Effective Assessment Practices in the English Language Curriculum

Teaching and Assessing Reading and Writing

Rundown

2:15 – 3:30 PM

Reading

Strategies for Implementing AfL & AaL in Reading Assessment

3:30 – 3:45 PM

Break ☕

3:45 – 5:05 PM

Writing

Strategies for Implementing AfL & AaL in Writing Assessment

5:05 – 5:15 PM

Q&A Session / Evaluation

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/ selection** purposes
Formative	AfL	• integrates assessment into learning & teaching • helps **students** 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 learning 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

Factors Affecting the Reading Process
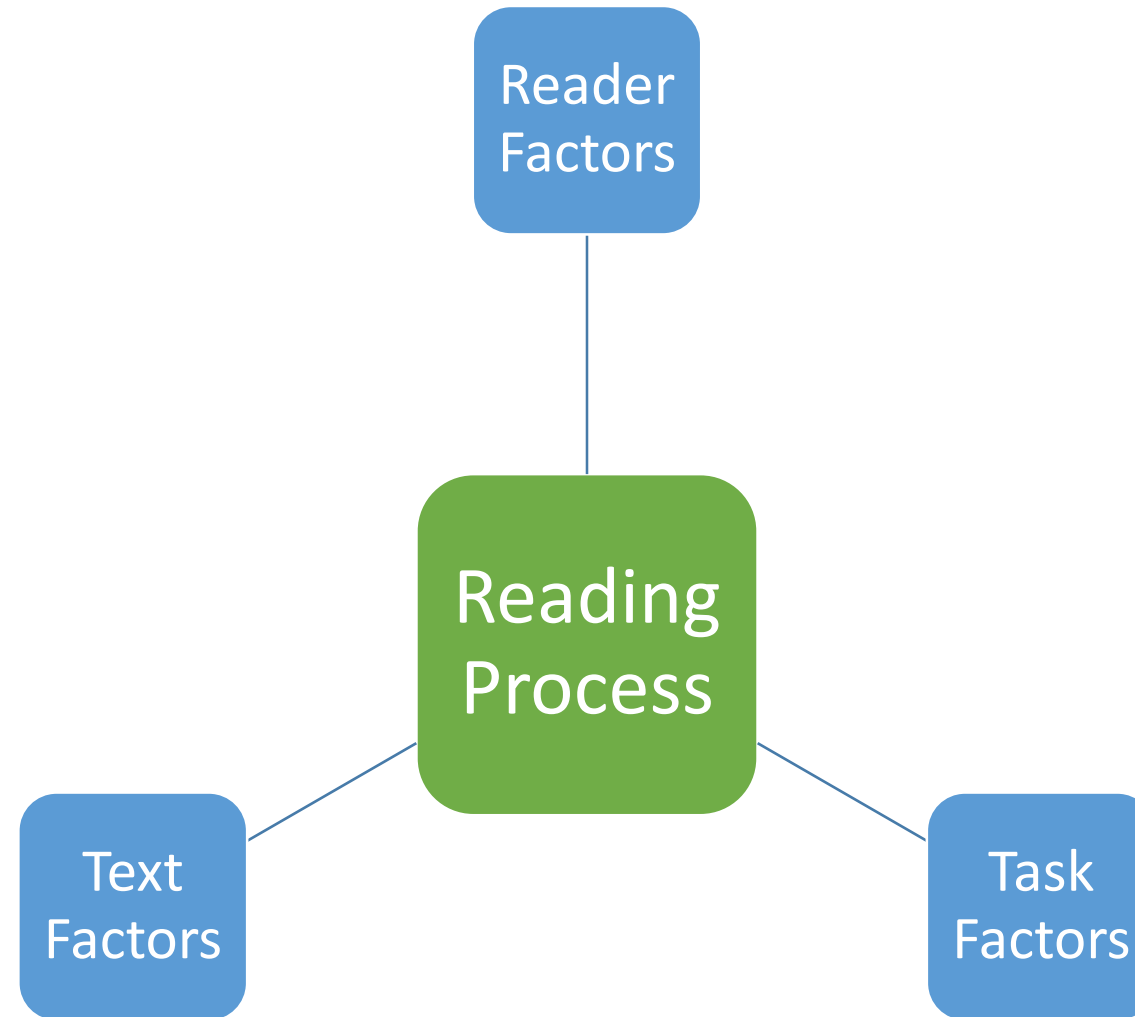
Textual Characteristics

- ◆ **Passage length**

- ◆ **Density of information**

     Elaboration or use of examples

- ◆ **Passage format**

     Expository or narrative

- ◆ **Organisational structure or coherence**

     Headings, diagrams, etc.

