

Enhancing the Learning-Teaching- Assessment Cycle through Assessment of/for/as Learning in the Primary English Classroom

Dr Simon Chan

Faculty of Education, HKU

ssychan@hku.hk

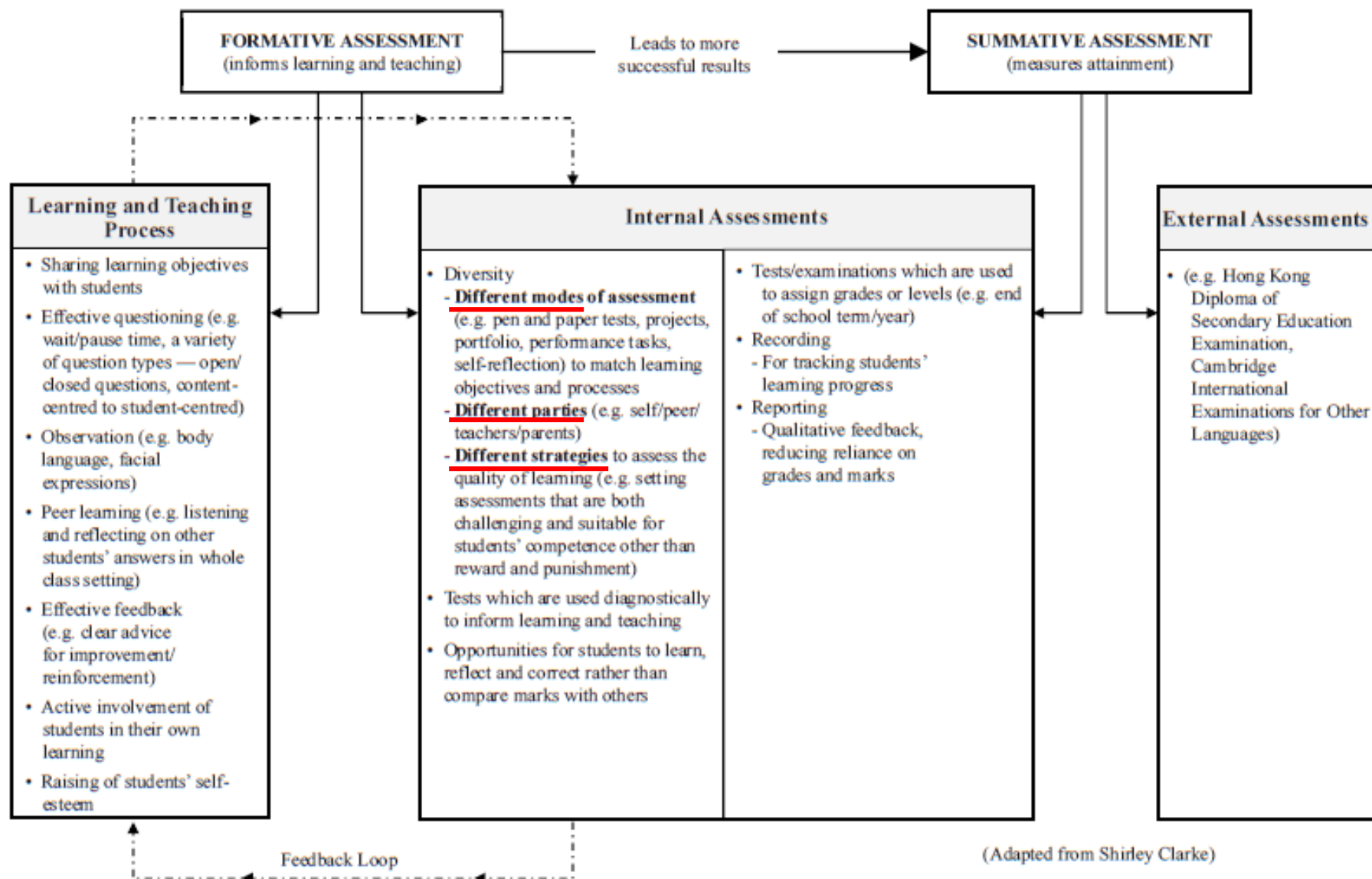
Warm-up Reflections

- Assessment is a fundamental part of teaching and learning.
- It is bad to 'teach to the test'.
- Our students are only interested in right vs wrong answers.
- Our students can best prepare themselves for assessment through repeated practice.

