

Effective Use of Assessment for and as Learning to Enhance Students' Learning Effectiveness and Self-directed Learning in the Primary English Curriculum

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+ Outline of the Workshop:

- Part 1: Reflection on Assessment for Learning (AfL) , Assessment as Learning (AaL) and Self-directed Learning (SdL)
- Part 2: KS2 AfL and AaL Exemplar
- Part 3: KS1 AfL and AaL Exemplar
- Part 4: Hands-on task for Planning for AfL and AaL
- *Special foci on Promoting **Learning Effectiveness** and **Self-directed Learning (SDL)** across all the four parts*



Part 1: Reflection on Assessment for Learning and Assessment as Learning



Brainstorming:

- Share your thoughts about **Assessment for Learning (AfL)** and **Assessment as Learning (AaL)**. What are they? How are they different from **Assessment of Learning (AoL)**? Which of them is/are most conducive to **Self-directed Learning (SdL)**? Any successful and/or unsuccessful experience to share? Any challenges in implementing them in our classroom?
- Get ready to share your thoughts in the assigned 'breakout room'.

A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES

FORMATIVE ASSESSMENT
(informs learning and teaching)

Leads to more
successful results

SUMMATIVE ASSESSMENT
(measures attainment)

Learning and Teaching Process

- Sharing learning objectives with students
- Effective questioning (e.g. wait/pause time, a variety of question types — open/closed questions, content-centred to student-centred)
- Observation (e.g. body language, facial expressions)
- Peer learning (e.g. listening and reflecting on other students' answers in whole class setting)
- Effective feedback (e.g. clear advice for improvement/reinforcement)
- Active involvement of students in their own learning
- Raising of students' self-esteem

Internal Assessments

- Diversity
 - Different modes of assessment (e.g. pen and paper tests, projects, portfolio, performance tasks, self-reflection) to match learning objectives and processes
 - Different parties (e.g. self/peer/teachers/parents)
 - Different strategies to assess the quality of learning (e.g. setting assessments that are both challenging and suitable for students' competence other than reward and punishment)
- Tests which are used diagnostically to inform learning and teaching
- Opportunities for students to learn, reflect and correct rather than compare marks with others

- Tests/examinations which are used to assign grades or levels (e.g. end of school term/year)
- Recording
 - For tracking students' learning progress
- Reporting
 - Qualitative feedback, reducing reliance on grades and marks

External Assessments

- (e.g. Hong Kong Diploma of Secondary Education Examination, Cambridge International Examinations for Other Languages)

Feedback Loop

(Adapted from Shirley Clarke)

Summative	Assessment of 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 for Learning (AfL)	AfL integrates assessment into learning and teaching. It helps 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 <u>timely feedback</u> and refine their teaching strategies.
	Assessment as Learning (AaL)	AaL engages students in <u>reflecting on</u> 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.

Feedback as Feeding Forward => Effective Learning

All these processes being fundamental to SDL

+ Part 2: AfL and AaL Exemplar 1

Level: KS2

Topic: Food

Language Skills: Reading and Writing



+ Let's get started!

How does this activity promote AfL, AaL and SDL?

Let's play a word game.

1. Play the online word game on P.1. You have 5 min.
2. Get a partner and show your screen to him/her. Share how you group the words in 1 min. Do you two have the same results?
3. Come up with one best way to group the words with your partner in 3 min. Get ready to convince the other groups to follow you!



Let's move on!

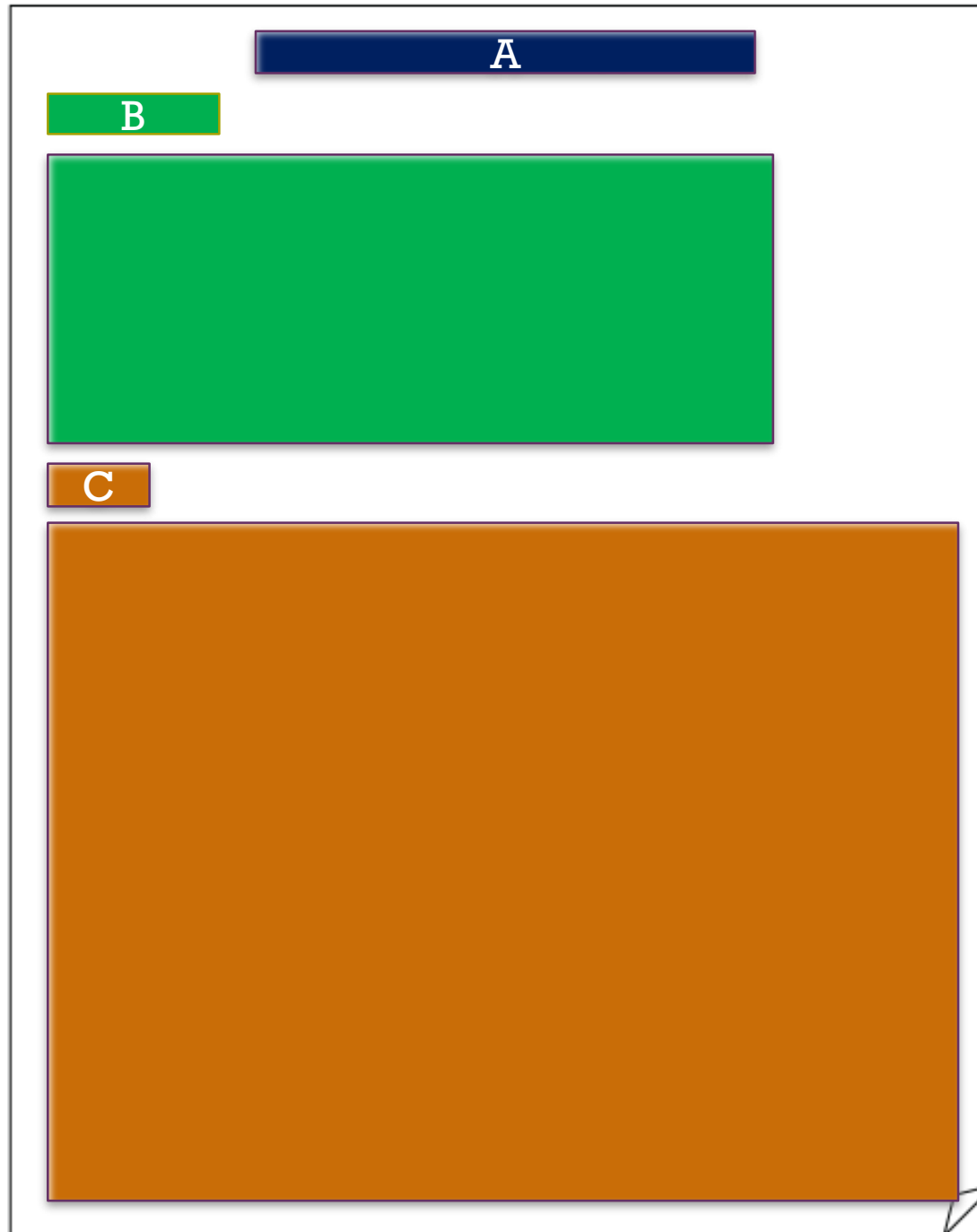
- Are the meanings of all the above words connected? What topic do they belong to?
- Actually these words are all taken from a text. Can you guess what type of text it is? Why?
- You are going to check whether you've made the right guess, without reading the text. Which of the following information is most helpful? Share your choice with your partner.
 - Format of the text
 - Sentence patterns in the text
 - Other vocabulary items in the text





