



**Workshop on  
Enhancing  
Assessment  
Literacy in the  
Primary English  
Classroom**

**Assessment  
of/for/as  
Learning**

**Learning-  
Teaching-  
Assessment  
Cycle**

**Strategy  
Training**

**Teacher  
Empowerment**

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## + Outline of the Workshop:

- Part 1: Introduction to Assessment of, for and as Learning
- Part 2: Enhancing assessment literacy in teaching reading: Principles and examples
- Part 3: Enhancing assessment literacy in teaching writing: Principles and examples
- Part 4: Promoting assessment literacy in the primary classroom: Hands-on task disseminating good practices

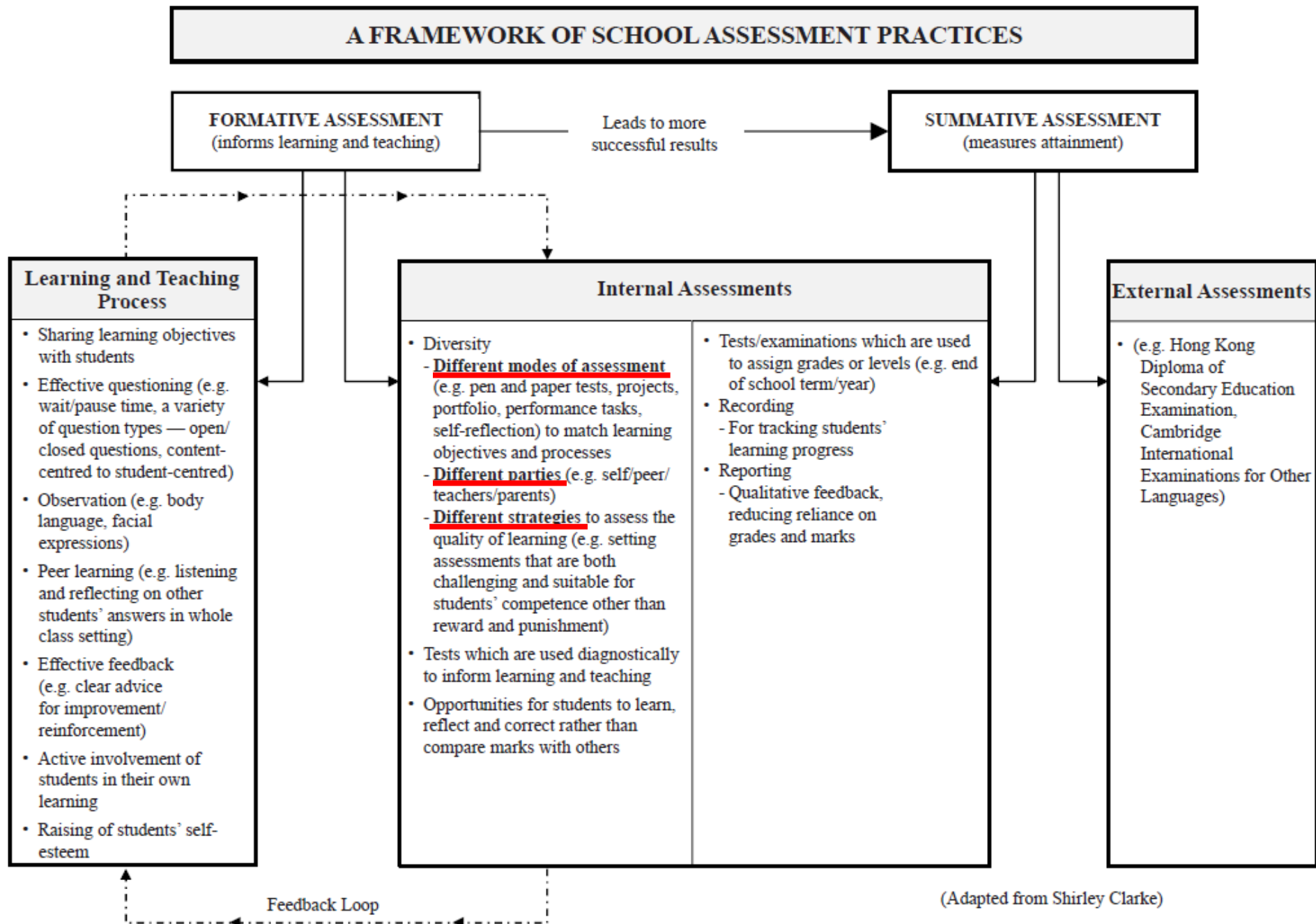


# Part 1: Introduction to Assessment of, for and as Learning



Brainstorming:

