

## Introduction

*This 45-minute formative assessment is designed to evaluate students' understanding of the present continuous tense in the context of English Language Arts, specifically grammar. The assessment is aimed at 14-16 year old students and aligns with the following learning objectives:*

- Identify and explain the present continuous tense
- Use the present continuous tense in context
- Demonstrate understanding of grammar rules
- Apply vocabulary related to reporting and media

## Section 1: Multiple Choice Questions

*Choose the correct answer for each question:*

1. Identify the correct form of the present continuous tense in the following sentence: "By next year, I \_\_\_\_\_ (study) English for five years."
  - A) will have studied
  - B) am studying
  - C) have been studying
  - D) study
2. Which of the following sentences is an example of the present continuous tense?
  - A) I go to school every day.
  - B) I am going to school right now.
  - C) I went to school yesterday.
  - D) I will go to school tomorrow.
3. What is the purpose of using the present continuous tense in reporting and media?
  - A) To describe completed actions
  - B) To describe actions that are happening now
  - C) To describe actions that will happen in the future
  - D) To describe actions that happened in the past

## Section 2: Short Answer Questions

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Answer each question in complete sentences:

1. Explain the difference between the present simple and present continuous tenses. Provide examples to support your answer.

2. Write a short paragraph (5-7 sentences) describing what you are doing at the moment. Use the present continuous tense to describe your actions.

## Section 3: Performance Task

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*Imagine you are a news reporter, and you need to write a short script (1-2 minutes) about a current event. Use the present continuous tense to describe what is happening at the moment. Include at least five vocabulary words related to reporting and media (e.g. broadcasting, interviewing, investigating).*

[Space for script]

## Marking Guide

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*The assessment will be marked as follows:*

- Multiple Choice Questions (30 points):
  - 1 point for each correct answer
- Short Answer Questions (40 points):
  - Question 1: 10 points for explanation and examples
  - Question 2: 10 points for use of present continuous tense and paragraph structure
  - Question 3: 20 points for use of present continuous tense, vocabulary, and script structure
- Performance Task (30 points):
  - 10 points for content and use of present continuous tense
  - 10 points for vocabulary and reporting skills
  - 10 points for script structure and delivery

## Implementation Guidelines

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*The assessment will be administered as follows:*

- Time allocation: 45 minutes
- Administration tips:
  - Ensure students have access to pens, pencils, and paper.
  - Provide clear instructions and examples for each section.
  - Allow students to ask questions before starting the assessment.
  - Encourage students to use their own ideas and examples in the short answer and performance task sections.

## Differentiation Options

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*The assessment can be differentiated as follows:*

- For students with learning difficulties:
  - Provide extra time to complete the assessment.
  - Offer one-on-one support during the assessment.
  - Use visual aids and examples to support understanding.
- For English language learners:
  - Provide a bilingual dictionary or glossary.
  - Offer extra time to complete the assessment.
  - Use simplified language and examples to support understanding.
- For gifted students:
  - Provide additional challenge questions or tasks.
  - Encourage students to create their own news script or report.
  - Offer opportunities for peer review and feedback.

## Bloom's Taxonomy Alignment

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*The assessment is designed to align with the following levels of Bloom's Taxonomy:*

- Knowledge: Multiple choice questions and short answer questions
- Comprehension: Short answer questions and performance task
- Application: Performance task and short answer questions
- Analysis: Short answer questions and performance task
- Synthesis: Performance task and short answer questions
- Evaluation: Performance task and short answer questions

## Multiple Intelligence Approaches

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*The assessment is designed to cater to different learning styles and abilities, including:*

- Linguistic: Multiple choice questions, short answer questions, and performance task
- Logical-mathematical: Multiple choice questions and short answer questions
- Spatial: Performance task and short answer questions
- Bodily-kinesthetic: Performance task and short answer questions
- Interpersonal: Performance task and short answer questions
- Intrapersonal: Short answer questions and performance task

## Clear Success Criteria

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*The success criteria for this assessment are:*

- Ability to identify and explain the present continuous tense
- Ability to use the present continuous tense in context
- Ability to demonstrate understanding of grammar rules
- Ability to apply vocabulary related to reporting and media
- Ability to create a well-structured and coherent script or paragraph

## Evidence Collection Methods

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*The assessment will collect evidence of student learning through:*

- Multiple choice questions
- Short answer questions
- Performance task

## Feedback Opportunities

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*Feedback will be provided to students through:*

- Marking and comments on the assessment
- Class discussion and review of the assessment
- One-on-one feedback and support
- Peer review and feedback opportunities

## Conclusion

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*This assessment is designed to evaluate students' understanding of the present continuous tense in the context of English Language Arts. The assessment includes multiple choice questions, short answer questions, and a performance task, and is aligned with the learning objectives and success criteria outlined above. The assessment is designed to cater to different learning styles and abilities, and provides opportunities for feedback and support.*

