EFFECTIVE ASSESSMENT PRACTICES IN THE ENGLISH LANGUAGE CURRICULUM

English Language Education Section
Curriculum Development Institute
EDB
Jan 2019
Warm up - How far do you agree?

- It’s the students’ responsibility to keep track of their own progress.
- Students only care about the results, not why they get the marks and how to improve.
- Process-writing is time-consuming and unrealistic.
- Practice makes perfect. The more comprehension and compositions students do, the better their reading and writing skills.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree Nor Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
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Objectives

To discuss the role of assessment in the LTA cycle

To raise awareness of strategies for implementing formative assessment

* To explore effective strategies for implementing assessment FOR and AS learning to enhance self-directed learning

To provide hands-on activities on designing assessment activities to promote AaL
Rundown

Part 1: Key concepts

Part 2: Strategies for designing quality items/tasks and implementing AfL & AaL in reading assessment


Part 4: Consolidation
Part 1: Key Concepts
Extending from AfL to AaL --
Empowering students to monitor & evaluate own progress

<table>
<thead>
<tr>
<th>Summative</th>
<th>AoL</th>
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<tr>
<td></td>
<td>• [<strong>describes the level</strong>] students have attained</td>
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<td>• shows what they know/can do over a <strong>period of time</strong></td>
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<td>• gives an overview of previous learning for reporting purposes</td>
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<table>
<thead>
<tr>
<th>Formative</th>
<th>AfL</th>
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<tr>
<td></td>
<td>• [<strong>integrates assessment into learning &amp; teaching</strong>]</td>
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<td></td>
<td>• assists <strong>students</strong> to understand what they are learning, what they have attained, what is expected of them</td>
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<td>• helps teachers collect learning evidence to provide timely feedback &amp; refine teaching strategies</td>
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<tr>
<th>AaL</th>
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<td>• engages <strong>students</strong> in reflecting on &amp; monitoring their progress of learning</td>
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<td>• involves <strong>students</strong> in regulating the learning process, evaluating their own performance against the learning goals &amp; planning for the next step in learning</td>
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*English Language Education Key Learning Area Guide (Primary 1 – Secondary 6) (2017) p.84*
Learning, Teaching and Assessment Cycle

**Goals**

*What students are expected to learn*

**Process**

*Learning*

*Teaching*

*Assessment*

**Attainment**

*What students can do as a result*
Five Keys to Quality Assessment

- Identify the Purpose
- Clarify the Targets
- Design quality items/tasks
- Provide Effective Feedback
- Involve Students
## Unpacking Formative Assessment

<table>
<thead>
<tr>
<th>Where the learner is going</th>
<th>Where the learner is</th>
<th>How to get there/How to close the gap</th>
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<tbody>
<tr>
<td><strong>Teacher</strong></td>
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<tr>
<td>Clarifying, sharing &amp; understanding learning intentions</td>
<td>Engineering effective tasks that <em>elicit evidence of learning</em></td>
<td>Providing feedback that moves learners forward</td>
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<td><strong>Peer</strong></td>
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<td>Empowering students to be learning resources for one another</td>
</tr>
<tr>
<td><strong>Learner</strong></td>
<td></td>
<td>Empowering students to be owners of their own learning</td>
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</table>
Part 2: Strategies for designing quality items/tasks and implementing AfL & AaL in reading assessment
Activity:
Draw up a list of what **good readers** can do.

**Good readers can:**
Teaching and Assessing Reading

- Words
- Phrases
- Sentences and their interconnections
- Strategic reading
- Connections to self, society, and the world
- Paragraph and discourse structure
References for Setting Reading Objectives and Describing Reading Performance

Appendix 5 of the English Language Education Key Learning Area Curriculum Guide (P1 – S6) (2017)

The Learning Progression Framework for English Language
Assessing Reading

Watch a video on assessing reading, discuss with your group members and complete the activity sheet.
Types of Reading Tasks

• MC questions
• True/False/Not Given
• Matching
• Labelling
• Sequencing
• Gap-filling
• Short answers
• Summary cloze
• Information-transfer
• Proofreading
• Summary writing
Activity

- Study Texts 2-4 from Paper B1 of 2017 HKDSE English Language Paper and answer Questions 24, 30, 31, 32 & 39.

