

Promoting Assessment for Learning in English Language Education at Primary Level

English Language Education Section
Curriculum Development Institute
Education and Manpower Bureau
Hong Kong Special Administrative Region
2004

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Curriculum Development Institute
Education and Manpower Bureau
Hong Kong Special Administrative Region
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Introduction

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Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through various means when carrying out learning tasks, assessment tasks, tests, examinations, etc. Assessment serves different purposes, from measuring attainment to informing learning and teaching through providing quality feedback. In this resource package, we will focus on the role of 'Assessment for Learning' in enhancing English learning and teaching in everyday classroom practice.

The Basic Education Curriculum Guide – Building on Strengths (Primary 1 - Secondary 3) (CDC, 2002) and *English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3)* (CDC, 2002) recommend that there should be a change in assessment practices and schools should put more emphasis on 'Assessment for Learning' as an integral part of the learning, teaching and assessment cycle. By using different modes of assessment, teachers can seek to identify students' strengths and weaknesses, diagnose their learning difficulties, and provide quality feedback to students on how to improve their work. At the same time, the evidence of student learning collected can help teachers review their expectations of students, curriculum design and content as well as teaching strategies and activities so as to enhance learning and teaching.

This resource package is a joint production of the English Language Education Section and the Native-speaking English Teacher Section of the Curriculum Development Institute, Education and Manpower Bureau, and the former Primary Schools English Development (PSED) Pilot Project of the Quality Education Fund in 2001-2002.

It is hoped that English teachers who will serve as facilitators of in-house professional development seminars or workshops can make effective use of this resource package and disseminate the key messages related to 'Assessment for Learning'. All primary English teachers are also encouraged to view the resource package to gain a better understanding of the role of formative assessment in enhancing the learning and teaching of English.

Teachers' feedback and suggestions on using the resource package are most welcome. Comments and suggestions can be sent to:

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How to use this resource package

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This resource package consists of a CD-ROM and a Facilitator's Guide. It is intended to provide materials and references for schools to conduct their own in-house professional development seminars or workshops. Schools are encouraged to identify an experienced teacher in the school's English Panel to take up the role of facilitator and disseminate the key messages related to 'Assessment for Learning' in English Language Education.

The CD-ROM

The CD-ROM provides a set of slides similar to a PowerPoint presentation which includes video clips and activities to help teachers understand:

- the purposes of assessment;
- what formative assessment is;
- how formative assessment is effectively conducted in primary classrooms in Hong Kong;
- how teachers use effective questioning techniques to help learners develop their critical thinking skills as well as creativity; and
- how feedback is given and used to improve learning and teaching.

The Facilitator's Guide

The Facilitator's Guide provides the facilitators with notes and materials on how to use the CD-ROM in in-house professional development seminars or workshops. This guide includes detailed explanatory notes (🌐) on the set of slides in the CD-ROM, commentaries on video clips (💻), descriptions of activities (👥) and suggested answers (💡).

An on-line version of the resource package is available at <http://cd.emb.gov.hk/eng>.

The CD-ROM is auto-run and no installation is required. The following are the system requirements for the computer:

- Pentium II 350 MHz or above
- 128 MB memory or above
- Windows NT/XP/2000/98
- 12x CD-ROM drive or above
- 16 bit 800 x 600 display card
- Sound Blaster or compatible sound card
- Internet Explorer 5.5 or above
- Macromedia Flash Player 5.0 or above
- Adobe Acrobat Reader 5.0 or above

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St Andrew's Catholic Primary School
(the former Our Lady of China Catholic Primary School (AM))
St Paul's Primary Catholic School
TWGHs Leo Tung-hai Lee Primary School

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Last but not the least, we would also like to thank the colleagues from the Native-speaking English Teacher Section of the Curriculum Development Institute, Education and Manpower Bureau, and the former Primary Schools English Development (PSED) Pilot Project in 2001-2002.

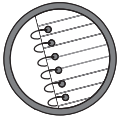
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Ms LAI Han-lan Sonya
Ms Eilis MURPHY
Ms Sandy SHUM
Ms Stacey SVIESTRUP
Ms TANG Yuen-chu

Presentation slides

Slide

What is assessment?

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through various means when carrying out learning tasks, assessment tasks, tests, examinations, etc.



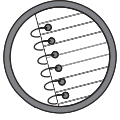
- Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through various means, for example,
 - asking for or eliciting learners' response to learning tasks;
 - observing how learners use language in class and in activities;
 - noting how they interact in group activities;
 - noticing their body language and facial expressions; and
 - marking learners' work

when carrying out learning tasks, assessment tasks, tests, examinations, etc.

Slide

Purposes of assessment

- Grading of learners' performance and progress
- Diagnosis of learners' strengths and weaknesses
- Provision of quality feedback
- Evaluation of teaching effectiveness, etc.

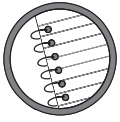


- Assessment serves different purposes, from measuring what has been mastered (i.e. attainment) to informing learning through diagnosing learners' strengths and weaknesses and providing quality feedback. At the same time, teachers can also adjust their teaching, as well as their plans and strategies, after considering the results of assessment (i.e. for learning and teaching purposes).

Slide

What is the difference between 'Assessment for Learning' and 'Assessment of Learning'?

| | Assessment for Learning | Assessment of Learning |
|--------------------|---|---|
| Why assessment? | For improvement <ul style="list-style-type: none">Identifying learners' strengths and weaknesses in order to enhance learning and teaching | For accountability <ul style="list-style-type: none">Reporting learners' attainment against the learning targets and objectives |
| Whom to inform? | Mainly learners and teachers | Mainly school heads, teachers and parents |
| What is the focus? | Providing quality feedback for learners, which entails timely support and enrichment, and helping teachers review the learning objectives, lesson plans and teaching strategies | Assessing learners' performance and progress against the learning targets and objectives |



Room for improvement in school practice

- As mentioned earlier, assessment serves different purposes. However, very often schools tend to assess learners' performance and progress without making use of the evidence of learning to enhance learning and teaching; they stop at reporting on just the results of learning using grades or marks. What they do is merely 'Assessment of Learning'.

What needs to be done

- Promote 'Assessment for Learning'

In the *Basic Education Curriculum Guide – Building on Strengths* (CDC, 2002), it is recommended that schools should review their current assessment practices and put more emphasis on 'Assessment for Learning' as an integral part of the learning, teaching and assessment cycle.

- To enhance learning

By using different modes of assessment, teachers can seek to:

- identify learners' strengths and weaknesses;
- diagnose their learning difficulties; and
- most importantly, provide quality feedback for learners on how to improve their performance.

- To enhance teaching

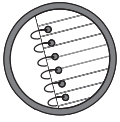
By using the evidence of student learning collected, teachers can review:

- their expectations of learners;
- curriculum design and content; and
- teaching strategies and activities.

What is formative assessment?

- An integral part of the learning, teaching and assessment cycle
- On-going evaluation of learners' performance and progress
- Focused
- Criterion-referenced
- A useful means to enhance learning and teaching





Formative assessment serves as a useful means to facilitate assessment for learning.

Common misunderstanding

- Many teachers have the misunderstanding that in order to conduct formative assessment, an assessment task has to be developed. This is not necessarily the case as formative assessment can actually be carried out during the everyday learning and teaching process where learners' performance is observed by teachers.
- Only when teachers feel the need to collect more information on learners' performance against some learning targets and objectives, do they then need to design an assessment task.

Focused targets and objectives

- To facilitate learning and teaching, it is advisable to integrate formative assessment into the daily learning and teaching process and focus on 1 or 2 learning targets and objectives each time. By doing so, learners' strengths and weaknesses can be identified more easily at an early stage and the provision of timely feedback becomes more manageable to teachers and more focussed for learners.
- However, when teachers feel that they need to collect more evidence of learning after some time, a more structured assessment task focusing on relatively more learning targets and objectives (especially when it is in written mode) can be designed. Yet it is not advisable to wait too long and assess too many learning targets and objectives through an assessment task for formative assessment. The earlier the teachers identify the learners' difficulties, the more timely it is for teachers to give feedback and perhaps the easier it is for learners to overcome their learning difficulties.

Using criterion-referenced principles

- Formative assessment should be based on criterion-referenced principles by which a learner's performance is assessed and described in relation to criteria rather than how other learners perform.
- In daily classroom activities, teachers develop or agree with the learners on what they should be able to do in order to tell themselves how far they have achieved the focused learning targets and objectives. These criteria are referred to as the success criteria. (For more detailed explanation of success criteria, please refer to pages 43-44.)



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Formative assessment as an integral part of learning, teaching and assessment cycle

In this lesson, while the learners are working in pairs to practise the target language items and structures, the teacher observes their performance and provides feedback when necessary. Some groups are then asked to come out and present to the class. The teacher gives support and provides suggestions on how learners can improve their work.



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- What suggestions does the teacher make?
 - What strategies does the teacher use when providing feedback?

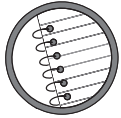


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- When the teacher finds that learners are looking at the dialogue on the blackboard, the teacher encourages them to challenge themselves by not looking at the blackboard.
 - The teacher asks learners to speak louder and to provide more ideas instead of following the examples given by the teacher.
 - When learners have made mistakes, instead of saying that they are wrong, the teacher indirectly corrects them by saying the correct answer and stressing the part where learners have made mistakes.

Why do we need formative assessment?

To improve learning and teaching through:

- diagnosing learners' strengths and learning problems or difficulties
- providing timely guidance and feedback to learners
- reviewing and improving teaching plans and strategies

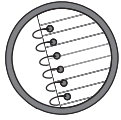


- Formative assessment can help to enhance learning and teaching.
- Through observation and other means, teachers can diagnose learners' strengths as well as their weaknesses.
- Based on the evidence of learning collected, teachers can:
 - provide appropriate feedback and give specific suggestions on how learners can improve their performance;
 - help learners understand what they should try to achieve next, and how best they might do this; and
 - design and develop enrichment or intervention programmes to help learners progress.
- For examples of effective strategies and activities in teaching English to young learners, please refer to the resource package 'Strategies and Activities to Maximize Pleasurable Learning Experiences' (SAMPLE) produced by the English Language Education Section, Curriculum Development Institute and issued to schools in 2000.
- It is also important that the feedback should be given at the right time. Sometimes, it is not desirable for teachers to interrupt during the process of student-student interaction or presentations even though learners have made mistakes as it will undermine their confidence in using English and possibly affect the rest of their performance or production.
- Teachers can also make use of the information to review and improve their teaching plans and strategies accordingly.

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When should formative assessment take place?

Formative assessment forms an essential part of everyday classroom practice, and evidence of learning could be collected throughout the term or year to improve learning and teaching.

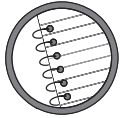


- Since formative assessment is the on-going evaluation of learners' performance and progress to collect evidence of learning to improve learning and teaching, it is often informal and naturally happens in the day-to-day learning and teaching process.
- Only when teachers feel the need to collect more information on learners' performance against some learning targets and objectives, do they then need to design a more structured assessment task.

Slide

Who should conduct formative assessment?

- Teachers
- Learners
- Parents



Learners

- Apart from teachers, learners should also be encouraged to assess their own work as well as the work of their peers so that they can take charge of their own learning.
- When learners are involved in self or peer assessment, they should have a clear understanding of what they should be able to do in order to achieve the learning objectives (i.e. the success criteria). Learners could be involved in setting the success criteria so that they could have a greater sense of ownership and commitment.

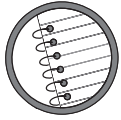
Parents

- As parents are also the stakeholders, they could be involved in conducting formative assessment of learners' performance. However, they are not expected to give a grade or mark to the learners' work.
- Instead, parents are encouraged to talk with their children about the activities they are engaged in school, understand how well their children are performing and the difficulties they have encountered. The information collected can help parents set reasonable expectations of their children.
- Parents should show appreciation of their children's efforts and whenever possible, provide appropriate guidance. The encouragement and support from parents play an important role in motivating their children to learn.

Slide

What kinds of tasks are suitable for formative assessment?

- All kinds of learning tasks
- Assessment tasks with specific focuses

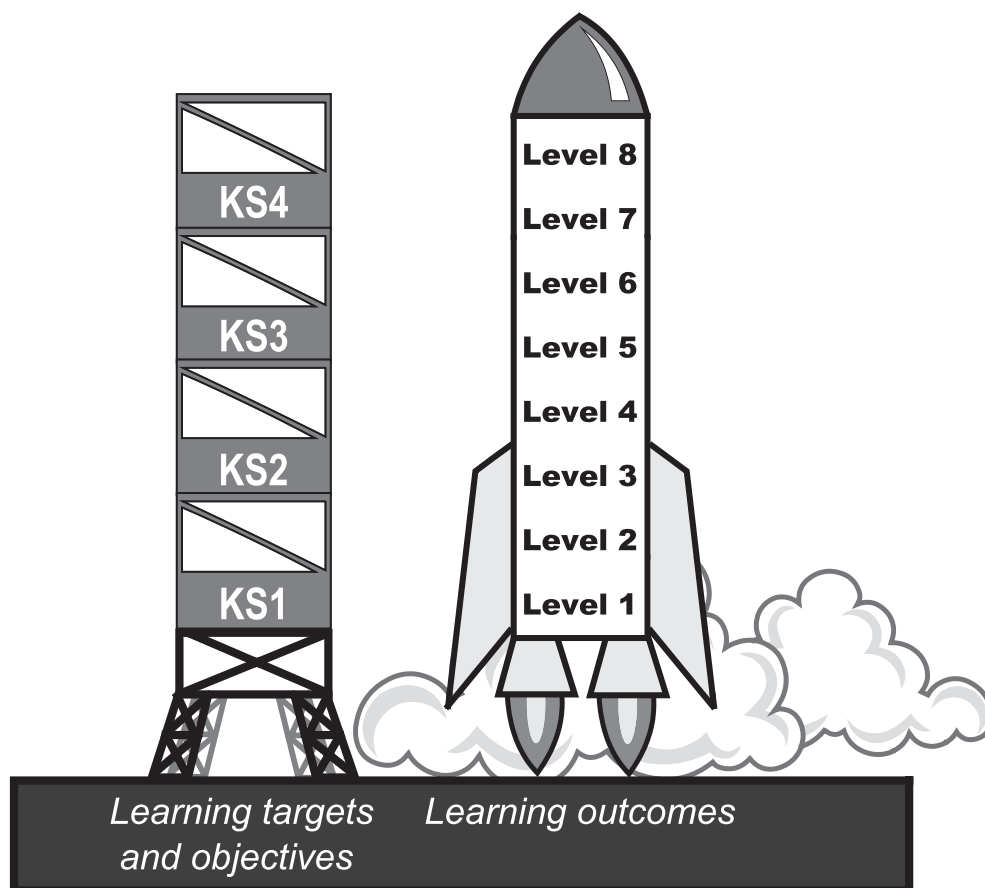


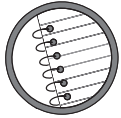
- As formative assessment can be carried out during the day-to-day classroom learning and teaching where learners' performance is observed or noted by teachers, all kinds of learning tasks can be used.
- Teachers can also develop more structured assessment tasks focusing on specific learning targets and objectives to see if learners can demonstrate the application of knowledge, skills and strategies.