Overview of the Workshop

- Introduction to the Learning, Teaching and Assessment (LTA) cycle and Assessment of, for and as Learning
- Introduction to the LPF and how we can use it to link assessment with teaching and learning
- Sample assessment-integrated teaching sequence reflecting principles of
 - Genre-based pedagogy
 - Learning to read
 - Reading to write
 - Assessment **for** and **as** learning
- Learning from the public exam marking criteria: How we can best prepare our students for assessment **of** learning

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES



Summative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.
Formative	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and <u>monitoring</u> their progress of learning through strengthening their roles and responsibilities in relation to their learning. Students are actively involved in <u>regulating</u> the learning process, evaluating their own performance against the learning goals, and <u>planning</u> for the next step in learning.

[p.84, *English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)* (CDC, 2017)]

LTA Cycle in Reading

Hands-on Task 1

- Discuss with your partners and share:
 - the **reading** skills that you teach your primary students
 - how you teach such skills
 - the **reading** skills often tested in the TSA/Pre-S1 assessment
 - sources of reading texts you use to teach those reading skills

Major reading skills targeted in KS1&2:

- Eliciting:
 - Specific information (including texts like tables and other graphic organisers)
 - Connection between ideas
 - Gist and main ideas
 - Referencing
 - Dictionary skills
 - Inferencing
 - Sequence of events
 - Language features like simile, metaphor etc.
- Reference: EDB's English Language KLA guide (CDC, 2017) http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf (Appendix 5, P.A42-A43)

What is the Learning Progression Framework (LPF)?

The LPF:

- represents the growth of learners on a developmental continuum (i.e. across key stages) as they work towards the Learning Targets and Objectives of the English Language curriculum;
- is made up of Learning Outcomes (LOs) organised under the four language skills and divided into eight levels of attainment;
- helps teachers better understand and articulate learners' performance; and
- helps teachers plan strategically how to enhance the English Language learning, teaching and assessment cycle.