- Identify the question type for each question and match the question intents with the questions.
Activity

Study the questions. Identify the question type and match each question with a pointer/question intent in the right-hand column.

24. “Snug in the nest” (slide 2) means Millennials are…

30. Based on the information given on slide 6, fill in the blanks. Write One word in each blank.

31. Match the following headings to each slide of Text 2. Write the slide number next to each heading.

32. In what period were Millennials born?

39. What does ‘that’ (line 39) refer to?

- locate specific information by recognising simple text structures
- work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues
- identify main ideas and some supporting details explicitly stated in the text
- follow ideas by recognising simple text structures and understanding the use of cohesive devices
- deduce information and ideas by using semantic and syntactic clues
Use of the LPF – Designing Reading Activities

LPF

Setting appropriate questions, ensuring a balanced coverage of question types and question intents

Consolidating and developing students’ reading skills and strategies
Activity

**Situation:**

You find that your students have difficulty answering Question 30. Discuss with your group members and suggest what you can do to help your students in answering the question.
### Ways to promote assessment for learning in reading lessons:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Steps</th>
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<tbody>
<tr>
<td>• Focus students’ attention on the learning objectives.</td>
<td>⚫ share the learning intentions with the students</td>
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<tr>
<td>• Provide steps to guide students towards the answers.</td>
<td>⚫ ask guiding questions (1) scan Slide 6 for the gist; (2) study the text in Q.30 and circle the key words; (3) study Slide 6 again and underline the key words; (4) fill in the blanks with words in appropriate word form; (5) read the text in Q.30 again to check whether each answer makes sense</td>
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<tr>
<td>• Demonstrate how to answer the questions.</td>
<td>⚫ (1) underlining the topic sentence “For Millennials, wellness is a daily, active pursuit.”</td>
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<td>⚫ (2) circle the words that help decide the parts of speech of answers, e.g. “than”, “more”, “don’t”, “as much”</td>
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<td>⚫ (3) underlining the possible answers, “exercising”, “smoking”</td>
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<td></td>
<td>⚫ (4) changing the word form of the words</td>
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</table>
Paraphrasing Techniques

1. Change from a **clause** to a **phrase** (or vice versa)
2. Change from **direct speech** to **indirect speech** (or vice versa)
3. Change from **active voice** to **passive voice** (or vice versa)
4. Change words using **synonyms, superordinates or subordinates**
5. Change the **word forms**
6. Change the **sentence structures** or use different connectives
7. Change **numbers and percentages** to different forms
Questions Requiring Paraphrasing Techniques

Other examples:

23. What do companies hope to achieve by understanding Millennials’ attitudes and lifestyle?
   - to make a big difference to their business
   - to sell more to Millennials

36. Fill in the blanks based on information in paragraph 4.

   The young have a (i)______ chance of being employed compared to their elders. More than a quarter of those from (ii)_________ countries are NEETs.
DO MILLENNIALS HAVE IT BETTER OR WORSE?

[1] You might think that young people have it easy. But in a special report, the editor of The Economist, Robert Guest, argues that millennials have it tougher than most people think.

[2] ‘In some respects the young have never had it so good,’ Guest writes. ‘They are wealthier and are more likely to live longer than any other generation. They live in more liberal societies than their predecessors could barely have imagined, and have high speed access to information from around the world.

[3] ‘They are also brainier than any previous generation before them. Average scores on intelligence tests have been rising for decades in many countries, thanks to both better nutrition and mass education.’

[4] However, the report says, the talent and intelligence of millennials is often wasted, with not enough employment opportunities. Youngsters are twice as likely as their elders to be unemployed, while over 25% of young people in middle-income nations – and 15% in richer ones – are NEETs (not in education, employment or training).