Slide

How to develop a task for formative assessment

- Determine the learning targets and objectives to be focused on, and the expected learning outcomes



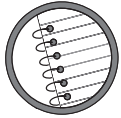


- Throughout the key stages of learning, teachers should ensure that adequate opportunities are provided to let learners demonstrate their performance and progress towards the different learning targets and objectives.
- When it comes to formative assessment, apart from the learning tasks, teachers may also design more structured assessment tasks focusing on relatively more learning targets and objectives to collect evidence of student learning.
- While the learning targets and objectives set out what learners are to learn and use at each key stage, the expected learning outcomes describe more specifically the expected level of attainment of learners for each of the four language skills (i.e. listening, reading, speaking and writing). (Please refer to the *English Language Curriculum Guide (Primary 1 - 6)* (CDC, 2004) for the explanation on the learning outcomes. The learning outcomes used in this resource package are only the initial drafts and are subject to further revision. The consultation document on these learning outcomes will be released in due course.)
- In designing the assessment tasks, teachers have to consider the abilities of the learners and determine the specific level(s) of the learning outcomes at which the assessment items are targeted.

How to develop a task for formative assessment

- Design the task to help learners progress towards the selected learning targets and objectives, incorporating
 - *five features of a task*
 - *generic skills*
 - *integrative language use*





- The design of a learning task and an assessment task is basically the same. Both are task-based and provide appropriate contexts for learners to apply their language knowledge, skills and strategies, generic skills as well as values and attitudes.

A learning task

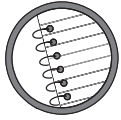
- However, when teachers use a task for learning and teaching purpose, teachers need to conduct appropriate pre-task and while-task activities to help learners complete the learning task.
- Information on learners' performance in the learning task is collected throughout the learning and teaching process so as to help teachers design post-task activities to extend or stretch learners' application of the target language items and skills in meaningful contexts as well as provide language support whenever necessary (i.e. using learning tasks for formative assessment).

An assessment task

- For an assessment task, teachers will not provide pre-task and while-task activities to help learners complete the task. They require learners to carry out the assessment task independently. Based on the evidence of learners' performance in the assessment task, teachers then develop appropriate plans and strategies to enhance learning and teaching (i.e. using assessment tasks for formative assessment).
- In Appendix 1, an exemplar assessment task 'Merry Christmas' is provided for teachers' reference.

Five features of a task

1. Purpose
2. Context
3. Process of thinking and doing
4. Product
5. Framework of knowledge and skills



.....

When designing either learning or assessment tasks, the following five features should always be borne in mind:

- A task should have a purpose. It involves learners in using language for the kinds of purposes that are described in the Learning Targets and Objectives in the *English Language Curriculum Guide (Primary 1 - 6)* (CDC, 2004).
- A task should have a context from which the purpose for using language emerges.
- A task should involve learners in a mode of thinking and doing.
- The purposeful activity in which learners engage in carrying out a task should lead towards a product.
- A task should require the learners to draw upon their framework of knowledge and skills.

Slide

Five features of a task

Activity 1

Identifying the five features of a task for the assessment task 'Merry Christmas'



Activity 1

- The facilitator distributes to the participants the task 'Merry Christmas' (Please refer to Appendix 1).
- The task serves to illustrate the five features of a task.
- Teachers reads through the task.
- The facilitator briefly describes what the task is about and shows the participants how to identify the five features of a task for Part 1.
- The facilitator makes use of the questions and suggested answers given on pages 27-37 to guide the discussion. The extent of guidance provided depends on the knowledge of the teachers.
- After the guided discussion, participants go on to identify the five features of a task for the other parts and write down their answers in the columns under 'Five Features of a Task' of Worksheet 1 in Appendix 2a. (For suggested answers, please refer to Appendix 2b.)

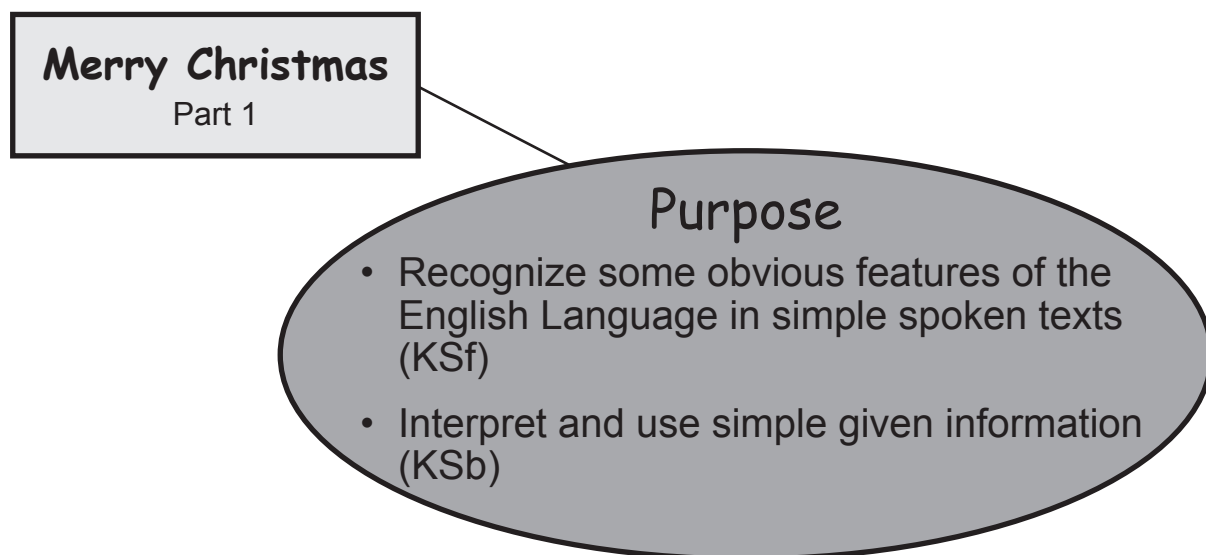
Five features of a task

Purpose

- A task involves learners in using English for the kinds of purposes that are described in the Learning Targets of the three Strands.
- What are the learning targets covered in Part 1?

⑤ Five features of a task

Learning targets covered in Part 1 of 'Merry Christmas'



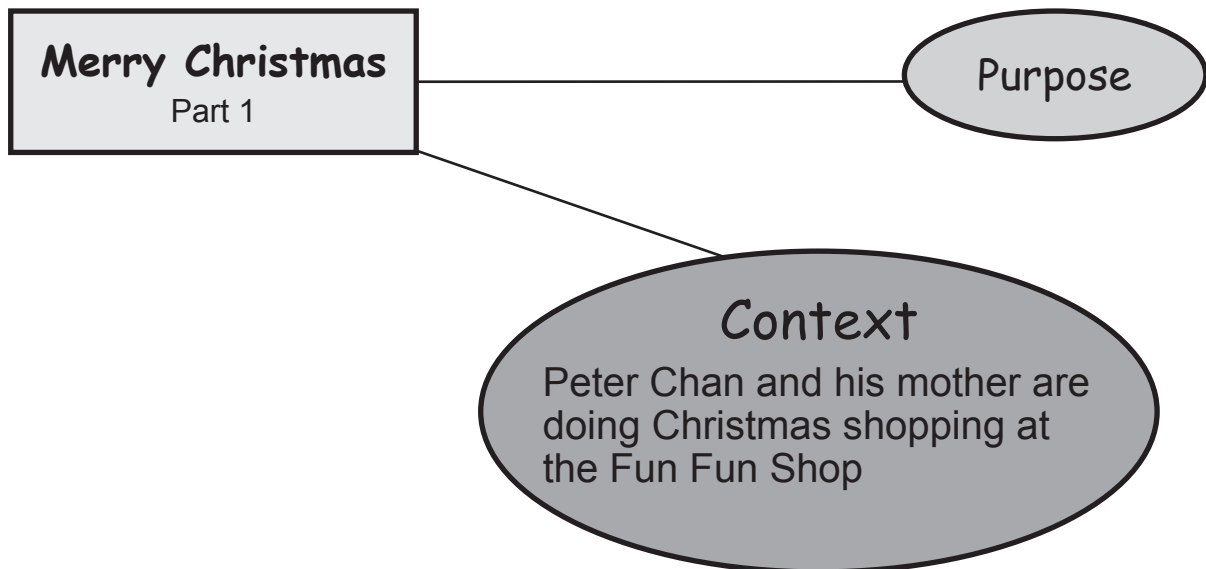
Five features of a task

Context

- A task should provide a meaningful context for learners to use language for purposeful communication.
- What is the context provided in Part 1?

🔍 Five features of a task

Context provided in Part 1 of
'Merry Christmas'



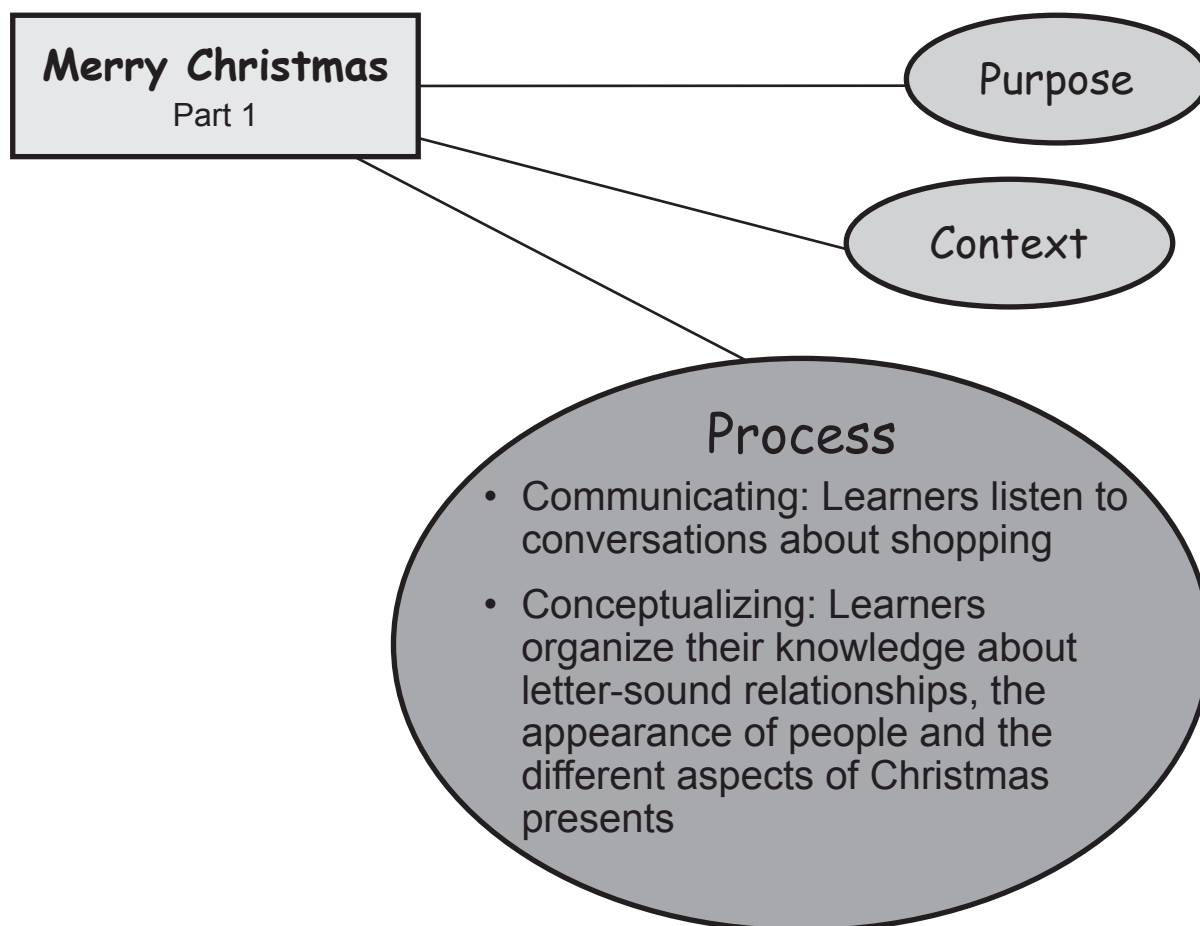
Five features of a task

Process of thinking and doing

- Learners are not only provided with opportunities to develop language proficiency but also the 5 fundamental intertwining ways of learning and using knowledge (communicating, conceptualizing, inquiring, problem-solving and reasoning) through the task.
- What is the process of thinking and doing involved in Part 1?

🔄 Five features of a task

Process of thinking and doing involved in Part 1 of 'Merry Christmas'



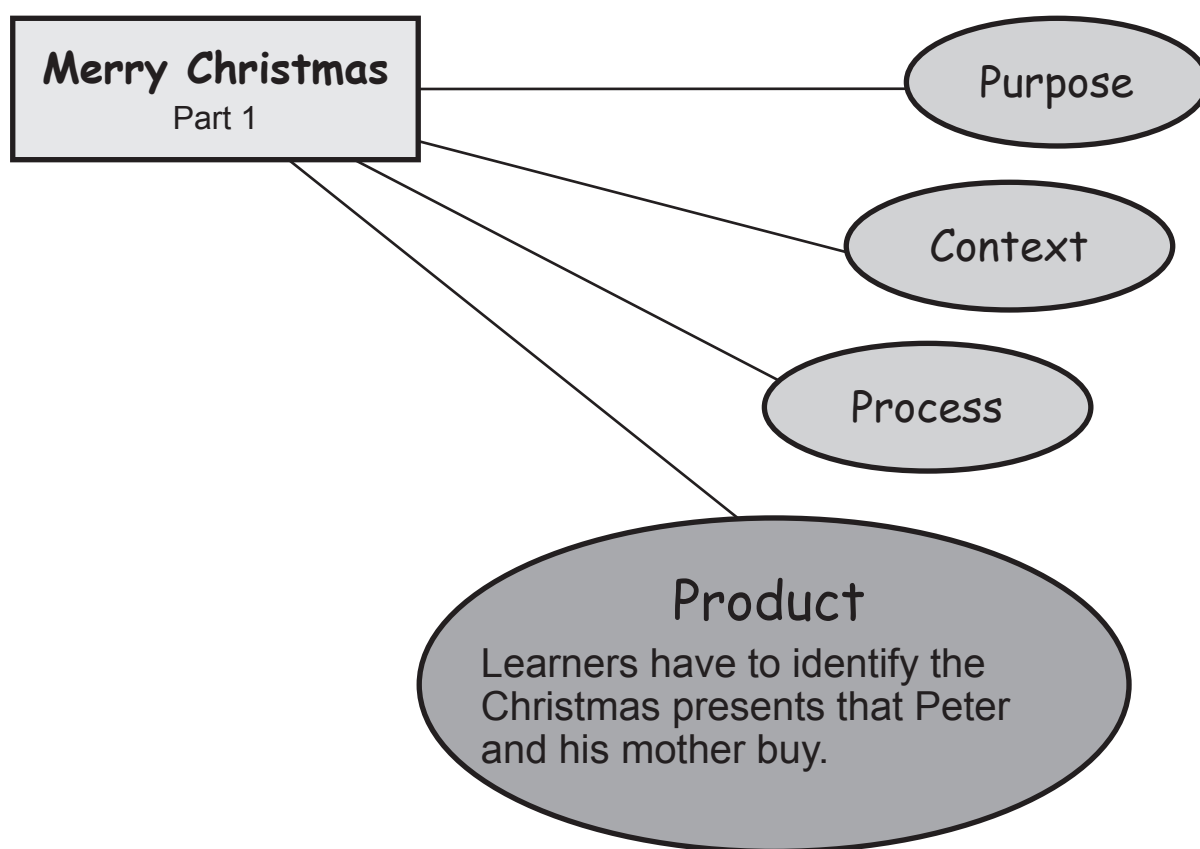
Five features of a task

Product

- The purposeful activity in which learners are engaged in carrying out a task should lead to a product or some products.
- What is the product for Part 1?