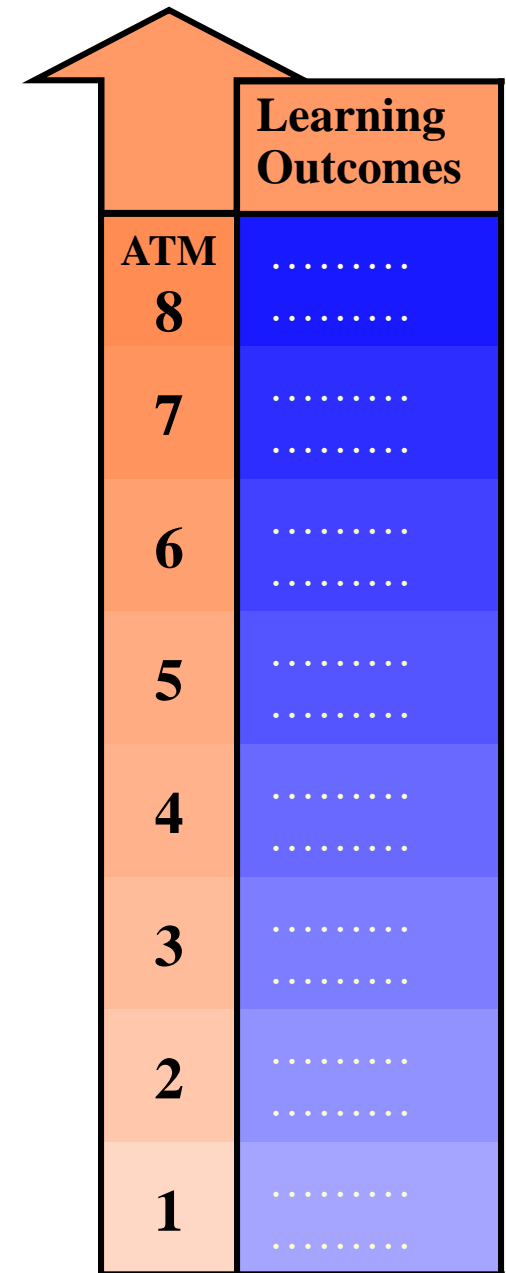


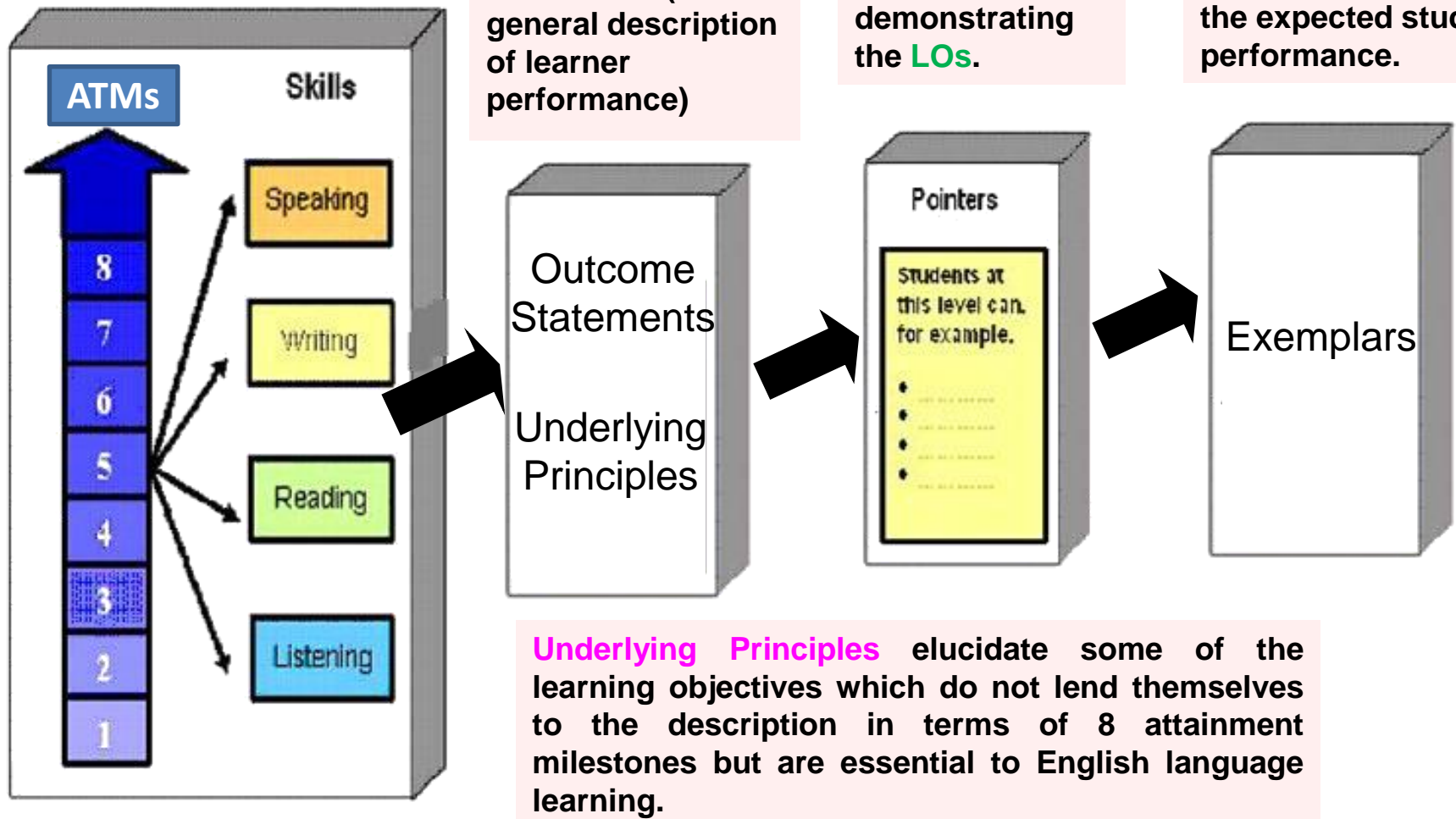
Figure Illustrating the Structure of the LPF for English Language