[5] Furthermore, the cost of housing and education often prices millennials out of the market. ‘Education has become so expensive that many students rack up heavy debts. Housing has grown costlier, too, especially in the globally connected megacities where the best jobs are. Young people yearn to move to such cities: besides higher pay, they offer excitement and a wide selection of other young people to date or marry. Yet constraints on the supply of housing make that hard.’

[6] Guest also wrote that the time it takes to feel financially secure means people leave having children until later. ‘For both sexes, the path to adulthood—from school to work, marriage and children—has become longer and more complicated. Mostly, this is a good thing. Many young people now study until their mid-20s and put off having children until their late 30s.

[7] ‘They form families later partly because they want to and partly because it is taking them longer to become established in their careers. Alas, despite improvements in fertility treatment, the biological clock has not been reset to accommodate modern working lives.’

[8] At the end of the fascinating report, Guest urged countries around the world to ‘work harder to give the young a fair shot’.

[9] ‘If they do not, that would not only be immoral; it would also be dangerous.'
• Task demand should increase with text complexity.

• To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners’ confidence, and difficult tasks for simple texts to stretch their abilities.

• To promote learner independence, the amount of support provided could be gradually reduced. To this end, various effective teaching strategies for reading could be integrated into the reading programme.
## Extending from AfL to AaL –
Empowering students to monitor & evaluate own progress

| Summative | AoL | • describes the level students have attained  
• shows what they know/can do over a period of time  
• gives an overview of previous learning for reporting purposes |
|-----------|-----|---------------------------------------------------------------------------------------------------|
| Formative | AfL | • integrates assessment into learning & teaching  
• assists students to understand what they are learning, what they have attained, what is expected of them  
• helps teachers collect learning evidence to provide timely feedback & refine teaching strategies |
|           | AaL | • engages students in reflecting on & monitoring their progress of learning  
• involves students in regulating the process, evaluating their own performance against the learning goals & planning for the next step in learning |

*English Language Education Key Learning Area Guide (Primary 1 – Secondary 6) (2017) p.84*
Developing Self-assessing & Self-improving Abilities

(1) Provide comprehension monitoring instructions to help students:
  • Identify **what they understand**
  • Identify **what they do not understand**
  • Understand their **difficulties in reading**

(2) Design self-tracking and reflection activities:
  • Application of reading & fix-up strategies — **reflecting on the reading process**
  • Use of reading portfolios and journals — **reflecting on the progress & product**
  • Design of **self-directed** reading tasks — **metacognitive reflection**
<table>
<thead>
<tr>
<th>Understanding Your Reading Difficulties:</th>
<th>Which of the solutions do you think are most useful. Add yours.</th>
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</thead>
<tbody>
<tr>
<td>“I lose concentration while reading.”</td>
<td>“Mark the text every time you notice you’ve lost concentration.”</td>
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<td></td>
<td>“Set yourself reading goals, like continue reading until the end of the paragraph then take a brief pause.”</td>
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<tr>
<td>“I don’t understand the sentence even though I know most/all of the words in the sentence.”</td>
<td>“Go back and re-read the sentence before the difficult sentence.”</td>
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<tr>
<td></td>
<td>“Group the words in the difficult sentence into expressions/chunks and try to look at the meaning of the chunk/expression, not the individual words.”</td>
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<tr>
<td>“I read too slowly.”</td>
<td>“Don’t worry so much about unknown words. Circle them and keep reading.”</td>
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</tbody>
</table>
Reflecting on learning process: application of fix-up strategies