🔄 Five features of a task

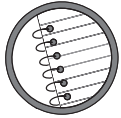
Product for Part 1 of 'Merry Christmas'



Five features of a task

Framework of knowledge and skills

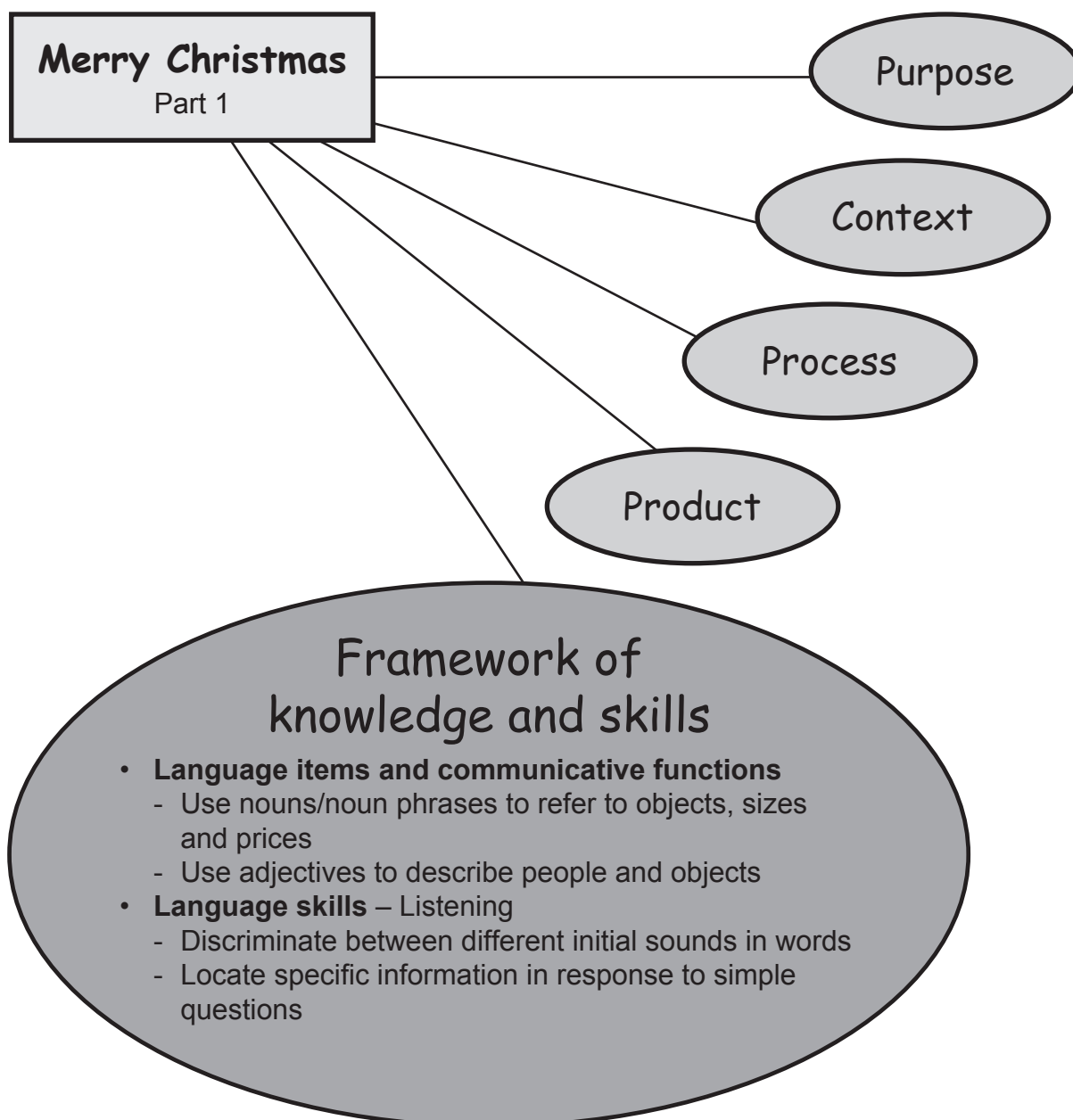
- A task should require the learners to draw upon their framework of knowledge and skills, which mainly includes learners' knowledge of the language items and communicative functions as well as their language skills.
- What are the language items and communicative functions involved in Part 1?
- What are the language skills involved in Part 1?



- When designing learning or assessment tasks, teachers should make sure that learners are required to draw upon their framework of knowledge and skills, which mainly includes learners' knowledge of the language items and communicative functions as well as their language skills.
- Later when the learning outcomes are developed, teachers can also decide on the expected learning outcomes for different parts of the tasks in order to better understand the performance and the progress of the learners.

🕒 Five features of a task

Framework of knowledge and skills involved in Part 1 of 'Merry Christmas'



Generic skills

- Collaboration skills
- Communication skills
- Creativity
- Critical thinking skills
- Information technology skills
- Numeracy skills
- Problem-solving skills
- Self-management skills
- Study skills

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Generic skills

Activity 2

Identifying the generic skills involved in the assessment task 'Merry Christmas'



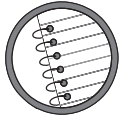
Activity 2

- The facilitator discusses with the participants the generic skills that are involved in Part 1 of the task 'Merry Christmas'.
- Participants go on to discuss and write down the generic skills that are involved in the other parts of the task in the last column of Worksheet 1 in Appendix 2a. (For suggested answers, please refer to Appendix 2b.)
- The facilitator asks the participants to refer to the exemplars in the *English Language Curriculum Guide (Primary 1 - 6)* (CDC, 2004) for more ideas on developing the generic skills.

Integrative language use

The assessment activities conducted throughout the year should have:

- a balanced coverage of the learning targets (KS, IS, ES)
- integrated use of language skills (L, S, R, W)



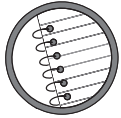
- At present, schools have a tendency to focus on the Knowledge Strand. There should be vertical coordination across year levels within the English panel to ensure that throughout Key Stages 1 and 2 there is a balanced coverage of the learning targets in the Knowledge Strand, Interpersonal Strand and Experience Strand.
- Language use in real life situations is almost always integrative:
 - in the three Strands: Interpersonal Strand, Knowledge Strand and Experience Strand;
 - in the major language skills: Listening, Speaking, Reading and Writing;
 - in the major language forms and functions; and
 - in language development strategies and attitudes.
- In order to assess whether learners can use the language in an integrated manner, sometimes it is essential that the learning or assessment tasks involve more than one Strand, more than one major language skill, more than one major language form and function, and involve language development strategies and attitudes.

How to assess learners' performance in the assessment task

- Work out the success criteria

Success criteria:

- are what learners should be able to do in order to tell themselves how far they have achieved the focused learning targets and objectives
- should correspond to the expected learning outcomes and be applied in assessing learners' work
- are not absolute and can be adjusted according to learners' abilities and teachers' expectations of the learners



- When teachers design assessment tasks for formative assessment, they need to work together and agree on the task-specific success criteria (i.e. what learners should be able to do in order to tell themselves how far they have achieved the focused learning targets and objectives).
- When using learning tasks for formative assessment, teachers should also involve learners in setting these success criteria so that they can have a clear understanding of the teachers' expectations as well as develop a sense of ownership and commitment to their learning.
- The success criteria should correspond to the expected learning outcomes and be applied in assessing learners' work. The criteria are not absolute and can be adjusted according to the abilities of the learners in different classes and teachers' expectations of the learners.

Slide

How to assess learners' performance in the assessment task

Activity 3

Working out the success criteria for the assessment task
'Merry Christmas'









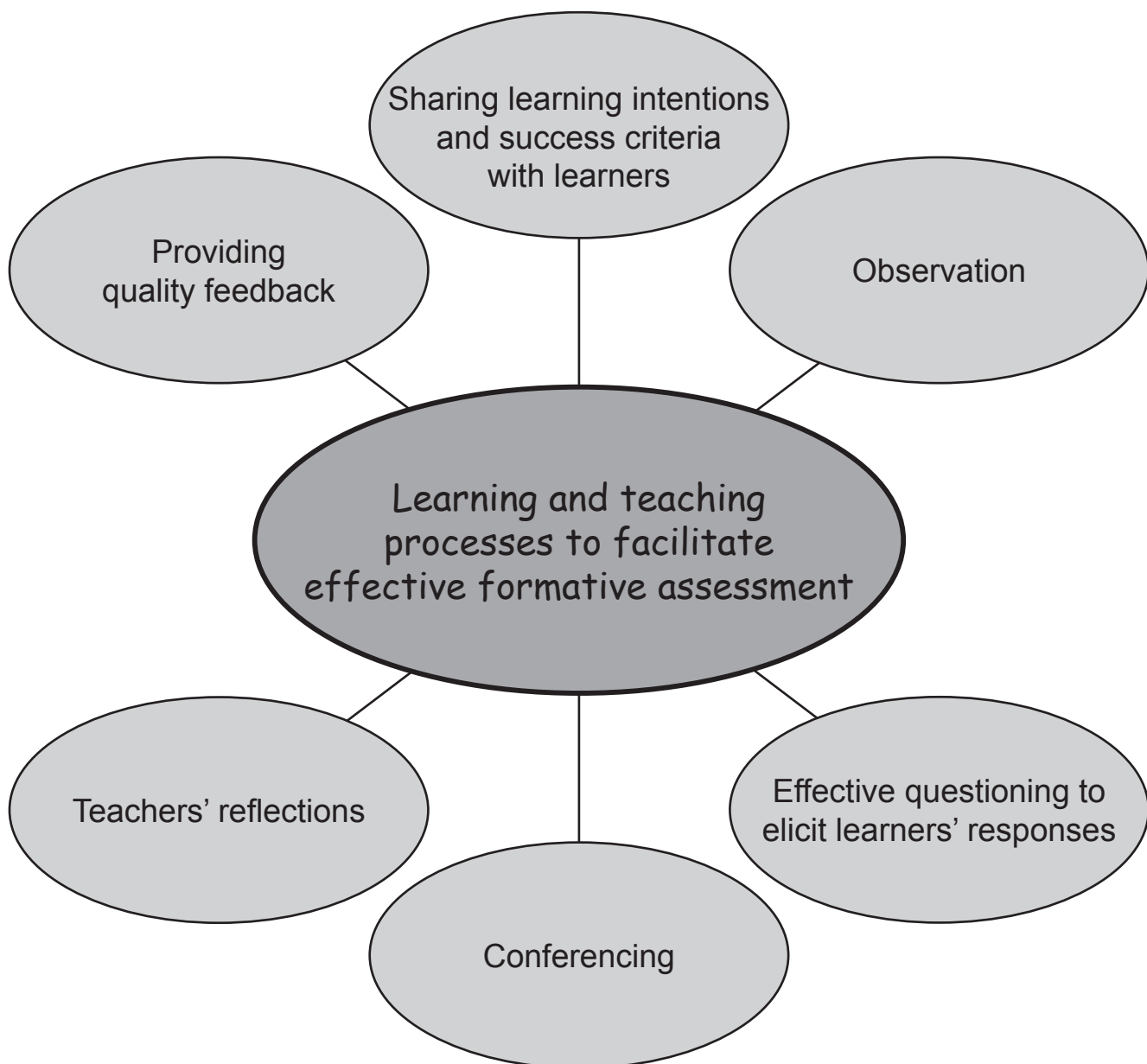
Activity 3

- The facilitator goes over the success criteria for Part 1 of the task 'Merry Christmas' with the participants.
- In groups, the participants discuss and write down the success criteria for the other parts of the task in Appendix 3a based on the expected learning outcomes given. (Participants need not identify the learning outcomes at this stage as they are being developed. The consultation documents on learning outcomes will be released in due course.)
- The facilitator invites each group to present their work. After the presentation, the facilitator can refer the participants to the suggested answers in Appendix 3b.

Slide

Learning and teaching processes to facilitate effective formative assessment

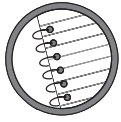
1. *Sharing learning intentions and success criteria with learners* 
2. *Observation* 
3. *Effective questioning to elicit learners' responses* 
4. *Conferencing* 
5. *Teachers' reflections* 
6. *Providing quality feedback* 



Sharing learning intentions and success criteria with learners



- The learning intentions and success criteria should be clear, unambiguous and easily understood by learners.
- The success criteria should be the basis for providing feedback.



- Research shows that learners will become more motivated and task-oriented if teachers share the learning intentions (i.e. what pupils are going to learn) and the success criteria with them.
- To share the learning intentions of a lesson/task/activity effectively with the learners, teachers should try to make them clear, unambiguous and easy to understand so that learners know what they are trying to achieve.
- Learners should also be informed of the success criteria or better be involved in the discussion of what the criteria are. Examples of how the criteria can be met should also be provided so that learners can know what is expected of them.
- For example, if the learning intention in the teaching plan is to help learners explore the narrative structure through identifying and mapping out the main stages of a story, to ensure that learners can get the message, the teacher has to phrase it in language that learners are able to understand.
- When sharing the learning intention with the learners, the teacher may say, 'Here are 6 pictures and sentences about the story "_____". They are not in the correct order. Let's look at these pictures and sentences and try to put them in the correct order to tell the story.'
- To share the success criteria with the learners, the teacher may say, 'When you are able to put these pictures and sentences in the correct order, you know you have understood the story.'
- Teachers should display the learning intentions and success criteria in the classroom so that both the learners and teachers can make reference to them when necessary. The terms 'learning intentions' and 'success criteria' should not be displayed because learners will find them too difficult to comprehend.
- Teachers should assess learners' work against these success criteria and these criteria should be the basis for providing feedback to learners.
- Gradually, learners should be guided and given the opportunity to apply the same criteria when they conduct self and peer assessment.



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Sharing learning intentions and success criteria

You are going to watch 2 video clips on how teachers share the learning intentions and the success criteria with the learners.

Sharing learning intentions and success criteria – Exemplar 1

In this part of the lesson, the teacher shares the learning intention with the class by telling them that they are going to write about themselves. Some guiding questions are provided to help learners with the writing task. Through the shared writing activity, the teacher shares the success criteria with the class.