- ◆ **Writing style**

- ◆ **Familiarity of the topic**

- ◆ **Background knowledge required of the reader**

- ◆ **Grammatical complexity**

- ◆ **Word choices**

Different Types of Questions

◆ **MC Questions**　　　◆ **Gap-filling**

◆ **T/F/Not Given**　　◆ **Short Answers**

◆ **Matching**　　　　　◆ **Summary Cloze**

◆ **Labelling**　　　　　◆ **Proof-reading**

◆ **Sequencing**　　　　◆ **Summary Writing**

Factors Affecting the Difficulty of Question Items

◆ **Question types**

◆ **Phrasing of the questions**

Unpacking Formative Assessment

Where Am I Now?

Where Am I Going

How Can I Close the Gap?
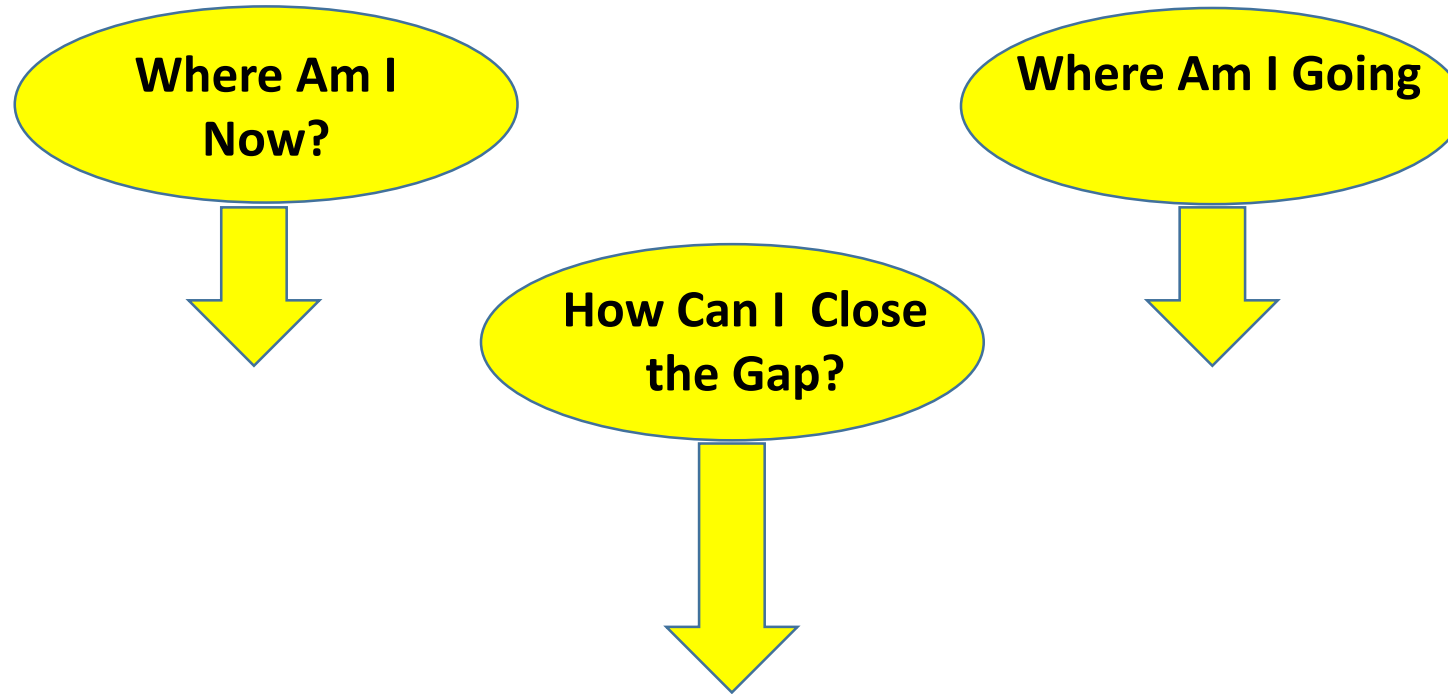
Basic Competency (BC) Descriptors for English Language (Reading) at the End of KS3

Reading

BC Descriptors	Examples *(The examples listed below are not prescriptive or exhaustive.)*
Using an increasing range of reading strategies to understand the meaning◆ of texts*▢ with some degree of complexity (IS, KS, ES)	• using knowledge of the world • identifying the main theme/focus • identifying general and specific information • using linguistic and contextual clues • using knowledge of features of different text-types • working out the meaning of unknown words and expressions • understanding different views and attitudes • distinguishing fact from opinion • skimming and scanning • sequencing events • identifying main ideas • identifying details that support a main idea • making inferences • predicting the likely development of the text • understanding the connection between ideas by identifying a range of cohesive devices • recognizing key words in a sentence • predicting content using the book cover, picture cues, prior knowledge and personal experience • recognizing formulaic or common expressions • recognizing repetitive language patterns • understanding the functions of basic punctuation
Extracting and organizing information and ideas from texts*▢ with some degree of complexity (KS)	• analyzing and integrating relevant points from one or more than one text • note taking • summarizing • paraphrasing • mind maps • diagrams • spidergrams • sketches

http://www.bca.hkeaa.edu.hk/web/TSA/en/2011QuickGuideSec/QG_S_BC_E.pdf

HKDSE Level Descriptors (Reading)

HONG KONG DIPLOMA OF SECONDARY EDUCATION EXAMINATION

ENGLISH LANGUAGE

LEVEL DESCRIPTORS

Reading Descriptors

Level 5

General comprehension
• The main theme and subthemes or focuses of complex texts are identified with less familiar topics. • Views and attitudes expressed in complex texts are evaluated and alternative views are compared. The development of a point of view or argument is followed, and the reasons are fully understood.

