

Enhancing **Assessment Literacy through
Effective Use of the **Learning Progression Framework**
(**Writing and Speaking Skills**) (**New**)**



English Language Education Section
Curriculum Development Institute
Education Bureau
May 2023

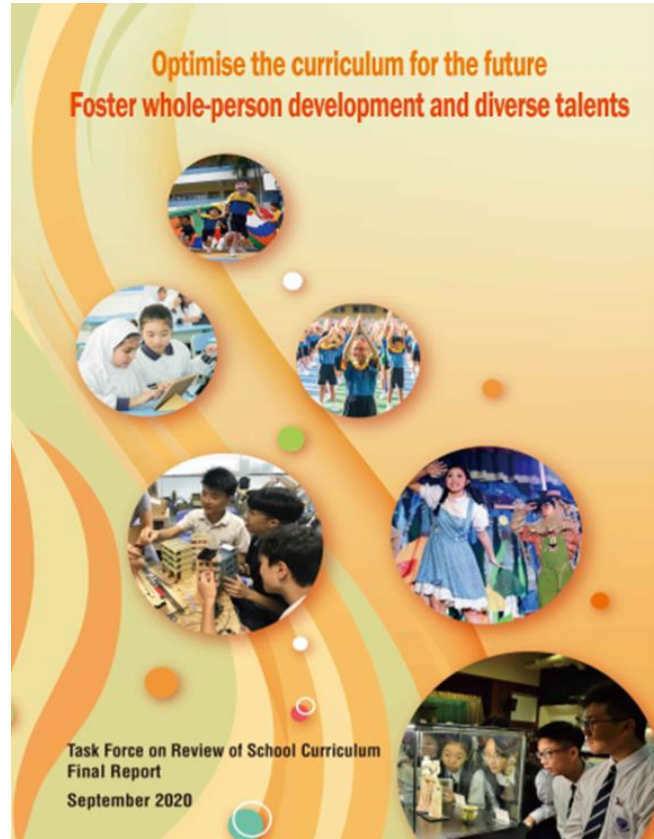
Assessment Literacy

- the **knowledge and skills** that **teachers** possess for **designing or selecting appropriate assessment tasks to achieve assessment purposes**, and for **making optimal use of assessment data and information to adjust teaching strategies for improving student learning**

Course Objectives

- To enhance teachers' knowledge of the relationship and purposes of **Assessment of, for and as Learning**;
- To introduce the use of the **Learning Progression Framework (LPF)** as a **reference tool** to promote **assessment literacy** in the school English Language curriculum; and
- To explore effective strategies that **incorporate the use of the LPF** to facilitate the development of **writing and speaking skills** and **Assessment for/as Learning**

Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning

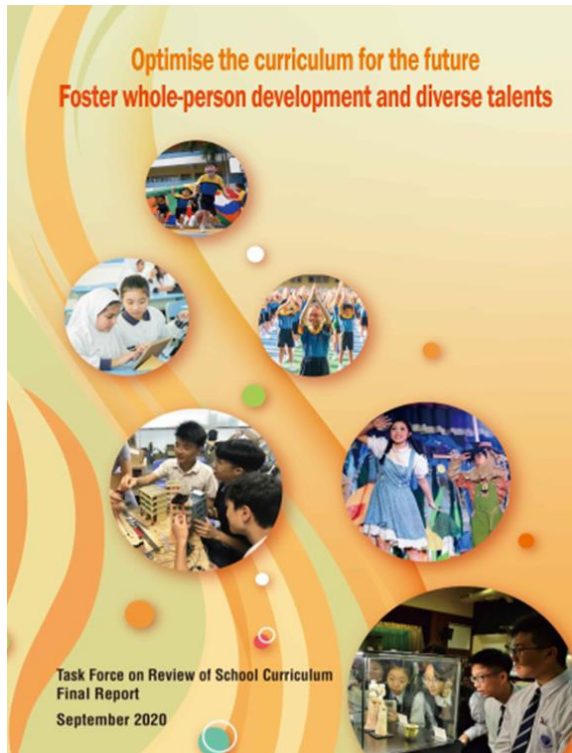


University Admissions



STEM Education

Final Report of Task Force on Review of School Curriculum (2020)

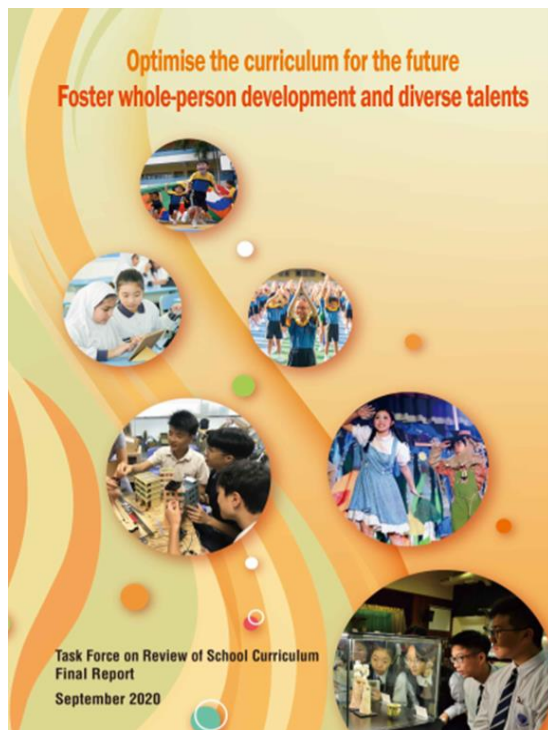


Recommendations
for English Language

Catering for
Learner
Diversity

Creating
Space

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer vocational English as an Applied Learning (ApL) course

enrich the existing curriculum, with more emphasis on the **academic and creative use of the language**

provide more opportunities for students to enhance their language competency through **LaC** and RaC

Examples to be Used in Today's Seminar

Language Arts

Creative use of English

Writing

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Composing (text) in short texts to convey information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics
Language							
Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics
Underlying Principles							
1. Language development strategies, generic skills, and positive values and attitudes are essential in English Language learning and form an integral part of the learning-teaching-assessment cycle.							

Information Texts

Promotion of LaC/RaC

Speaking

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Listening in classroom contexts and providing in short, unelaborated oral responses on familiar topics	Providing oral responses on familiar topics and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics	Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics
Language							
Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics	Use simple words and phrases to convey information, ideas and personal experiences on familiar topics
Underlying Principles							
1. Language development strategies, generic skills, and positive values and attitudes are essential in English Language learning and form an integral part of the learning-teaching-assessment cycle.							

Assessment of, for and as Learning

Warm-up Activity 1

What does “Assessment” mean to you in your school context?

Assessment

Assessment Data

e.g.

- Grades/levels
- Marks/scores
- Percentages
- Oral/written comments
- Checklisted comments

...

Modes of Assessment

e.g.

- Quizzes, tests, exams
- Portfolios
- Projects
- Individual/group presentations
- Homework
- Peer assessment
- Self assessment
- Teacher observations

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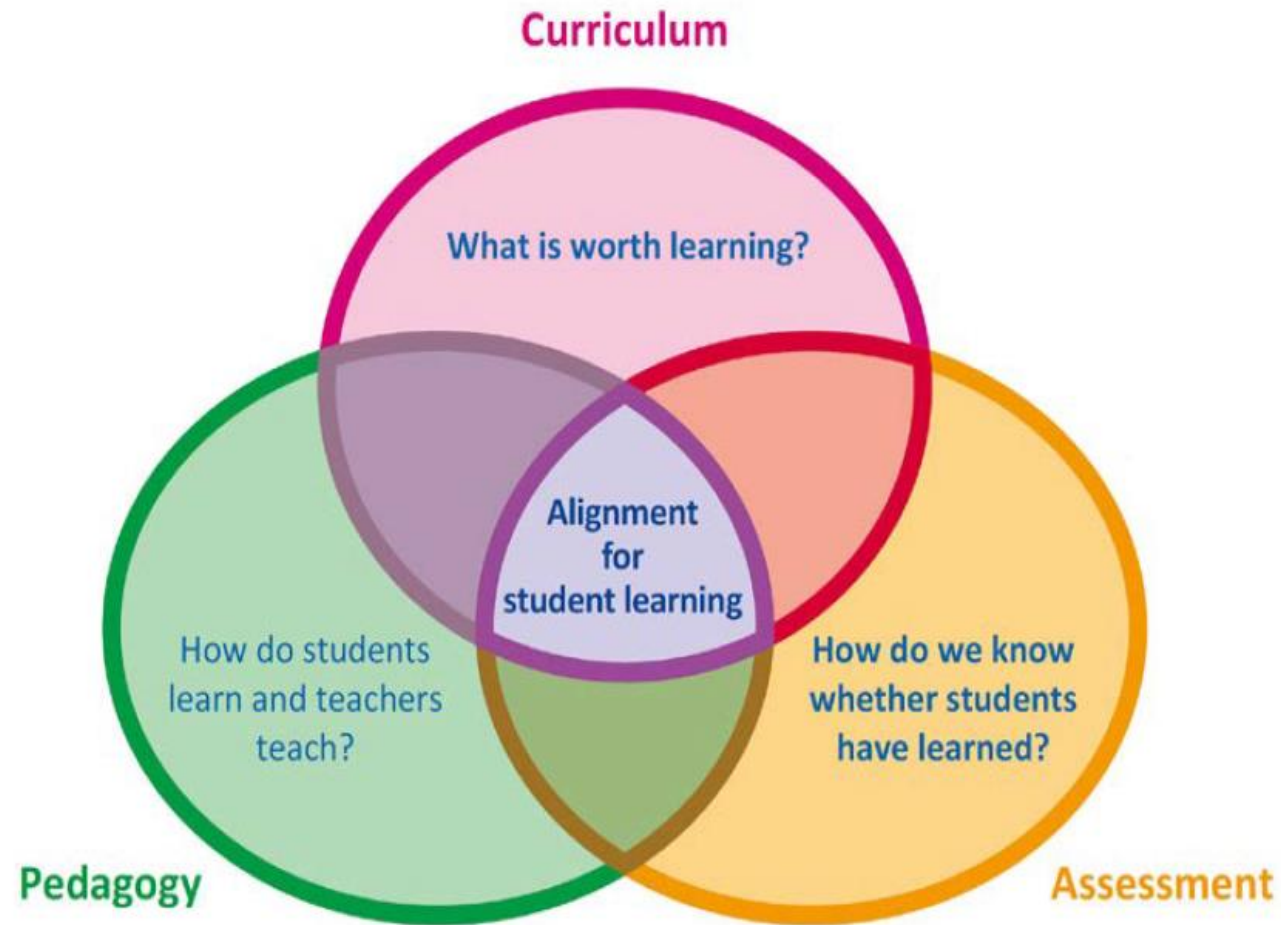
Purposes of Assessment

e.g.

- Inform teaching decisions
- Self-evaluate
- Diagnose
- Motivate
- Self-monitor
- Provide feedback
- Identify

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Interlocking Relationships between Curriculum, Pedagogy and Assessment



Warm-up Activity 2

What are Assessments **of**, **for** and **as** Learning?

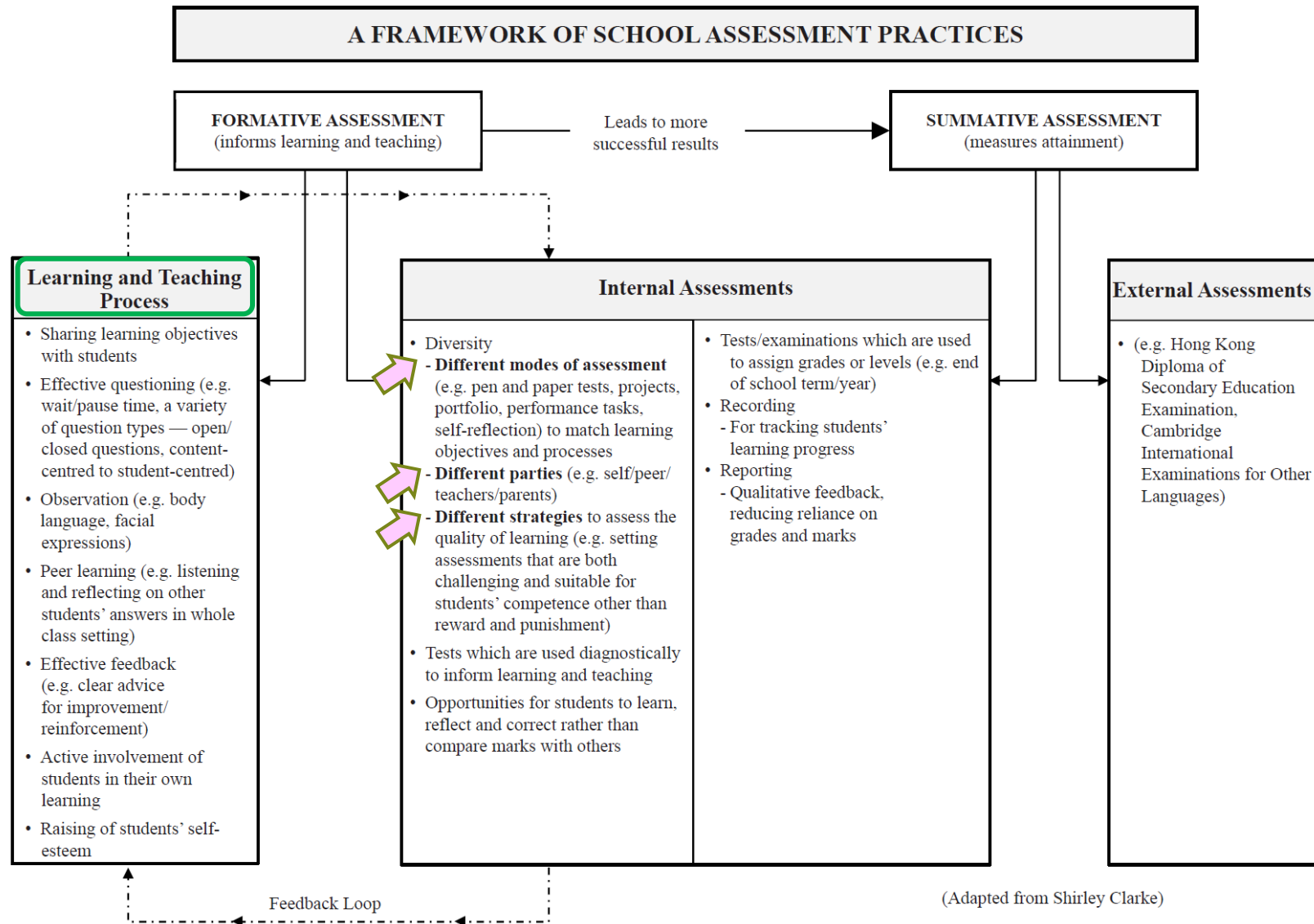
Assessment of/for/as Learning	Features	Formative/ Summative	e.g.
	<ul style="list-style-type: none">• integrates assessment into learning and teaching• teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning		
	<ul style="list-style-type: none">• students' use of learning tasks and feedback to enhance their own learning• students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning		
	<ul style="list-style-type: none">• describes the level students have attained in learning and shows what they know and can do over a period of time• gives an overview of the previous learning of students• mainly used for reporting purposes		

What are Assessments **of**, **for** and **as** Learning?