- Share your thoughts about assessment **of**, **for** and **as** learning. What are they? How are they different from each other? Are there any difficulties in implementing them in your classroom?



(Adapted from Shirley Clarke)

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, <u>evaluating</u> their own performance against the learning goals, and <u>planning</u> for the next step in learning.

## Part 2: Enhancing assessment literacy in teaching reading

### Goal:

- Setting and achieving aims of the GE programme and reading workshops for school-based English Language curriculum to ensure the development of students' literacy and thinking skills

### Means:

- Applying understanding of KS1 and KS2 reading skills in EDB's English Language Education KLA curriculum guide in identifying the testing points of reading assessment items and thereby guiding students through developing those strategies with purposeful questioning and feedback

## Warm-up discussion

- Read the lists of specific reading skills highlighted for KS1 and KS2 in EDB's English Language Education KLA guide (CDC, 2017: A42-43) on the task sheet. How would you compare the two lists? To what extent are our lessons on teaching reading covering those skills?

## Reading Skills

### Key Stages 1 – 2 (P1 – 6)

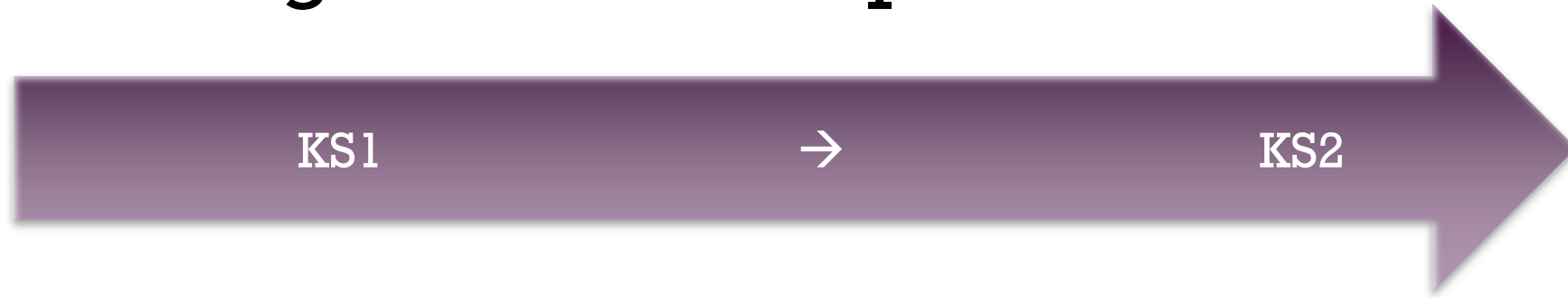
<b>KS1 (P1 – 3)</b>	<b>KS2 (P4 – 6)</b>
<ul style="list-style-type: none"><li>• <i>Understand the basic conventions of written English</i><ul style="list-style-type: none"><li>- follow left to right directionality</li><li>- identify and name all the letters of the English alphabet</li><li>- recognise the beginning and end of sentences</li><li>- distinguish between capital and small letters</li><li>- sight read common, phonically irregular words (e.g. are, a, you)</li><li>- recognise known clusters of letters in unknown words (e.g. in, chin, thin)</li><li>- recognise familiar words in new texts</li><li>- use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts</li><li>- use knowledge of basic letter-sound relationships to read aloud simple words and short simple texts</li><li>- use phonological strategies to decode words (e.g. identifying the onsets and rimes in words, breaking words up into syllables)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <i>Understand the basic conventions of written English</i><ul style="list-style-type: none"><li>- sight read a wide range of common, phonically irregular words (e.g. have, said, was)</li><li>- use knowledge of basic letter-sound relationships to read aloud a variety of simple texts</li></ul></li></ul>

