Lesson Planning, Staging & Assessment Design

Written Licensing Examination — Curriculum & Design

Session: 2024 | Duration: 3 Hours | Scale: 20 Points | Practical Instructional Design

CANDIDATE INSTRUCTIONS

- Complete the full lesson blueprint using clear timing, stage aims, and interaction codes.
- Every activity must link explicitly to your stated learning outcomes.
- Include concrete board layout notes and assessment checks.

PART I — Full 55-Minute Reading Lesson Plan (10 Points)

You are assigned a 260-word magazine article titled 'Why Quiet Streets Help Cities Think' for Grade 11 learners (B1+ level).

REQUIRED LESSON PARAMETERS

Class profile: 30 learners, mixed proficiency, 55 minutes, standard whiteboard + printed text.
Framework: Pre-Reading / While-Reading (Gist + Detail) / Post-Reading (Transfer).
Mandatory elements: Stage aims, timing, teacher/learner actions, CCQs/ICQs, and board plan.

1. Write the lesson header: class level, main aim, subsidiary aim, target vocabulary (5 items), and anticipated problems with solutions. [2.5 pts]

2. Detail the Pre-Reading stage (10 min): visual lead-in, prediction prompt, and selective pre-teaching of blocking lexis. [2 pts]

3. Detail the While-Reading stages (25 min): one skimming/gist task with strict time limit, one scanning/inference task with peer verification, and one vocabulary-in-context task. [3.5 pts]

4. Detail the Post-Reading stage (20 min): a communicative speaking or short writing transfer task plus an exit ticket checking objective mastery. [2 pts]

PART II — Scaffolding Mixed-Ability Learners (5 Points)

In your class, five learners finish reading tasks in half the allotted time while six struggle to parse long sentences.

5. Design two concrete differentiation strategies (one tiered support for developing readers, one meaningful extension for fast finishers) that avoid stigma or busywork. [3 pts]

6. Write three Instruction-Checking Questions (ICQs) you would ask before releasing students into a jigsaw reading task. [2 pts]

PART III — Summative vs. Performance Assessment (5 Points)

Your department wants to modernize its end-of-unit evaluation.

7. Critique a 100% multiple-choice end-of-unit test against the principles of construct validity, authenticity, and positive washback. [2.5 pts]

8. Propose a balanced 20-point unit assessment blueprint combining receptive comprehension, contextualized language use, and a short communicative production task. [2.5 pts]

EXAMINER MARKING SCHEME & MODEL GUIDANCE

Part I Model Architecture

Pre (10m): Contrast two street photos (congested vs. pedestrianized); elicit predictions; pre-teach 'pedestrianize, noise pollution, commute, urban planner'. While-1 (7m): 2-minute skim to match 3 paragraph headings. While-2 (12m): True/False/Not Given with textual evidence + pair comparison before open-class feedback. While-3 (6m): Deduce meaning of 4 bold words from context. Post (20m): Groups draft a 3-point proposal for their school neighborhood and pitch for 60 seconds; 2-minute exit slip.

Part II Differentiation & ICQs

Support: Paragraph-numbered margin glosses + sentence frames for summary. Extension: Write two inference questions for a peer or argue the counter-perspective (local shopkeepers' concerns). ICQs: 'Are you reading all three texts or only Text A?' 'How many minutes do you have?' 'Do you write full sentences or key notes?'

Part III Blueprint Benchmark

MCQ-only tests under-represent productive competence (low construct validity) and drive negative washback (memorization over communication). Balanced 20-pt blueprint: Reading/Listening (6 pts), Contextualized Grammar & Lexis (5 pts), Guided Communicative Writing/Speaking (9 pts) scored with a transparent rubric.