Assessment of/for/as Learning	Purposes	Formative/ Summative	e.g.
Assessment for Learning <div style="background-color: #e67e22; color: white; padding: 5px; display: inline-block;">Teacher-centred</div>	<ul style="list-style-type: none"> integrates assessment into learning and teaching teachers collect ongoing information about students' learning progress, provide timely and quality feedback and adjust their teaching strategies for improving student learning 	Formative	<ul style="list-style-type: none"> process writing oral feedback
Assessment as Learning <div style="background-color: #2980b9; color: white; padding: 5px; display: inline-block;">Student-centred</div>	<ul style="list-style-type: none"> students' use of learning tasks and feedback to enhance their own learning students are actively involved in regulating the learning process, evaluating their own performance against the learning goals, and planning for the next step in learning 	Formative	<ul style="list-style-type: none"> self-/peer assessments portfolios
Assessment of Learning	<ul style="list-style-type: none"> describes the level students have attained in learning and shows what they know and can do over a period of time gives an overview of the previous learning of students mainly used for reporting purposes 	Summative	<ul style="list-style-type: none"> term tests exams

Purposes of Assessment

Formative and Summative Assessments

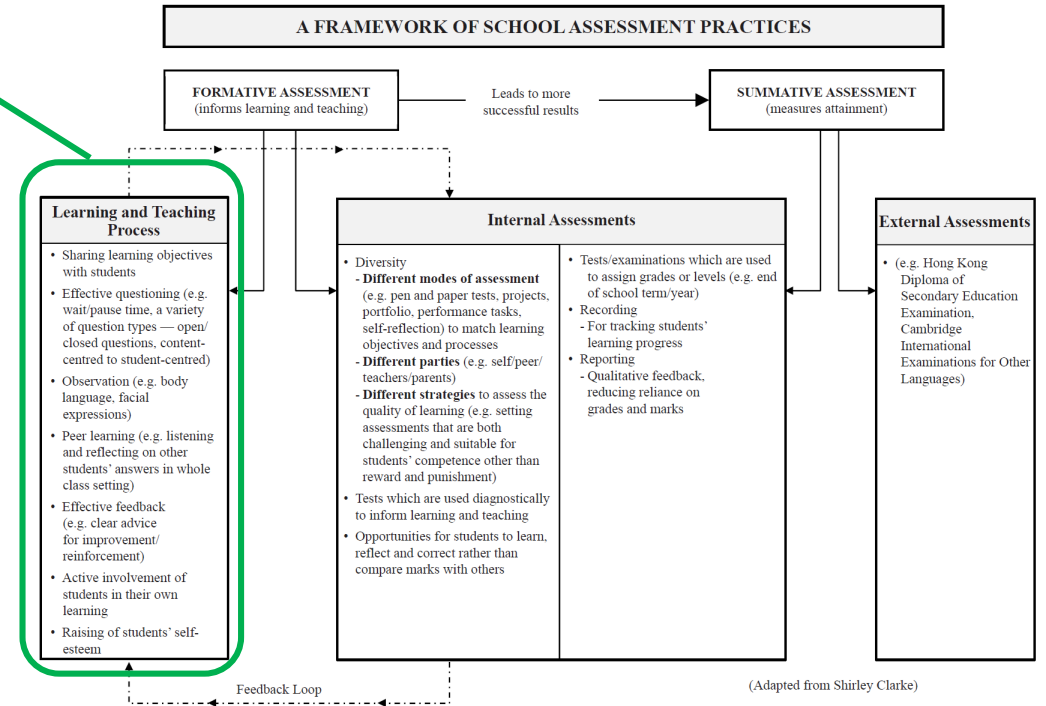


Purposes of Assessment

Formative and Summative Assessments

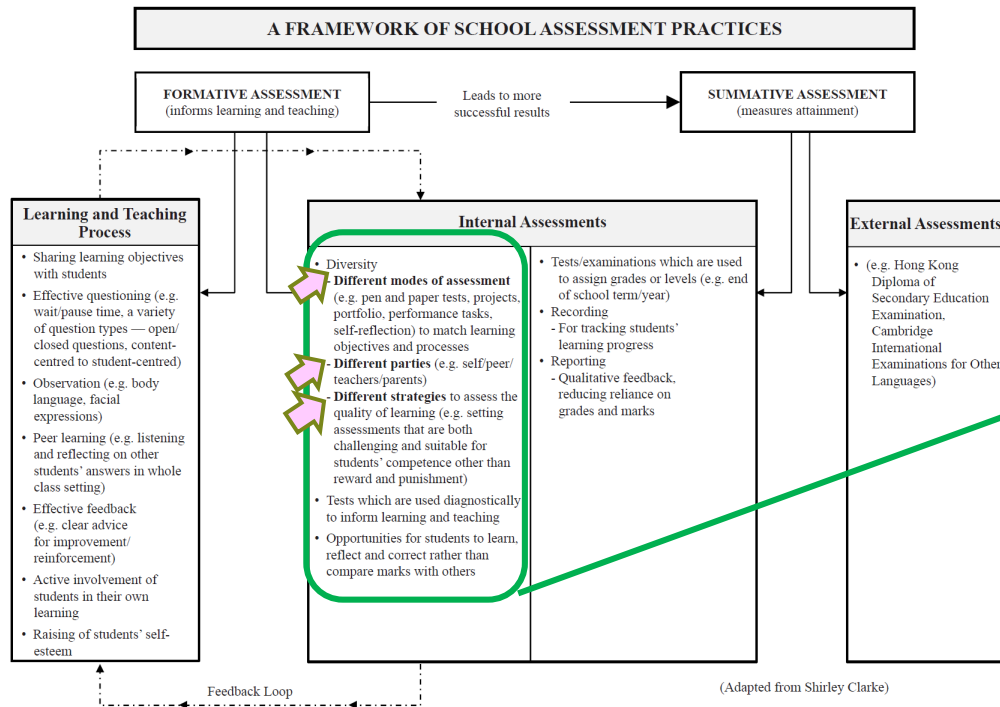
Learning and Teaching Process

- | | |
|--|---|
| <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 |
|--|---|



Purposes of Assessment

Formative and Summative Assessments



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

Purposes of Assessment

Formative and Summative Assessments

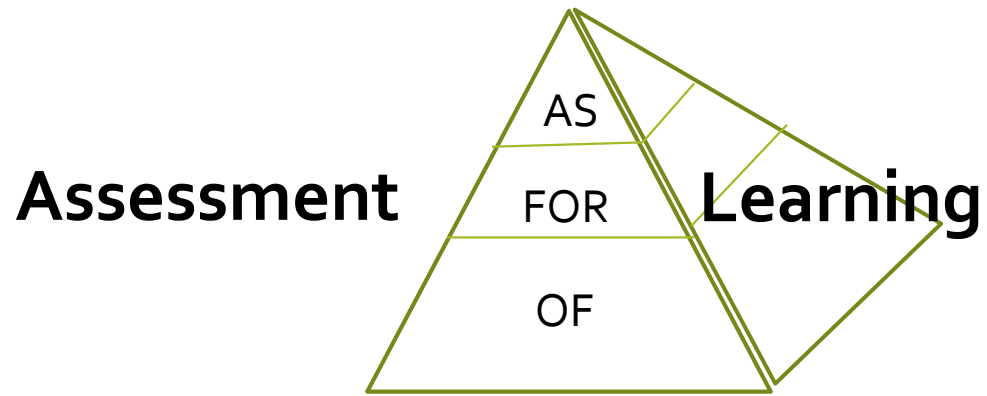
An overview of the key considerations among assessment *of*, *for* and *as* learning

	Summative Assessment Assessment <i>of</i> Learning	Formative Assessment	
		Assessment <i>for</i> Learning	Assessment <i>as</i> Learning
Purposes and objectives	<ul style="list-style-type: none"> To assess learners' achievement against set learning goals and standards 	<ul style="list-style-type: none"> To enable teachers to use information about learners' knowledge, understanding and skills to inform their teaching and enhance students' learning 	<ul style="list-style-type: none"> To involve learners in the learning process where they monitor their own progress, ask questions and practise learning strategies To enable learners to use self-evaluation and teachers' feedback to reflect on and consolidate their own learning and work towards the set personal learning goals
Use of assessment data	<ul style="list-style-type: none"> For selection, placement, promotion and awarding qualifications 	<ul style="list-style-type: none"> For providing information to facilitate teachers' instructional decisions For providing feedback and suggestions to help learners make improvement <ul style="list-style-type: none"> For informing learners of their strengths and weaknesses 	<ul style="list-style-type: none"> For learners' self-monitoring, self-correction, making self-improvement and adjusting personal learning goals
Reference points	<ul style="list-style-type: none"> Performance of other candidates 	<ul style="list-style-type: none"> Set teaching objectives and expected learning outcomes 	<ul style="list-style-type: none"> Personal goals and expectations
Modes	<ul style="list-style-type: none"> Pen and paper tests and examinations Practical exams 	<ul style="list-style-type: none"> Observations / assignments / self-evaluation forms Self-access and self-directed learning tasks 	

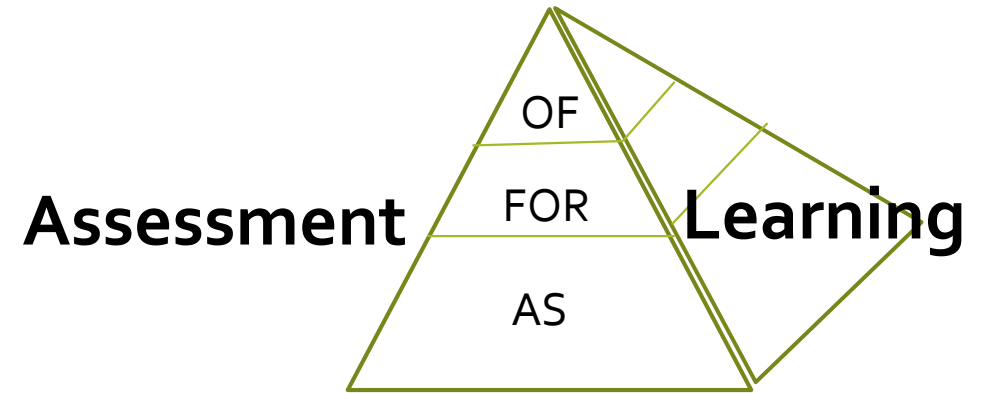
With appropriate use of the assessment data, pen and paper tests and exams can be adopted as formative assessment.

Purposes of Assessment

🌱 Shifting the Balance



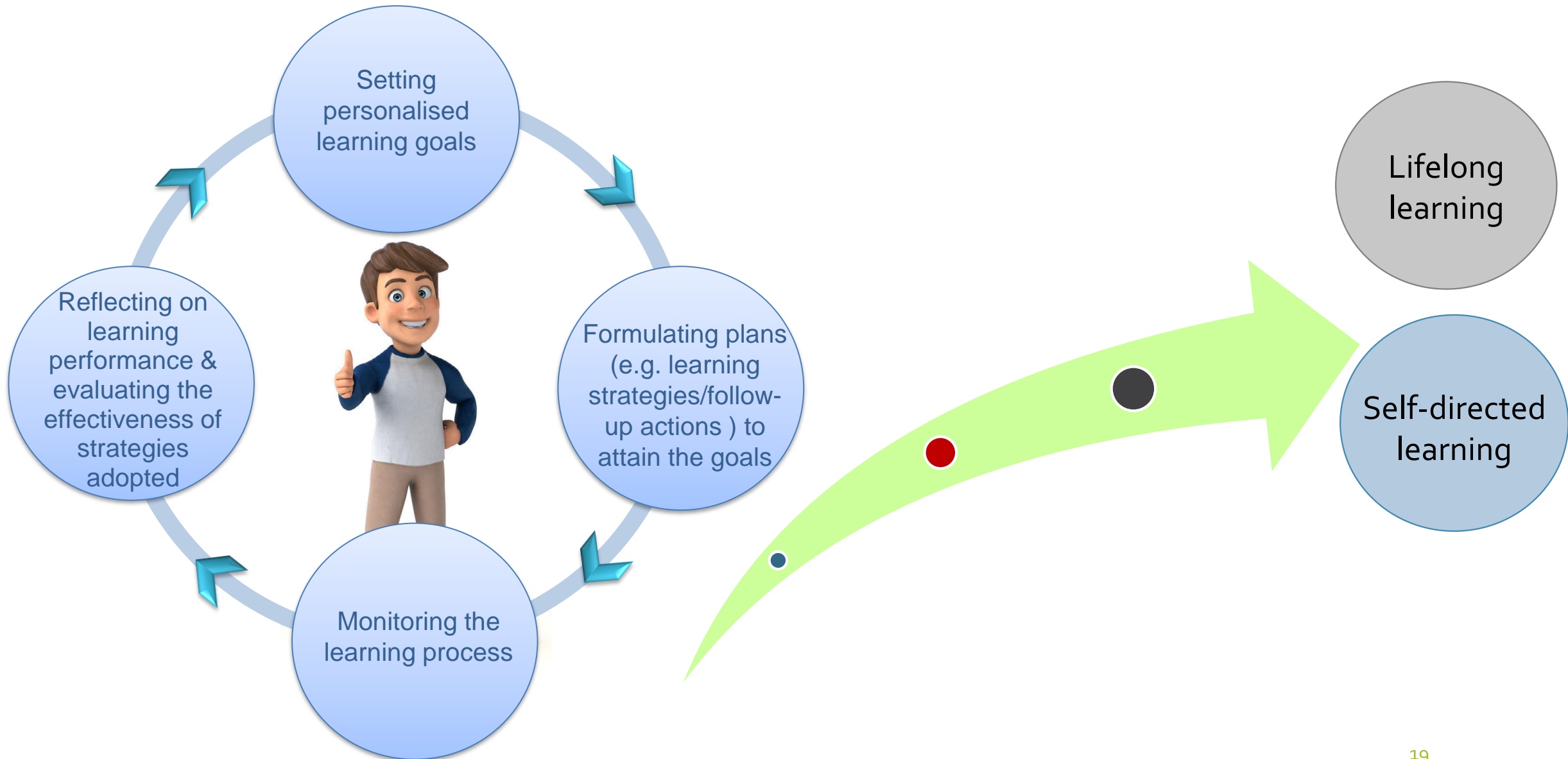
Traditional Assessment Pyramid



Reconfigured Assessment Pyramid



Promoting Assessment **as** Learning



Promoting Assessment **as** Learning

Students gradually take ownership of their own learning

Lifelong learning

Self-directed learning

An ongoing metacognitive experience

Students develop a habit of mind to continually

- review their learning progress; and
- make improvement



Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (AFL) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of AFL and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.



ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.



Leaflet on “Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching”



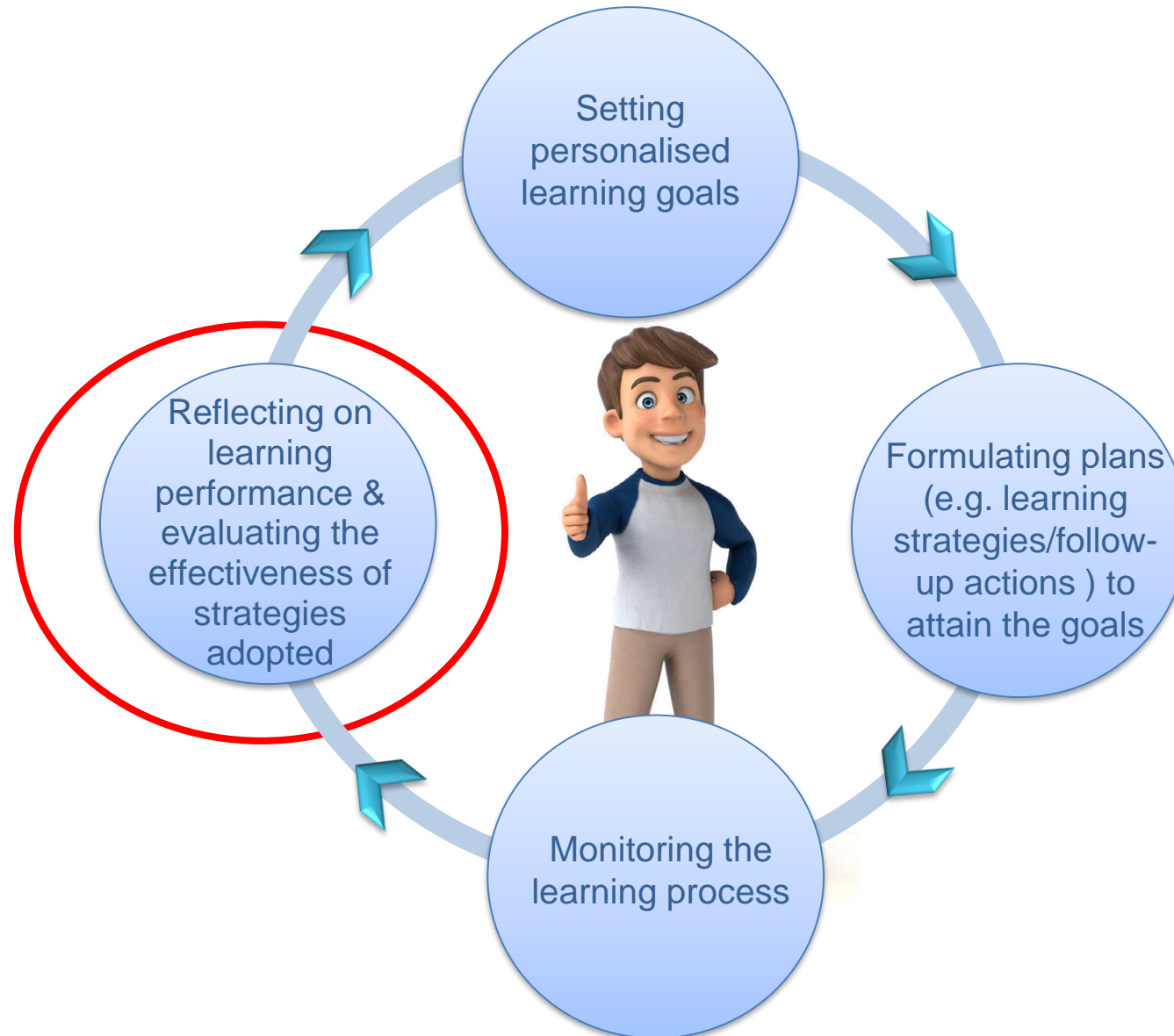
https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Assessment/Assessment_leaflet_ELE.pdf

Use of Assessment Data to Enhance Curriculum Planning

Discussion

What reference tools (e.g. rubrics) do you make use of when providing students with feedback on their **writing** and **speaking** skills?

Reference Tools for Assessments



Reference Tools for Assessments

Student	Performance on writing
Billy	7 points
Kelly	7 points

- Do Billy and Kelly have the same learning performance and progress?
- Should Billy and Kelly set the same learning goals?

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Creative and relevant content			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wide range of vocabulary	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
Logical development of ideas		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Understanding the LPF

The Learning Progression Framework (LPF) for English Language

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom activities, and providing short, straightforward ideas of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, using some non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies
Language							
Use predominantly formulaic language and simple words quite appropriately	Use some simple language forms and functions quite appropriately	Use some simple language forms and functions quite appropriately and accurately	Use simple language forms and functions quite appropriately and accurately	Use a small range of language forms and functions quite appropriately and accurately	Use a range of language forms and functions quite appropriately and accurately	Use a range of language forms and functions quite appropriately and accurately	Use a wide range of language forms and functions quite appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Process simple words quite accurately	Process simple words and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Underlying Principles							
<ol style="list-style-type: none"> 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. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example: <ul style="list-style-type: none"> showing interest in communicating, facilitating the listener, maintaining eye contact, speaking at a volume appropriate to the situation, enhancing own spoken texts with appropriate gestures and facial expressions, responding readily to others' questions, opinions or comments, and turn-taking in conversations and discussions. 							

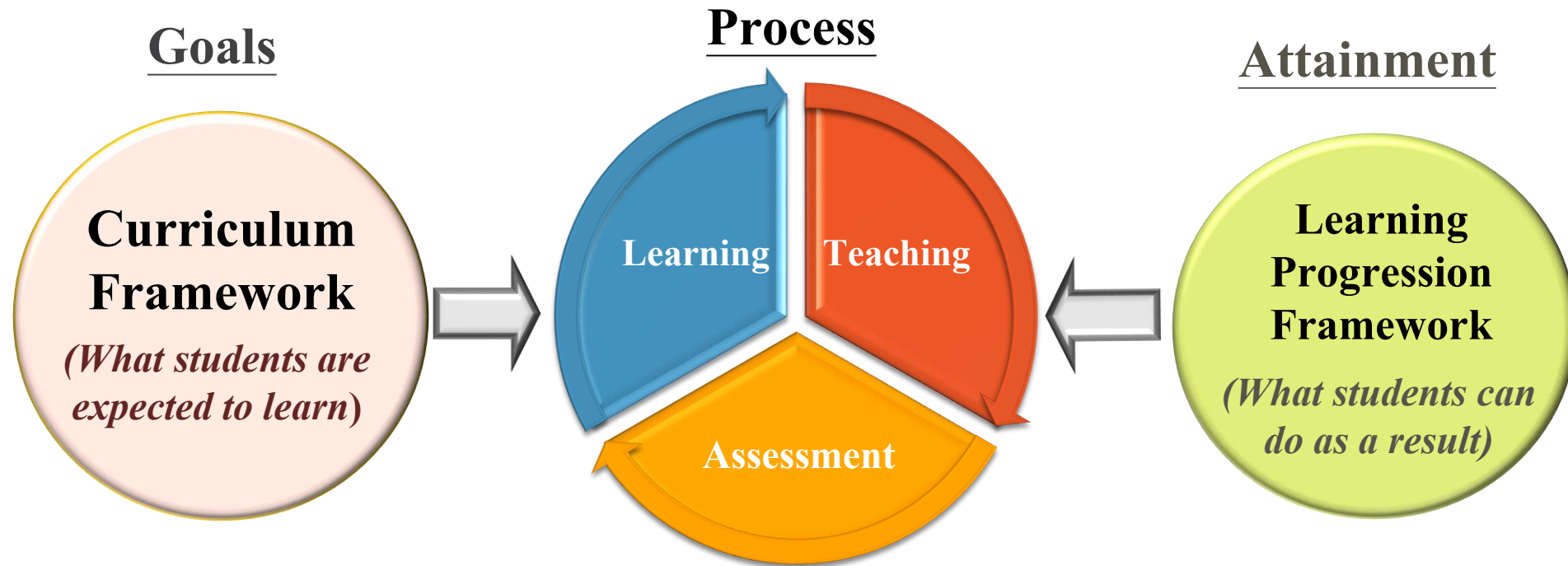
ATM = Attainment Milestone

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

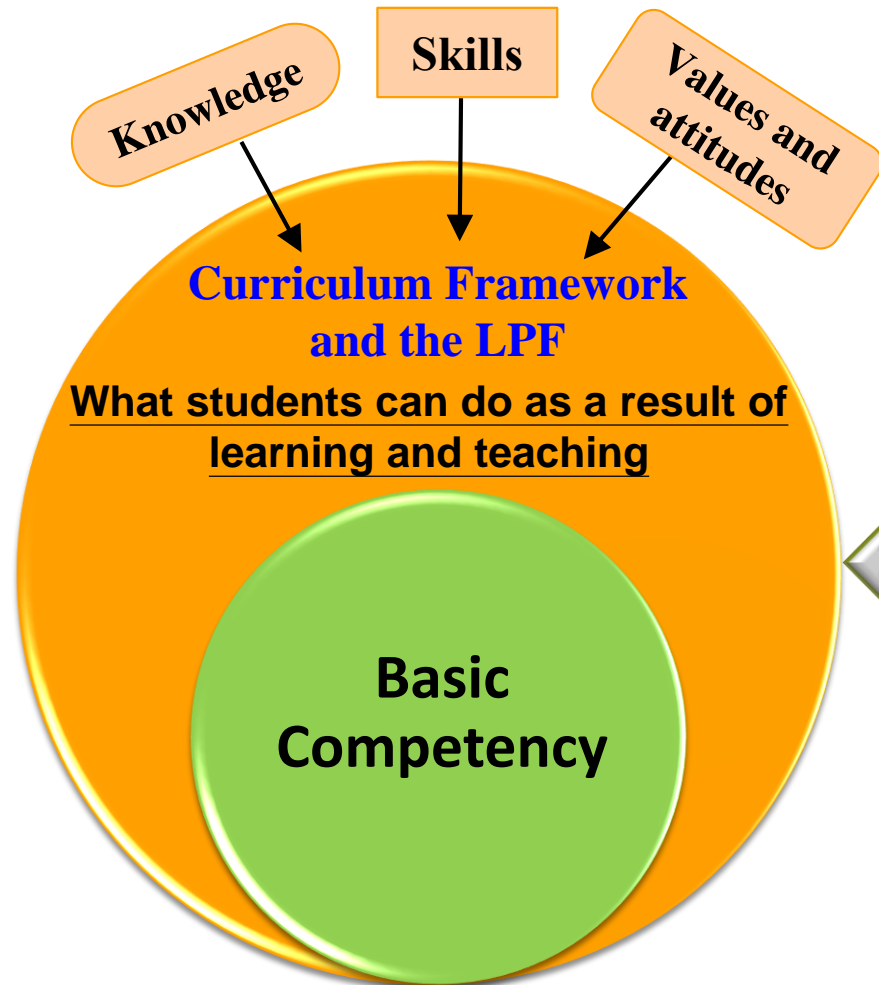
The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

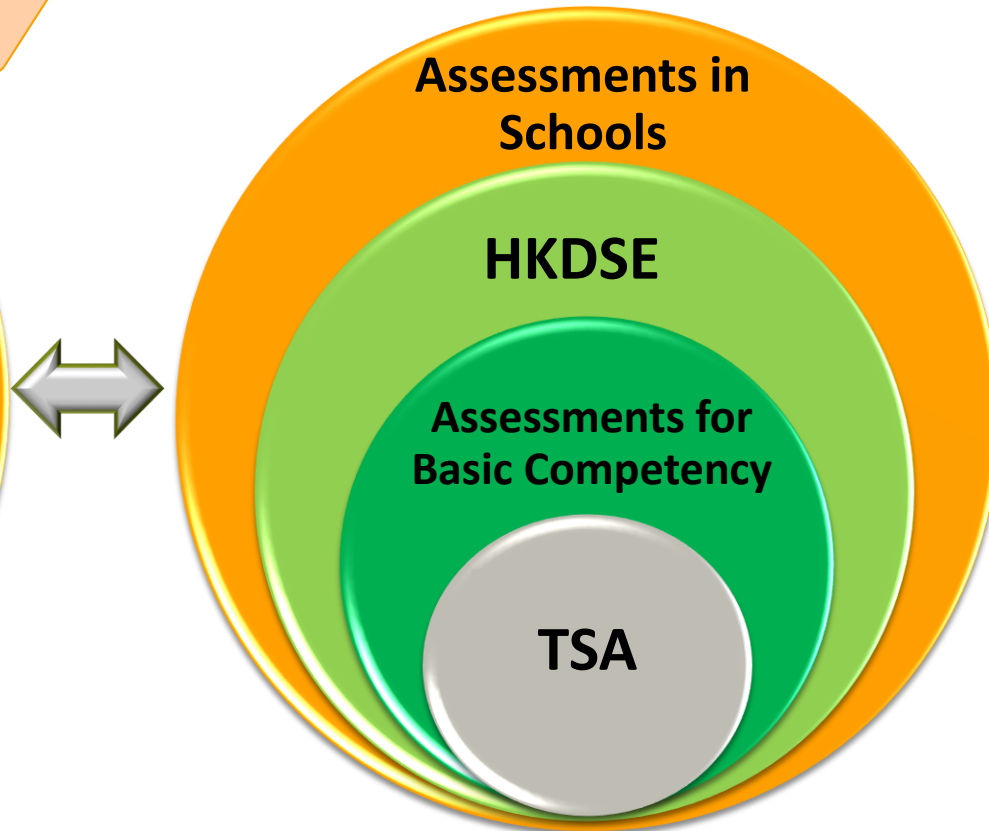


Curriculum Framework and Assessment

Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?



represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;

helps teachers better understand and articulate learners' performance; and

helps teachers plan strategically how to enhance English Language learning and teaching.