Specific comprehension
• Inferences are made in a wide range of complex texts, including those based on an understanding of the wider meaning of a text. The purposes of the texts are understood. • The meanings of words and phrases are identified when a context is given, including a context based on more than one part of a text. This includes both literal and figurative language.

Awareness of style
• Tone and mood are interpreted in all texts.

Level 4

General comprehension
• The main theme or ideas of fairly complex texts are identified. • Views and attitudes are identified, and the development of an argument followed.

Specific comprehension
• Obvious inferences are made in fairly complex texts. More sophisticated inferences are made if the text is simple and the topic is familiar. • The meaning of words and phrases is identified when a context is given by one or more sentences or a paragraph in fairly complex texts.

Awareness of style
• Tone and mood are interpreted in fairly complex texts.

https://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject_Information/eng_lang/LevelDescriptors-ENG-Reading.pdf

The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

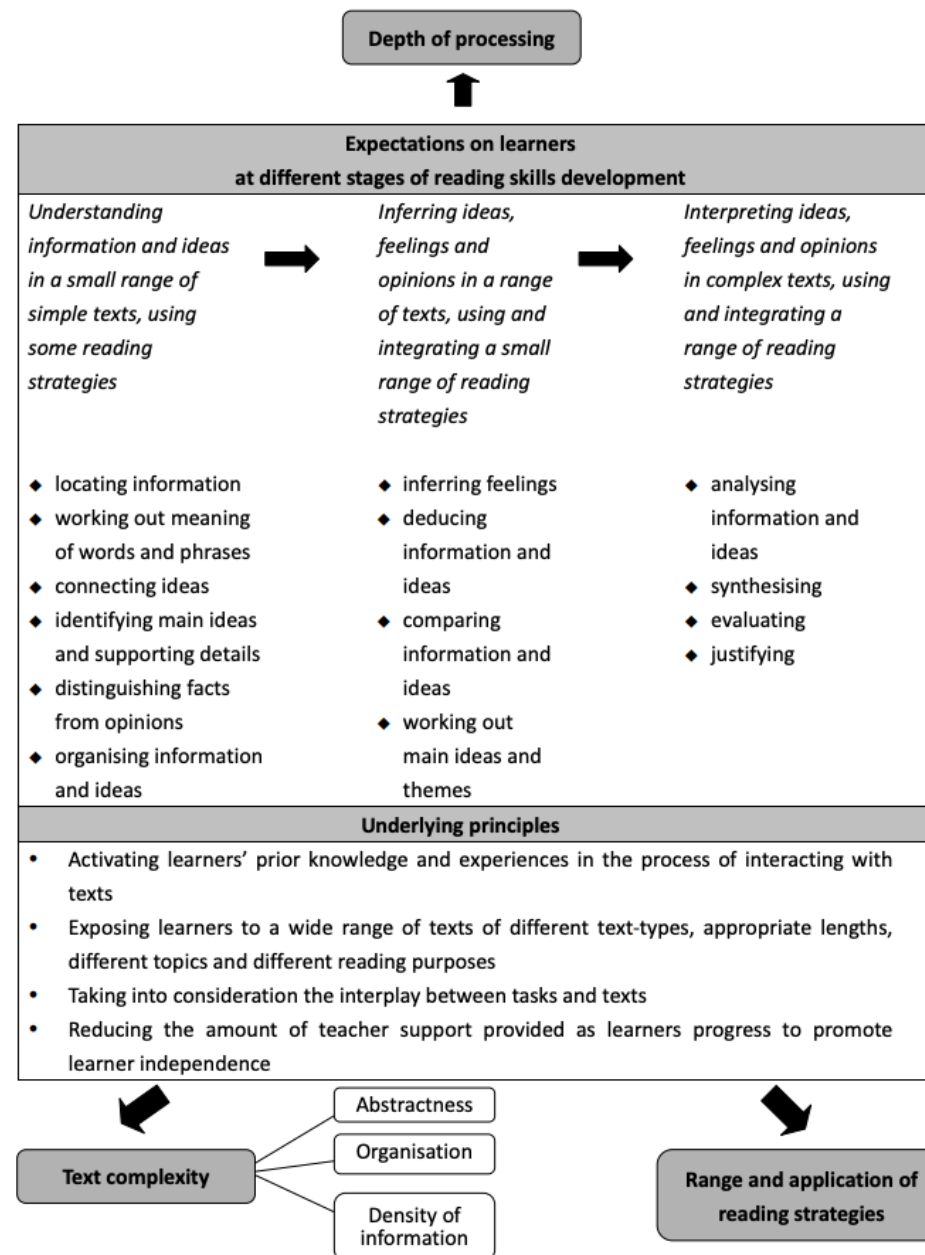| Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.