<table>
<thead>
<tr>
<th>Things ANY reader can do when comprehension breaks down.</th>
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<tbody>
<tr>
<td><strong>1. Re-read what you just read.</strong></td>
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<tr>
<td>Don’t just keep reading.</td>
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<tr>
<td><strong>2. Read out loud.</strong></td>
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<tr>
<td>Say the words out loud.</td>
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<td><strong>3. Use context clues.</strong></td>
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<tr>
<td>Use the words around it to figure out a word or its meaning.</td>
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<td><strong>4. Look up a word you don’t know.</strong></td>
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<td>Use a computer or dictionary to find out what it means.</td>
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<td><strong>5. Ask questions.</strong></td>
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<td>Ask yourself questions such as, “What did that just say?”</td>
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<td><strong>6. Think about what you’ve already read.</strong></td>
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<tr>
<td>Put together what you just read with what you’ve already read.</td>
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<tr>
<td><strong>7. Make connections.</strong></td>
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<tr>
<td>Think about what you know. Can you connect with it?</td>
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<td><strong>8. Slow down.</strong></td>
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<tr>
<td>Don’t rush it. Understanding takes time.</td>
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<tr>
<td><strong>9. Think about the author’s purpose.</strong></td>
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<tr>
<td>What is the author trying to tell you?</td>
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<tr>
<td><strong>10. Pay attention to what you’re thinking.</strong></td>
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</table>
Reflecting on the reading process:

fostering independent application of reading strategies

- Model self-monitoring reading behaviour with Traffic Light Reading strategy
- Provide opportunities to practise repairing comprehension independently

Red = I need help with this
Orange = I’m not sure but I can try
Green = I’m confident with this
Reflecting on the reading progress: reading portfolio

1 thing I did well:

2 strategies I’ve learned well:

3 words/expressions I’ve learned from the article:

4 things I want to find out now about the topic:
Self-directed Reading:
Metacognitively reflecting on the content of reading

<table>
<thead>
<tr>
<th>Quotations from the text</th>
<th>My Questions/Reactions/Predictions</th>
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Evaluating own performance as independent readers:

- Observing,
- Questioning
- Critiquing
- Evaluating
- Comparing / contrasting
Promoting AaL and Self-directed Learning through Literature Circles

- Literature Circles are small reading groups of 4 or 5 students each.

- Each group reads the assigned reading materials or a book of their own choice at its own pace.

- Once a week, groups get together to talk about what they are reading.

- Every week, each group gives itself a reading assignment.

- In preparation for each week’s Literature Circles meeting, students read their assigned pages/chapters and complete one of the Literature Circles jobs.

- At the end of each meeting, complete a group evaluation sheet.
Literature Circles Jobs

• **Discussion Director**
  Writes questions to be used for group discussions

• **Word Finder**
  Locates and defines unknown and/or interesting vocabulary words in the book

• **Connector**
  Takes events from the book and connects them to real-life experiences

• **Correspondent**
  Writes letters to characters in the book

• **Illustrator**
  Illustrates scenes from the book
1. Do you correct all errors in students’ compositions?
2. Do you think grammar and accuracy come first when it comes to marking compositions?
3. How do you ask students to do composition corrections?
## Seven Strategies of Formative Assessment

### Where am I going?
1. Provide a clear and understandable version of the learning targets.
2. Use examples of strong and weak work.

### Where am I now?
3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

### How can I close the gap?
5. Use evidence of student learning to determine next steps in teaching.
6. Design focused instruction, followed by practice with feedback.
7. Engage students in self-reflection and provide opportunities for them to track and share learning progress.
Where the learner is going

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(1) Map out and present to students the writing skills and text-types to master over a period of time

(2) Analyse the topic to understand task requirements

Pre-writing: Identifying key elements in the writing topic:
- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?

The 3Ws Approach
Highlight keywords in the writing topic

Who? (Your role + audience)
Why? (Purpose)
What? (Text-type + topic / content)
You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to sky100, show in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mind map to help you write the letter.
Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(3) Feed forward – present learning outcomes (or success criteria) with reference to the topic

Example

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.
Establishing Success Criteria with Reference to Task Requirements

**Content**

**Providing background information about the issue (e.g. problems of teenagers nowadays)**

**Stating the stance towards the proposal, justifying the stance with three reasons for/against requiring 50 hours of community service before graduating from secondary schools**