LOs organised & presented under the four language skills

LOs for each language skill expressed in the form of **Outcome Statements** (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the **LOs**.

Exemplars illustrate the expected student performance.



Aspects of Progression shown in the Productive and Receptive Skills

Speaking	Productive Skills	Writing
The outcome statements show the progression in terms of:		
<ul style="list-style-type: none">• Content, Organisation and Communication Strategies• Language• Pronunciation, Stress, Rhythm and Intonation		<ul style="list-style-type: none">• Content• Organisation• Language and Style
Underlying Principles		Underlying Principles

Reading	Receptive Skills	Listening
The outcome statements show the progression in terms of:		
<ul style="list-style-type: none">• Depth of processing information, ideas and feelings• Text complexity• Range and application of strategies		
Underlying Principles		

Sources of Texts

- Textbooks
- TSA past papers
- Other exercise books etc.

How about readers?

Promoting Values Education via Reading Workshops

Book title: How to Have a Green Day
Author: Jenny Alexander
Publisher: Pearson Education Limited
ISBN: 9780582461772

How to Have a Green Day

Connecting learning experiences between GE Programme & Reading Workshops (KS2 Module: Taking care of our earth)

Highlights of the book:

- broad cross-curricular content knowledge that allows students to link their learning experiences from English to General Studies (i.e. **Reading across the curriculum**)
- students could learn about the **text type features** of an information book and learn to become an independent reader with the help of glossary

Suggested activities:

KS1: Poster/signage design

KS2: 'Bring Your Own Bag' Campaign (Canvas bag design)

Green tips are organised in chapters according to time and settings.

Sample Teaching, Learning and Assessment Sequence

- The following teaching sequence requires you to participate in the capacity of both a KS2 teacher and student. I'll tell you when to switch your role.

Student Role:	Teacher Role:
Completing the lesson activities based on a TSA reading text and task	Critically examining the lesson activities
	Designing activities based on a new text

Pre-reading

- 'Firing up' the reading text for our learners

Using the LPF to Promote AfL in Reading

Demo: **2018-TSA-ENG-6ERW2 Part 2**

Step 1:

We're going to watch a short video. When the video is paused, answer the question.

<https://www.youtube.com/watch?v=kWY7W-lw5X8&list=PL9eQLvg85ZQR2qrUixbMSedJKbCSRG4t0&index=14>

Jot down
your answers
on any sheet
of paper

Using the LPF to Promote AfL in Reading

Demo: **2018-TSA-ENG-6ERW2 Part 2**

(00:08) 1. Guess what smells good.

(00:15) 2. What is this video about?

(00:25) 3. Why do we add yeast when making bread?

(00:40) 4. Why do we need to grow wheat to make bread?

(01:18) 5. What is needed to make the wheat grow?

6. Where do we take the wheat to? Why?

(01:34) 7. The dough is made from _____,
_____, & _____

Who do
you think
is the
video
produced
for? Why?

Rationale and Criteria for Using Videos in the Teaching Sequence

- Multimodality of meaning expression
- Videos as texts for building target language tasks
- Potential for introducing the grammar structure and vocabulary in the main reading text
- Potential for catering for learner diversity

Task for teachers:

Can you suggest a possible video (type) for leading in the text 'How to have a green day'? What task would you suggest to go with the video text chosen?