Understanding the Learning Progression

Activity 1 (Matching activity)

In groups,

- study the **Outcome Statements** for three levels of the LPF for Writing; and
- identify the three aspects in the **progression** of the Outcome Statements for Writing.

Understanding the Learning Progression

Activity 1 (Matching activity)

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions		Writing short texts to convey simple information, ideas and personal experiences on familiar topics		Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration		Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics		Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas		Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas		Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Language and Style

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats		Using simple language forms and functions, and simple formats quite appropriately and accurately		Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types		Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> complete formulaic expressions in greeting cards and birthday cards label familiar objects and animals write captions for drawings about their likes and dislikes 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write brief descriptions of objects, people, places or events write simple signs give a brief ending to simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write and reply to short and simple letters to share personal experiences write short and simple descriptions of objects, people, places and events write short and simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write and reply to simple letters to share personal experiences write simple descriptions of objects, people, places and events with some details write simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries write a range of simple texts to describe, recount, record, explain and propose with some supporting details write stories with a setting, a simple plot and simple characterisation 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details write a range of texts to describe, recount, record, explain, propose and summarise with supporting details write stories with a clear setting, and some development of plot and characters 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write formal letters for a range of purposes effectively write a range of texts for various purposes with supporting details effectively write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

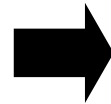
Progression of the Learning Outcomes

Activity 1 (Matching activity)

Content

ATM 2

Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics



ATM 4

Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration



ATM 7

Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration

Progression of the Learning Outcomes

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

Complexity of information and ideas

Length of texts

Familiarity with topics

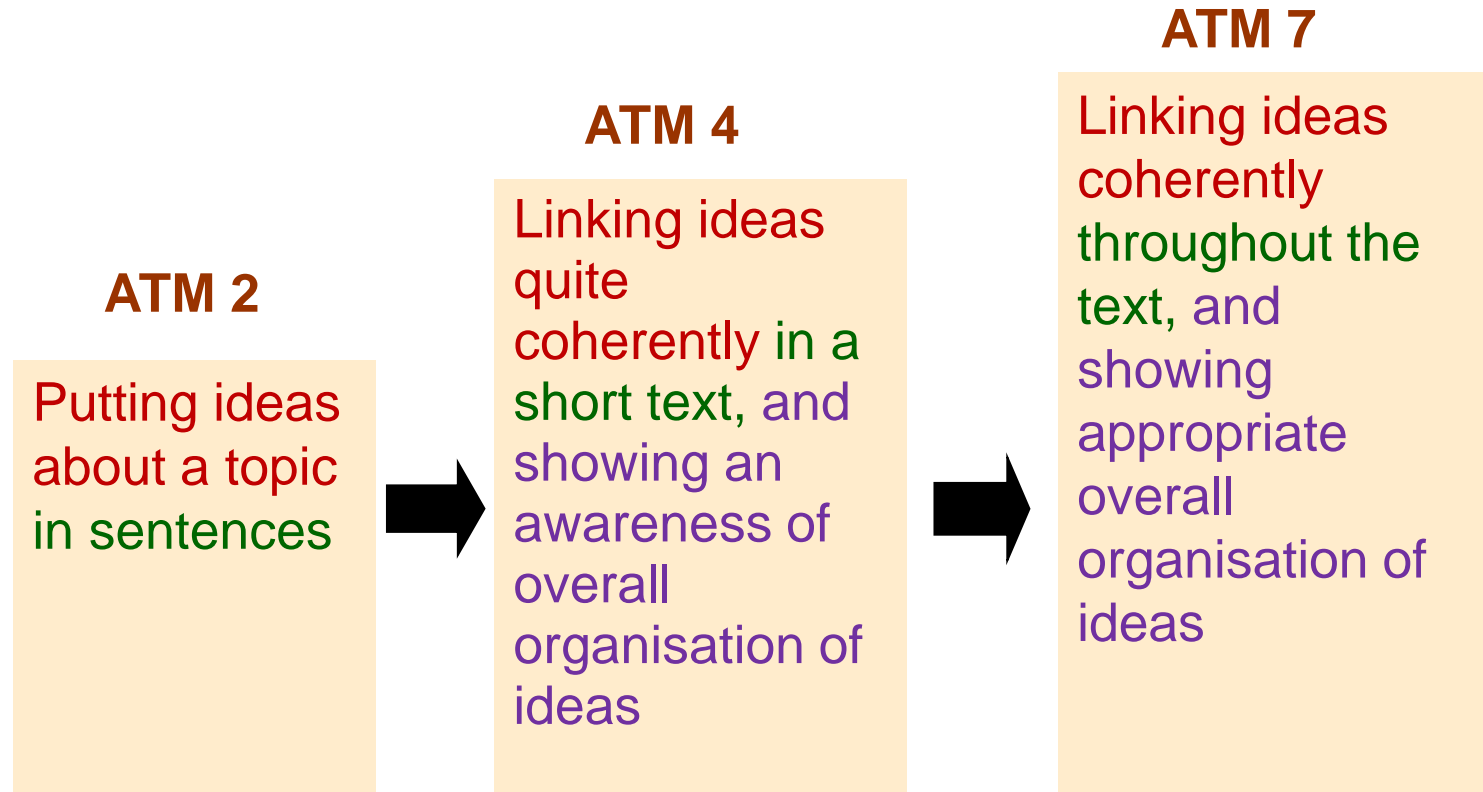
The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> list out their favourite things under different categories (e.g. toys, food) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> name people or things followed by some descriptions about them 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using a small range of cohesive devices with some consistency arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus structure the text using paragraphs, including a brief introductory and/or concluding statement 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within some paragraphs using a range of cohesive devices with some consistency arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus structure the text using paragraphs, including an introduction, body and/or conclusion 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within and across paragraphs using a range of cohesive devices with some consistency arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus structure the text quite coherently using an organisational framework (e.g. introduction, body and conclusion) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a range of cohesive devices with consistency arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus structure the text coherently using an organisational framework (e.g. an introduction that sufficiently orients the reader to the topic, a body with a clear focus, and a conclusion that restates the topic) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a wide range of cohesive devices with consistency arrange ideas within and across paragraphs using different means effectively to engage the readers throughout the text structure the text effectively using an organisational framework (e.g. an introduction that effectively orients the reader to the topic, a body with a clear focus and logical progression of ideas, and a conclusion that effectively reinforces the topic)

Progression of the Learning Outcomes

Activity 1 (Matching activity)

Organisation



Progression of the Learning Outcomes

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Linkage between ideas within and across paragraphs

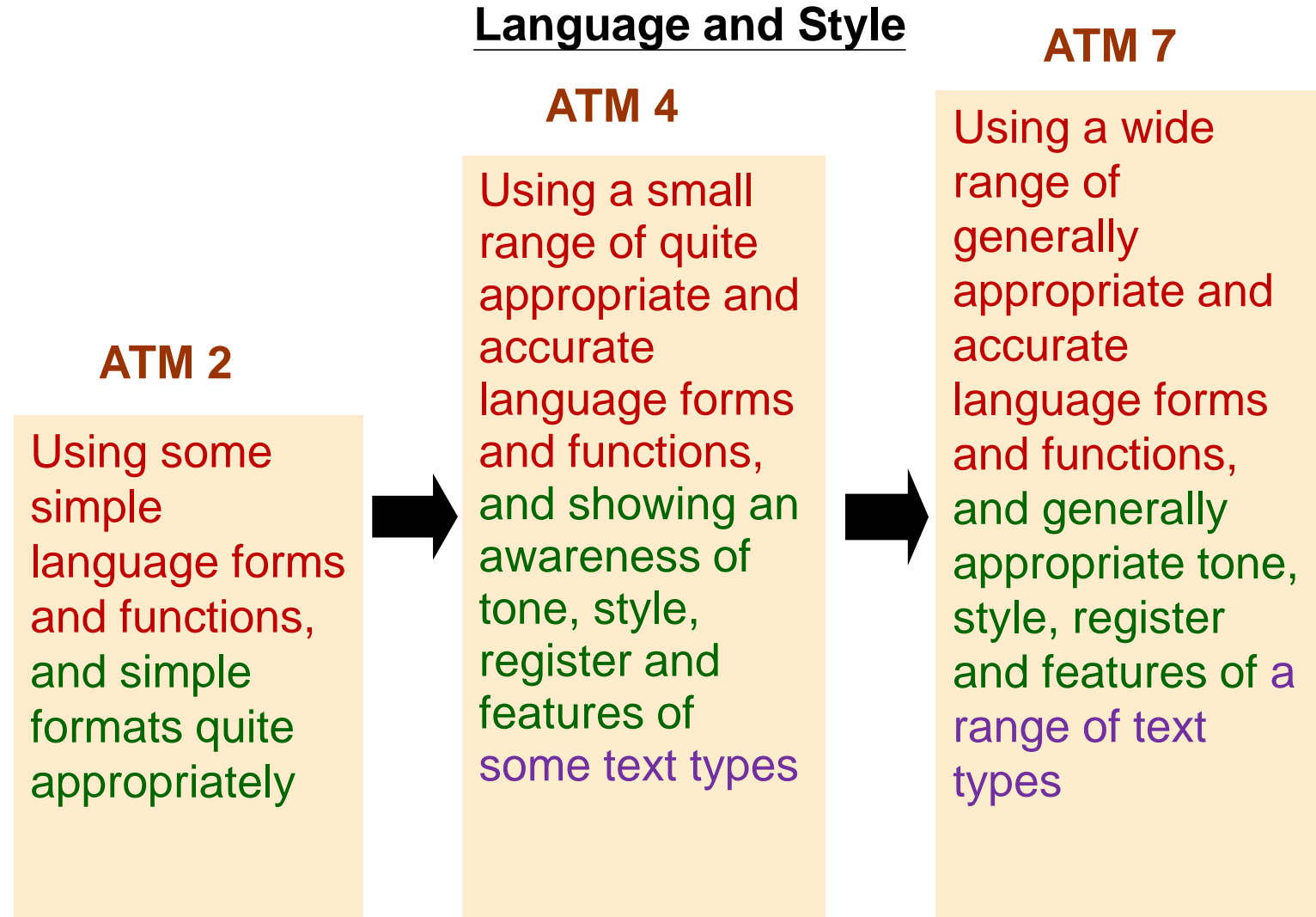
Overall organisation of ideas

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use mainly formulaic expressions, single words or short phrases from school texts, with some words correctly spelt put the name of the sender and recipient in appropriate places in greeting cards write capital and small letters with consistency in size and shape 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt use some simple adjectives to describe things and feelings with some consistency use mainly simple present tense to describe present states and habitual actions with some consistency use imperatives to express obligations and prohibitions with some consistency use line breaks and ordering (e.g. numbers, bullets) in listing use some common punctuation marks and capitalisation with some accuracy 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation use a small range of adjectives to describe things and feelings with some consistency use a small range of adverbs to describe time and manner with some consistency use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency use modals for some communicative functions (e.g. talk about abilities, obligations and prohibitions) with some consistency use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adjectives/ adjective phrases to describe and compare with some consistency use a small range of adverbs/ adverbial clauses for some communicative functions (e.g. concession, purpose) with some consistency use a small range of tenses with some consistency use modals for some communicative functions with consistency show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text use common punctuation marks with accuracy 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adverbs/ adverbial clauses for various communicative functions with some consistency use a range of tenses and the passive voice with some consistency use modals for a range of communicative functions with some consistency use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt, word collocations generally correct, and some good choice of words use a range of adverbs/ adverbial clauses for various communicative functions with consistency use a range of tenses with consistency and the passive voice with some consistency use modals for a range of communicative functions with consistency use some stylistic features to support the purpose of text with consistency 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and some good choice of words use a range of tenses and the passive voice with consistency use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency 	<p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and good choice of words use various tenses and the passive voice for various purposes with consistency use a range of stylistic features effectively to support the purpose of text

Progression of the Learning Outcomes

Activity 1 (Matching activity)



Progression of the Learning Outcomes

Language and Style

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types



Language forms and functions used at different levels of writing

Structure of the LPF

Attainment Milestones (ATMs)

Learning Outcomes

Underlying Principles

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
Underlying Principles							
<ol style="list-style-type: none"> 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. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example, <ul style="list-style-type: none"> writing legibly (preferably being able to use both print and cursive scripts), generating ideas by brainstorming or seeking and selecting information and ideas from different sources, using knowledge of letter-sound relationships to spell words, asking questions to clarify and seek information for correction, editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references, revising drafts by adding, deleting, substituting or linking ideas, and reflecting on own writing based on feedback from teachers or peers. Teachers are expected to help learners develop these strategies with increasing sophistication. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence. 							