3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.

4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. 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.

5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/LPF/LPFenglish.html

ATM = Attainment Milestone

Overview of the growth of learners on a developmental continuum as they become effective readers

1. To better articulate in learning objectives and question intents the reading the skills expected of students

2. To help students understand their current performance and how they could be guided to progress further

Depth of processing

Expectations on learners at different stages of reading skills development

Understanding information and ideas in a small range of simple texts, using some reading strategies	Inferring ideas, feelings and opinions in a range of texts, using and integrating a small range of reading strategies	Interpreting ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies
◆ locating information ◆ working out meaning of words and phrases ◆ connecting ideas ◆ identifying main ideas and supporting details ◆ distinguishing facts from opinions ◆ organising information and ideas	◆ inferring feelings ◆ deducing information and ideas ◆ comparing information and ideas ◆ working out main ideas and themes	◆ analysing information and ideas ◆ synthesising ◆ evaluating ◆ justifying

Underlying principles

- Activating learners' prior knowledge and experiences in the process of interacting with texts
- Exposing learners to a wide range of texts of different text-types, appropriate lengths, different topics and different reading purposes
- Taking into consideration the interplay between tasks and texts
- Reducing the amount of teacher support provided as learners progress to promote learner independence

Text complexity — Abstractness — Organisation — Density of information

Range and application of reading strategies

(P.3 of the PDF file is relevant)

ELE
ENGLISH LANGUAGE EDUCATION

Closing the Gap – Designing Reading Activities

Base on what we have come across in the first part of the workshop, how can teachers help students bridge the gap or advance?

➢ **Identifying students' strengths and weaknesses: where they are**
   Possible resource: Learning Progress Framework (LPF)

➢ **Setting learning goals: where they are going**
   Share the learning intentions with students to help students focus

➢ **Selecting/designing learning activities to facilitate learning:**
   How to get there
   Setting appropriate questions, ensuring a balanced coverage of question types and question intents to consolidate students' reading skills and strategies

Assessment that Scaffolds Learning

What I can't do

What I can do with help

What I can do

Zone of Proximal Development –ZPD
What needs to be done to take the learner where he needs to be

Zone of Achieved Development –ZAD
Where the learner is right now

AaL in the Language Classroom

The AaL process can be translated into a number of strategies:
➢Establishing and identifying **learning goals** and **success criteria**
➢Giving **descriptive, diagnostic feedback** that helps students understand their own strengths and weaknesses
➢Empowering students as **learning resources for one another**
➢Developing a sense of **ownership** in students so that they take charge of their own learning

Self-assessment for Reading – Reflecting on Reading Strategies

Reading strategies	Often	Sometimes	Almost never	What I plan to do
I make predictions before reading.				
I ask questions when I am reading.				
I look for the main idea.				
I skip unimportant information.				
I guess the meaning of unfamiliar words.				
I think of the intention of the author.				
I relate my experience to what I read.				

Self-directed Reading – Metacognitively reflecting on the Content of Reading

Example: Double-entry Journal

Quotations from the text	My Questions/Thinking/ Predictions

Evaluating own performance as independent readers:

- Observing
- Questioning
- Critiquing
- Evaluating
- Comparing/contrasting

Online Resources – Online Question Bank

Source:
https://www.hkedcity.net/edbatr/eng/

Strategies for implementing AfL & AaL in writing assessment

Sharing of writing assessment practices

① Do you correct all errors in students' compositions?

② How do you ask students to do composition corrections?

③ Do you do process writing? Do you think this is an effective way to   improve students' writing skills?

How to Answer the Three Guiding Questions

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 the writing skills & text-types students have to master

over time (from 1 term to 3 years

(2) Practise steps for analysing writi

The 3Ws Approach

Highlight keywords in the writing topic

Who?	**(Your role + audience)**
Why?	**(Purpose)**
What?	**(Text-type + topic / content)**

Rafts

Role What is my role for this writing piece? Expert? Reporter? A character?

Audience Who will be reading this? For whom am I writing? My peers? My teacher? The community?

Format What format should I use? A letter? Journal? Report?

Topic What am I writing about? What do I already know? What do I need to find out?

Strong Verb What verb can I use to define my purpose? To inform? To persuade?

Use the 3Ws approach and highlight **the keywords:**

2018 HKDSE English Language Paper 2 Question 1

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.