Format of the Text:

- How many parts are there in the text?
- What are A, B and C?
- What do we know from the number of green and brown bars?





Sentence Patterns in the Text:

- Go back to P.2 of the word game and complete the task in 5 min.
- What's special about the sentences you've formed?





Overall speaking...

- What type of text is it?
- Who are the target readers?
- Why would they want to read the text?
- What can the writer do to improve the text?



+ Some Points to Note:



- Start “small”!
- Focusing on the ‘process’ as well as the ‘product’ of assessment
- Going beyond “right” and “wrong” answers
- “Significant” role of the teacher in achieving AfL, AaL, and SDL
- Teaching and learning being integrated with AfL, AaL and SDL

Pre-reading

- Apart from being a task targeting AfL, AaL and SdL, do you think the above teaching sequence can facilitate the students' actual reading of the text and therefore constitutes a meaningful pre-task stage?
- This may be regarded as an example of **formative use** of **summative assessment**, and can contribute to the building of learning-teaching-assessment (LTA) cycle (cf. CDC, 2017).

While-reading

How can we guide our students to attempt this item?

“ Do we just refer to ‘Step 3’? What was happening to the pineapple in ‘Step 2’?”

CDC (2017) ELE KLA CG reading skill targeted:

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

Post-reading (Reading-to-write)

- As a member of your school's English Club, you are designing a dessert recipe for the coming 'English Cooking Day'. Write the recipe.
- Remember the format, sentence patterns, and vocabulary we have identified for the recipes genre.



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.

Please do not just make copies for your students!

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

+ Part 3: AfL and AaL Exemplar 2

Level: KS1

Topic: Food

Language Skills: Reading and Writing



Let's watch a video!

- 00:32
 - Where is the dog?
 - What is he doing there?
- 00:45
 - What **happened** to him?
- 01:01
 - Who **did** he **meet**?
 - Where **did** they **go**?
- 01:26
 - What **did** he **make**?
 - Who will eat it?



What tense do we use?
When do we use it?

Rationale and Criteria for Using Videos in the LTA Cycle

Video as a pre-task activity:

- Multimodality of meaning expression to engage students with the topic of the subsequent reading task
- Activating students' schemata of the topic so as to facilitate students' goal setting in the reading task(SDL)
- Potential for scaffolding the grammar structure and vocabulary in the main reading text (the Genre Egg)

Video as a task itself:

- Videos as texts for building an AfL/AaL task through Q&A
- Potential for catering for learner diversity through directing questions at different challenge levels to students at different ability levels

Sample Detailed Reading Questions

- Which of the two lines tells us the time? What time was it?
- Which word means 'cooked'? (Tip: cooking is an action)
- Where was Dog?
- How many types of cookies did it make?
- Did it enjoy cooking?
- Who would eat the cookies?

Reading-to-write and AfL, AaL

AfL and AaL in Reading-to-write

- Engaging students in analysing and scaffolding their own writing in terms of:
 - Content
 - Language, i.e. rhetorical structure, grammar (syntactic clues), vocabulary (semantic clues)

Can we use the TSA Writing Marking Scheme to guide our students to set higher goals or their AaL?

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

A wrap up

- AfL and AaL in the LTA cycle
- Text selection for AfL and AaL
- Promoting reading skills development using meaningful reading tasks with reference to EDB's ELE KLA CG
- Goal setting and goal attainment in KS1 and KS2
- Potential for developing self-directed/self-regulated learning in the primary classroom context