<ul style="list-style-type: none"><li>• <i>Construct meaning from texts</i><ul style="list-style-type: none"><li>- recognise common abbreviations and contracted forms (e.g. Mr., Mrs., 10:00 a.m., 3:00 p.m., She's clever.)</li><li>- work out the meaning of unknown words by recognising the base word within other words (e.g. mother/grandmother, rain/rainy)</li><li>- guess the meaning of unfamiliar words by using contextual or pictorial clues</li><li>- identify key words for the main idea in a sentence</li><li>- confirm meaning by re-reading a sentence or paragraph</li><li>- understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)</li><li>- understand the information provided on the book cover (e.g. title, author, illustrator), contents page and page numbers</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <i>Construct meaning from texts</i><ul style="list-style-type: none"><li>- use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/careless, bath/bathroom)</li><li>- work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world</li><li>- recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)</li><li>- understand the information provided on the book cover, spine or blurb, index and glossary</li><li>- recognise the format, visual elements and language features of a variety of text types (e.g. journals, letters, menus, reports)</li><li>- read written language in meaningful chunks</li></ul></li></ul>
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<p style="text-align: center;"><b>KS1</b> <b>(P1 – 3)</b></p>	<p style="text-align: center;"><b>KS2</b> <b>(P4 – 6)</b></p>
<ul style="list-style-type: none"> <li>- guess the topic and the likely development of the topic by using personal experiences and knowledge of the world</li> <li>- recognise the format, visual elements and language features of some common text types (e.g. signs, stories)</li> <li>- make predictions about stories, characters, topics of interest using pictorial clues and the book cover</li> <li>- skim a text to obtain a general impression and the gist or main ideas with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>- understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)</li> <li>- predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world</li> <li>- re-read the text to establish and confirm meaning</li> <li>- self-correct by using strategies such as checking understanding against predictions, re-reading, using the context, reading further to clarify, asking for help</li> <li>- recognise the presentation of ideas through headings, paragraphing, spacing, italics, bold print and punctuation</li> <li>- understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images</li> <li>- skim a text to obtain a general impression and the gist or main ideas</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Locate information and ideas</i> <ul style="list-style-type: none"> <li>- locate specific information in a short text in response to questions</li> <li>- scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics or capital letters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <i>Locate information and ideas</i> <ul style="list-style-type: none"> <li>- scan a text to locate specific information by using strategies such as looking at headings and repeated phrases</li> <li>- identify details that support the gist or main ideas</li> </ul> </li> </ul>

# Reading Skills Development



- Focus on word parts
- Using knowledge of the world
- Recognising the format and language features across different **text types**
- Understanding vocabulary beyond the word level (i.e. meaningful chunks)
- Reading between the lines (for attitudes, intention, feelings etc.)
- Recognising details supporting main ideas

# Sample learning-teaching-assessment (LTA) cycle

- The following teaching sequence requires you to participate in the capacity of both a KS2 teacher and student.

<b>Student Role:</b>	<b>Teacher Role:</b>
<b>Completing the teaching and learning activities based on a P.5 textbook text</b>	<b>Critically examining the lesson activities</b>
	<b>Analysing and developing new reading items based on the reading text</b>

# Pre-Reading

- 'Firing up' the reading text for our students:
  - Familiarising and engaging the students with the topic of the reading text with the use of a multimodal text

## Pre-reading : Let's watch a short video...

■ <https://www.youtube.com/watch?v=xwi4E6XAktk>

■ Watch the short video and answer the following questions.

1. Where are the children?

2. What are they doing?

3. What problem do they have?

4. What will happen next?

5. Have you ever had the same problem? How would you solve it?

■ Share your answers after watching.