ATM = Attainment Milestone

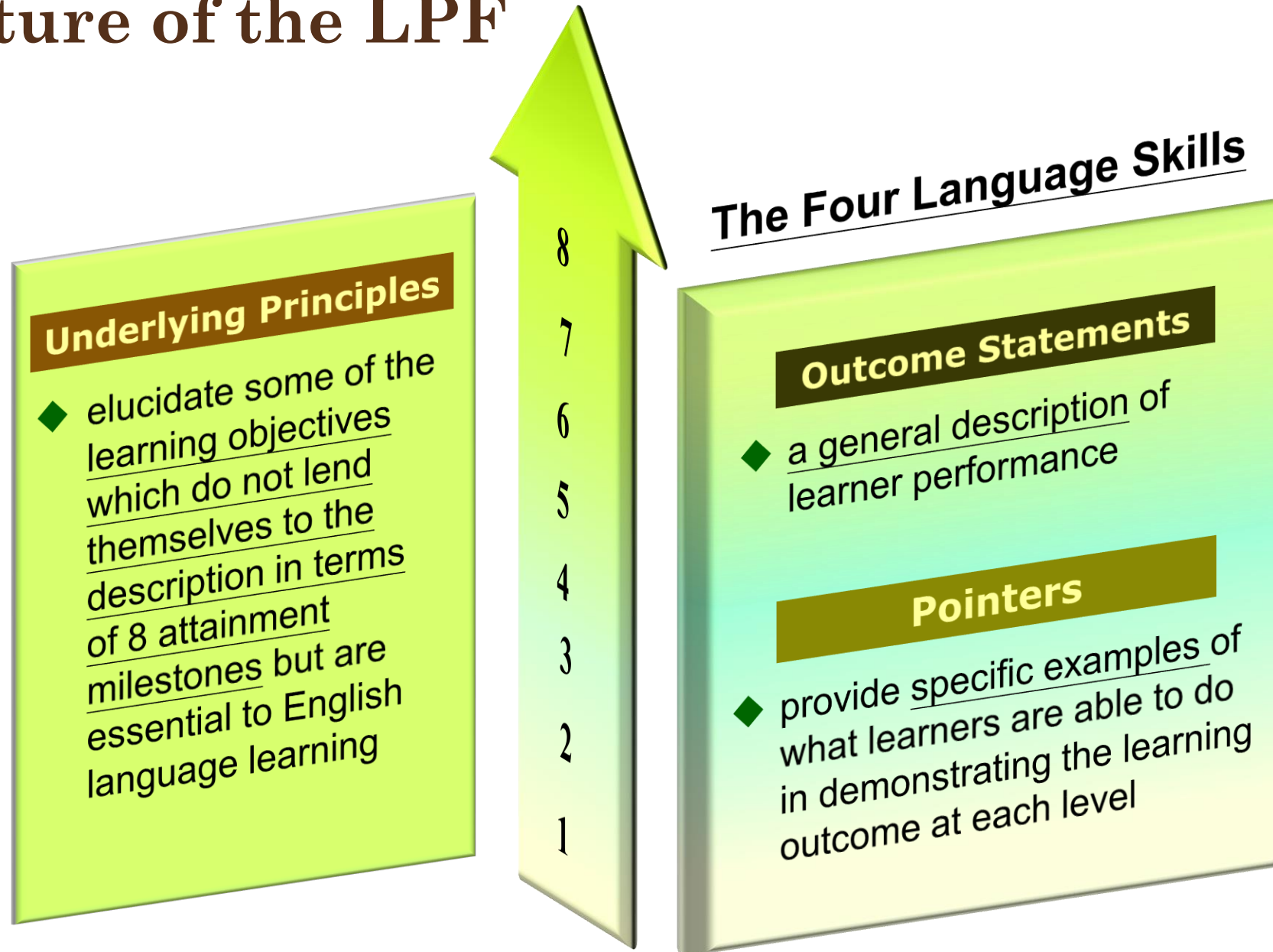
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Structure of the LPF

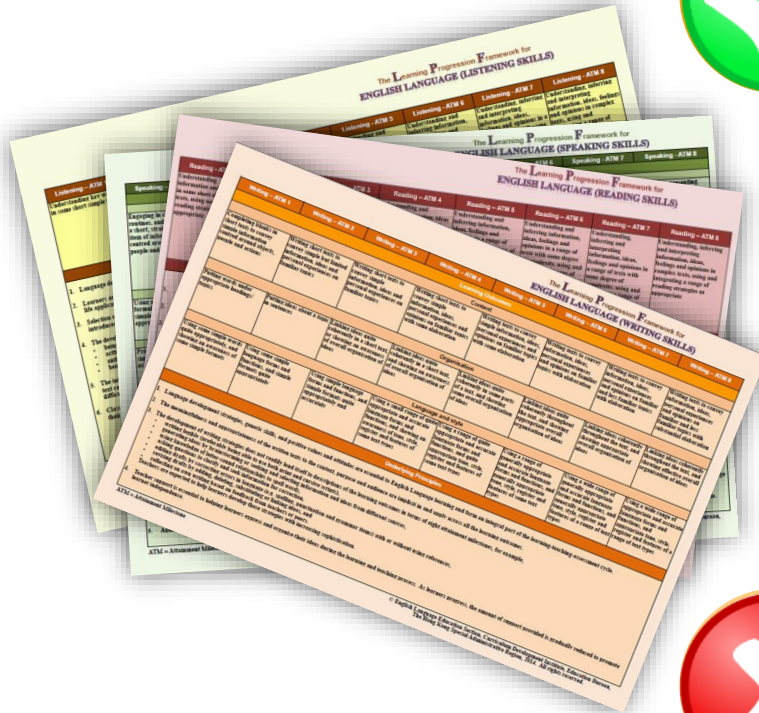
Pointers

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • complete formulaic expressions in greeting cards and birthday cards • label familiar objects and animals • write captions for drawings about their likes and dislikes 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write brief descriptions of objects, people, places or events • write simple signs • give a brief ending to simple stories 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write and reply to short and simple letters to share personal experiences • write short and simple descriptions of objects, people, places and events • write short and simple stories 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write and reply to simple letters to share personal experiences • write simple descriptions of objects, people, places and events with some details • write simple stories 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write some formal letters to make simple requests and enquiries • write a range of simple texts to describe, recount, record, explain and propose with some supporting details • write stories with a setting, a simple plot and simple characterisation 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write some formal letters to make requests and applications with supporting details • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details • write stories with a clear setting, and some development of plot and characters 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively • write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> • write formal letters for a range of purposes effectively • write a range of texts for various purposes with supporting details effectively • write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

Structure of the LPF



What are the Purposes of Developing the LPF?



To provide reference for understanding students' learning progress



To help schools plan and review the school English Language curriculum and L&T strategies



To help students progress along the learning continuum



Summative assessment / Benchmarking students

Use of the LPF for Writing

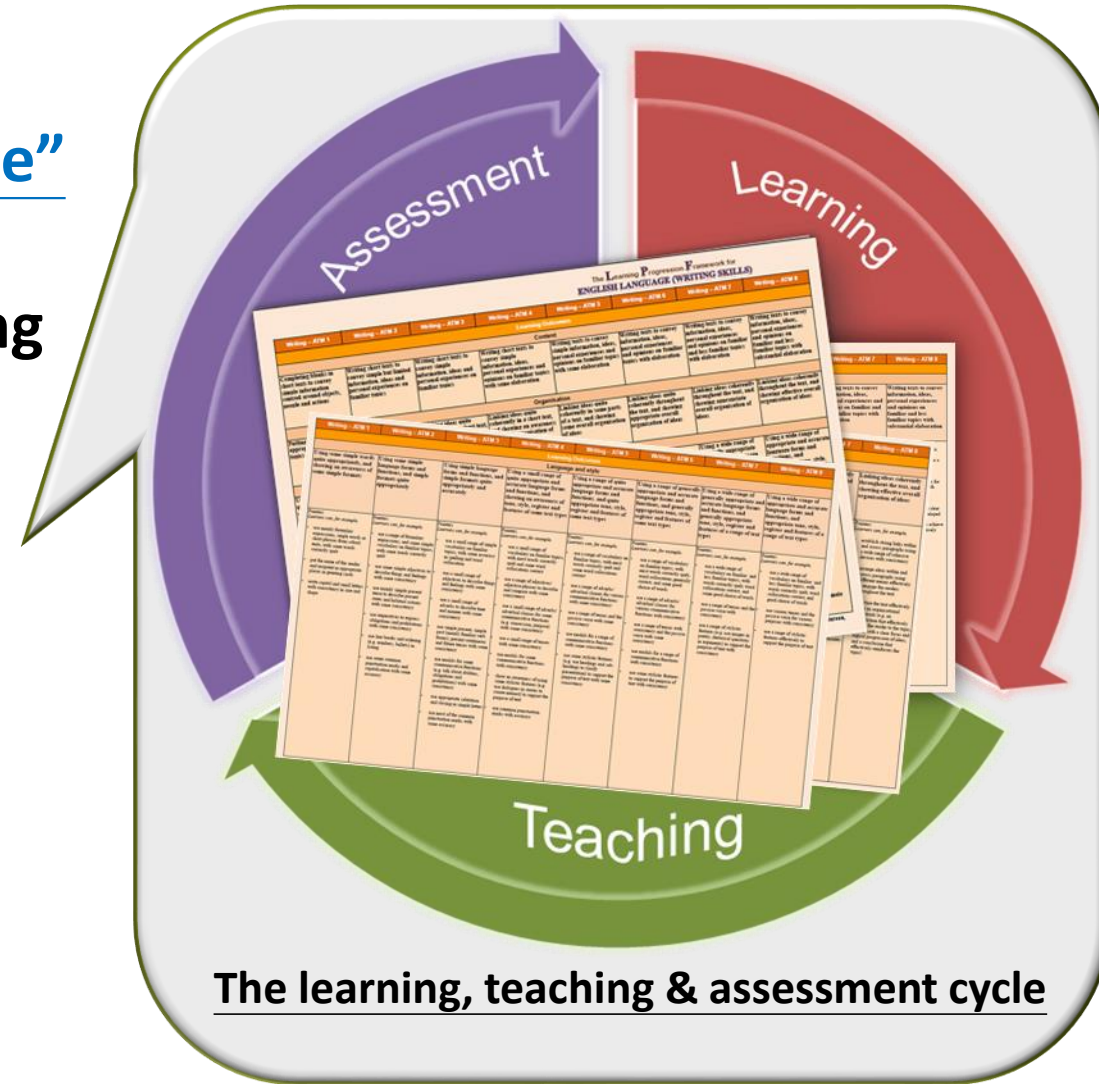
The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Completing short to short texts to convey simple information (read, heard, seen, and written)	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with substantial elaboration
Organization							
Linking ideas coherently in a short text, or showing an awareness of overall organization of ideas	Linking ideas coherently in a short text, or showing an awareness of overall organization of ideas	Linking ideas coherently in a short text, or showing an awareness of overall organization of ideas	Linking ideas coherently in a short text, or showing an awareness of overall organization of ideas	Linking ideas coherently in a short text, or showing an awareness of overall organization of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organization of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organization of ideas	Linking ideas coherently throughout the text, and showing effective overall organization of ideas
Language and style							
Using some simple words, phrases and structures, and some simple forms	Using some simple language forms and structures, and some phrases quite appropriately	Using simple language forms and structures, and some phrases quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and structures, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and structures, and showing an awareness of tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and structures, and showing an awareness of tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and structures, and showing an awareness of tone, style, register and features of a range of text types	Using a wide range of generally appropriate and accurate language forms and structures, and showing an awareness of tone, style, register and features of a range of text types
Underlying Principles							
<p>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.</p> <p>2. The characteristics and appropriateness of the written text to the context, purpose and audience are implicit in and apply across all the learning outcomes.</p> <p>3. The development of writing strategies does not readily lend itself to description of the learning outcomes in terms of sight attainment milestones, for example:</p> <ul style="list-style-type: none"> generating ideas by brainstorming or seeking and selecting information and ideas from different sources, using knowledge of letter-sound relationships to seek and select information in text words, editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without word references, revising drafts by adding, deleting, substituting or linking ideas, and relying on own writing based on feedback from teachers or peers. <p>Teachers are expected to help learners develop these strategies with increasing sophistication.</p> <p>4. Teacher support is essential to helping learners explore and articulate their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to promote learner independence.</p>							