How about this one?

<https://m.youtube.com/watch?v=vZvDkYol3HU>

Bread

Many people like eating bread and it is sold in bakeries, supermarkets and convenience stores.

Types of bread

In Hong Kong, people like white bread and hotdog buns. The pictures below show some other kinds of bread.

Above is the first part of a text we're going to read.

- What is this text about?
- What is the text type of the text? What do the **heading** and the **subheading** suggest about it?

Using the LPF to Promote AfL in Reading

Demo: 2018-TSA-ENG-6ERW2 Part 2

Now **read** the text **quickly** and circle the words that we've come across in the previous questions.

You'll have 1 min.

Do NOT go for details!

What tense(s) is/are used in the text? Why?

Bread

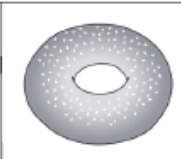
Many people like eating bread and it is sold in bakeries, supermarkets and convenience stores.

Types of bread

In Hong Kong, people like white bread and hotdog buns. The pictures below show some other kinds of bread.



croissant



bagel

From wheat to bread

1. Farmers grow wheat on farms.
2. They take grain from the wheat.
3. The grain is delivered to a place called a mill.
4. In the mill, the grain is ground into flour.
5. Bakers buy the flour and mix it with other ingredients like water, sugar and butter to make dough.
6. They put the dough into an oven to bake bread.



wheat

mill

dough



When you are enjoying fresh bread with your family, try to think about how bread is made.

Some Food for Thoughts

Pre-reading Strategies:

- ‘Firing up’ the reading text and task (engaging students with the task) with multi-modal means
- Facilitating the subsequent reading process by...
 - Activating students’ schemata of /providing support for both content and language they are going to encounter in the reading text
 - Familiarising the students with the target genre of the text, and its typical language features

Why can it be important to make the students aware of the tense used?

Text Grammar

Hands-on Task 2: 'Firing up' the Text

- Read pages 6-10 of the book 'How to have a green day'. What type of text is it and what is its purpose?
- What language feature(s) does the writer use to fulfil such a purpose?
- Is/are that/those feature(s) found in the subsequent pages?

- Text Type: Procedural
- Language features:
 - Imperatives
 - Conditionals If/When..., imperative
 - etc.

While-reading

- Integrating the teaching, learning and assessment of reading by means of understanding reading questions critically, and therefore providing appropriate guidance

Let's read the text in detail and answer the questions together.

1. According to the article,
where do people buy bread?

- A. supermarkets
- B. department stores
- C. farms
- D. mills

What are the keywords in the question?

Are the keywords found in the text?

Many people like eating bread and it is sold in bakeries, supermarkets and convenience stores.

Please refer to the Reading LPF and find out...

1. According to the article,
where do people buy bread?

- A. supermarkets
- B. department stores
- C. farms
- D. mills

Which LPF pointer(s) is/are targeted in this item?

- locate specific information by identifying key words (ATM 2),
i.e. sold, supermarkets
- deduce information and ideas by using semantic clues (ATM 4),
i.e. the antonyms 'buy' and 'sold'

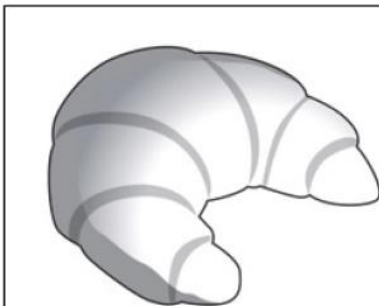
2. How many kinds of bread does the article mention?

- A. 2
- B. 3
- C. 4
- D. 5

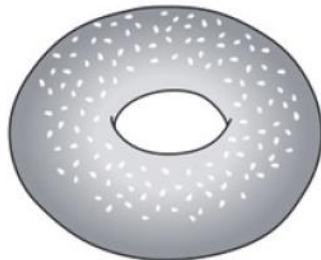
What are the keywords in the question?