# While-Reading

- Facilitating the students' reading process by...
  - familiarising the students with the **target genre** of the text, and its typical language features
  - activating their schemata of /providing **support for both content and language** they are going to encounter in the reading text
- Developing teachers' awareness of the reading skills targeted in each item in the assessment task for
  - guiding their students to answer those items and therefore to develop the corresponding reading skills
  - providing feedback on their students' task performance

## While-Reading 1: Let's read a special version of a text...

What does this text talk about? What is its topic?

Who is 'I'? Who are 'we'?

What tense(s) did the writer use? Why?

Why did the writer write this text?

Have we read similar texts before? What type of text is this?

While-Reading 2: Let's read the original text quickly and answer some questions together...

Who wrote this text? Why?  
What type of text is it?



While-Reading 2: Let's read the original text quickly and answer some questions together...

Who was Brad with when he had the special experience? Circle them all as they appear in the text.

**While-Reading 2: Let's read the original text quickly and answer some questions together...**

**Put the following in the right order:**

- a. The family were chatting with each other.**
- b. The family were doing something online.**
- c. Brad arrived home from school.**

While-Reading 2: Let's read the original text quickly and answer some questions together...

Look at the two pictures. In which of them did Brad look happier?  
Why?

## + While-Reading 1&2: Food for thoughts

- KS2 KLA CG reading skills targeted:
  - Recognise the format, visual elements, and language features of a variety of text types
  - Skim a text to obtain a general impression and the gist or main ideas
  - Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images

→ Orienting the students with the text and guiding them to grasp the overall meanings of it before the specific details

# While-Reading 3: Answering specific reading questions

## Zooming in the specific details of the text

- Moving beyond assigning exercises and checking answers
- Identifying the reading skills targeted in each question and scaffolding the students to master those skills accordingly
- Developing questions focusing on specific reading skills that complement the original questions

While-Reading 3a: Let's read the original text in detail and answer some questions together.

**KLA CG reading skill targeted:**

**- Locate specific information in a short text in response to questions**

**How can we guide our students to attempt this item?**

**“What does the phrase ‘used to’ suggest about Brad and his mum?”**

**Hint: *‘Why don't we talk anymore?’***



### **KLA CG reading skills targeted:**

- Identify details that support the gist or main ideas
- Understand connection between ideas

**How can we guide our students to attempt this item?**

**“ Which part of the reading text should we read?” “ What is the main idea of this paragraph?” “Which sentence is the topic sentence of the paragraph?”**



Is it a valid reading assessment item?!

Alternative question suggestion:

- Which phrase in the text shows what Brad's dad was doing in the picture?

KLA CG reading skills targeted:

- Read written language in meaningful chunks
- Work out the meaning of an unknown expression by using visual clues





**KLA CG reading skills targeted:**

- Understand connection between ideas
- Work out the meaning of an unknown expression by using visual clues

**How can we guide our students to attempt this item?**

**“What was Grandpa holding on his hand? What was he doing? What does the word ‘but’ suggest?”**



## How about IMHO?

**KLA CG reading skill targeted:**

- Work out the meaning of unknown expressions by using context and world knowledge

How can we guide our students to attempt this item?

“ Does Grandma have any suggestions on where to have lunch?”

“What is Grandma’s friend’s opinion on Delimeal?”

“What do we say if we want to change topic, e.g. from having lunch to going shopping?”



**KLA CG reading skills targeted:**

- Identify details that support the gist or main ideas
- Understand connection between ideas

**How can we guide our students to attempt this item?**

**“ Do we see the word ‘problem’ in the text? Why would the writer mention the router in line 18? How about ‘broken’? ”**



**KLA CG reading skill targeted:**

- **Predict the likely development of a topic by making use of the context**

**How can we guide our students to attempt this item?**

**“ What relationship between ideas does the word ‘but’ suggest? What does ‘but’ in line 29 suggest about how the writer thought about the games?”**



Is it a valid reading assessment item?!

Alternative question suggestion:

- Do you think it's a good idea to have an Internet-free day or night?  
Give a reason from the text to support your view.