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Curriculum Planning

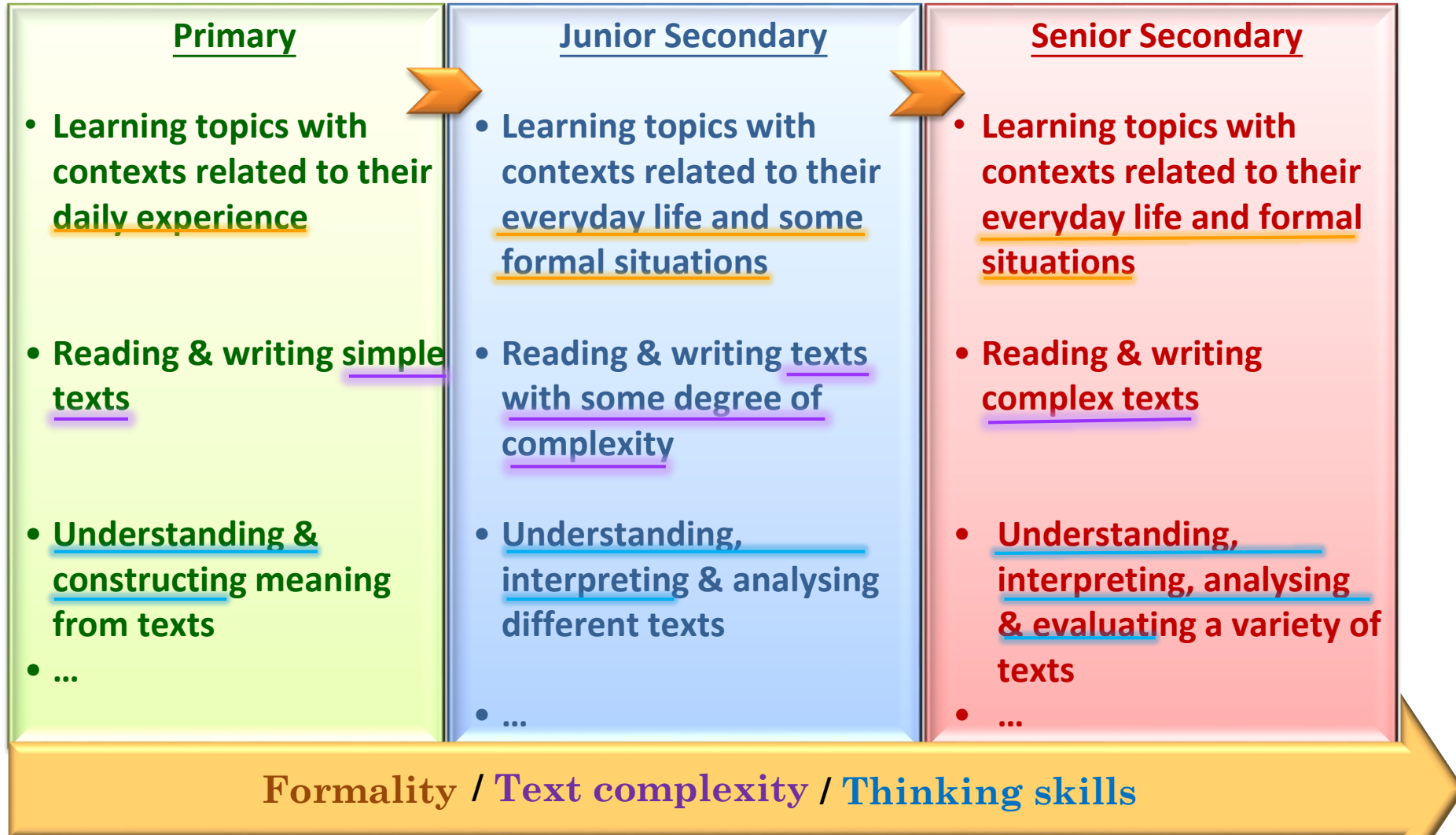
- Providing a common “language” and “tool” to facilitate professional discussions among teachers



Curriculum Planning

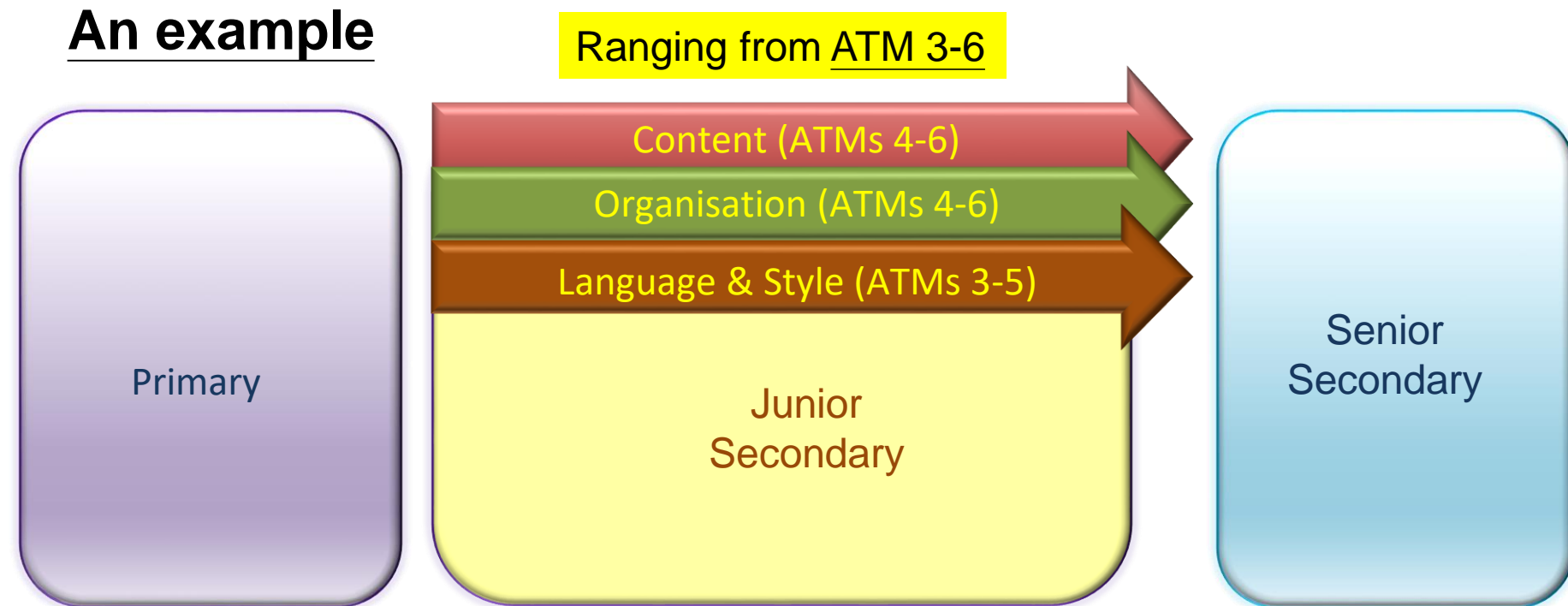
Enhancing the interface across key stages

Curriculum Expectations in Literacy Development (English Language)



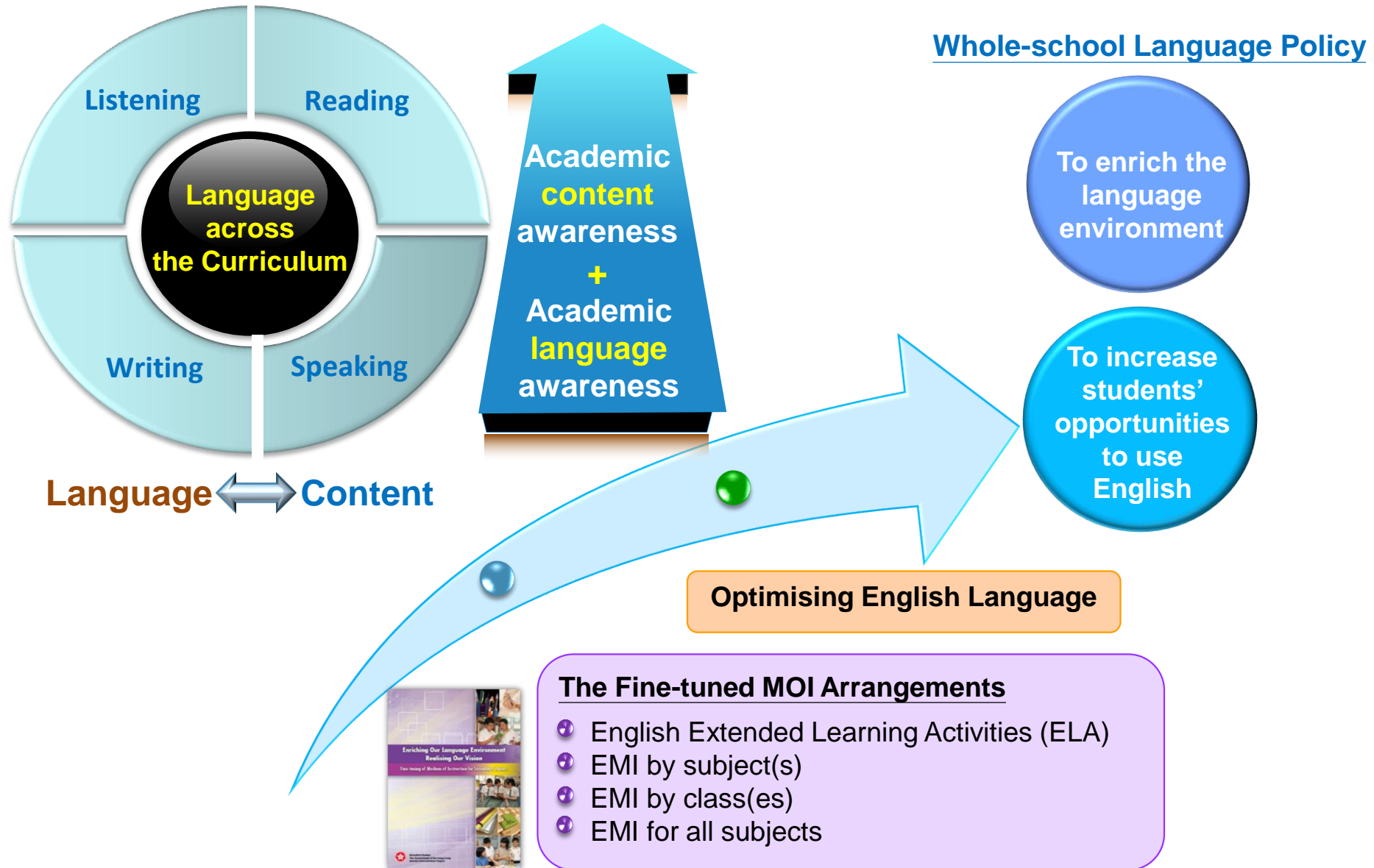
Curriculum Planning

- Ensuring that the range of tasks provided in the school writing programme covers a variety of purposes and text types
- Developing students' writing skills and strategies across levels



Curriculum Planning

Enhancing the interface across key stages



Curriculum Planning

🌱 Enhancing the interface across key stages

Writing across the Curriculum

Context	Integrated Science
Rhetorical function	To compare/contrast
Related language items	<i>Both, Like / Unlike, But</i>

Similarities:

(a) Both respiration and burning have the same word equation.

(b) Like respiration, ~~burning will also~~ produces heat energy.

Differences

(c) Unlike burning, respiration can be controlled.

(d) Burning occurs outside living cells but respiration occurs inside living cells.

Curriculum Planning

🌱 Enhancing the interface across key stages

Writing across the Curriculum

Context	History
Rhetorical function	To compare/contrast
Related language items	<i>but, bigger (comparative adjective), however, while</i>

compare the conditions before and after the Industrial Revolution.

1. Before the Industrial Revolution, the farms were small but after the revolution, the farms became bigger.
2. People travelled on foot, on horseback or in coaches before the revolution, however, people travelled on steamships and railway trains after the revolution.
3. Animals and water energy were sources of energy before the revolution while steam-engines were the source of energy after the revolution.

Curriculum Planning

Enhancing the interface across key stages

Providing opportunities to support students in **Writing across the Curriculum**

An example

Primary

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information received around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration
<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> complete familiar responses in printed texts and booklets (such as) label familiar objects and animals write captions for drawings about their likes and dislikes 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write brief descriptions of objects, people, places or events write simple signs give a brief ending to simple stories 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write and reply to short simple letters to share personal experiences write short and simple descriptions of objects, people, places and events with some details write short and simple stories 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write and reply to simple letters to share personal experiences write simple descriptions of objects, people, places and events with some details write simple stories 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write some formal letters to make simple requests and responses write a range of simple texts to describe, recount, narrate, explain and progress with some supporting details write stories with a setting, a simple plot and simple characters 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write some formal letters to make requests and responses with supporting details write a range of texts to describe, recount, narrate, explain, progress, compare, review, compare and contrast with supporting details, some effectively write stories with a clear setting, and development of plot and characters 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write formal letters for a range of purposes, some effectively write a range of texts to describe, recount, narrate, explain, progress, compare, review, compare and contrast with supporting details, some effectively write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<p>Practices</p> <p>Students can, for example:</p> <ul style="list-style-type: none"> write formal letters for a range of purposes effectively write a range of texts for various purposes with supporting details, some effectively write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

Junior Secondary

Senior Secondary

Curriculum Planning


Enhancing the interface across key stages

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content				
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> write and reply to simple letters to share personal experiences 	<ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries 	<ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details 	<ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively 	<ul style="list-style-type: none"> write formal letters for a range of purposes effectively
<ul style="list-style-type: none"> write simple descriptions of objects, people, places and events with some details 	<ul style="list-style-type: none"> write a range of simple texts to describe, recount, record, explain and propose with some supporting details 	<ul style="list-style-type: none"> write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<ul style="list-style-type: none"> write a range of texts to <u>describe, recount, record, explain, propose, summarise, review, compare and contrast</u> with supporting details quite effectively 	<ul style="list-style-type: none"> write a range of texts for various purposes with supporting details effectively

Increase in formality



The learning & teaching of rhetorical functions



Curriculum Planning

Enhancing the interface across key stages

Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs

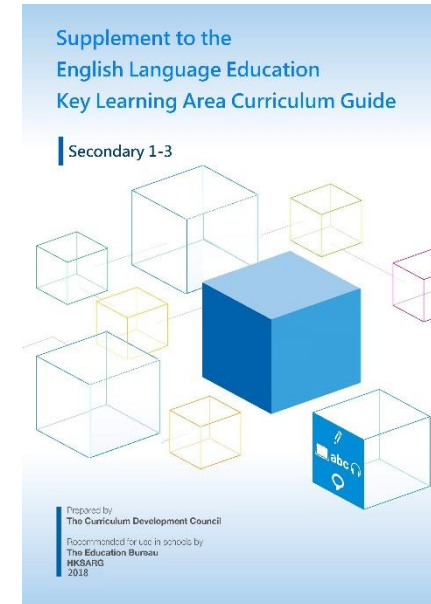
Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	“However”, “on the contrary”, “similarly”	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...</i> (PSHE)
Sequencing	“After”, “before”, “then”	<i>Clean the food thoroughly <u>before</u> cooking...</i> (TE)
Explaining	“Since”, “because of”, “as a result (of)”	<i><u>As a result</u>, more sulphur dioxide is produced...</i> (SE)
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>...</i> (SE)
Defining	“Refers to”, “is known as”	<i>Osmosis <u>refers to</u> the diffusion of fluid...</i> (SE)
Making suggestions	“Can”, “may”, “suggest”	<i>The government <u>can</u> make better use of the land through...</i> (PSHE)
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...</i> (PE)
Presenting facts	Present tense	<i>A computer system <u>consists of</u>...</i> (TE)
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...</i> (AE)
Making assumption	Conditional clauses, “let”, “suppose”	<i><u>Suppose</u> Jane’s salary is \$10,000 now. What is the percentage of...</i> (ME)

Note: Key Learning Areas

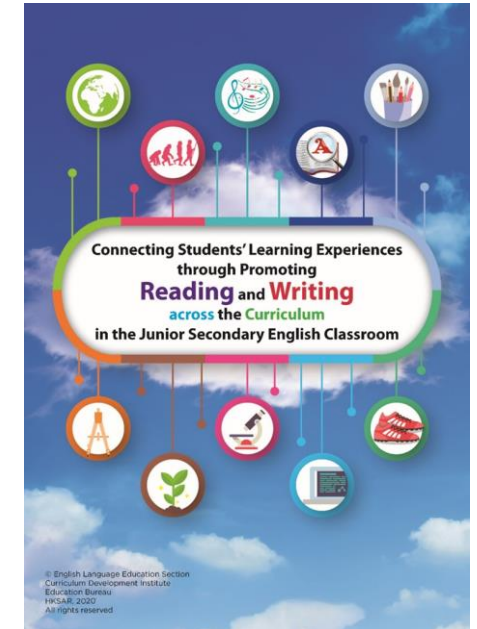
ME: Mathematics Education; PSHE: Personal, Social and Humanities Education;

SE: Science Education; TE: Technology Education; AE: Arts Education;

PE: Physical Education



CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 — 3) 2018 – Chapter 6



https://www.edb.gov.hk/RWaC_JS

Curriculum Planning

Enhancing the interface across key stages

An example



Writing objectives

- write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively

Integrating [Writing across the Curriculum](#) in the English Language Curriculum

Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content		
Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> • write some formal letters to make requests and applications with supporting details • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<ul style="list-style-type: none"> • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively 	<ul style="list-style-type: none"> • write formal letters for a range of purposes effectively • write a range of texts for various purposes with supporting details effectively

Curriculum Planning

● Enhancing the interface across key stages

Activity 2

Study the excerpt from a text below. Can you identify some learning focuses to support students in **learning across the curriculum**?