**Providing relevant supporting details (e.g. statistics, examples) and clear explanation for each argument**

**Additional ideas**

- Constructing arguments with considerations for different stakeholders’ perspectives (e.g. schools, teachers, students)
- Addressing some of the arguments likely to be brought up by people with the opposing view
- Suggesting better alternatives to the proposed measure if disagreeing with the proposal

**Organisation**

**Coherence**
- Clear organisation framework for a one-sided argumentative essay (i.e. an introduction, 3-4 body paragraphs and a conclusion)

**Cohesion**
- Appropriate use of cohesive devices to link up key arguments
- Logical connection within and across paragraphs

**Language**

**Vocabulary**
- Vocabulary related to voluntary work and community services (e.g. independence, interpersonal skills, care for others)

**Tone and Register**
- A persuasive tone
- A semi-formal tone

**Language Items & Structures**
- Persuasive devices (e.g. rhetorical questions, emphatic structures, modal verbs)
- Sentence structures for giving reasons and showing cause-and-effect relationship
- Sentence structures for citing sources and providing evidence
- Sentence structures for addressing opposing views

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring senior secondary students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from their secondary schools. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons to support your view.
# Design task-specific assessment form

## Teacher Assessment Form

<table>
<thead>
<tr>
<th>Date:</th>
<th>Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service, in addition to the community services organised by the school for the Other Learning Experiences (OLE), before students are allowed to graduate from secondary school</th>
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</thead>
<tbody>
<tr>
<td>Task:</td>
<td>A school newspaper article (one-sided argumentative article)</td>
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</tbody>
</table>

### Please tick: ✓

<table>
<thead>
<tr>
<th>A. Content</th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. Providing background information about the issue</td>
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<td>2. Stating one’s stance clearly</td>
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<td>3. Presenting at least three valid reasons to support one’s stance</td>
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<td>4. Supporting the reasons with appropriate details, e.g. by introducing expert opinion, statistics and cases or examples</td>
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<td>5. Including arguments from different perspectives</td>
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<td>6. Addressing the opposing arguments and refuting them to strengthen one’s arguments</td>
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<td>7. Writing about 300 to 400 words</td>
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### B. Language and Style

<table>
<thead>
<tr>
<th>Language and Style</th>
<th>Unsatisfactory</th>
<th>Below Average</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. Adopting a semi-formal and persuasive tone to present one’s views and arguments to the intended audience</td>
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<td>2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service</td>
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<td>3. Using appropriate expressions and sentence structures to present different kinds of evidence, e.g. statistics, expert opinions</td>
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<td>4. Use appropriate expressions and sentence structures to give reasons and show cause and effect relationship</td>
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<td>5. Using appropriate expressions and sentence structures to address opposing views</td>
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<td>6. Using the simple present tense to present general facts</td>
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<td>7. Using rhetorical strategies to catch the reader’s attention, e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures</td>
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<td>8. Using punctuation correctly and appropriately</td>
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<td>9. Spelling words correctly</td>
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### C. Organisation

<table>
<thead>
<tr>
<th>Organisation</th>
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<tbody>
<tr>
<td>1. Five to six paragraphs, each with a clear focus</td>
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<tr>
<td>2. Using an organisational framework, i.e. an opening section to present the background information about the issue and one’s stance, a body to support one’s view with at least three arguments/reasons, and a conclusion to summarise one’s arguments and reiterate one’s stance</td>
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<tr>
<td>3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph</td>
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<tr>
<td>4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs</td>
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</table>
Where the learner is going

Strategy 1: Provide a clear & understandable version of the learning targets (enabling strategy)

(2) Analyse the topic to understand task requirements

### Question 3 -- 2018 HKDSE English Language Paper 2

**Learning English through Workplace Communication**

You are the boss of Reboot Online Company and you have recently received complaints from some staff about the number of work-related emails and text messages received out of office.

Write a letter to staff addressing their complaints.

Identifying key elements in the writing topic:
- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?
- What tone should I use?