KLA CG reading skill targeted:

- Scan a text to locate specific information
- Skim a text to obtain the gist and main ideas




While-Reading 3b: Let's try setting some questions that target specific reading skills in the curriculum guide.

- Task: Shall we use the text *No more Internet!* to set some questions targeting the following KS2 KLA CG reading skills?
  - Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images
  - Recognise the format, visual elements and language features of a variety of text types
  - Understand connection between ideas

- 
- Skill: Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images
  - Question: Which phrase shows that the writer likes the idea of having an Internet-free night?

- 
- Skill: Recognise the format, visual elements and language features of a variety of text types
  - Question: Who was Mei-lin messaging with during dinner?



- 
- Skill: Understand connection between ideas
  - Question: What can be the fun of playing board games and card games?

# Food for thoughts

Assessment **of/for/as** learning in reading tasks

- **‘Teaching’** Vs ‘Assessing’ students (**assessment of learning**)
  - Analysing and applying AoL data strategically for:
    - Designing new assessment items
    - Providing more practice and scaffolding on reading skills our students are weak in
    - Making our students more aware of their strengths and weaknesses in reading
    - cf. Diagnosis of students’ performance in the reading tasks in the annual TSA Report

## Food for thoughts (Cont'd)

- **Apprenticing** the application of specific **reading skills** 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**)

# While-Reading 1,2&3: Food for thoughts

Additional assessment **as** learning strategies:

- **Sharing learning objectives and success criteria**
- **Guiding students to set realistic and achievable learning goals to monitor and evaluate their own learning performance and strategies**
- **Developing students' learning strategies and metacognition.**

**...to be further discussed in Part 3**

## + Part 3: Enhancing assessment literacy in teaching writing

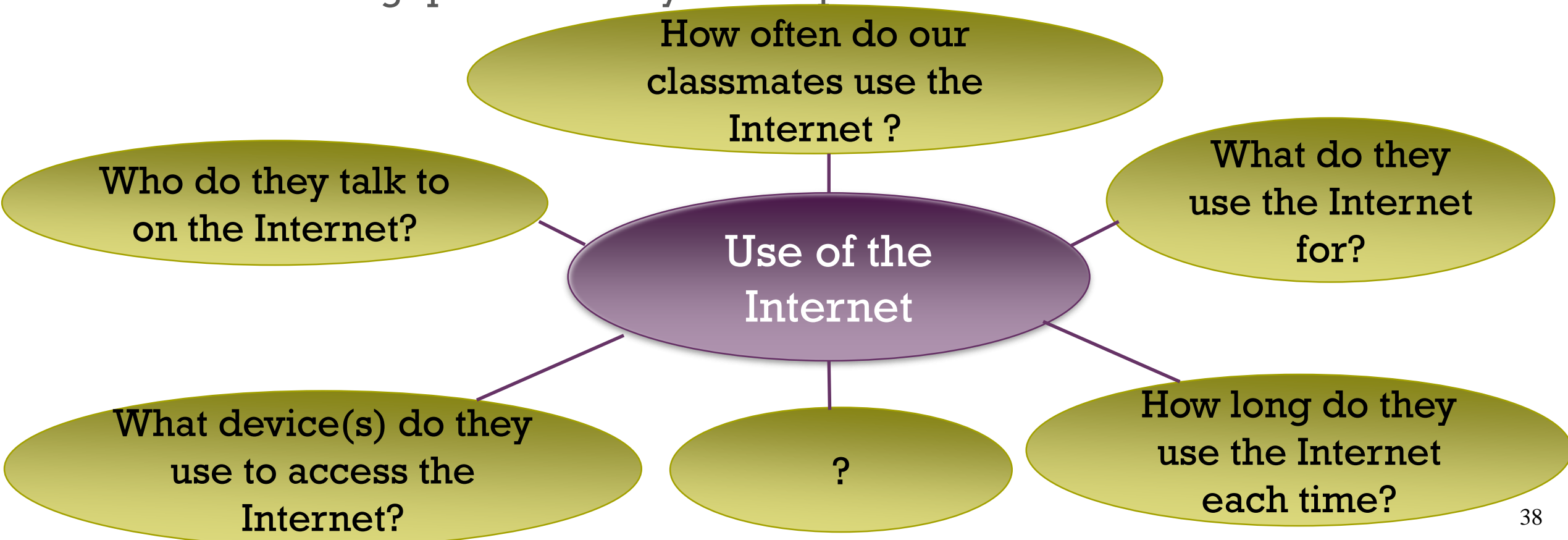
Assessment as learning (AaL) and self-directed learning (SDL) in writing