-
- What success criteria does the teacher set for the writing task?
 - Would you set the same criteria for your writing tasks? Why/Why not?



-
- Learners are told to write in paragraphs and provide more ideas. They are also reminded not to provide only one sentence to each of the guiding questions.



.....

Sharing learning intentions and success criteria **– Exemplar 2**

At the beginning of this poem-reading lesson, the teacher shares the learning intentions with the learners by telling them that they are going to read a poem in front of the class in groups.

Before learners come out for the presentation, the teacher also explicitly explains to them the success criteria, i.e. what they should be able to do in order to achieve the learning objectives.



-
- What success criteria does the teacher set for reading aloud the poem?
 - What other success criteria can you set for reading aloud? Why?

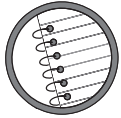


-
- When reading aloud a poem, learners should speak loudly and clearly. They should try to read with rhythm and do some actions.

Slide

Observation

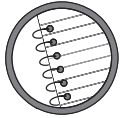
- Informal and spontaneous
- Recording may not be necessary



- By observing learners' body language, their facial expressions, how they use language in class, how they respond to learning tasks and how they interact during group work, teachers can gain insights into learners' affective, linguistic and cognitive development.
- Teachers watch learners participating in class activities, contributing to class discussions and interacting with other learners. Much of the information gained in this way is used immediately to inform learning and teaching, and to respond to learners' special needs and to add to the overall picture of a learner's progress.
- In some cases, teachers may want to design simple feedback sheets to record learners' performance. For examples of feedback sheets, please refer to the *English Language Curriculum Guide (Primary 1 - 6)* (CDC, 2004).
- However, recording of these observations is not always necessary. It is most important that based on the evidence of learning collected during observation, teachers give timely feedback to help learners improve their work.

Effective questioning to elicit learners' responses

- Variety of question types
- Wait-time
- Cues



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Variety of question types

- Teachers should try to employ a variety of question types to gather information about learners' knowledge and skills in the language, develop their critical thinking skills as well as their positive values and attitudes.

Wait-time




- Research on 'wait-time' shows that teachers need to allow time for learners to process the question and formulate the answer after asking them a question. However, most teachers tend to wait for about one to two seconds only and then they either ask another child or answer the question themselves. If this goes on, most learners will not attempt to answer the questions. They may simply wait for the answer from the teachers because they are unwilling to risk making mistakes in public.

Cues

- Teachers can provide some cues to help learners understand the questions or stimulate them to think (e.g. pictures or guiding questions).

Effective questioning to elicit learners' responses

Variety of question types

- *Questions to motivate learners* 
- *Questions to check learners' knowledge and comprehension* 
- *Questions to stimulate learners' higher-order thinking* 

**Questions to
motivate learners**

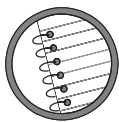
**Questions to check
learners' knowledge
and comprehension**

**Questions to
stimulate learners'
higher-order thinking**

Slide

 Questions to motivate learners





- Taking into consideration the abilities, interests, feelings and experiences of the learners, learner-centred questions are often adopted to enhance learning motivation and draw in personal experiences to enhance effectiveness in learning.



Learner-centred questions

This time, you are going to watch 2 video clips on how teachers use learner-centred questions to motivate learners by helping them relate their learning to their own experiences. Pay attention to the questions the two teachers ask.

Learner-centred questions – Exemplar 1

To arouse learners’ interest in the topic on ‘Shopping at the Supermarket’, the teacher asks a series of questions which are closely linked to their experience.

Learner-centred questions – Exemplar 2


At the beginning of the lesson on ‘Shopping at the Fast Food Shop’, learners are encouraged to share with the class the kind of fast food that they like.



- What questions do the two teachers ask to elicit learners’ experiences?
- How effective are these questions?
- What other learner-centred questions would you ask?

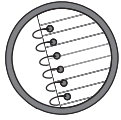


- In these video clips, the two teachers ask questions that are closely related to learners’ daily experiences. With the help of these learner-centred questions, teachers can motivate learners to talk about their own experiences and introduce the topics easily and naturally.

 Questions to check learners' knowledge and comprehension

- Knowledge
- Comprehension





- Very often, closed questions are used to check learners' knowledge and comprehension. Usually, short, direct and uncomplicated answers are required and the teacher has got particular answers in mind.



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Questions to check learners' knowledge

Usually teachers ask questions to check learners' knowledge before introducing the topic or setting the scene for the tasks. You are going to watch 2 video clips. What questions do the teachers ask?

Questions to check learners' knowledge – Exemplar 1

In the lesson about 'Shopping at the Supermarket', learners are encouraged to draw on their general knowledge and suggest the various kinds of food items that they can buy from the different sections in the supermarket.

Questions to check learners' knowledge – Exemplar 2

In the lesson on the module 'My Neighbourhood', the teacher tries to elicit from learners some places in Tsuen Wan.



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- How do the two teachers check learners' knowledge?
- Are the questions effective? Why/Why not?



.....

- The two teachers ask simple and straightforward questions to elicit learners' knowledge about the different kinds of seafood and some places in Tsuen Wan. This gives the teachers some idea of learners' previous knowledge about the topics and facilitates planning of the lessons.



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Questions to check comprehension

You are going to watch 2 video clips on how teachers use questions to check comprehension. Pay attention to the questions the two teachers ask.

Questions to check comprehension – Exemplar 1

After reading the storybook *From Trash to Treasure*, the teacher asks a series of questions to check the learners’ comprehension of the story.

Questions to check comprehension – Exemplar 2

After reading the storybook *Moving House*, the teacher asks questions to see how much learners know about the major characters in the story.



-
- What are the two teachers trying to elicit from the learners through their questions?
 - What kind of questions do the teachers ask to check comprehension?

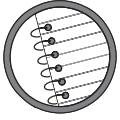


-
- In these video clips, the two teachers ask questions about the characters and the events in the story to check how much learners know about the characters and whether they can follow the development of the story.
 - To elicit more information from learners, the teachers use mainly wh-questions, e.g.
 - Who are the characters in the story?
 - How does Sam come to the Earth?
 - How old is Sam?

Questions to stimulate learners' higher-order thinking

- Application
- Analysis
- Synthesis
- Evaluation





-
- Questions requiring learners to apply, analyze, synthesize or evaluate can stimulate learners to develop their higher-order thinking skills.
 - Very often, open-ended questions are used to help teachers understand learners' thinking process and promote discussion or student interaction. As there are no definite answers, teachers should be ready to accept any reasonable answers.



.....

Questions to stimulate higher-order thinking: application

You are going to watch 2 video clips in which learners are stimulated to think and are engaged in higher-order thinking. Pay attention to the questions the two teachers ask.

**Questions to stimulate higher-order thinking: application
– Exemplar 1**

In the lesson on 'Shopping at a Fast Food Shop', the teacher introduces the following letter-sound relationships: s as in sundae, m as in milk and c as in coffee. Then the teacher tells the learners the names of some other food items, and asks them to identify the beginning letter of the word and produce the sound of the letter.

**Questions to stimulate higher-order thinking: application
– Exemplar 2**

After the teacher has discussed with the class how to reduce the use of paper, learners are asked to apply their knowledge in a new context.



.....

- What do the two teachers try to find out through their questions?



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- In the first video clip, the teacher wants to find out whether learners can apply their knowledge of letter-sound relationships and produce the sound of the beginning letter of the food items.
- In the second video clip, the teacher wants to check whether learners can apply the idea of 'Reduce' in a new context and make suggestions on how to reduce the use of tissue paper.



.....

Questions to stimulate higher-order thinking: analysis

In this part, you are going to watch a few video clips. Which higher-order thinking skills do the three teachers want to elicit from the learners? How do the learners demonstrate their higher-order thinking skills?

Questions to stimulate higher-order thinking: analysis – Exemplar 1

In this lesson, the teacher reads a letter from Uncle Paul to the learners and tells them that Uncle Paul, who lives in Singapore, is going to visit Hong Kong. Learners are then asked to suggest places where they will take Uncle Paul and give reasons.

Questions to stimulate higher-order thinking: analysis – Exemplar 2

After reading the first chapter of the book *Trash to Treasure*, the teacher discusses the character Zap with the learners.

Questions to stimulate higher-order thinking: analysis – Exemplar 3

In the lesson on ‘Shopping at the Supermarket’, the teacher names a few items and asks learners to provide a collective noun for them.



-
- Which higher-order thinking skills do the three teachers want to elicit from the learners?
 - How do the learners demonstrate their higher-order thinking skills?



-
- In the first video clip, learners have to consider what Uncle Paul likes to do. They also have to compare Hong Kong with Singapore and find out the places which are special to Uncle Paul. After going through this process of analysis, learners can then make appropriate suggestions about the places where they will take Uncle Paul during his visit to Hong Kong.
 - In the second video clip, learners have to discover and differentiate between Zap and people on Earth before they can point out the special appearance of Zap and relate it to the place where he comes from.
 - In the last video clip, learners have to analyze the nature of the different food items mentioned by the teacher and then group them under the right category.



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Questions to stimulate higher-order thinking: synthesis

In this lesson on the cross-curricular module ‘Wonderful Water’, the teacher first helps learners recapitulate why water is wonderful. Then, learners are asked to write a new story about the journey of the water drops in the next water cycle. They are also encouraged to refer to the books displayed which are related to the theme for more ideas.



-
- To do the writing task well, what must the learners be able to do?
 - Which higher-order thinking skill does the teacher want to elicit from the learners?



-
- To do this writing task, learners have to synthesize what they have learnt about water from both the English and General Studies lessons as well as the knowledge they have gained from reading books related to the theme. They also have to understand the development of the story and exercise their imagination in order to write a story about the journey of the water drops in the next water cycle.



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Questions to stimulate higher-order thinking: evaluation
– Exemplar 1

After sharing with the class the success criteria for writing a story about the adventure of an object of trash, the teacher shows learners two stories and asks them to judge which story better fits the success criteria.



-
- By asking the learners to judge which is a better story, what learning can the teacher check?



-
- Learners have to analyze the main ideas of the two stories and see whether they have incorporated the idea of 3Rs before they can evaluate which story better fits the success criteria set by the teacher.



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Questions to stimulate higher-order thinking: evaluation **– Exemplar 2**

In the previous lessons, the teacher and the class have chosen some learners with good performance to be the ‘gold stars’ in the class. During this lesson, the teacher asks learners to suggest other ‘gold stars’ and explain why.



-
- Which higher-order thinking skills does the teacher want to elicit from the learners?



-
- Learners have to make value judgements against the criteria for being the ‘gold stars’, identify the person who satisfies the criteria and provide justifications.

Effective questioning to elicit learners' responses

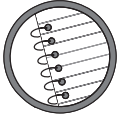
Variety of question types

Have you used a variety of question types to stimulate the learners to think as well as to help you find out how well the learners are able to exercise their higher-order thinking skills? Share the experiences among yourselves.

Conferencing



- Developing rapport
- Reviewing progress
- Dealing with specific problems
- Setting individual learning goals



- Conferencing is generally held for the purpose of giving feedback and opening up communication between the teacher and individual learners or a small group of learners with similar learning difficulties. Effective conferencing is focused and has specific achievable goals.
- During conferencing, teachers ask open-ended questions that encourage discussion and give learners ample opportunities to ask questions and bring up issues. It is necessary to create a trusting atmosphere to facilitate effective conferencing.
- Teachers and learners can talk about the strategies the learners are using and those that they should be developing.
- Before ending the conference, it is important to summarize what has been covered and set plans for follow-up action.



.....

Conferencing

You are going to watch 2 video clips on conferencing. How do the teachers help learners improve their work?

Conferencing – Exemplar 1

The teacher discusses with a group of learners the strengths and weaknesses of their work, and guides them to write better steps for making sandwiches.



-
- Have you ever held any conferences with learners?
 - What was the focus of the conferences?
 - Were you able to help the learners improve? Why/Why not?



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Conferencing – Exemplar 2

During the shopping activity, the teacher has identified that some learners have difficulty in telling the prices. So, after the activity, the teacher gets the learners together and helps them talk about prices correctly.

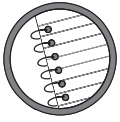


-
- What other methods will you use to help learners overcome the identified learning difficulties?

Teachers' reflections



- Evaluating learners' performance
- Reviewing
 - lesson plans
 - learning and teaching activities
 - teaching strategies
- Planning follow-up or extended activities



- Teachers are always encouraged to do self-reflection as this can help to enhance teaching effectiveness. They can do self-reflection on their own or in groups.
- By evaluating learners' performance against the success criteria, teachers can
 - diagnose learners' strengths and weaknesses;
 - analyze the causes of the learning difficulties; and
 - work out ways to help learners improve their learning.
- Apart from providing feedback to help learners improve their work, teachers can also make use of the evidence collected to review their own effectiveness in teaching in terms of the lesson plans, learning and teaching activities as well as the teaching strategies and make necessary adjustments or further improvements. They can also plan extended activities or follow-up activities, if necessary.



Teachers' reflections

You are going to watch 3 video clips on teachers' reflections. Pay attention to what the teachers reflect on and how their reflections help enhance learning and teaching.

Teachers' reflections – Exemplar 1

After the writing task on making sandwiches, teachers of the same level discuss learners' performance and review the lesson plan. Although it takes time, sharing each other's viewpoints helps each teacher gain a better view of what is happening in learning as well as teaching.



- When do you think is the most appropriate time for teachers to get together for reflection?
- What do you think of the effectiveness of doing the reflection in groups and individually?



Teachers' reflections – Exemplar 2

After the speaking task on shopping, teachers of the same level discuss learners' performance and try to identify their learning difficulties. Suggestions are made on how to provide more support for weaker learners as well as to stretch the ability of the more able learners.



- Can you think of other effective ways to help the less able learners and extend the ability of the more able learners?



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Teachers’ reflections – Exemplar 3

After learners have played a board game on food items, the teachers get together to reflect on learners’ performance. Based on their observations and the findings from the learners’ self assessment on the board game, they discuss how they can improve the design of the self assessment form and facilitate learning for both able and less able learners.



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Go to Appendix 4 and take a look at the self assessment form which the teachers use.

- How do the teachers improve the self assessment form?
- Would you use it to facilitate learning in your classroom? Why/Why not?



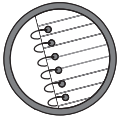
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The teachers have identified that some students did not ask for help even though they encountered difficulties during the board game. Therefore, teachers suggest that Question 4 in the self assessment form be modified to ‘Did you need help?’ to reflect learners’ problems.

Providing quality feedback

- Making suggestions for improvement
- Providing appropriate follow-up or extended activities





- Through assessing learners' performance against the success criteria, teachers can collect evidence of learning and provide learners with quality feedback to help them improve their learning.
- Feedback is most effective when it is clearly linked to the learning intentions and the success criteria. Teachers should take care not to undermine learners' self-esteem by giving de-motivating comments.
- It is important that teachers should give appropriate cues to guide learners how to bridge the gap between the learners' current performance and the expected level of performance. Teachers may either design their own support or enrichment materials or refer to the 'Web-based Learning and Teaching Support' under 'Assessment for Learning Resource Bank' posted on the website of EMB (<http://cd.emb.gov.hk>) for suggestions on how to help learners improve.



