Professional Development Programme on "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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Guiding Principles

- Assessment should serve a variety of purposes, from measuring attainment to informing learning and teaching through providing quality feedback, but the prime purpose should always be facilitating and improving student learning.

- It should involve making considered judgements on the learning processes and outcomes.

- It should be based on standards or criterion-referencing principles by which student performance is evaluated and described in relation to criteria rather than how other students perform. The assessment criteria should also be made clear to students so that they understand what is expected of them.

- There should be an appropriate coverage of learning targets and objectives, generic skills, and positive values and attitudes.

- There should be diversified modes of assessment, with a balance between formative and summative assessments.

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

Assessment *of*, *for* and *as* learning

- **Assessment of learning** (AoL) refers to the assessment designed to provide evidence for making judgments on student achievement against learning targets, objectives or standards at a certain point of time.
- **Assessment for learning** (AfL) is a formative and diagnostic kind of assessment where teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies to improve student learning.
- **Assessment as learning** (AaL) refers to students' use of learning tasks and feedback to enhance their own learning. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

Effective assessment for and as learning starts with effective feedback

To promote learning, students need to be informed not only about their performance but also how to build on their strengths and address their weaknesses to make further improvement. Much of this information will come as feedback from teachers but some will be through students' direct involvement in assessing each other's, or their own work. Effective feedback that is timely and specific enables students to understand where they are in their learning and what they should do next. It aligns with the assessment criteria and the learning objectives and helps promote self-reflection and the development of metacognitive skills essential to AaL.

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

Using task-specific marking rubrics / feedback sheets

- Providing task-specific marking rubrics / feedback sheets can allow students to understand gradually their strengths and areas for improvement.

- They can help teachers focus more holistically on students' work and consider which areas to provide comments on.

- They can be aligned with the learning objectives and overtime help promote self-reflection and the development of metacognitive skills.

The Learning Progression Framework (LPF) for English Language

- The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum.

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

Providing effective feedback

Effective feedback should be:
1. Understandable
2. Useful
3. Age and ability appropriate
4. Balanced
5. Involve learners
6. Focused
7. Actionable

We can use the 'Feedback Sandwich' to help us structure our feedback but should also help learners consider the key areas they should focus on in subsequent tasks – these can feed into their future learning goals.

Assessment as Learning and Self-directed learning

Self-directed learning (SDL) refers to the skill that a learner, who takes the initiative and responsibility for learning with or without the assistance of others, possesses. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

Assessment as Learning and Self-directed learning

- Learning is most effective when students play an active role in the learning process and when they take charge of their own learning. The promotion of learner autonomy and independence should start at an early age.

- While self-directed learning is regarded as an integral part of students' ultimate achievements, more effort should go into demonstrating how to monitor the learning process and providing opportunities for students to develop metacognitive strategies. In the learning process, teachers can help students:
    - learn how to learn;
    - make choices as to what, when and how they want to learn;
    - use a range of language development strategies;
    - carry out self-assessment and reflection;
    - plan, monitor and evaluate the strategies adopted and their own learning effectiveness, which forms the basis for goal-setting in subsequent tasks or activities; and
    - develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.

SDL and AaL Strategies example: Goal Setting and self-reflection sheets

- Students identify their own goals with the teacher's guidance. These can be for a period of learning (e.g. a semester), a unit, or a task.

- Afterwards students can reflect on their progress or performance against their goals.

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)	

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

SDL and AaL Strategies example: Writing Rulers

- Students can self-evaluate and revise their own work.

- Skills can be built on over time.

- Physical artifact – allows students to revise their work line by line.