- Involving students in the goal setting process
- Aims:
  - To develop the students' metacognitive strategies (e.g. planning and monitoring skills)
  - To make them more aware of their own learning progress and objectives
  - To promote learner autonomy and independence

# Assessment as learning (AaL) and self-directed learning (SDL) in writing

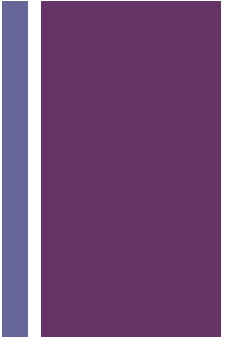
Let's contextualise our discussion using the following writing task adapted from the same unit of the textbook:

Your teacher asks you to do a survey on your classmates' use of the Internet and give a presentation in class. Draft a script for your presentation. You may use your own ideas or the following questions for your script.



## + Goal setting and goal attainment for AaL/SDL at the pre-writing stage:

- *Goal setting*: the process of **establishing clear and usable targets**, or **objectives**, for **learning** (Moeller et al., 2012)
- Studies have shown that **appropriate goal setting**, along with **timely and specific feedback**, can lead to higher achievement, better performance, a high level of self-efficacy, and self-regulation (Moeller et al., 2012)
- “Goal setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that **so little time and energy are spent** in the L2 classroom on goal setting” (Oxford and Shearin, 1994, p.129).

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- + Goal setting and goal attainment at the pre-writing stage (Cont'd):
    - **SMART** formula for desirable learning goals: **Specific, Measurable, Attainable, Relevant, and Time bound** (Doran, 1981; Miller & Cunningham, 1981)
    - A classroom goal-setting intervention should consist of **explicitly teaching and illustrating the connection between effort and achievement** (Moeller et al., 2012)
    - **Students** should be allowed to **participate in setting their own goals** (Azevedo, Ragan, Cromley, & Pritchett, 2002; Tubbs, 1986, as cited in Griffiee & Templi, 1997)



# Goal setting and goal attainment

Discussion task: Imagine you're the English teacher of a P5 class and you've asked the class to set some goals before they attempt the above writing task. How would you respond to the following goals as set by your students?

1. "I'll get 70 marks in this composition."
2. "I'll write with correct grammar."
3. "I'll write more than 80 words."
4. "I'll write three paragraphs."
5. "I'll tidy up my composition before I pass it to the teacher."

## **SMART**

Learning goals:

**S**pecific,  
**M**easurable,  
**A**ttainable,  
**R**elevant,  
**T**ime bound



# Goal setting and goal attainment

- Let's see how the TSA assessment criteria can enable us to guide the students through setting goals for their task performance.



Score Level	Content	Language
4	<ul style="list-style-type: none"> <li>Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks</li> <li>Communicates ideas very clearly</li> <li>Coherent links within paragraphs</li> </ul>	
3	<ul style="list-style-type: none"> <li>Provides interesting ideas with supporting details but without an ending / concluding remarks</li> </ul> OR <ul style="list-style-type: none"> <li>Provides mostly relevant ideas with supporting details and an appropriate ending / concluding remarks</li> </ul> AND <ul style="list-style-type: none"> <li>Communicates ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes</li> </ul>