#### The 3Ws Approach

Highlight keywords in the writing topic

<table>
<thead>
<tr>
<th>Who?</th>
<th>Why?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Your role + audience)</td>
<td>(Purpose)</td>
<td>(Text-type + topic / content)</td>
</tr>
</tbody>
</table>
(3) Feed forward – present learning outcomes (or success criteria) with reference to the topic

Question 3 -- 2018 HKDSE English Language Paper 2

• To complete the task successfully, what are students expected to demonstrate in the following aspects?
• Think of 2 most important criteria for each.

<table>
<thead>
<tr>
<th>Content</th>
<th>Organisation</th>
<th>Language</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Strategy 2: Use examples and models of strong and weak work (enabling strategy)

(1) Show sample model texts from textbooks or teachers
(2) Show peers’ work (discuss strengths & ways to improve)
Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

Sample Script with Teacher’s Feedback

Topic: Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Student’s Work:

Many people comment that students in Hong Kong are only good at studying and have no life skills. Some experts have found that students in Hong Kong are poor at self-management and problem-solving skills because of the over-protection by their parents. Children are provided all they want, no matter whether it is necessary. Under this situation, some people have proposed that students should be required to undertake 50 hours of community service before they are allowed to graduate from secondary school. Can this proposal improve the current situation?

In my opinion, the proposal is not a good solution to the problem. First, as Hong Kong students have little experience in social service, they may not know how to do it. If they just do it because they want to meet the requirement but without the heart of learning from this, they will not change much after the 50 hours of work. Their self-management and problem solving skills will still be the same. People may argue that this is still better than nothing and students can gain some experience from the process, but I think there are more effective ways to develop students’ skills than this. If the government insists on implementing this policy, the whole spirit of voluntary work will be gone as students are not willing to do it with the aim to serve others. Students cannot benefit from the social service and their time will be wasted.

Nowadays, students in Hong Kong have to join a lot of extra-curricular activities such as music instrument classes, swimming courses and sports teams. These activities already occupy most of their free time. Students already feel that time is insufficient for coping with extra-curricular activities and their studies. If we take 50 hours more from their free time, which is supposed to be for entertainment and rest, students would be so tired and overloaded. Though we can ask students to do the voluntary work after their public examination, at the end of S6, students should actually enjoy some fun and relax after a long time of hard work. Force them to do social service will exploit their rest and play time.

Moreover, self-management and problem solving skills will be acquired gradually as students grow up. When students enter society or job market, they have to deal with people and problems and think of solutions. It is not necessary for the government to take such strong action to fix the problem or push students to develop. When students graduate from secondary school and start working, they need to finish their duties and face the difficulties by themselves. They cannot depend on their teachers and parents anymore.

This problem of poor self-management will not exist anymore.

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.
Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

What is effective and quality feedback?

• **Informative** – helping students know where they are and what to do next to make improvement step by step
• **Concrete and focused** -- pointing out specifically what has been done well or not so well with examples
• **Student-centred** – taking into consideration students’ existing ability and preferences
• **Motivating and confidence-building**
• **Engaging learners** in self-reflection and metacognitive skills development
Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

Chris, you have presented your view clearly and tried to support your stance with three reasons. Good job!

Your third reason may not be solid enough. I suggest you strengthen it with more supporting details (e.g., statistics or quotations) or replace it with a more convincing reason.

While thinking about a stronger point to replace your third reason, you may consider the issue from a wider perspective—focus not just on students, but the impacts of the proposal on other parties (e.g., schools/teachers, parents, or community/society).

Read through my comments and try to address them in your revision. Keep up with the good efforts.
Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(1) Formulating directions for redrafting or rewriting

<table>
<thead>
<tr>
<th>Weaknesses / Areas of Improvement</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., I haven't got enough supporting details for my key arguments.</td>
<td>e.g., I will search the Internet for statistical data showing Hong Kong students' poor self-management and problem-solving skills and check if any experts in this field (such as social workers and psychologists) have made any comments on this.</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

I need to seek advice/assistance from my teacher on the following areas:...
Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(2) Setting goals for tracking progress in writing skills development in a set period of time (e.g. a term)
Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

(1) Explicit strategy instruction
(2) Focused correction/rewriting for focused feedback
How to get there

How do you address problems identified in students’ writing, especially problems related to content, style and organisation?