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Follow-up and extended activities

You are going to watch 2 video clips – one on follow-up and the other on extended activities. How do the teachers help consolidate and extend student learning?

Follow-up activities

After the shopping activity, the teacher has found that learners have problems in using noun phrases to refer to units, e.g. a tin of tuna fish. Follow-up activities are conducted to help learners consolidate their learning of these language items.

Extended activities

During the writing task on making sandwiches, the teacher walks around and observes learners' performance. After the task, the teacher engages the more able learners in an extended activity and introduces new vocabulary items to help them enrich their writing.



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Follow-up and extended activities

- How do the teachers help consolidate and extend student learning?
- How would you feel if you were the learners in either ability group, i.e. the one that needs consolidation and the one that needs extension? Why?



-
- In the first video clip, the teacher highlights the problem areas and consolidates student learning by asking them to use the target language items to talk about other food items.
 - In the second video clip, the teacher introduces new vocabulary items, e.g. a serrated knife, to encourage learners to use more specific words and provide more details in their writing.

Slide

Features of quality feedback

Nature

- Diagnostic and corrective
- Positive

Purpose

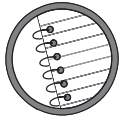
- Help learners achieve learning targets
- Improve learning and teaching

Delivery

- Clear and easy to understand
- Timely

Application

- Practical and feasible
- Interactive and dialogic



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Quality feedback exhibits some common characteristics.

Diagnostic and corrective

- It should be diagnostic in the sense that it should help learners identify their strengths and learning difficulties. It should also be corrective and provide learners with specific guidelines on how to improve so that they can ultimately achieve the learning targets and objectives.

Positive

- Teachers should try not to put too much emphasis on marks or grades as it may undermine the efforts made by the learners or lower their esteem if they receive low marks. Teachers should also avoid comparing learners with each other as this will discourage the less successful learners. Sometimes, instead of telling the learners that their answers are wrong, teachers can rephrase learners' answers and draw their attention to the appropriate way of saying them.

Help learners achieve learning targets

- Quality feedback is linked to the learning intentions and success criteria. Therefore, teachers should avoid giving distracting feedback on other areas or aspects which are not the focus of learning, e.g. the handwriting or the graphic presentation of a project, though they are most noticeable in learners' work at first sight.

Improve learning and teaching

- Besides giving feedback to the learners, teachers can also make use of the evidence collected to review their own effectiveness in teaching in terms of the lesson plans, learning and teaching activities as well as the teaching strategies and make necessary adjustments or further improvements. Therefore, formative assessment with quality feedback can enhance both learning and teaching.

Clear and easy to understand

- Same as when sharing the learning intentions and success criteria with the learners, teachers should also try to give their feedback to the learners in a way which is clear and easy to understand.

Timely

- It is equally important to give feedback at the right time. Sometimes it is not advisable for teachers to interrupt during the process of student-student interaction or presentation even though learners may have made mistakes as it will undermine learners’ confidence in using English.

Practical and feasible

- It is crucial that the suggestions for improvement are practical and feasible so that learners will take up the challenge and try to achieve the goal.

Interactive and dialogic

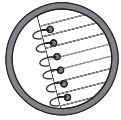
- To promote learning, learners need to be explicitly informed of their performance by their teachers. Teachers are encouraged to discuss with learners how to build on their strengths and address their weaknesses, and to make plans for further improvement.

Slide

Feedback can come from

- Teachers
 - *Written feedback*
 - Verbal feedback
- Learners
 - Self and peer assessment
- Parents





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Written and verbal feedback

- It is important that teachers provide learners with practical suggestions on how to improve so that they can work towards the learning targets and objectives. (Please refer to pages 89-93 for examples of written feedback.)

Self and peer assessment

- It is important that learners feel responsible for their own learning and actively engage in the learning process. Therefore, it is a good idea to encourage their direct involvement in assessing each other's or their own work.
- To start with, teachers can select success criteria which learners can manage so that they will be able to assess their own or others' work. This also helps them develop self-management skills which is a generic skill conducive to lifelong learning.
- To help young learners engage in self and peer assessment, teachers can highlight the criteria on the blackboard and develop simple checklists for them.
- For examples of self and peer assessment forms, please refer to the *English Language Curriculum Guide (Primary 1 - 6)* (CDC, 2004).

Parents

- As parents are also the stakeholders, they could be involved in conducting formative assessment of learners' performance. However, they are not expected to give a grade or mark to the learners' work.
- Instead, parents should give encouragement and support to learners, e.g. showing appreciation and providing appropriate guidance when necessary.

Slide

Written feedback from teachers

10th June, 03

I went to
~~grandmother's~~
grandmother's home played
YU (games)
game

How did you feel? Were you happy?
Did you enjoy playing
the games?

|||
|||
|||

rainy and wet

I was happy. ♥♥♥
I enjoyed playing
very much!!!
♥♥♥

12

The image shows a student's handwritten work on a lined page. The student has written a date '10th June, 03' and a story about going to their grandmother's home to play a game called 'YU (games)'. They ask questions about how they felt and if they enjoyed playing. There are some vertical lines drawn under the word 'games'. At the bottom, they note the weather was 'rainy and wet'. To the right, there is a section for teacher feedback, which contains three lines of handwritten text: 'I was happy. ♥♥♥', 'I enjoyed playing very much!!!', and '♥♥♥'. The page is decorated with small icons of turtles and diamonds. On the right side, there are illustrations of pencils and a pencil holder. A small circle with the number '12' is in the bottom right corner.

Slide

Written feedback from teachers

The image shows two handwritten letters from a child, dated 10th June, 2003. The left letter is decorated with a border of small drawings and describes a rainy day where the child ate ice cream. The right letter describes a sunny day where the child did homework and played games. A microphone is positioned to the right of the letters, and a large arrow points from the bottom of the right letter towards the microphone.

10th June, 2003

Yesterday was cloudy and rainy.

I ate one ice cream.

What colour was your ice cream? Which flavour?

(Red and brown, strawberries, chocolate)

It is good.

10th June, 2003

Sunny and hot.

I did my homework.

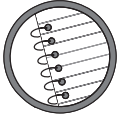
I played games at home.

Did you enjoy playing the games?

Yes.

I like it!

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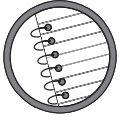


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- The P3 learners were asked to write a diary.
 - Instead of correcting learners' mistakes, the teacher just underlined the mistakes made by the learners. Learners were encouraged to reflect on their own mistakes and do the corrections.
 - Apart from underlining learners' mistakes, the teacher also asked some questions to help enrich their work (e.g. 'How did you feel?'/'What colour was your ice-cream?'). With the cues given by the teacher, the pupils were encouraged to provide elaboration of their own writing.

Slide

Written feedback from teachers

| | |
|--|--|
| <p>My album is</p> <p>★★★★★</p> | <p>My classmate's album is</p> <p>★★★★★</p> <p><u>Peter Tsung</u> (Classmate's name)</p> |
| <p>My child's album is (completed by parents)</p> <p>★★★★★</p> <p><u>[Signature]</u> (Parent's signature)</p> | <p>This album has</p> <p>1. good ideas ★★★★★</p> <p>2. good handwriting ★★★★★</p> <p>3. good pictures ★★★★★</p> <p>- Other comments <u>Please give a name to your monster</u></p> <p><u>[Signature]</u> (Teacher's signature)</p> |



- The P1 learners were asked to make an album to describe themselves, their friends and the monsters they had created.
- Before the learners started to work on the album, teachers shared with them the success criteria (e.g. good ideas, good handwriting and good pictures) so that they knew what to focus on. For upper levels, teachers may negotiate with the learners the success criteria. In assessing the learners' work, teachers should apply the same set of criteria.
- To promote learning, the teacher gave specific suggestions on how learners could improve their work (e.g. 'Please give a name to your monster.')



Teachers’ verbal feedback

You are going to watch a few video clips on how teachers provide verbal feedback to enhance student learning. How does the feedback from the teachers help improve learning?

Teachers’ verbal feedback – Exemplar 1

Learners are asked to write about themselves and their friends. After marking learners’ work, the teacher highlights the common mistakes made by learners and guides them to do the corrections together. During the process, learners are encouraged to refer to the learning wall where the target language items are highlighted.



- How does the feedback from the teacher help improve learning?
- How should teachers give feedback to very young learners?



- Learners are guided to correct their own mistakes with the help of the information posted on the learning wall.
- In giving feedback to very young learners, teachers should use language which is simple and easy to follow.
- It is also helpful to use different colours to highlight the problem areas.



.....

Teachers' verbal feedback ***– Exemplar 2***

After the activity on shopping at the fast-food shop, the teacher wraps up the role-play by giving detailed verbal feedback on learners' performance and suggestions on how they can improve. The teacher deliberately makes it clear and easy for learners to understand.



-
- What is the feedback given?
 - How does the teacher help learners understand the feedback given?



-
- The teacher points out clearly that the learners are able to use the right language to order food. However, they can further improve their performance by speaking louder, looking at their partners and saying 'please' when making orders.
 - To help learners understand the areas for improvement, the teacher makes use of gestures and facial expressions.



.....

Teachers’ verbal feedback **– Exemplar 3**

Learners are asked to come out and read the poem to the class. After the first poem presentation, the teacher gives feedback by pointing out the strengths and giving specific suggestions on how to improve. Compare learners’ performance in the second presentation and see how they benefit from the teacher’s feedback.



-
- What improvements have you noticed in the learners’ performance after getting the feedback from the teacher?



-
- In the second presentation, learners’ performance has improved after they have heard the teacher’s feedback to their own group as well as the other groups. It can be seen that learners can read the poem with rhythm by clapping their hands. They also do some appropriate actions to match with the meaning of the poem.



Teachers' verbal feedback
– Exemplar 4

After the barrier game, the teacher highlights the pronunciation problems of the learners and gives specific feedback to help them consolidate their learning.



- Should teachers interrupt during the game and correct learners' mistakes? Or should they give the feedback immediately after the game?



Teachers' verbal feedback
– Exemplar 5

After observing learners' performance in the shopping activity, the teacher draws learners' attention to the common learning difficulties and suggests how they can enhance interaction with the other speakers.



- What suggestions does the teacher give to enhance the learners' communication skills?



- The teachers draw learners' attention to the areas in which learners have difficulties, e.g. the use of articles and the way of asking for/giving prices.
- They also suggest how learners can make use of non-verbal communication strategies, such as eye contact and smiling to enhance interaction.



.....

Learners’ self and peer assessment

After learners have finished their task on writing instructions for making sandwiches, they are asked to do self and peer assessment. Take a look at the self and peer assessment forms in Appendix 5.



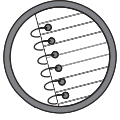
-
- How do the teachers facilitate self and peer assessment?
 - What do you think of the self and peer assessment forms?
 - How would you adapt them for use in your own classroom?
 - Have you used any of these forms before?
 - How effective are they?



-
- Learners are given the self and peer assessment forms to tell them what they should consider when conducting self and peer assessment. The teachers also point out that they will consider these aspects when marking learners’ work.

Frequently asked questions

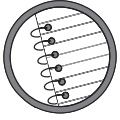
1. Do teachers need to design an assessment task whenever they conduct formative assessment?
 - Not necessarily.
 - Formative assessment happens naturally in the day-to-day classroom learning and teaching whenever teachers make use of the evidence of learning collected to provide feedback to learners. Teachers can also design tasks for formative assessment to collect further evidence of learning.



- Formative assessment happens naturally in the day-to-day classroom learning and teaching whenever teachers provide feedback to learners on how they can improve their performance based on the evidence of learning collected.
- Therefore, it is not necessary for teachers to design an assessment task whenever they conduct formative assessment. Teachers can make use of the everyday learning task and activity to collect evidence of learning.
- Teachers can also design an assessment task focusing on relatively more learning targets and objectives for formative assessment to collect further evidence of learning.

Frequently asked questions

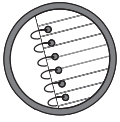
2. If teachers like to design assessment tasks to collect evidence of learning, how many tasks should they design for formative assessment in each school term or school year?
 - There is not a definite number but teachers have to make sure that assessment tasks or papers will not take up too much of pupils' learning time and disrupt their learning.



- In considering the number of assessment tasks to be carried out, there are no fixed rules but teachers should make sure that they will not take up too much of the learning time and disrupt pupils' learning.
- Teachers should always remember that the purpose of formative assessment is to enhance learning and teaching rather than measure pupils' attainment.

Frequently asked questions

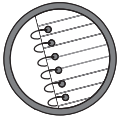
3. With the limited class time, how can teachers assess the performance of all learners in a fair way when they are engaged in the speaking tasks?
 - It is not a must to assess the performance of all learners within one lesson.
 - Formative assessment aims at collecting evidence of learning to provide timely and constructive feedback to help learners improve.
 - As long as teachers can assess learners' performance against the same learning targets and objectives within the term or year when they are revisited at different stages of learning, it is considered to be fair.



- Formative assessment is often focused. It should just cover one or two learning targets (e.g. to converse about interests) and objectives (e.g. using the simple present tense to express interests) at a time.
- Usually teachers feel more comfortable using written assessment tasks to collect evidence of learning as they are conducted with the whole class at the same time. However, for speaking activities, teachers may worry that they do not have sufficient time to assess individual learners.
- Unlike in high-stakes settings where comparability matters, formative assessment aims at collecting evidence of learning to provide timely and constructive feedback to help learners improve their learning. Therefore, in case there is really not enough time to observe all the individual groups or learners, teachers can always exercise their own discretion and decide how many groups or learners to observe as the language items and skills are often revisited at different stages of learning. Teachers can plan ahead to make sure that not the same groups or learners are observed all the time.
- For groups or learners not observed, the teacher can find time to observe them when tasks or activities on the same learning targets and objectives are conducted later in the school term or year.
- As long as learners' performance is assessed against the same learning targets and objectives within the term or year, it is considered to be fair to all learners.

Frequently asked questions

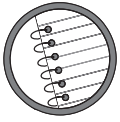
4. Do teachers need to record learners' performance every time?
- No. Teachers should avoid falling into the trap of doing recording for its own sake, or stopping at recording.
 - They should make good use of the evidence collected during formative assessment and give timely and constructive feedback to help learners improve their work.
 - Teachers are encouraged to simplify the administrative procedures of recording.



- When teachers focus on checking and recording learners' performance only, it does not help much to improve learners' performance.
- Teachers should make effective use of the evidence collected during formative assessment and give timely and constructive feedback to help learners improve their work.
- It is not necessary for teachers to record everything in detail. Teachers should exercise their professional judgement and only record evidence that helps to judge learners' overall performance or progress of learning.
- It is not always necessary for teachers to spend time designing checklists or feedback sheets and record learners' performance in every learning task or activity.
- Teachers are encouraged to exercise their expertise to simplify the administrative procedures of recording according to their schools' needs and decide what to record.