Why not 2?

In Hong Kong, people like white bread and hotdog buns. The pictures below show some other kinds of bread.



croissant



bagel

2. How many kinds of bread does the article mention?

- A. 2
- B. 3
- C. 4
- D. 5

Which LPF pointer(s) is/are targeted in this item?

- locate specific information by identifying key words (ATM 2),
i.e. kinds of (Are croissants, bagels key words here too?)
- follow ideas by understanding the use of simple cohesive devices (ATM 2),
i.e. other

3. Put the following pictures in the correct order.

Where in the text are the four steps mentioned?

Some keywords to learn first:



How do we know their meaning?

3. Put the following pictures in the correct order.



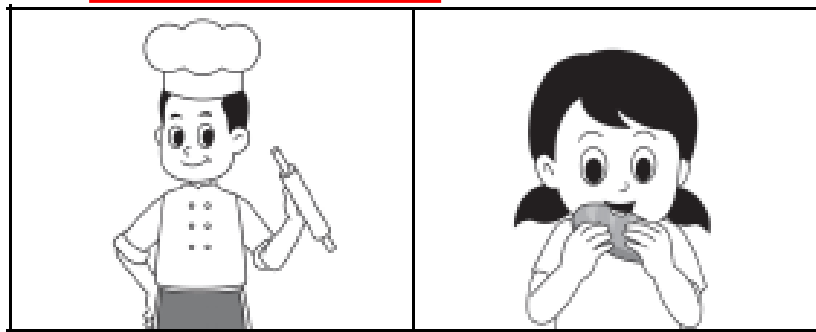
Which LPF pointer(s) is/are targeted in this item?

- work out the meaning of words by using semantic (pictorial) clues (ATM 4)
- locate details which support the main ideas from different parts of a text (ATM 4)
- follow ideas by recognising simple text structures and understanding the use of cohesive devices (ATM 4)

What are those devices?

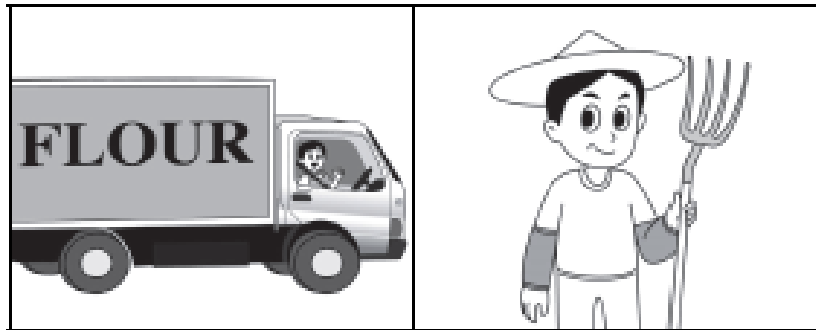
1. 2. 3. 4....

4. Who gets grain from
the wheat?



☐ A.

☐ B.



☐ C.

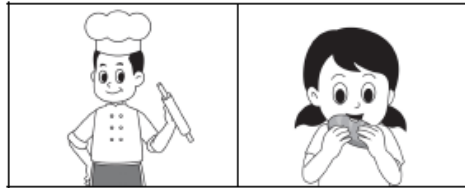
☐ D.

Which sentence(s) should
we read to get the answer?

Who are they?

1. Farmers grow wheat on farms.
2. They take grain from the wheat.

4. Who gets grain from the wheat?



☐ A.



☐ B.



☐ C.



☐ D.

Which LPF pointer(s) is/are targeted in this item?

- follow ideas by understanding the use of simple cohesive devices (ATM 2),
i.e. the pronoun they
- process simple sentences by identifying meaningful chunks (ATM 2)
i.e. get/take grain from the wheat

5. What does the word 'ground' in the article mean?

Is 'ground' a noun or a verb in the text? How do we know?