Transportation

Purpose of the trip

School Trip

Cost

Lunch

?
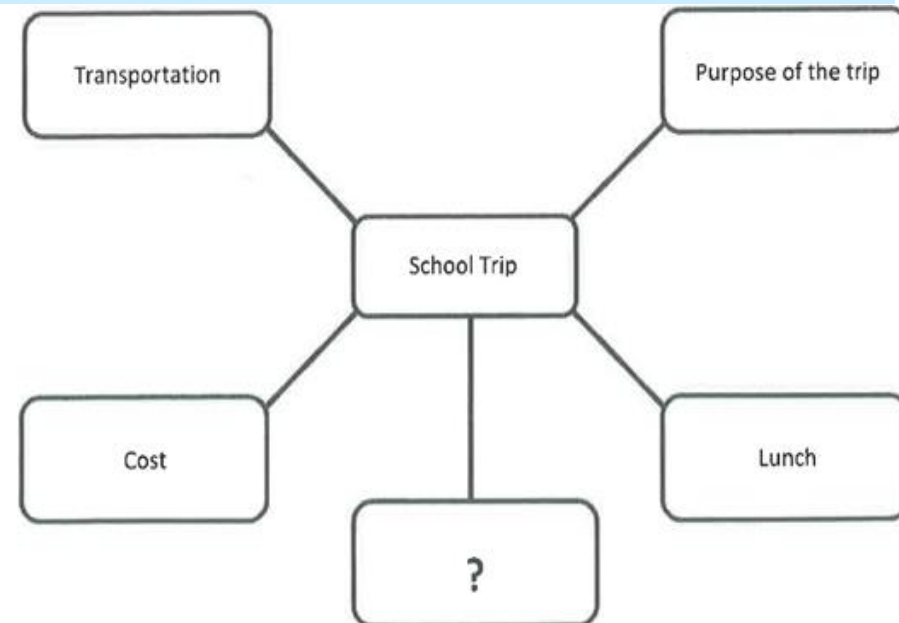
You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to *sky100*, show in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mindmap to help you write the letter.

Tone & Register: Formal and polite

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

(3) Feed forward – present task-/topic-specific learning outcomes (or success criteria)

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 before graduation 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.

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(3) Feed forward – present task-/topic-specific learning outcomes (or success criteria)

- To complete the task successfully, what are students expected to demonstrate in the following aspects?

-
Content	Organisation	Language

Establishing Success Criteria with Reference to Task Requirements

Task requirements – a detailed analysis of the topic

Content
Relevant ideas and elaboration

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

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 before graduation from 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.

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

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

Design task-specific assessment form

Peer /Self Assessment Form

Date:	
Task:	*Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.*
Text Type:	*A school newspaper article (one-sided argumentative article)*

Please tick: ✓	Needs Improvement	Satisfactory	Well Done
A. Content			
1. Providing background information about the issue (e.g. showing cases of Hong Kong students' lack of self-management and problem-solving skills)	☐	☐	☐
2. Stating one's stance clearly (i.e. either agreeing or disagreeing with the proposal)	☐	☐	☐
3. Suggesting at least three valid reasons to support one's stance	☐	☐	☐
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	☐	☐	☐
5. Including arguments from different perspectives (e.g. from the angles of the students, parents, teachers, schools and society)	☐	☐	☐
6. Addressing the opposing arguments and refuting them to strengthen one's arguments	☐	☐	☐
7. Writing about 300 to 400 words	☐	☐	☐
B. Language and Style			
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	☐	☐	☐
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service (e.g. independence, interpersonal skills, care for others)	☐	☐	☐
3. Using appropriate expressions and sentence structure (e.g. According to (sb/sthg), …; As said by (sb), …; A survey/research conducted by … showed that …") to present different kinds of evidence (e.g. statistics, expert opinions)	☐	☐	☐
4. Using appropriate expressions and structures to give reasons (e.g. I agree that … because…) and show cause and effect relationship (e.g. … will bring about/lead to …)	☐	☐	☐
5. Using appropriate expressions and sentence structures to address opposing views (e.g. Some people may argue that …, but…)	☐	☐	☐
6. Using the simple present tense to present general facts	☐	☐	☐
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	☐	☐	☐
8. Using punctuation correctly and appropriately	☐	☐	☐
9. Spelling words correctly	☐	☐	☐
C. Organisation			
1. Five to six paragraphs, each with a clear focus	☐	☐	☐
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 reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	☐	☐	☐
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	☐	☐	☐
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs (e.g. The first reason why …is that…; In addition, …; Finally, …)	☐	☐	☐

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Where the learner is going

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)

Modelling

A Sample Argumentative Essay

Are Hong Kong Parents Over-protective?

When some Hong Kong students were stranded in London Heathrow Airport because of a snowstorm last December, we were all stunned by their selfish behaviour and poor self-management skills. Little did they do except whining about the flight cancellation and poor arrangements of the airlines. They even made up stories of their parents' death in order to board the first flight home. It is obvious that these Hong Kong children are spoilt. Yet, who is to blame for their "prince / princess syndrome"? You will know the answer when you see their doting parents, who joined the complaints and urged the SAR government to charter flights to bring the kids home. Such over-reaction is typical of Hong Kong parents, who are, in my opinion, mostly over-protective.