Frequently asked questions

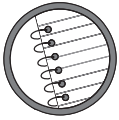
5. Do learners have the ability to engage in self assessment and peer assessment and benefit from them?
 - Learners should be helped to understand the success criteria that will be applied in assessing their work.
 - Teachers need to involve learners in setting the success criteria whenever possible.
 - Self assessment can help learners develop the necessary skills and attitude to assess and monitor their own progress.
 - Peer assessment can enhance interaction and collaboration.



- Learners do have the ability to engage in self assessment and peer assessment provided that they understand the success criteria that will be applied in assessing their work.
- As a start, learners can be provided with some criteria which they can manage (e.g. correct spelling as in writing, appropriate volume and pace as in speaking). Learners may also be involved and guided gradually in setting and applying the success criteria for their work or performance. This will enable learners to be self-evaluative.
- With self assessment, learners can develop the necessary skills and attitude to assess and monitor their own progress so that they develop ownership and responsibility for their own learning.
- It also has the advantages of enhancing intrinsic motivation for learning and helping learners reflect on their learning and learn how to learn. They will also become more aware of what they have learnt and feel confident that they can talk about it.
- Peer assessment enhances interaction and collaboration among learners and enables them to understand each other's points of view. Learners are more willing to take risks and put in more effort when they find that other learners also share similar problems and successes.

Frequently asked questions

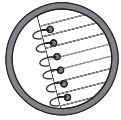
6. Should teachers give credit to learners who make an effort in their work but do not meet the success criteria?
 - Teachers need to acknowledge the efforts made by the learners in working towards the learning targets and objectives.
 - Teachers should apply criterion-referenced principles and avoid making comparisons among the learners.
 - Specific and constructive feedback should be provided to help learners improve.
 - External rewards should not be over-used.



- Teachers need to acknowledge the efforts made by the learners in working towards the learning targets and objectives. Teachers should always remember that assessment of pupils' performance should be based on criterion-referenced principles. Therefore, as long as teachers find that learners have made an attempt to make progress, positive feedback should be given.
- Teachers should avoid making comparisons among learners. Instead, teachers should encourage learners to reflect on whether they themselves are making progress in their learning.
- To help learners reflect on their strengths and weaknesses, it is important for teachers to give specific and constructive feedback.
- External rewards such as grades, stickers, gold cards can be given to motivate learners to perform even better, especially for the very young learners. However, they should not be over-used as they cannot enhance intrinsic motivation for learning.

Frequently asked questions

7. How should teachers deal with the errors made in learners' work when giving feedback?
 - Errors give valuable information to teachers as they can reflect the learning difficulties of the pupils.
 - Teachers should try to identify the underlying causes of the learning difficulties and give appropriate cues to help learners improve their work.
 - Teachers should avoid giving negative and demotivating comments.
 - Learning and teaching support materials should be designed and appropriate cues should be provided to help learners improve their work.



- Teachers should treat learners' errors positively as they provide valuable information about the learning difficulties encountered by the pupils. Based on the errors made by the learners, teachers can identify the underlying causes of the learning difficulties and providing appropriate feedback.
- Instead of telling the learners the correct answers directly or pointing out their mistakes by saying 'You are wrong!' or 'No!', appropriate cues should be given to learners tactfully so that they can think over the mistakes they have made and try to improve their work.
- Teachers should avoid giving negative and de-motivating comments about the errors the learners make.
- Teachers may design support materials when necessary. For example, if learners have problems understanding the reading texts, this may mean that they are not able to use appropriate reading strategies to extract information. To help the learners, teachers will need to teach them the reading strategies explicitly.
- Teachers may refer to 'Web-based Learning and Teaching Support' under 'Assessment for Learning Resource Bank' posted on the website of EMB (<http://cd.emb.gov.hk>) for suggestions on how to help learners improve their learning.
- Apart from highlighting learners' weaknesses or errors and advising them on how to improve, teachers should also identify learners' strengths and help them progress further.

Appendices

Assessment Task

Merry Christmas

Christmas is coming. Peter Chan and his mother are shopping at the Fun Fun Shop.

Part 1A 

Peter is buying some presents for his friends. What does he buy?




Listen to what Peter and his mother say. The tape will be played two times.

When you hear a beep, tick the correct answer. The tape will begin now.

Listen and tick the correct box .




1. Tom



| | | |
|---|--|---|
|  A. <input type="checkbox"/> A hat |  B. <input type="checkbox"/> A bat |  C. <input type="checkbox"/> A cat |
|---|--|---|

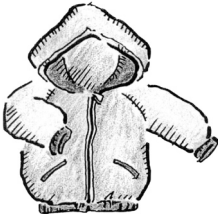
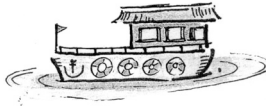

2. Jane



| | | |
|--|---|--|
|  A. <input type="checkbox"/> A can |  B. <input type="checkbox"/> A pan |  C. <input type="checkbox"/> A fan |
|--|---|--|

3. Mary



| | | |
|---|--|---|
|  A. <input type="checkbox"/> A coat |  B. <input type="checkbox"/> A boat |  C. <input type="checkbox"/> A goat |
|---|--|---|

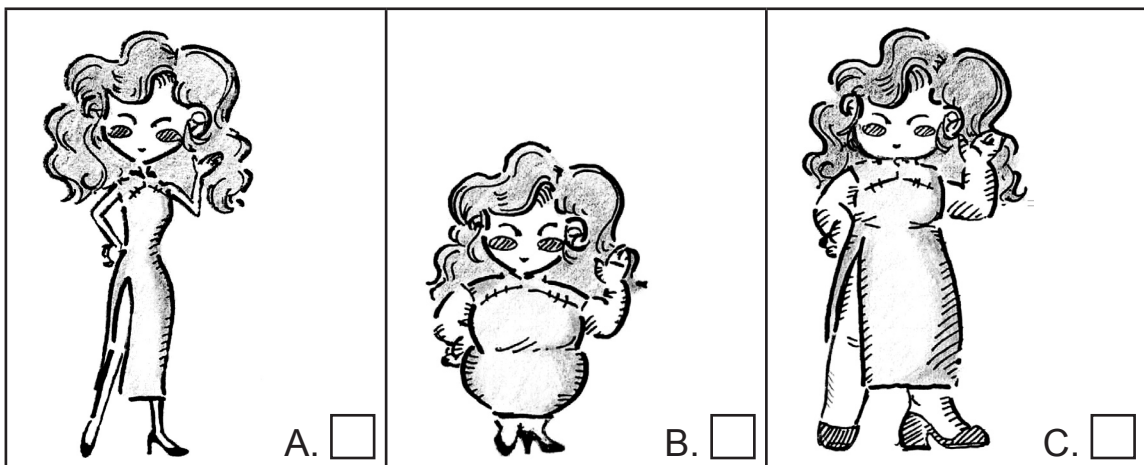
Part 1B 

Peter's mother also wants to buy some Christmas presents. What does she buy?

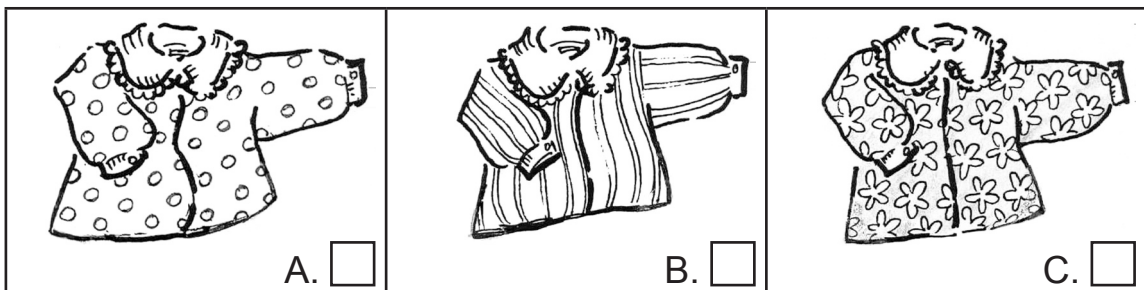
Listen to what Peter's mother and the shop assistant say. The tape will be played two times. When you hear a beep, tick the correct answer. The tape will begin now.

Listen and tick the correct box .

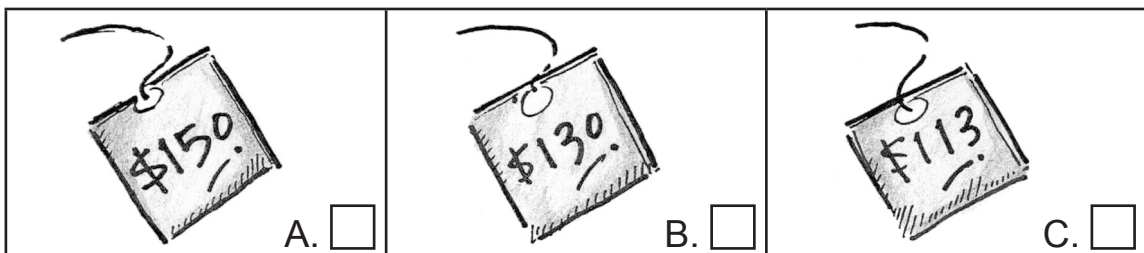
1. What does the friend of Peter's mother look like?



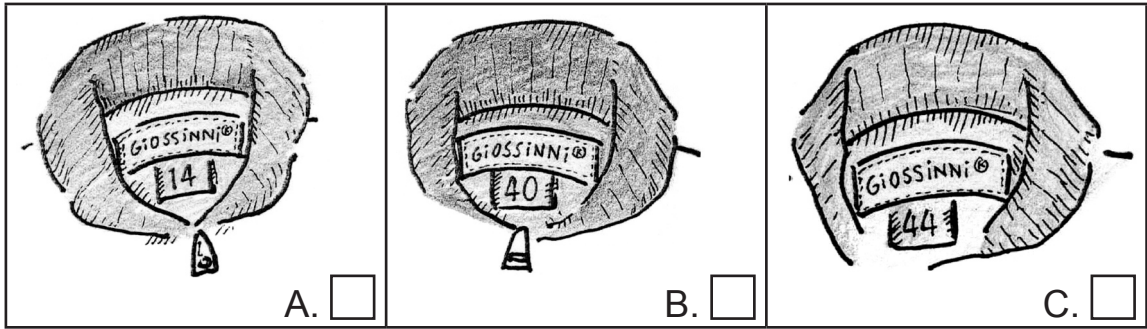
2. Which blouse does Peter's mother buy?



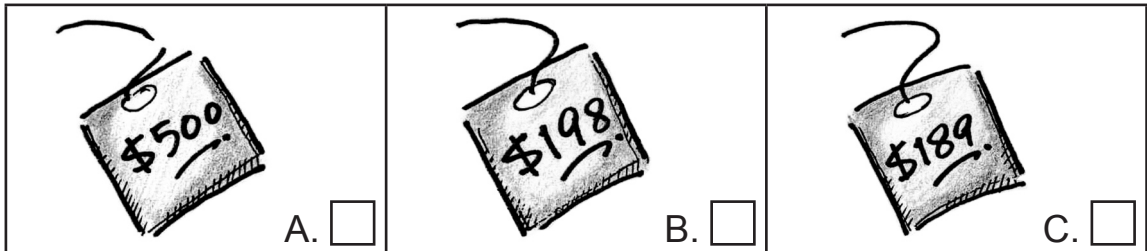
3. How much is the blouse?



4. What size is the jacket?



5. How much is the jacket?



Part 2 

The next day, Peter gets an invitation card from Tom. Tom is going to have a Christmas party.

Read the card.

4th December XXXX

Dear Peter,

Merry Christmas.

I'm going to have a Christmas party. Can you come?

Date : 24th December XXXX

Time : 3:00 p.m.

Place : my home (G/F, 1 Long Street, Kowloon.)

Yours,

Tom

Now, you are Peter. You can go to Tom's party. Write a reply to Tom.

Dear _____ ,

Thank you for _____ .

I can _____

on _____ at _____ .

See you.

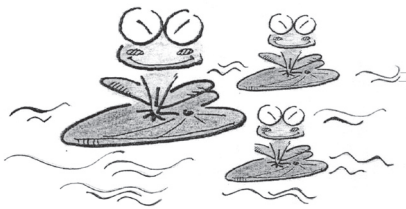
Yours,

Part 3A 

The children are at the party now. Tom's mother tells them a story.



Read the story.



Bobo and Toto lived in a pond with their mother, Mrs Froggie. They loved each other. Mrs Froggie always said to Bobo and Toto, "You are my good sons. You never fight with each other. I'm proud of you."

Early one morning, when Bobo and Toto were dancing on the leaves in the pond, they felt **something** swimming to them. It was their friend, Sniffy. **She** said,

"There's a nice smell on the other side of the pond. Come and have a look!"

Bobo and Toto jumped into the water. They swam and swam after Sniffy.

They saw a huge box on a rock near the pond. Bobo and Toto jumped onto the rock and opened the box. "What a nice cake! Let's eat it. Come **here**, Sniffy!" Bobo and Toto cried.

"No, I can't. I'll die if I get out of the water!" said Sniffy sadly.

Sniffy...

Tick the correct answer .

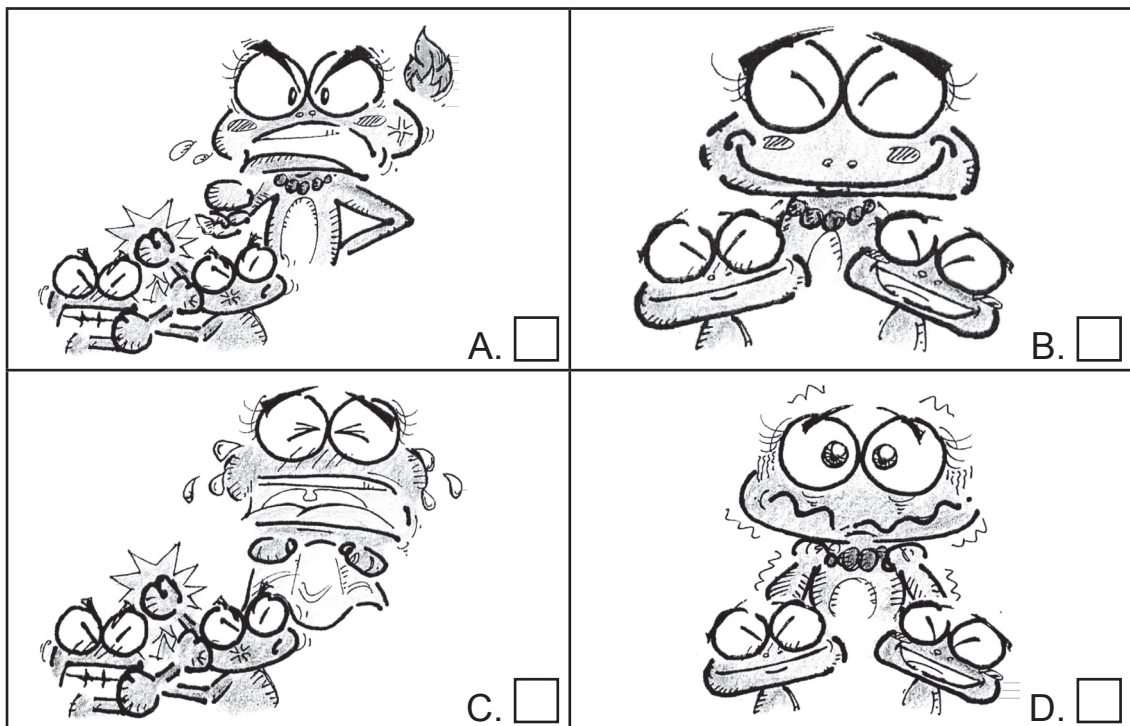
1. Bobo and Toto lived in a pond. What is a pond?