2	<ul style="list-style-type: none"> <li>Provides some relevant ideas with some details but lacks clarity</li> </ul> OR <ul style="list-style-type: none"> <li>Provides some brief ideas only</li> <li>Communicates ideas quite clearly</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes</li> </ul> OR <ul style="list-style-type: none"> <li>Uses a limited range of vocabulary and verb forms appropriately with few/no grammatical and spelling mistakes</li> </ul>
1	<ul style="list-style-type: none"> <li>Attempts to write by providing very limited information/ideas only</li> </ul> OR <ul style="list-style-type: none"> <li>Provides unclear or disconnected information/ideas that may affect meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses a very limited range of vocabulary and verb forms</li> <li>Makes many grammatical and spelling mistakes that may affect meaning</li> </ul>
0	<ul style="list-style-type: none"> <li>Writes with irrelevant ideas and/or ideas undeveloped</li> </ul>	<ul style="list-style-type: none"> <li>Makes many grammatical and spelling mistakes that affect meaning</li> </ul>
Answers < 40 words	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>	<ul style="list-style-type: none"> <li>≤ 2</li> </ul>
Remarks	<ul style="list-style-type: none"> <li>Accept any sensible or logical ideas</li> </ul>	<ul style="list-style-type: none"> <li>A zero for content would normally suggest a zero for language.</li> </ul>



# Goal setting and goal attainment

- Let's start with 'Content':
- Reading and discussion task: Read the descriptors for Level 4 under 'Content' in the marking criteria and identify areas for guiding the students to set their goals for the above writing task. How can we use student-friendly language to discuss those areas with our KS2 students?

- Provides interesting ideas with plenty of supporting details and an appropriate ending / concluding remarks
- Communicates ideas very clearly
- Coherent links within paragraphs

Interesting ideas

Supporting details

Suitable ending

Clear ideas

Idea links



# Goal setting and goal attainment



- 'Content' (Cont'd):
- Brainstorming task: Can you suggest how we may advise KS2 students in achieving each of the following?

Area	How?
Interesting ideas	
Supporting details	
Suitable ending	
Clear ideas	
Idea links	

- How about the following suggestions?

Adding a reason/result

Ordering events

Describing opinions

Using topic sentences

Predicting the future

Making contrasts



# Goal setting and goal attainment

- Let's move on to 'Language':
- Reading and discussion task: Read the descriptors for Level 3 under 'Language' in the marking criteria and identify areas for guiding the students to set their goals for the above writing task. How can we use student-friendly language to discuss those areas with our KS2 students?

• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes

OR

• Uses a small range of vocabulary, cohesive devices and verb forms appropriately with few/no grammatical and spelling mistakes

Vocabulary

Sentence patterns

Sentence links

Mistake control



# Goal setting and goal attainment



- 'Language' (Cont'd):
- Brainstorming task: Can you suggest how we may advise KS2 students in achieving each of the following?

Area	How?
Vocabulary	
Sentence patterns	
Sentence links	
Mistake control	

- How about the following suggestions?

Using conditionals

Using/checking the right tense(s)

Using adjectives describing...

Using modals

Using words with similar meanings

Using words with opposite meanings

Checking correct spellings

Using pronouns



# Goal setting and goal attainment

- Finally let's guide the students to set their own goals for the composition:



<b>Goals for my composition</b>	
For 'Content', I would like to focus on the area(s): _____	For 'Language', I would like to focus on the area(s): _____
My specific 'Content' goal(s) is/are: _____	My specific 'Language' goals are: _____
To achieve the goal(s), I will: _____	To achieve the goal(s), I will: _____

# Assessment as and for learning at the post-writing stage

- Guiding and encouraging the students to self and/or peer assess using the 'Two Stars and a Wish' method.



## Part 4: Promoting assessment literacy in the primary classroom

- Hands-on task: With reference to the CDI's e-resources below (or any other resources of yours), discuss and explore how we may apply the strategies covered in this workshop in building a learning-teaching-assessment cycle in your context. You may also share your experience in using other real books for such purpose as well (10 min). Get ready to share your insights briefly with the rest of us.
- [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/ELE%20KLACG%202017\\_Examples%201-28.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/ELE%20KLACG%202017_Examples%201-28.pdf)
- [https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20pri\\_reading.html](https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/resource%20pri_reading.html)