

# Session 12

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|                          | <b>Session 12</b>                                                                                                                                                                                                                                                                                                                                                 |
| <b>Session Title</b>     | <b>Midline Assessment Day</b>                                                                                                                                                                                                                                                                                                                                     |
| <b>Objective</b>         | <ul style="list-style-type: none"><li>• Assess students' progress in reading, writing, and speaking since the baseline assessment.</li><li>• Identify areas where students have shown improvement and areas that still need more focus.</li><li>• Create a relaxed and positive assessment environment to make students feel comfortable and confident.</li></ul> |
| <b>Topics/Concept</b>    | <ul style="list-style-type: none"><li>• Basic reading, writing, and speaking skills (with a focus on the progress made since the baseline).</li><li>• Confidence in applying learned English concepts.</li></ul>                                                                                                                                                  |
| <b>Material Required</b> | <ul style="list-style-type: none"><li>• Same assessment sheets used in the baseline (now modified slightly for midline, reflecting more practice).</li><li>• Pencils and erasers.</li><li>• Flashcards (optional, for the speaking task).</li></ul>                                                                                                               |
| <b>Methodology</b>       | <ul style="list-style-type: none"><li>• A non-stressful, supportive assessment session where students will complete tasks involving reading, writing, and speaking.</li><li>• Emphasize the learning process and progress, ensuring that students feel motivated and confident.</li></ul>                                                                         |

## Session Plan 90 Min

### Intro Activity

Introduction to the Midline Assessment:

- Greet the students warmly and explain that today's session is a "midway check-in" to see how much they've learned since the baseline assessment.

- Reassure students that this is not a test but a way to celebrate their progress and identify areas they may still need some practice in.
- Let students know they'll be completing the same tasks as in the baseline (reading, writing, and speaking) but with more focus on what they've learned so far.

## **Main Topic/ Activity**

- Hand out the midline assessment sheets:
  - • Use the same assessment format as the baseline, but this time, make slight adjustments to ensure it reflects the students' progress.
  - For example, you could add a few slightly more complex questions or tasks to assess their advancement (e.g., introducing a few more words to spell, slightly more complex sentence structures to write, or more varied questions to answer orally).

Example questions for the midline assessment:

- Write the words 'cat', 'dog', 'sun', and 'mat'.
  - Read the sentence: "I like to play with my cat."
  - Answer the question: "What is your favorite food?"
  - Draw a picture of an object that starts with the letter 'B' (e.g., "ball" or "bird").
  - Write the sentence: "I see a dog."
- Reading Task:
    - • Read each task aloud, just like in the baseline, and allow students time to write or respond.
    - For example, ask them to read the word or short sentence aloud, like "I like to play" or "sun."
  - Writing Task:
    - • Ask students to write simple sentences or words, encouraging them to apply what they've learned about blending sounds and forming words.
    - Example: "Write the word 'mat'" or "Write the sentence 'I like to play with my dog.'"
    - This will show how well they can apply their learned skills in writing.

- **Speaking Task:**

- • Ask students to read the words or short sentences aloud (e.g., “I see a dog.” or “I like ice cream.”).
- They can also answer basic questions orally, just as they did in the baseline, but now with slightly more complexity in the questions.
- Example: “What do you like to do after school?” or “What is your favorite animal?”

- **Wrap-Up (Review of Tasks):**

- • Once students finish, allow them to hand in their sheets.
- Offer encouragement and praise for their efforts throughout the session. Remind them that the goal was to show how much they’ve learned, not to “get everything perfect.”

## **Expected Learning Outcome:**

### **Knowledge building-Skill Building-**

### **Review Questions/Assessment/Tasks**

- **Reflection on the Midline Assessment:**

- • Ask students to reflect on how they felt about the session.
- Example questions:
  - “How did you feel when you were reading the words?”
  - “Was writing the sentence easier or harder than before?”
  - “What did you enjoy the most about today’s activity?”
- Help them identify areas where they felt confident and areas, they found challenging.

- **Feedback to Students:**

- • Give individual feedback based on their progress from the baseline.
- Celebrate their strengths and encourage them by pointing out areas for continued practice.

- Example: “You did a great job writing the word ‘dog’! Next, let’s practice writing words with more letters.”

## Follow up Tasks

- Teacher’s Reflection:

- Review the midline assessment sheets and compare the results with the baseline to see students' progress.
- Identify patterns of improvement or areas where students still need further practice (e.g., specific sounds, blending words, or writing more complex sentences).

- Providing Feedback to Students:

- • Offer feedback during the next lesson, praising their growth since the baseline and identifying key areas for further development.
- Use the insights from the midline assessment to plan focused activities for future lessons that target areas where students need more practice.

- Next Session Focus:

- • In the next lesson, provide activities and tasks that reinforce the areas identified in the assessment as needing attention (e.g., blending, pronunciation, writing).
- Plan fun and engaging exercises to build confidence and continue learning at the right level for each student.

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