For the two meanings under 'verb', which one is correct?

ground /graʊnd/

noun

1. a piece of land

◇ *There is a lot of rubbish on the ground.*

2. a reason

◇ *Do you have any grounds for complaining about the food?*

verb

3. PAST PARTICIPLE OF grind

to make something into small pieces

◇ *The coffee beans are ground for selling.*

4. to punish someone by making him/her stay at home

◇ *'Please don't ground me!' my naughty brother begs Mum.*

4. In the mill, the grain is ground into flour.

5. What does the word 'grind' in the article mean?

Which LPF pointer(s) is/are targeted in this item?

- process some compound and complex sentences (ATM 3)

i.e. passive voice

- work out the meaning of words and phrases by using syntactic clues (ATM 4)

i.e. collocations 'is ground', 'into flour'

grind	the grain	into flour
make	something	into small pieces

6. This article is about

_____.

- A. different types of hotdog buns
- B. where mills are
- C. farmers' job
- D. the making of bread

Are the keywords in A, B, C & D mentioned in the text?

Apart from the title of the article, what tells us the main idea of it?

Types of bread

From wheat to bread

6. This article is about

_____.

- A. different types of hotdog buns
- B. where mills are
- C. farmers' job
- D. the making of bread

Which LPF pointer(s) is/are targeted in this item?

- locate details which support the main ideas from different parts of a text (ATM 4)
- follow ideas by recognising simple text structures and understanding the use of cohesive devices (ATM 4)

What are some possible pedagogic implications from the above demo?

Assessment of/for/as Learning

While-reading Strategies:

- ‘Teaching’ Vs ‘Assessing’ students (assessment of learning)
- Apprenticing the application of specific reading LPF outcomes using the reading items as the context (e.g. identifying the semantic and syntactic clues) (assessment for learning)
- Actively involving the students in the reading process (i.e. not just the final product!) and in evaluating such process through scaffolding Q&As (i.e. realising the assessment as learning)

Post-reading

- Communication of quality feedback

Assessment **for/as** Learning

Post-reading Strategies:

- Providing **constructive and specific feedback** based on the students' performance in the reading task (**assessment for learning**)
- Actively involving the students in **identifying their strengths and weaknesses** in their grasp of the specific reading strategies (**assessment as learning**)

Hands-on Task 3:

Designing an LPF-informed Reading Task

- Read pages 6-10 of the book 'How to have a green day' again. Can you suggest setting some assessment items targeting the following reading foci: **specific information, inferencing, main ideas**? What syntactic and/or semantic clues would you identify in the text to guide the students to answer those questions? Share your plan with the rest of us!

Read P.6-7. These are tips on:

- A. Eating breakfast
- B. Watching TV
- C. Getting dressed
- D. Saving electricity

Reading skill targeted: Main ideas

Read P.9. Before bottles and jars are recycled, they need to be_____.

- A. kept in boxes
- B. wrapped with old newspapers
- C. put on breakfast dishes
- D. cleaned with water

Reading skill targeted:

Specific information

What's wrong with a 'running' or 'dripping' tap (p.10)?

Reading skill targeted: **Inferencing**

Reading-to-Write Task:

You are entering a recipe design competition organised by Hong Kong Bakery. Design a dish using one of the following four types of bread as the main ingredient and write a recipe for the dish:

- white bread
- hotdog buns
- croissant
- bagel

Hands-on Task 4:

Brainstorming Teaching Ideas for Writing

- With reference to the writing LPF, brainstorm some strategies to help your students attempt the writing task on the previous slide according to the three domains of **content**, **organisation**, and **language and style**.

Pre-writing

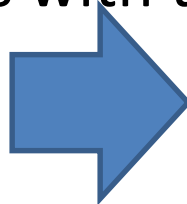
- Helping learners to build content, organisation and language for the writing task

Assessment **for/as** Learning

Content:

1. Guiding the students to read a sample recipe carefully to identify the purposes and rhetorical structures

E.g. Do you know the purpose of writing recipes? How many parts are there in a recipe? What are they? Check your answers with the sample recipe text.