- A. A large pool of water
- B. A huge box
- C. A nice cake
- D. A small tree

2. What were Bobo and Toto?

- A. Sisters
- B. Brothers
- C. Brother and sister
- D. Mother and son

3. Mrs Froggie always said to Bobo and Toto, "... I'm proud of you."
Which picture shows how Mrs Froggie felt?



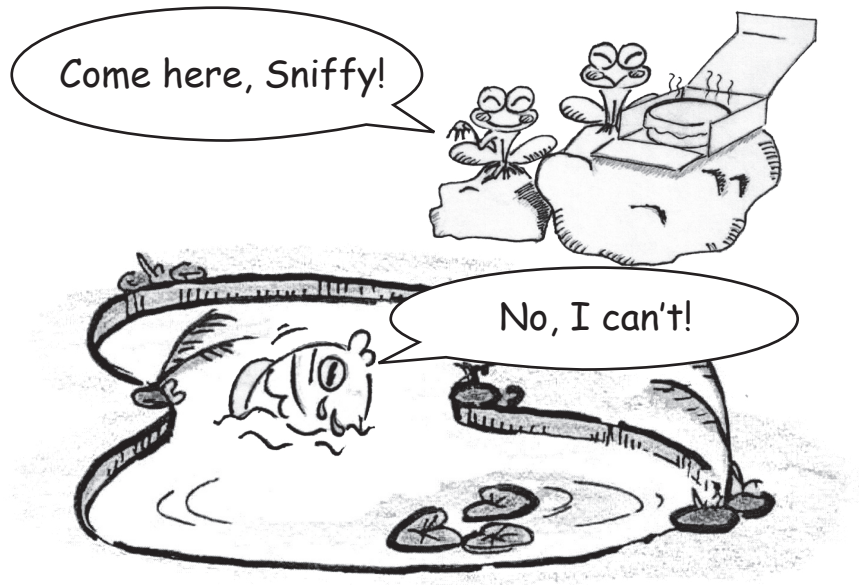
4. What were Bobo and Toto doing early one morning?
They were _____.
- A. fighting
 - B. crying
 - C. singing
 - D. dancing
5. They felt **something** swimming to them. What did they feel?
- A. Mrs Froggie
 - B. Bobo
 - C. Sniffy
 - D. Toto
6. **She** said, "There's a nice smell on the other side of the pond. Come and have a look!" Who was **she**?
- A. Mrs Froggie
 - B. Sniffy
 - C. Bobo
 - D. Toto
7. "... Come **here**, Sniffy!" Bobo and Toto cried.
'Come **here**' means 'Come to _____'.
- A. the rock
 - B. the pond
 - C. the leaves
 - D. Bobo and Toto's home
8. Why was Sniffy sad?
She could not _____.
- A. play with Bobo and Toto
 - B. swim
 - C. jump out of the pond
 - D. smell the cake

Part 3B 

Sniffy wanted to eat the cake.

You are Sniffy.

What will you do?



Part 3C 

When you are not happy, what will you do? Write 3 sentences or more.

Part 4 

After listening to the story, Tom and the children play a guessing game about animals.

You are one of the children.

Read the riddles aloud and guess the animals.

Part 5 

After the party, Tom's mother wants to take the children out.

Now, you are the children.

Ask and tell your friend:

- where you want to go
- what you want to do there
- how you can get there

Use the cards to help you.

Part 1A

Tapescript

Peter is buying some presents for his friends. What does he buy?

Listen to what Peter and his mother say. The tape will be played two times.

When you hear a beep, tick the correct answer. The tape will begin now.

P: Peter **M:** Peter's mother

**

P: What shall I buy for Tom, Mum?

M: What does he like best?

P: He likes animals. He likes fishing and playing ball games, too.

M: Well, you may buy him a cat, a hat or a bat.

P: I think he needs a bat. I'll buy him a bat.

(Beep)

P: What about Jane? She likes cooking, dancing and collecting.

M: You can buy her a pan, a fan or a can.

P: I think I'll buy her a fan.

M: That's a good idea.

(Beep)

P: This coat is beautiful. Shall I buy it for Mary?

M: No, I think she likes playing with toys. Buy her a toy goat.

P: She has a toy goat. Let me buy her a boat.

M: All right. Buy a boat for her.

*(Beep) ***

Listen to the tape again and check your answers.

*(Repeat the tapescript ** **.)*

This is the end of Part 1A.

Part 1B**Tapescript**

Peter's mother also wants to buy some Christmas presents. What does she buy?

Listen to what Peter's mother and the shop assistant say. The tape will be played two times. When you hear a beep, tick the correct answer. The tape will begin now.

A: Shop assistant **M:** Peter's mother

**

A: May I help you?

M: Yes, I'd like to buy a blouse for my friend. She's tall and thin. // (Beep)

A: How about the one with flowers over there? It looks nice. // (Beep)

M: Oh, that's good! How much is it?

A: One hundred and thirty dollars, please.

M: Alright. I'll take it. // (Beep)

M: I'd also like to buy a jacket for my husband.

A: Would he like the brown jacket over there?

M: Ah! It looks nice but it's too small for him.

A: It doesn't matter. We have bigger sizes. How about this one? It's size forty.

M: Yes, I think it will fit him. // (Beep) How much is it?

A: One hundred and eighty-nine dollars, please.

M: Here's five hundred dollars.

A: Thank you. // (Beep) **

Listen to the tape again and check your answers.
(Repeat the tapescript ** **.)

This is the end of Part 1B.

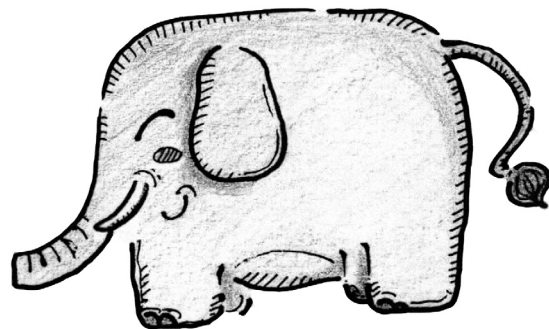
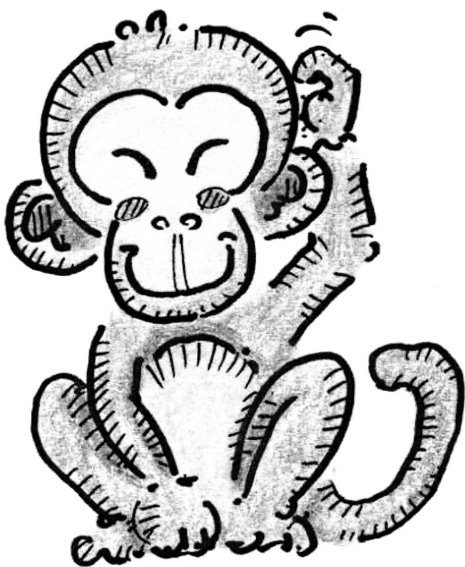
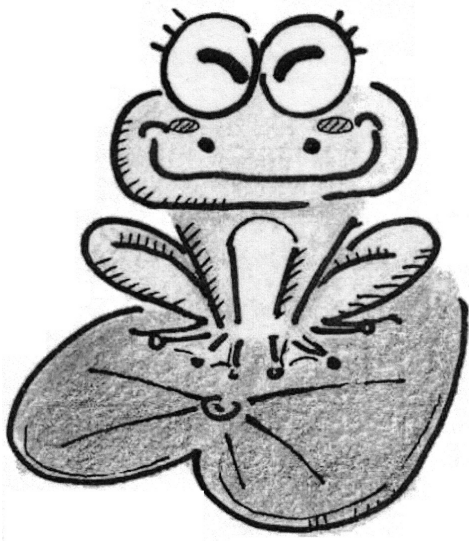
Teacher's notes

Part 4

1. Print the cue cards for the task.
2. Give one set of cards to the pupil and ask him/her to read the riddles aloud.
3. After the reading, ask the pupil to guess the animals. (If the pupil cannot give the answers, show him/her the picture cards of the animals and ask him/her to choose the correct ones.)

Cue Cards

| ✂ Set 1 | ✂ Set 2 |
|---|---|
| <p style="text-align: center;">Riddle 1</p> <p>It is green.</p> <p>It has big eyes.</p> <p>It can swim and jump.</p> <p>It lives near water.</p> | <p style="text-align: center;">Riddle 1</p> <p>It is brown.</p> <p>It has a long tail.</p> <p>It likes bananas.</p> <p>It can climb trees.</p> |
| <p style="text-align: center;">Riddle 2</p> <p>It is white.</p> <p>It has red eyes.</p> <p>It has long ears.</p> <p>It can jump.</p> | <p style="text-align: center;">Riddle 2</p> <p>It is big.</p> <p>It has a long neck.</p> <p>It has strong legs.</p> <p>It eats leaves.</p> |



Part 5

1. Print Cue Cards A and B.
2. Give Cue Cards A and B to Pupils A and B respectively.
3. Ask the pupils to look at their cards only. Give them one minute to read the card.
4. Tell the pupils to ask and answer each other's questions.

Cue Cards

(for Pupil A)

(for Pupil B)

| | |
|---|---|
| <p style="text-align: center;">Cue Card A</p> <p>Pupil A: Where do you want to go?</p> <p>Pupil B: ...</p> <p>Pupil A: What do you want to do there?</p> <p>Pupil B: ...</p> <p>Pupil A: How can we get there?</p> <p>Pupil B: ...</p> <p>Pupil A: OK. Let's go!</p> <p>.....</p> <p>Pupil B: ...</p> <p>Pupil A: I want to go to _____.</p> <p>Pupil B: ...</p> <p>Pupil A: I want _____.</p> <p>Pupil B: ...</p> <p>Pupil A: We can _____.</p> <p>Pupil B: ...</p> | <p style="text-align: center;">Cue Card B</p> <p>Pupil A: ...</p> <p>Pupil B: I want to go to _____.</p> <p>Pupil A: ...</p> <p>Pupil B: I want _____.</p> <p>Pupil A: ...</p> <p>Pupil B: We can _____.</p> <p>Pupil A: ...</p> <p>.....</p> <p>Pupil B: Where do you want to go?</p> <p>Pupil A: ...</p> <p>Pupil B: What do you want to do there?</p> <p>Pupil A: ...</p> <p>Pupil B: How can we get there?</p> <p>Pupil A: ...</p> <p>Pupil B: OK. Let's go!</p> |
|---|---|

Worksheet 1 for Activities 1 & 2
Identifying the five features of a task and the generic skills for the assessment task ‘Merry Christmas’

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|---|---|--|---|--|--|---|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 1A | <ul style="list-style-type: none"> To recognize some obvious features of the English Language in simple spoken and written texts (KSf) | Peter Chan and his mother are doing Christmas shopping at the Fun Fun Shop. | <ul style="list-style-type: none"> Communicating: Learners listen to a conversation about shopping Conceptualizing: Learners organize their knowledge about letter-sound relationships | Learners have to identify the Christmas presents that Peter buys for his friends. | N.A. | Listening <ul style="list-style-type: none"> Discriminate between different initial sounds in words | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | | |
|-------------------------|---|---|--|--|--|---|--|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 1B | <ul style="list-style-type: none"> To interpret and use simple given information (KSb) | Peter Chan and his mother are doing Christmas shopping at the Fun Fun Shop. | <ul style="list-style-type: none"> Communicating: Learners listen to a conversation about shopping Conceptualizing: Learners organize their knowledge about the appearance of people and the different aspects of Christmas presents | Learners have to identify the Christmas presents that Peter's mother buys. | <ul style="list-style-type: none"> Use nouns/ noun phrases to refer to objects, sizes and prices Use adjectives to describe people and objects | <ul style="list-style-type: none"> <u>Listening</u> Locate specific information in response to simple questions | Generic Skills <ul style="list-style-type: none"> Communication |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 2 | | | | | | | |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 3A | | | | | | | |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 3B | | | | | | | |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 3C | | | | | | | |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 4 | | | | | | | |

| Part | Five Features of a Task | | | | | Generic Skills | |
|------|----------------------------------|---------|-------------------------------------|---------|---|----------------|-----------------|
| | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | | Language Skills |
| 5 | | | | | | | |