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

Curriculum Planning

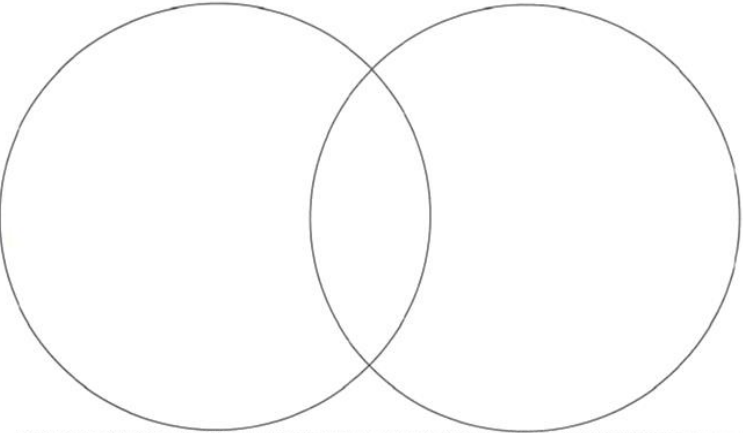
Enhancing the interface across key stages

Integrating **Writing across the Curriculum** in the English Language Curriculum, e.g.

After reading

3. Complete the Venn diagram with the information in the box below / using information from the passage

Chinese parents **Western parents**



1. Don't allow children to do sports or drama 2. Believe that learning should be fun
3. Believe that they know what is best for their children
4. Have strong beliefs about parenting 5. Want their children to feel good about themselves
6. Accept that their children's academic performance may not be excellent
7. Want to do what's best for their children 8. Allow children a free choice of interests and activities
9. Think that academic results are the most important 10. Criticise their children to motivate them

Making use of a graphic organiser (i.e. a Venn diagram) to deconstruct

- the **main ideas** of the reading text; and
- the **rhetorical function** “to compare/contrast”.

Curriculum Planning

Enhancing the interface across key stages

Making use of a **graphic organiser** (i.e. a Venn diagram) to deconstruct

➤ the **main ideas** of the reading text; and

After reading

3. Complete the Venn diagram with the information in the box below / using information from the passage

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6. Accept that their children's academic performance may not be excellent
7. Want to do what's best for their children 8. Allow children a free choice of interests and activities
9. Think that academic results are the most important 10. Criticise their children to motivate them

Focussing on Content

To compare:

- the **differences** between Chinese and western parents
- the **similarities** between Chinese and western parents
- the **main ideas** of the reading text

Curriculum Planning

Enhancing the interface across key stages

Focussing on Language

Drawing students' attention to

- the communicative / rhetorical function, i.e. “to compare/contrast”
- the related language items, e.g. “*both*”, “*compared to*”, “*more/-er...than*”, “*however / but*”, “*on the other hand*”

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

Curriculum Planning

Enhancing the interface across key stages

Integrating Writing across the Curriculum in the English Language Curriculum, e.g.

You can use the Venn diagram below to organise your ideas:

Amy Chua's "typical" Chinese parents vs My parents / most parents in Hong Kong

Useful expressions

Similarities
Both types of parents...
Like the "typical" Chinese parents, my parents also.....

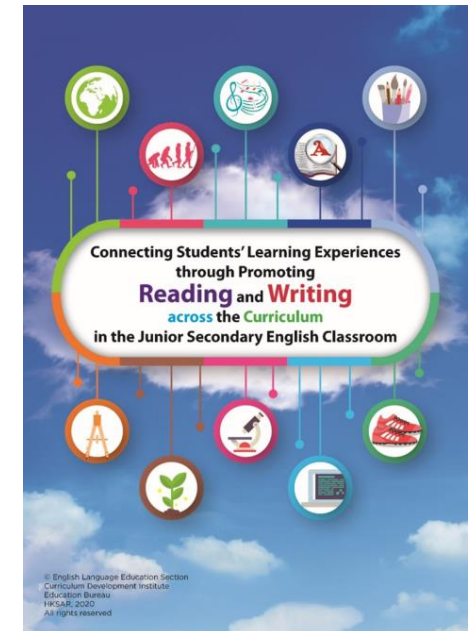
Differences
By contrast,...
On the other hand
However
Compared to Western parents, Chinese parents are much stricter
Instead of making me play music, they let me do sports



I'm certain that it's just a stereotype. Sure, a lot of parents from China are strict compared to the ones from the west. But as you know, I'm from Hong Kong but unlike Amy Chua, my parents aren't that strict! My parents allow me to participate in extracurricular activities and I can watch the TV whenever I want!

Age doesn't determine whether western or Chinese students are good at Mathematics or not. Both western and Chinese parents wish their kids to do their best at school, maybe the Chinese students just happen to work harder than western students!

In this case, it doesn't involve the parents.



Guiding students to plan for their writing task using a Venn diagram

Apply the language items to compare the different views and behaviour between Amy's parents and the students' parents in the writing task

Curriculum Planning

Enhancing the interface across key stages

Curriculum Mapping

	Secondary 2	English Language	History	Science
R e a d i n g ↓ W r i t i n g	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	<u>Showing similarities</u> <i>Both, like, similarly</i>	<u>Showing differences</u> <i>Unlike, while, however/but, instead of</i>	
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
	Providing relevant contexts for the application of the target language items (e.g.)	<i>“Unlike western parents, Hong Kong parents tend to focus much on their children’s academic performance...”</i>	<i>“Water power was a source of energy before the Industrial Revolution, while the steam engine has become an important source of energy after the Revolution...”</i>	<i>“Like respiration, burning also produces heat energy...”</i>

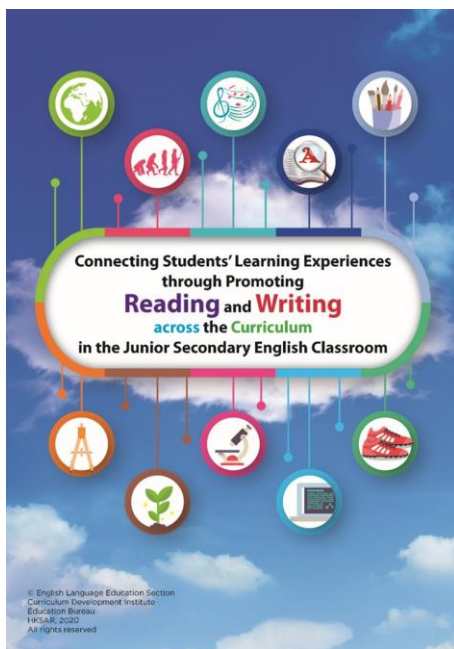
Source: ELE KLA CG 2017 (Example 2)
<http://www.edb.gov.hk/eleklacgexamples>

Curriculum Planning

🌱 Enhancing the interface across key stages

More examples

(Junior Secondary Level)



https://www.edb.gov.hk/RWaC_JS

(Senior Secondary Level)



https://www.edb.gov.hk/Academic_English

Curriculum Planning

- Enhancing the interface across key stages of learning

Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

Why is a smooth transition important?

Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.

Catering for learner diversity

Senior Secondary Level
Core subject: English Language
Elective subject: Literature in English

Learning non-language subjects through English

English-related Applied Learning courses

With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.

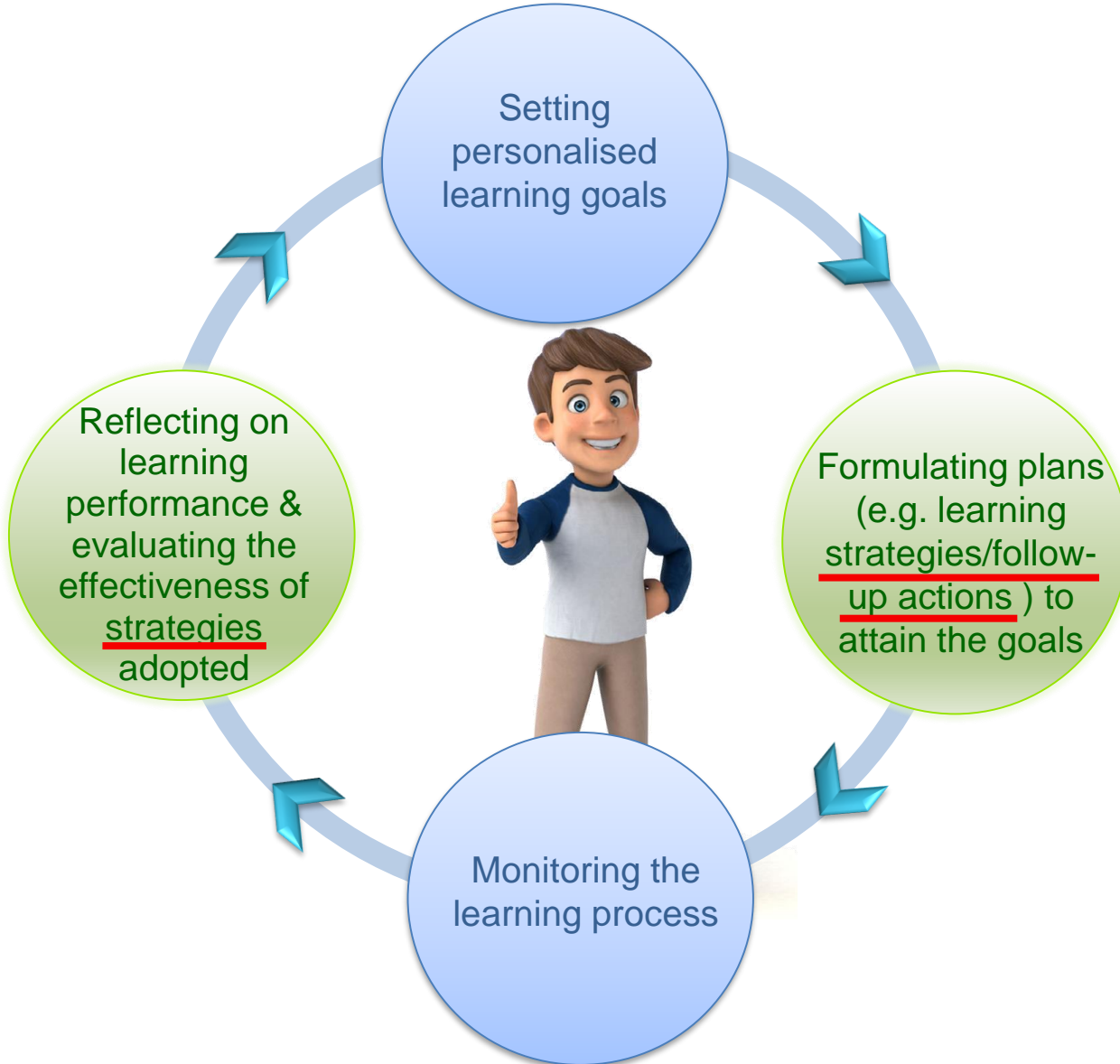
Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum"