SDL and AaL Strategies example: Scaffolded comments and responses

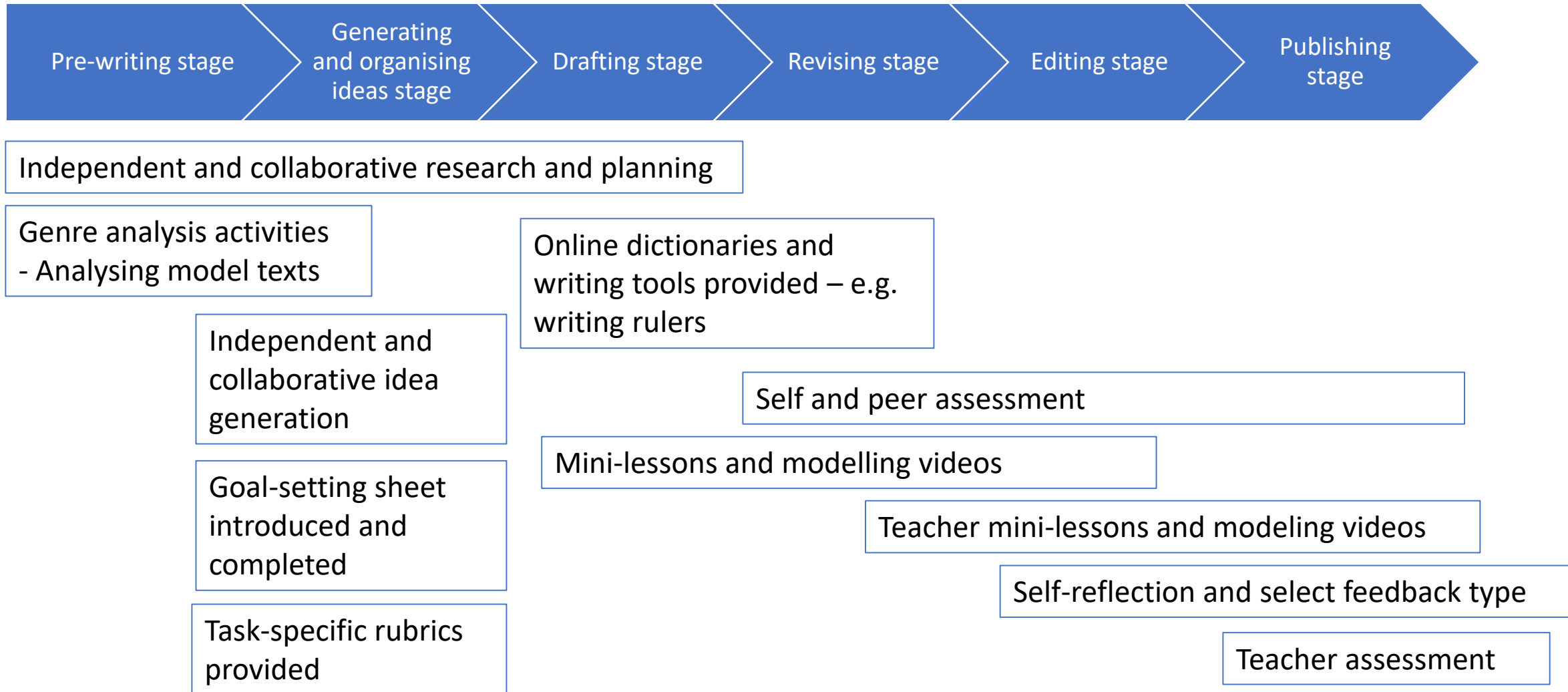Develop students' ability to give and respond to peer feedback

Giving feedback structure: share your feelings, give an example of something you liked, be specific about what the writer did well

Responding to feedback structure: thanking peers for their comments, acknowledging the content of their comments

SDL and AaL Strategies example: Three-level Assessment Feedback

- Students get to decide what kind of sandwich they want to eat.

- Consider what kinds of feedback we give and the balance of our feedback between strengths and areas for improvement.

- Give students a voice and ownership in the kinds of feedback they receive.

- Students can revise their work based on the feedback they receive.

Bringing it all together – Integrating AaL and SDL into a process-writing sequence

Pre-writing stage	Generating and organising ideas stage	Drafting stage	Revising stage	Editing stage	Publishing stage

Independent and collaborative research and planning

Genre analysis activities
- Analysing model texts

Online dictionaries and writing tools provided – e.g. writing rulers

Independent and collaborative idea generation

Self and peer assessment

Mini-lessons and modelling videos

Goal-setting sheet introduced and completed

Teacher mini-lessons and modeling videos

Self-reflection and select feedback type

Task-specific rubrics provided

Teacher assessment

Useful EDB resources

- Teachers are encouraged to make flexible use of e-assessment platforms, such as the following websites developed by the EDB and HKEdCity, to facilitate AfL and AaL:

  - Online Question Bank https://www.hkedcity.net/oqb
  - Assessment Tasks Reference of the EDB One-stop Portal for Learning and Teaching Resources https://www.hkedcity.net/edbatr/
  - Student Assessment Repository (STAR) https://star.hkedcity.net/en/

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