Suggested answers
Worksheet 1 for Activities 1 & 2
Identifying the five features of a task and the generic skills for the assessment task ‘Merry Christmas’

| Five Features of a Task | | | | | | | Generic Skills |
|-------------------------|---|---|--|---|--|---|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 1A | <ul style="list-style-type: none"> To recognize some obvious features of the English Language in simple spoken and written texts (KSf) | Peter Chan and his mother are doing Christmas shopping at the Fun Fun Shop. | <ul style="list-style-type: none"> Communicating: Learners listen to a conversation about shopping Conceptualizing: Learners organize their knowledge about letter-sound relationships | Learners have to identify the Christmas presents that Peter buys for his friends. | N.A. | <u>Listening</u> <ul style="list-style-type: none"> Discriminate between different initial sounds in words | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | Generic Skills | |
|-------------------------|---|---|--|--|--|---|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 1B | <ul style="list-style-type: none"> To interpret and use simple given information (KSb) | Peter Chan and his mother are doing Christmas shopping at the Fun Fun Shop. | <ul style="list-style-type: none"> Communicating: Learners listen to a conversation about shopping Conceptualizing: Learners organize their knowledge about the appearance of people and the different aspects of Christmas presents | Learners have to identify the Christmas presents that Peter's mother buys. | <ul style="list-style-type: none"> Use nouns/ noun phrases to refer to objects, sizes and prices Use adjectives to describe people and objects | <ul style="list-style-type: none"> <u>Listening</u> Locate specific information in response to simple questions | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | Generic Skills | |
|-------------------------|---|---|---|--|---|--|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 2 | <ul style="list-style-type: none"> To interpret and use simple given information (KSb) To exchange short simple messages such as writing greeting cards and notes (ISc) | <p>Peter gets an invitation card from Tom and he is going to write a reply.</p> | <ul style="list-style-type: none"> Communicating: Learners read an invitation card and write a reply to it Conceptualizing: Learners organize their knowledge about how to respond to invitations | <p>Learners have to write an appropriate reply to Tom.</p> | <ul style="list-style-type: none"> Use formulaic expressions to begin and end personal letters Use formulaic expressions to express thanks Use prepositions/prepositional phrases to indicate dates and time | <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize the format of some common text types, e.g. invitation cards and personal letters Identify key words Recognize common abbreviations | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | Generic Skills | |
|-------------------------|---|---|---|--|--|--|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 3A | <ul style="list-style-type: none"> To interpret and use simple given information (KSb) | Tom's mother is telling the children a story. | <ul style="list-style-type: none"> Communicating: Learners read a story Conceptualizing: Learners form an idea of the story | Learners have to provide appropriate answers to the questions about the story. | <ul style="list-style-type: none"> Use nouns/noun phrases to identify objects, people and animals Use adjectives to describe people and animals Use the past continuous tense to refer to actions which were in progress at a given time in the past Use indefinite pronouns to refer to objects in a general and indefinite way | <p><u>Reading</u></p> <ul style="list-style-type: none"> Identify key words in a sentence Understand the connection between ideas by identifying cohesive devices Predict the meaning of unfamiliar words by using contextual and pictorial clues | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | Generic Skills |
|-------------------------|----------------------------------|---------|-------------------------------------|---------|--|-----------------|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | |
| | | | | | Language Items and Communicative Functions | Language Skills |
| | | | | | <ul style="list-style-type: none"> • Use personal pronouns to identify people and animals • Use adverbs to indicate position • Use modals to talk about abilities | |

| Five Features of a Task | | | | | | Generic Skills | |
|-------------------------|--|---|---|---|---|--|--|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 3B | <ul style="list-style-type: none"> To respond to characters and events in simple imaginative and other narrative texts (ESb) To give expression to imaginative ideas (ESc) | <p>Tom's mother is telling the children a story. Learners are asked to imagine that they are one of the characters in the story and suggest what the character will do.</p> | <ul style="list-style-type: none"> Communicating: Learners suggest what the character will do Conceptualizing: Learners form an idea of the story Problem-solving: Learners analyze the problem faced by the character and provide suggestions Reasoning: Learners determine what the character will do | <p>Learners have to write down what the character, Sniffy, will do based on their understanding of the story.</p> | <ul style="list-style-type: none"> Use the future tense to talk about future events, actions and processes | <p><u>Writing</u></p> <ul style="list-style-type: none"> Put words in a logical order to make meaningful phrases or sentences Provide personal ideas and information | <ul style="list-style-type: none"> Communication Creativity Problem-solving |

| Five Features of a Task | | | | | | Generic Skills | |
|-------------------------|--|---|---|--|---|--|--|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 3C | <ul style="list-style-type: none"> To give expression to one's experience (ESd) | <p>Learners are asked to write about what they will do when they are sad.</p> | <ul style="list-style-type: none"> Communicating: Learners write about their personal experiences Conceptualizing: Learners form some ideas about how they respond to unpleasant experiences Problem-solving: Learners reflect on their unpleasant experiences and come up with ways to cope with the situations Reasoning: Learners determine what to do in response to unpleasant experiences | <p>Learners have to write about what they will do when they are sad.</p> | <ul style="list-style-type: none"> Use the future tense to talk about future events, actions and processes | <p><u>Writing</u></p> <ul style="list-style-type: none"> Put words in a logical order to make meaningful phrases or sentences Provide personal ideas and information | <ul style="list-style-type: none"> Communication Creativity Problem-solving |

| Five Features of a Task | | | | | | | Generic Skills |
|-------------------------|--|---|---|--|---|--|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 4 | <ul style="list-style-type: none"> To recognize some obvious features of the English Language in simple spoken and written texts (KSf) To interpret and use simple given information (KSb) | Tom and the children are playing a guessing game about animals. | <ul style="list-style-type: none"> Communicating: Learners read aloud riddles about animals and provide solutions to them Conceptualizing: Learners organize their knowledge about animals Reasoning: Learners analyze the riddles and provide solutions | Learners have to read aloud the riddles and guess the animals. | <ul style="list-style-type: none"> Use adjectives to describe animals and objects Use nouns/ noun phrases to identify animals and objects Use the simple present tense to talk about present states and express interests and feelings Use modals to talk about abilities | <p><u>Reading</u></p> <ul style="list-style-type: none"> Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts Use knowledge of basic letter-sound relationships to read aloud short, simple texts | <ul style="list-style-type: none"> Communication |

| Five Features of a Task | | | | | | | |
|-------------------------|---|---|---|--|---|--|---|
| Part | Purpose (Learning Targets) | Context | Process of Thinking and Doing | Product | Framework of Knowledge and Skills | | Generic Skills |
| | | | | | Language Items and Communicative Functions | Language Skills | |
| 5 | <ul style="list-style-type: none"> To converse about feelings, interests and experiences (ISb) To provide or find out and present simple information on familiar topics (KSa) | <p>Tom's mother wants to take the children out. She would like to hear their suggestions.</p> | <ul style="list-style-type: none"> Communicating: Learners talk about their interests and preferences Conceptualizing: Learners organize their knowledge about places to go and things to do Inquiring: Learners find out about the places to go, things to do there and the ways to get there | <p>Learners have to talk about where they want to go, what they want to do there and how they can get there.</p> | <ul style="list-style-type: none"> Use the interrogative pronoun 'what' to find out specific information about a person Use the interrogative adverb 'where' to ask about location Use the interrogative adverb 'how' to ask about ways of doing something | <p><u>Speaking</u></p> <ul style="list-style-type: none"> Maintain an interaction by providing information in response to factual or yes/no questions | <ul style="list-style-type: none"> Communication |

Worksheet 2 for Activity 3
Working out the success criteria for the assessment task 'Merry Christmas'^Δ

| Part | Expected Level of Learning Outcomes [◆] | Suggested Answers | Success Criteria [#] |
|-----------------|--|--------------------------------------|--|
| 1A Listening | Level 1 • Discriminating between a small range of initial consonant and vowel sounds with regular sound-spelling correspondences (KS) | 1. B 2. C 3. B | • able to discriminate between the initial consonant letter sounds b, f, h, p, c (hard) and g (hard) (provide 2-3 correct answers) |
| 1B Listening | Level 2 • Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES) | 1. A 2. C 3. B 4. B 5. C | • able to locate specific information which is delivered clearly and explicitly in a simple spoken text (provide 3-5 correct answers) |

Δ Most of the questions in this task are targeted at Level 2 of the learning outcomes except for Part 1A and Part 5. In Part 1A and Part 5, the questions are geared to Level 1.

◆ The learning outcomes listed here are only the initial drafts and are subject to further revision. The consultation document on these learning outcomes will be released in due course.

The success criteria are not absolute and can be set according to the abilities of the learners in different classes and teachers' expectations of the learners. For closed questions, there are no fixed rules for deriving the percentage of correct answers which learners have to get in order to meet the success criteria.

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|--------------------------|--|--|------------------|
| <p>2</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) | <ol style="list-style-type: none"> Any reasonable date between 4/4th/4th and 24/24th/24th Dec/December Tom your letter/your invitation/ your card/your invitation card come/go/come to/go to your party 24/24th/24th Dec/December 3:00 p.m./3 o'clock/ three o'clock Peter | |
| <p>3A</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) | <ol style="list-style-type: none"> A B B D C B A C | |

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|---------------|--|---|------------------|
| 3B Writing | <p>Level 2</p> <ul style="list-style-type: none"> • Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, ES) | <ul style="list-style-type: none"> • <i>any reasonable answers</i> | |
| 3C Writing | <p>Level 2</p> <ul style="list-style-type: none"> • Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, ES) | <ul style="list-style-type: none"> • <i>any reasonable answers</i> | |

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|--------------------------|---|--|------------------|
| <p>4</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES) | <p><u>Set 1</u></p> <p>Riddle 1 — a frog</p> <p>Riddle 2 — a rabbit</p> <p><u>Set 2</u></p> <p>Riddle 1 — a monkey</p> <p>Riddle 2 — a giraffe</p> | |
| <p>5</p> <p>Speaking</p> | <p>Level 1</p> <ul style="list-style-type: none"> Providing short answers to simple questions on familiar topics (IS, KS, ES) | <ul style="list-style-type: none"> any reasonable answers | |

**Suggested answers
Worksheet 2 for Activity 3
Working out the success criteria for the assessment task 'Merry Christmas'**^Δ

| Part | Expected Level of Learning Outcomes [◆] | Suggested Answers | Success Criteria [#] |
|-----------------|--|--------------------------------------|--|
| 1A Listening | Level 1 • Discriminating between a small range of initial consonant and vowel sounds with regular sound-spelling correspondences (KS) | 1. B 2. C 3. B | • able to discriminate between the initial consonant letter sounds b, f, h, p, c (hard) and g (hard) (provide 2-3 correct answers) |
| 1B Listening | Level 2 • Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents (IS, KS, ES) | 1. A 2. C 3. B 4. B 5. C | • able to locate specific information which is delivered clearly and explicitly in a simple spoken text (provide 3-5 correct answers) |

^Δ Most of the questions in this task are targeted at Level 2 of the learning outcomes except for Part 1A and Part 5. In Part 1A and Part 5, the questions are geared to Level 1.

[◆] The learning outcomes listed here are only the initial drafts and are subject to further revision. The consultation document on these learning outcomes will be released in due course.

[#] The success criteria are not absolute and can be set according to the abilities of the learners in different classes and teachers' expectations of the learners. For closed questions, there are no fixed rules for deriving the percentage of correct answers which learners have to get in order to meet the success criteria.

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|--------------------------|--|--|---|
| <p>2</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) | <ol style="list-style-type: none"> Any reasonable date between 4/4th/4th and 24/24th/24th Dec/December Tom your letter/your invitation/ your card/your invitation card come/go/come to/go to your party 24/24th/24th Dec/December 3:00 p.m./3 o'clock/ three o'clock Peter | <ul style="list-style-type: none"> able to respond to the invitation appropriately (provide 5-7 correct answers) <p>* As the focus is on reading, grammatical and spelling mistakes that do not inhibit the communication of ideas are acceptable</p> |
| <p>3A</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues (IS, KS, ES) | <ol style="list-style-type: none"> A B B D C B A C | <ul style="list-style-type: none"> able to construct meaning from a short and simple text by : <ul style="list-style-type: none"> recognizing key words using contextual and pictorial clues understanding the connection between ideas by identifying a small range of cohesive devices (provide 5-8 correct answers) |

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|-----------------------|--|---|---|
| <p>3B Writing</p> | <p>Level 2 <ul style="list-style-type: none"> Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, ES) </p> | <ul style="list-style-type: none"> <i>any reasonable answers</i> | <ul style="list-style-type: none"> able to provide some imaginative ideas which are in line with the development of the story able to communicate the ideas quite clearly <p>* In assessing very young learners' written performance in the Experience Strand, teachers should focus on the expression of ideas rather than the accuracy of the language to enhance learners' confidence and creativity. As learners progress, both content and language are equally important.</p> |
| <p>3C Writing</p> | <p>Level 2 <ul style="list-style-type: none"> Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues (IS, KS, ES) </p> | <ul style="list-style-type: none"> <i>any reasonable answers</i> | <ul style="list-style-type: none"> able to provide mostly relevant ideas and information able to communicate the ideas quite clearly <p>* In assessing very young learners' written performance in the Experience Strand, teachers should focus on the expression of ideas rather than the accuracy of the language to enhance learners' confidence and creativity. As learners progress, both content and language are equally important.</p> |

| Part | Expected Level of Learning Outcomes | Suggested Answers | Success Criteria |
|--------------------------|---|--|--|
| <p>4</p> <p>Reading</p> | <p>Level 2</p> <ul style="list-style-type: none"> Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES) | <p><u>Set 1</u> <i>Riddle 1 — a frog</i> <i>Riddle 2 — a rabbit</i></p> <p><u>Set 2</u> <i>Riddle 1 — a monkey</i> <i>Riddle 2 — a giraffe</i></p> | <ul style="list-style-type: none"> able to read aloud the 2 riddles clearly and comprehensibly with appropriate pausing, and give correct answers/ choose correct pictures Minor pronunciation mistakes are acceptable |
| <p>5</p> <p>Speaking</p> | <p>Level 1</p> <ul style="list-style-type: none"> Providing short answers to simple questions on familiar topics (IS, KS, ES) | <ul style="list-style-type: none"> <i>any reasonable answers</i> | <ul style="list-style-type: none"> able to provide mostly relevant information about where they want to go, what they can do there and how they can get there in response to simple questions |

Board Game

Learners are asked to work in groups of 4 to play a board game. They have to make use of the food items and the names of the different sections in the supermarket they have learnt in the previous lessons. After the game, learners are asked to fill out the self assessment form below.

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Board Game

Pupil's Self Assessment Form

- | | | |
|---|-----|----|
| 1. Did you understand how to play the board game? | Yes | No |
| 2. Did you speak English when playing the board game? | Yes | No |
| 3. Could you answer the questions on the board game? | Yes | No |
| 4. Did you ask for help when playing the game? | Yes | No |
| 5. Did you enjoy playing the game? | Yes | No |

6. The work was:

Too easy 

Too hard 

Just right 

Process writing

In this task, learners are engaged in the process of writing instructions for making sandwiches. After the teachers have brainstormed ideas and vocabulary items for making sandwiches with the class, learners work on their first drafts. Then teachers read through the drafts and give feedback to the whole class on how they can improve their work. Teachers also give out Student Checklist 1, and explain to learners that the criteria listed in the checklist will help them do self assessment and teachers will apply the same criteria when they mark learners' work. With the help of Student Checklist 1, learners read through their own work and revise it. Then, in pairs, learners conduct peer assessment and give suggestions to their partners on how they can further improve their writing with the help of Student Checklist 2.

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Student Checklist 1 (Self assessment)

Name: _____ **Class:** P. 3 () **Date:** _____

When you are reading for the first time, ask yourself these questions:

1. Did I give a title to the instructions?
2. Did I set out the instructions under the correct headings?
3. Did I list all the ingredients I needed?
4. Did I list all the utensils I needed?
5. Did I give all the steps?
6. Did I write the steps in the correct order?
7. Did I add interesting hints?

When you are reading for the second time, ask yourself these questions:

1. Did I start my sentences with capital letters?
2. Did I put a full stop (.) at the end of each sentence?
3. Is my spelling correct?

When you are reading for the third time, ask yourself these questions:

1. Did I use the simple present tense?
2. Did I use different action words?
3. Did I start each step with a linking word (e.g. First, Next, Then...)?

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Student Checklist 2 (Peer assessment)

Name: _____ **Class:** P. 3 () **Date:** _____

1. Did your partner give a title to the instructions?
2. Did your partner set out the instructions under the correct headings?
3. Did your partner list all the ingredients she needed?
4. Did your partner list all the utensils she needed?
5. Did your partner give all the steps?
6. Did your partner write the steps in the correct order?
7. Did your partner add interesting hints?
8. Did your partner start her sentences with capital letters?
9. Did your partner put a full stop (.) at the end of each sentence?
10. Was your partner's spelling correct?
11. Did your partner use the simple present tense?
12. Did your partner use different action words?
13. Did your partner start each step with a linking word (e.g. First, Next, Then...)?