Mini-sandwiches



Ingredients:

- | | |
|----------------------|-------------|
| 3 slices of bread | 1 tomato |
| 1 cooked chicken leg | 1 fried egg |
| some lettuce | some butter |

Steps:

1. Take away the chicken skin. Cut the meat into small pieces.
2. Cut the lettuce into small pieces.
3. Cut the tomato into 4 slices.
4. Spread the butter on a slice of bread.
5. Add some chicken and lettuce.
6. Repeat Step 4.
7. Put the second slice of bread on top.
8. Add the fried egg and the tomato.
9. Put the last slice of bread on top.
10. Cut the sandwich into 4 squares.
11. Share and enjoy the sandwiches with your friends!

Assessment **for/as** Learning

Content:

2. Developing graphic organisers **WITH** the students

E.g.

Ingredients	Steps
tomatoes	Cut into slices

Assessment **for/as** Learning

Organisation:

1. Providing an appropriate writing frame

E.g.

(Name of the dish)

Function?

Ingredients:

Function?

Steps:

1.

2.

3.

Function?

Assessment **for/as** Learning

Language and Style:

1. Use of 'sentence-making tables'

To be filled in with reference to the sample recipe with the students, e.g.



Function:	Pattern:	Example:
Listing ingredients	(how much/many) + (of) + noun	3 tomatoes 30 g of white sugar
Explaining steps	Cut... Add...	Cut the tomatoes into slices Add sugar into the bowl
Describing the dish	It's + adjective	It's yummy /delicious /tasty!

While and Post-writing

- Quality assessment for and as learning

Assessment **for/as** Learning

Additional Strategy for AfL and AaL:

Providing quality and timely feedback through the '**Two Stars and a Wish**' format:

Why not
2 Stars &
2 Wishes,
1 Star & 2
wishes
etc.?

Hands-on Task 5: Designing a Reading to Write Task:

- With reference to the book 'How to have a good day', design a writing task appropriate for your KS2 learners, in which they can recycle their understanding of the reading text(s).
- How would you apply the strategies introduced just now to guide the students to write their essay?

Assessment of Writing

Hands-on Task 6: Understanding the Writing Marking Criteria

1. With reference to the TSA Writing Marking Criteria, can you identify some specific aspects targeted in each of the domains?
2. Read the student exemplars and grade the students according to the criteria.
3. What can be some pedagogic implications for our building the learning-teaching-assessment cycle?

A Wrap Up

Possible Strategies to Establish a Learning-Teaching-Assessment cycle in Writing:

- Developing graphic organisers (e.g. mind-maps) with (not for!!) the students
- Use of writing frames
- Use of sentence-making tables
- Collaborative writing during which the students provide each other with qualitative feedback (i.e. assessment as learning)

Possible Strategies to Establish a Learning-Teaching-Assessment cycle in Writing (Cont'd):

- Explaining clearly to students the learning objectives and assessment criteria to enable them to make informed decisions about their own learning direction;
- Designing task-specific assessment rubrics;
- Providing opportunities for peer assessment and self-assessment (e.g. through the 'Two Stars and a Wish' method);
- Guiding students throughout the assessment process, discussing or negotiating with them the success criteria, providing sample work for discussion or illustration of the expected standards, and explicitly introducing metacognitive strategies (e.g. goal setting, the use of reflection tools such as **K-W-L charts**) that enhance the depth and quality of students' self-reflection;
- Providing opportunities for students to practise self-monitoring skills; etc.

E-resources for Building Learning-Teaching-Assessment Cycles

- E-books by publishers
 - The Star Platform: <https://star.hkedcity.net/en/>
 - Kahoot!
 - Mentimeter
- etc.

Questions & Comments?

Thanks for joining the
workshop!