Many Hong Kong parents take care of every detail in their children's life. They rush to their rescue when their children face any difficulties. Madeleine Levine, an American clinical psychologist, coined the term "helicopter parents" to describe parents who hover over their children, even when they are already adults. These parents dote on their children so much that they do everything for them. In some extreme cases, I have seen parents accompany their children to universities and help them tidy up their dorm rooms. While these parents may argue that they just want to express their concern for their children, what they do not realise is that their excessive care may hamper their children's development of problem-solving skills.

Hong Kong parents are also over-involved in their children's school work. They dedicate much of their energy and time to preparing their children for tests and examinations. Some even help their children to finish projects and assignments. A study conducted by the Society for Child Development indicates that over half of the parents interviewed have experienced anxiety over their children's school work, and 75% of them are willing to offer any kind of assistance to ensure their children's academic success. The alarming figures prove parents' over-involvement in children's

schoolwork. Vicky Tuck, the principal of Cheltenham Ladies' College, warns parents that their over-conscientiousness and constant supervision may prevent their children from growing into responsible and independent learners.

Hong Kong parents are over-tolerant of their children's misbehaviour. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money but forget the importance of disciplining them. It is common to see children running around or shouting on public transports while their parents do nothing to stop them. As the old saying goes, "spare the rod and spoil the child." Parents' unreasonable forbearance leads to children's lack of respect for authority. This explains why discipline problems are on the rise in Hong Kong schools.

Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". To fix the problem, parents must change their mindset. They should bear in mind that their children will have to grow out of their protective cocoon and stand on their own feet one day. Over-protection only encourages unhealthy reliance, which definitely does more harm than good to the children's personal development. Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Labels: Introduction; Central argument; Body; Topic sentence; Supporting details – Expert opinion; Supporting details – Cases /examples; Opposing viewpoint & refutation; Topic Sentence; Supporting details – Statistics; Supporting details – Expert's opinion; Topic sentence; Supporting details – Cases / examples; Conclusion; Reiteration of stance

Here are some sentence structures used to add strengths to the arguments and enhance persuasiveness:

	Examples
Inversion	• Little did they do except whining about the flight cancellation and poor arrangements of the airlines.
Rhetorical questions	• Yet, who is to blame for their "prince / princess syndrome"?
Cause-and-effect structures	• These parents dote on their children so much that they do everything for them. • As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money. • Parents' unreasonable forbearance leads to children's lack of respect for authority.
Emphatic structures	• Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". • Children need guidance, not indulgence. • It is time that Hong Kong parents reflected on their mode of parenting.

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 before graduation 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?

Too much direct copying from the Q. A more creative opening is needed to build the scenario and show the importance of the issue. Use dialogue/ a case/ findings/ vivid descriptions.

You may state your position in the intro.

Effective use of a rhetorical question

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 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 may gain some experience from the process, but I think there are more effective ways to develop students' skills than this. If the government insist 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.

Lack of experience seems irrelevant.

Express the idea better with words like "mindset" or "intention".

True! Forcing students to do voluntary work defeats the purpose.

any examples?

Agr (do not participate in the service voluntarily)

Nice recap of the key argument

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 homeworks. 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 ~~long~~ time of hard work. Forcing them to do social service exploit their rest and play time.

You need a better topic sentence to show the focus of this paragraph.

Uncn (homeworks)

Thoughtful of you to take possible counter-view into account and address it

Chinglish! Rewrite using "deprives (sb) of (stha)".

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

Would it be too late to wait till students enter the job market to develop such basic skills?

Prep.

Avoid repeating the same point, add an example/ quote to support this.

unconvincing to argue that the problem will go away as students get a job.

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.

A concise wrap-up with effective use of parallelism/ magic of 3!

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Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

What is effective and quality feedback?

Informative – point out strengths and weaknesses, help students know where they are and what to do next for improvement

Concrete and **focused** – show specially what has been done well/not so well with examples

Student-centred –
➤ Considering students' existing ability and preferences
➤ **Motivating** and **confidence-building**
➤ **Engaging learners** in self-reflection and metacognitive skills development

Teacher Assessment Form

Date: _____

Task: *Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service before graduation from secondary school.*