Examples
Problems identified in the task on “50 hours of compulsory community service”:

• Too much copying of the question in the introduction
• Weak and limited arguments
• Lack of supporting evidence and elaboration
• Boring or abrupt ending
(1) Explicit strategy instruction
(2) Focused correction / rewriting for focused feedback

Rewriting the Introduction

Opening 1.
The computer is an indispensable learning tool for students in Hong Kong. Yet, a recent survey revealed that nearly 15% of families in Hong Kong cannot afford to have a computer at home. Students from these underprivileged families really deserve our attention and support. I believe that free computers should be provided to them.

Rewriting the conclusion

Closing 1.
Central argument: The government should provide free computers for students in needy families.

Closing 2.
Central argument: The government should tighten food safety controls.

(c) Effective Closing for Argumentative/Expository Writing.

Strategies for writing more appealing conclusions:
- Summarize the key points made.
- Suggest solutions and appeal for action.
- Express a wish.
- Make a reference to the opening.

Read the following closings and identify the strategies the writers use to appeal to the readers.

Rewriting 1 body paragraph

Proposed action: Making 50 hours of voluntary work compulsory to secondary school students.

Immediate/short-term effect:

Medium-term effect:

Long-term effect:

Strategies used:

Effective Opening for Argumentative/Expository Writing.

Strategies for writing more effective and engaging introduction:
- Using rhetorical questions to involve the readers.
- Building a scenario to show the importance of the issue (e.g., using dialogue and vivid descriptions).
- Citing current news or recent findings to provide background information.

Read the different openings and identify the strategies the writers use to make the topic a matter of concern to readers and arouse their interest in reading.

Effective Closing for Argumentative/Expository Writing.

Strategies for writing more appealing conclusions:
- Summarize the key points made.
- Suggest solutions and appeal for action.
- Express a wish.
- Make a reference to the opening.

Read the following closings and identify the strategies the writers use to appeal to the readers.

Rewriting the conclusion

(c) Effective Closing for Argumentative/Expository Writing.

Strategies for writing more appealing conclusions:
- Summarize the key points made.
- Suggest solutions and appeal for action.
- Express a wish.
- Make a reference to the opening.

Read the following closings and identify the strategies the writers use to appeal to the readers.
(2) Focused correction / rewriting for focused feedback

Effective (High-impact / lasting-effect) Writing Correction
◆ Quality over quantity
  (selective and focused, first things first, less is more)

◆ Going beyond accuracy
  (error / sentence / paragraph level correction)

◆ Fostering learner awareness, independence and ownership
  ➢ Allowing choice
  ➢ Involving students in the thinking process
  ➢ Encouraging inquiry / further exploration
  ➢ Providing evidence for self-review and monitoring

For example, in the sample student writing on 50 hours of community service
• correcting a few errors/slips (i.e. “insist”, “homeworks”, “theirself”)
• rewriting 2 problematic sentences (i.e. “mindset/intention”, “deprive”)
• rewriting the weakest paragraph (opening/3rd argument)

⇒ individualised (learner-centred) to deepen learning
⇒ economical version of process-writing (less time-consuming with lasting effects)
(1) Explicit strategy instruction

Example: Writing short stories opening

Hands-on practice

Learning English through Short Stories

Imagine you are a pet bird in a cage. One day your owner left your bird cage open.

Write a story from the bird’s point of view.
Strategy 7: Engage students in self-reflection and provide opportunities for students to track and share learning progress

**Self perception of Writing Habit and Competence**

**Tracking Progress on Goal Attainment**

**Reflection on Progress over Time and the Way Forward**

### Self-reflection Form

To help you set appropriate goals on the development of writing skills for the coming school term/year, please reflect on your writing performance and habit and complete the following form by ticking the appropriate boxes.

