .... tailor the skills that they need to cover 2. .... the appropriate level to 3. .... the needs of their pupils. Planning 4. .... teaching and learning should identify clear learning intentions, specifying the knowledge that pupils should acquire in each 5. .... The teacher could also 6. .... in this planning if an assessment activity was 7. .... be carried out and the form this would take. Discussion with pupils should take place to negotiate the success 8. .... For example, teachers might plan 9. .... observe a particular class/group activity or plan an assessment activity to allow pupils to demonstrate a Cross-Curricular Skill, or include a piece of 10. .... that allows them to 11. .... what they have learned. 12. .... type of assessment teachers choose to use, it should be manageable for them and meaningful for the pupils. 13. .... the year, teachers will use a variety of approaches to 14. .... pupils' progress and record the assessment 15. .... This should help them build up a holistic 16. .... of each pupil. They may also need to share the outcomes with the school's Areas of Learning co-ordinators and/or assessment co-ordinator. The assessment outcomes will then be reported to parents in each pupil's Annual Report. This will include an explanation of the topic(s) studied, the interest that the pupil has 17. .... in this Area of Learning, and any special ways in which they may have contributed to the class activities.