Text Type: *A school newspaper article (one-sided argumentative article)*

Please tick: ✔	Unsatis-factory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue	☐	☐	☑	☐	☐
2. Stating one's stance clearly	☐	☐	☐	☑	☐
3. Presenting at least three valid reasons to support one's stance	☐	☐	☑	☐	☐
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	☐	☑	☐	☐	☐
5. Including arguments from different perspectives	☐	☑	☐	☐	☐
6. Addressing the opposing arguments and critique them to strengthen ones' argument	☐	☐	☐	☑	☐
7. Writing about 300 to 400 words	☐	☐	☐	☑	☐
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	☐	☐	☐	☑	☐
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service	☐	☐	☑	☐	☐
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions)	☐	☑	☐	☐	☐
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship	☐	☐	☑	☐	☐
5. Using appropriate expressions and sentence structures to address opposing views	☐	☐	☐	☑	☐
6. Using the simple present tense to present general facts	☐	☐	☐	☑	☐
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	☐	☐	☑	☐	☐
8. Using punctuation correctly and appropriately	☐	☐	☐	☑	☐
9. Spelling words correctly	☐	☐	☐	☑	☐
C. Organisation					
1. Five to six paragraphs, each with a clear focus	☐	☐	☐	☑	☐
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)	☐	☐	☐	☑	☐
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	☐	☑	☐	☐	☐
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs	☐	☐	☑	☐	☐

D. Teacher's Comments

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

The 3rd reason may not be convincing enough. Strengthen it with more supporting details (e.g. statistics or a quote) or replace it. To come up with a stronger reason, you may consider the issue from a wider perspective – focus not only on students but also other affected parties (e.g. schools/teachers, parents, community/society).

Read my comments and try to address them in your revision. Keep up with your good efforts.

E. Student's Reflections

Taking into consideration the teacher's feedback, I have identified some areas for improvement and planned the follow-up actions:

Weaknesses / areas for improvement	Actions to be taken
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem-solving skills

I need teacher's advice/assistance on the following:

_____
_____
_____
_____

Strategy 4: Teach students to self-assess and set
goals for the next steps (destination)
(1) Formulating directions for revising or rewriting

E. **Student's Reflections**

Taking into consideration the teacher's feedback, I have identified some areas for improvement and planned the follow-up actions:

Weaknesses / areas for improvement	Actions to be taken
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem- solving skills

I need teacher's advice/assistance on the following:

_____
_____
_____
_____

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(2) Setting goals for tracking progress in writing skills

Form for Promoting "Assessment *as* Learning" for Writing

Part 1 Self-reflection and Goal-setting

Reflect on your own writing performance with reference to the following:
➢ the writing assignments completed in the previous school term
➢ your English teacher's comments/feedback on your work
➢ some good writing by your classmates or sample work provided by your teacher

Answer the following self-reflection questions:

1. What are my strengths and areas that need improvement in writing?

Strengths	Areas for improvement

2. What learning goals can I set to build on my strengths and improve my weaknesses by the end of this school term? What possible actions can I take to attain these goals?

Learning goals	Proposed actions
Goal 1 (Content)	
Goal 2 (Language and Style)	
Goal 3 (Organisation)	

Part 2 Self-tracking on 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?

Goal 1

My progress in Assignment 1	My progress in Assignment 2
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨
My progress in Assignment 3	My progress in Assignment 4
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨

Goal 2

My progress in Assignment 1	My progress in Assignment 2
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨
My progress in Assignment 3	My progress in Assignment 4
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨

Goal 3

My progress in Assignment 1	My progress in Assignment 2
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨
My progress in Assignment 3	My progress in Assignment 4
⬜⬜⬜⬜⬜⬜⬜⇨	⬜⬜⬜⬜⬜⬜⬜⇨

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How to get there

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**
- **limited arguments focusing only on students**
- **key argument/ focus of each body paragraph unclear**
- **lack of elaboration and supporting evidence**
- **boring or abrupt ending**

(1) Explicit strategy instruction

(2) Focused correction / rewriting for focused feedback

Rewriting the introduction	Re-writing 1 body paragraph	Rewriting the conclusion

Effective Opening for Argumentative/Expository Writing

Strategies for writing more effective and engaging introduction
A. Using rhetorical questions to involve the readers
B. Building a scenario to show the importance of the issue (e.g. using dialogue, a list of examples and vivid descriptions)
C. 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.

Opening 1
Hong Kong economy has been severely impacted by the COVID-19 pandemic, as social-distancing rules and uncertain economic climate undermine people's drive to get out and spend big. According to government statistics, the local retail sector suffered its biggest decline on record last year, with sales plunging by 24.3%. To boost local consumption and speed up the recovery of our battered economy, I believe distributing electronic consumption vouchers is a timely solution.
Strategies used:

Opening 2
COVID-19, Ebola, Swine Flu, SARS, H7N9, and Zika. – these are among the most alarming pandemics in last decade, not to mention the countless contagious and infectious diseases which threaten public health in different parts of the world. Do we need tighter disease control and prevention measures? The answer is an absolute yes.
Strategies used:

Opening 3
Have you heard of King's Glory, Modern Education and Beacon College? I bet most Hong Kong students are familiar with these big names. As I know, every student in my class is taking tutorial classes outside school to prepare for the HKDSE Examination. While school teachers frown upon this practice, parents and students consider this a key to success in public examinations. The issue of whether students should attend tutorial schools is one that divides many people and deserves close examination.
Strategies used:

Enhancing the Strength and Quality of Arguments

Strategies for Generating Reasons/Arguments

(a) Considering the issue from multiple perspectives

List the parties that the proposal (i.e. 50 hours of community service before graduation from secondary school) will affect and complete the following table:

Stakeholder group	How will the proposal affect them? (positively ☑ or negatively ☒)

Discuss whether each of the parties are likely to support / oppose the proposal and which group(s) views or interest should be considered more when deciding whether to pass the proposal.