#### Part 1) My writing performance

<table>
<thead>
<tr>
<th>Do I consider the following my strengths or areas for improvement in writing?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Please tick (✓)</td>
<td>My strength</td>
</tr>
</tbody>
</table>

#### I. Content

- a) Coming up with relevant ideas and information
- b) Describing personal experience
- c) Giving opinions/comments
- d) Providing elaborations and supporting details

#### II. Organisation

- a) Use of topic sentences
- b) Linkage within paragraphs
- c) Linkage across paragraphs
- d) Clear text structure (e.g. introduction, body and conclusion)

#### III. Language

- a) Use of vocabulary
- b) Spelling
- c) Use of tenses
- d) Use of passive voice
- e) Use of prepositions
- f) Use of connectives
- g) Use of punctuation marks
- h) Capitalisation
- i) Use of pronouns (e.g. he, she, it)
- j) Use of articles (e.g. a, an, the)
- k) Parts of speech (e.g. adjectives, adverbs, nouns)
- l) Using a variety of language structures and sentence patterns

### Part 2) Tracking the attainment of personal goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

**How far have I achieved my goals?**

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>My progress in Assignment 1</th>
<th>My progress in Assignment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Goal 2</td>
<td>My progress in Assignment 1</td>
<td>My progress in Assignment 2</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Goal 3</td>
<td>My progress in Assignment 1</td>
<td>My progress in Assignment 2</td>
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</tbody>
</table>

### Reflection on Progress over Time and the Way Forward

- Goal 1: Content
- Goal 2: Language
- Goal 3: Others
Promoting AfL and AaL in Writing

**Teacher’s role**

- Guide students to analyse the writing topic and task requirement
- Establish the success criteria with learners and present them in a student friendly language
- Provide focused feedback to help learners understand their strengths and weaknesses
- Teach writing skills / strategies explicitly and adopt effective correction practices
- Offer advice when learners set goal, and formulate plans to improve writing
- Plan the writing curriculum carefully to provide opportunities for learners to practise, recycle and consolidate writing skills learned over time
Part 4: Consolidation
Shifting the Weight and Balance

Traditional Assessment Model:
AoL > AfL > AsL

Reconfigured Assessment Model:
AsL > AfL > AoL
Shifts in Assessment

From assessing to learn what students do not know
To assessing to learn what students understand

From using results to calculate grades
To using results to inform instruction

From end-of-term assessments by teachers
To students engaged in ongoing assessment of their work

From judgmental feedback that may harm student motivation
To descriptive feedback that empowers and motivates students
### Assessment FOR Learning
- Assess student's progress and learning needs
- Students are involved in the assessment process.
- Descriptive feedback is essential in creating learning strategies
- Teacher and student work together to improve student's learning.
- Continuous process
- Increase learner's motivation
- Provides clear learning targets for students.
- Students learn to differentiate "good" work from "weak" work.
- Both teacher and student assess student's learning

### Assessment AS Learning
- Assess student's cognition about their learning
- Students are actively involved in monitoring and assessing their learning.
- Teachers show students how to do self-assessment
- Teachers provide students with opportunities to practice self-monitoring and self-reflection.
- Continuous process
- Teachers guide students in setting learning goals.
- Students assess their own learning.
- Improves student's learning and motivation

### Assessment OF Learning
- Assess what students have learned
- Students are not directly involved in the assessment process.
- Certify student's competence
- May increase or decrease learner's motivation
- Promotes ranking or sorting of students
- Reveal student's level of understanding
- Less emphasis on improving student's learning
- Emphasizes accountability to meet standards
- Teacher assess student's learning


Daily Teaching Tools: https://www.dailyteachingtools.com/free-graphic-organizers.html

Fix-up Strategies- Repairing Comprehension: https://thisreadingmama.com/


Increasing Reading Engagement: How to Use self-Directed Reading in Your Lesson Plans


The Learning Progression Framework for English Language
Source: http://www.edb.gov.hk/LPFEnglish

THANK YOU