Strategies for Organising and Presenting Central Ideas/Arguments

(b) Writing a clear and effective topic sentence

Read the following paragraph and write a topic sentence for it:

Topic sentence:

A recent study shows that 55% of the teenagers aged between 13-15 interviewed have never done any housework (e.g. cooking and dish washing) and 30% of them rely on their domestic helpers to take care of their daily lives. Educational psychologists, however, remind us that it is of critical importance that teenagers master self-management and problem-solving skills before they reach adulthood. If students are required to take part in community services before they graduate from secondary school, they will develop the necessary life skills and be better equipped to face future challenges in their live

Effective Closing for Argumentative/Expository Writing

Strategies for writing more appealing conclusion
A. Summarising/reinterating the key points made (rule of magic 3)
B. Building urgency and appealing for action
C. Expressing a wish or envisioning a brighter future
D. Echoing the opening

Identify the strategies the writers use to appeal to the readers in the following closings.

Closing 1
Key argument: **The government should distribute electronic consumption vouchers to citizens.**
Electronic consumption vouchers are a form of lucky money widely welcomed by Hong Kong people. Distribution of the vouchers to citizens can effectively boost local spending and consumption, which helps to revitalise the economy and safeguard employment. With the past success in launching similar relief measures and voucher schemes, it is believed that the Government has the ability to implement the scheme in a timely and cost-effective manner.
Strategies used:

Closing 2
Key argument: **The government should tighten disease control and prevention measures.**
The battle against the COVID-19 pandemic has been going on for long but the end is not in sight. This global health crisis is a wake-up call on the importance of tighter disease control to safeguard public health. "Prevention is better than cure" makes both common sense and economic sense. What does kill us should not only make us stronger, but also wiser. I look forward to the day when I need not rely on ZOOM schooling and see a sea of masked faces around, and this calls for the collective efforts and wisdom of the world.
Strategies used:

Closing 3
Key argument: **Attending tutorial schools is not necessarily evil if students do so with the right learning attitude and intention.**
"We strive to excel" is probably a motto shared by students, teachers, as well as the tutor kings and queens. Both secondary schools and tutorial schools aim at helping students to achieve academic excellence, though through different means. If students attend tutorial classes with the intention to extend their learning and hone their skills, rather than seeing this as a shortcut to success in public exams, tutorial schools may not necessarily be an evil. No matter what, I hope students will value learning over exam results and owe their academic success to not only the tutor kings, but also their school teachers.
Strategies used:

(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 / self-directed learning**
   ➢ Providing evidence for **self-review** and **monitoring**

For example, in the sample student work on 50 hours of community service
- **correcting a few errors/slips** (i.e. "insist", "homeworks", "by their own")
- **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 but lasting effects)**

How to get there

(1) Explicit strategy instruction

Hands-on Practice

Example 1: Short story opening

2018 HKDSE English Language Paper 2 Question 9

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.

(1) Explicit strategy instruction

Example 2: Argumentative essay closing

2020 HKDSE English Language Paper 2 Question 6

Learning English through Debating

To raise public awareness of healthy eating, some countries now legally require food manufacturers to put warning labels on foods that are high in sugar, saturated fat and salt.

- Write an argumentative essay.
- Argue either for OR against the effectiveness of food warning labels in changing people's eating habits.

How to get there

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		Please tick (✓)	
Do I consider the following my strengths or areas for improvement in writing?		My strength	My area for improvement
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	☐	☐
IV. Others	a)	☐	☐
	b)	☐	☐
	c)	☐	☐

Appendix 19

Part 2 Self-tracking on 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?

Goal 1 — My progress in Assignment 1 / My progress in Assignment 2 / My progress in Assignment 3 / My progress in Assignment 4

Goal 2 — My progress in Assignment 1 / My progress in Assignment 2 / My progress in Assignment 3 / My progress in Assignment 4

Goal 3 — My progress in Assignment 1 / My progress in Assignment 2 / My progress in Assignment 3 / My progress in Assignment 4

Appendix 19

Part 3 End of Term Evaluation

Look back and reflect on the process of working towards your personal goals. Complete the following thought bubbles:

Areas that still need improvement
Goal 1: Content
Achievements made
My new goal for the next term

Areas that still need improvement
Goal 2: Language
Achievements made
My new goal for the next term

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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

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