https://www.edb.gov.hk/bridging_the_gap

Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



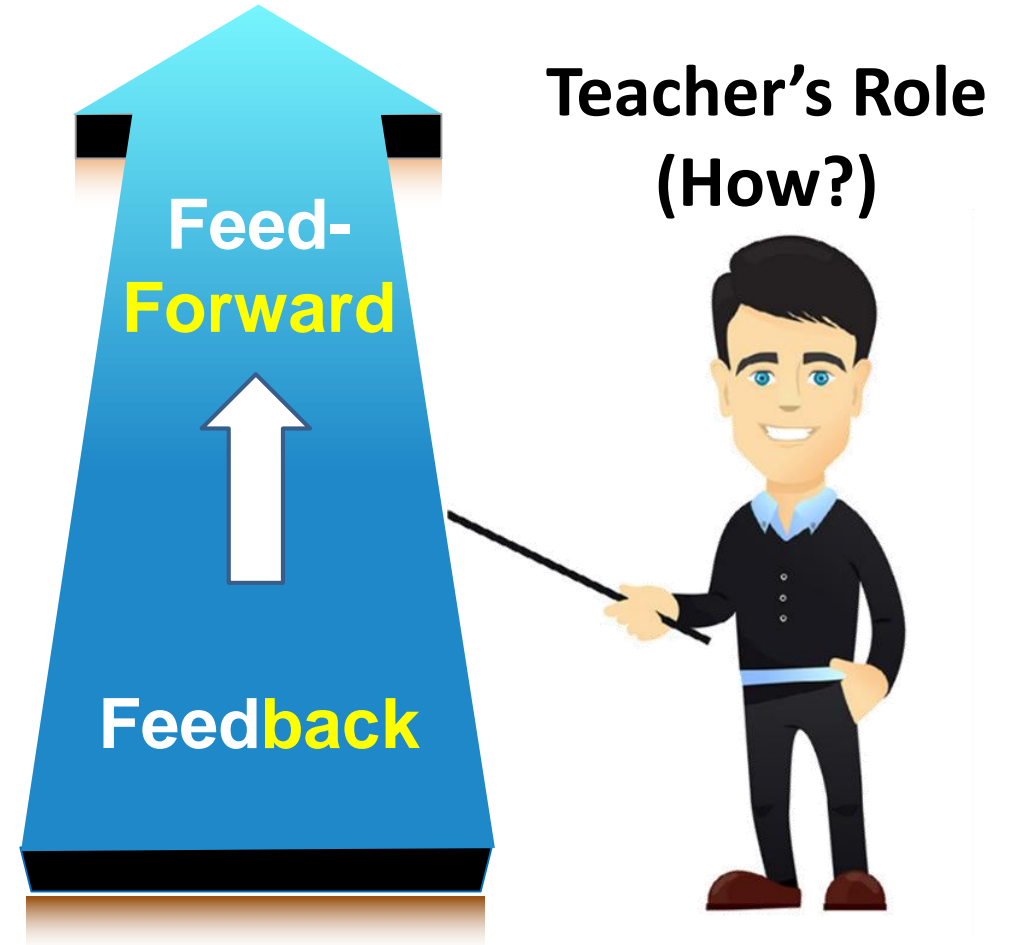
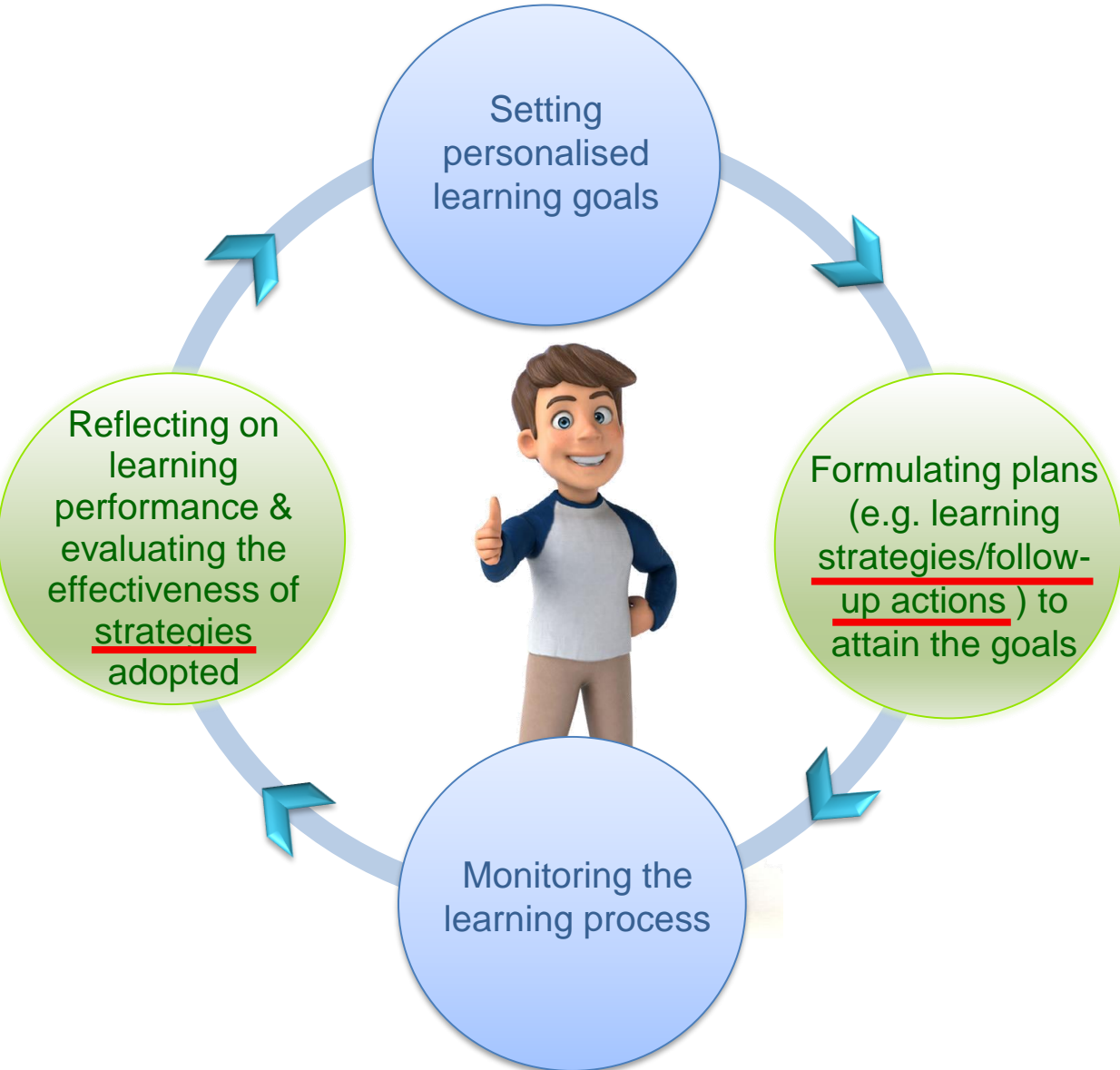
**Teacher's Role
(What?)**

Equipping students with the **learning strategies**



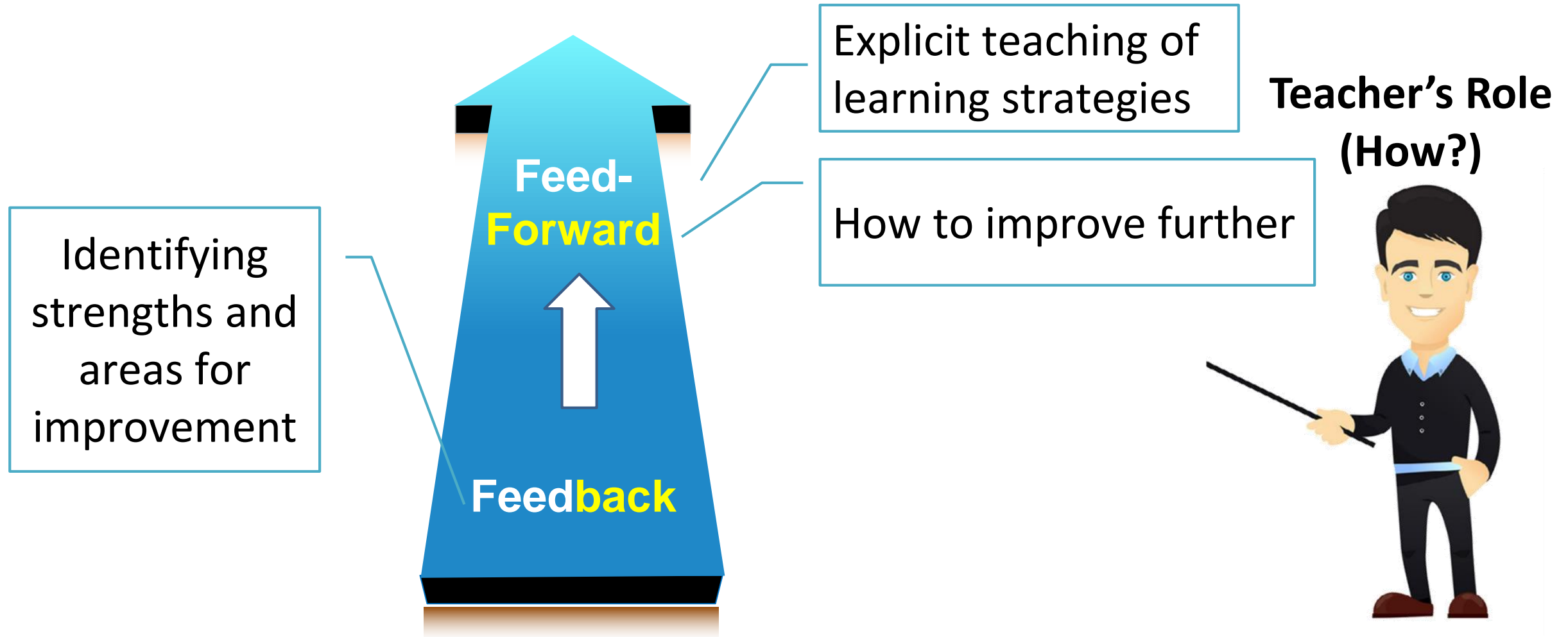
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Learning, Teaching and Assessment

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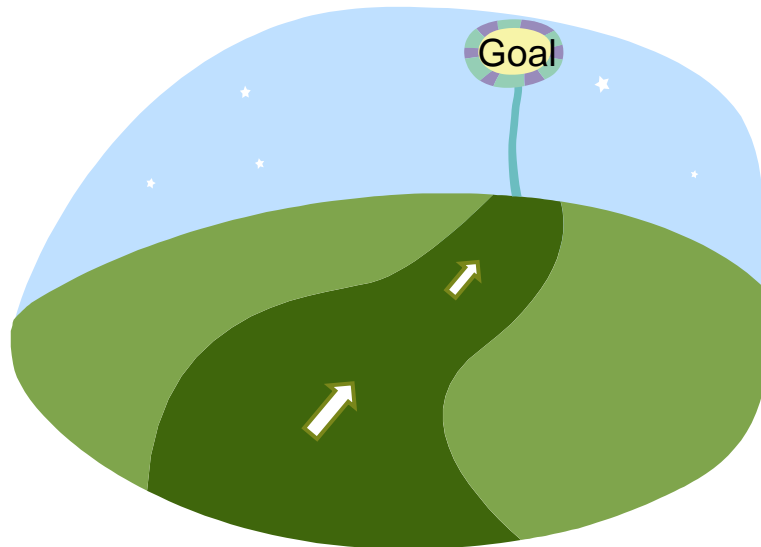


Learning, Teaching and Assessment

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

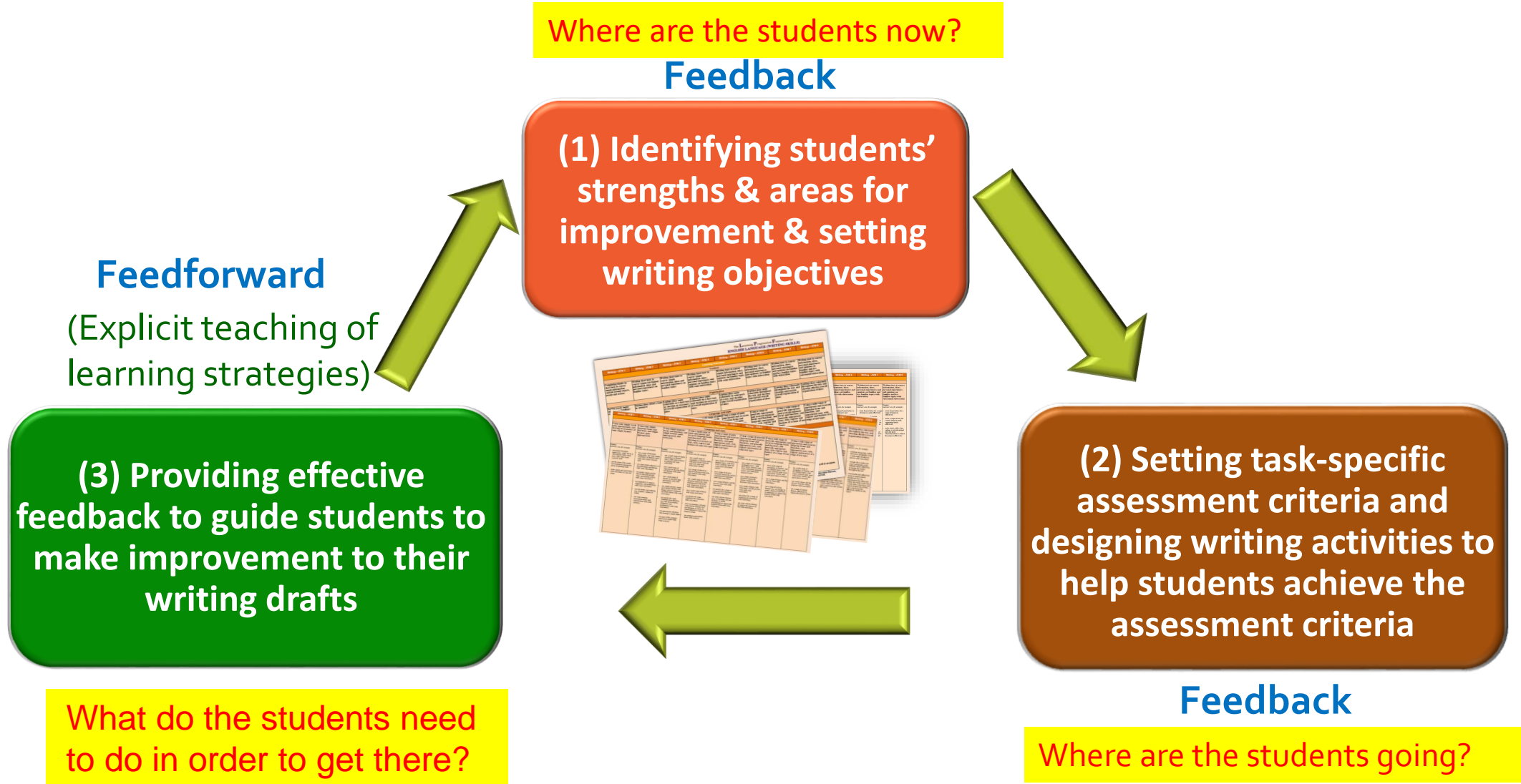
- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Adapted from: Chappius, J. (2009). *Seven Strategies of Assessment for Learning*. Canada: Pearson Education.

Adapted from : Ontario. Ministry of Education. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*. Toronto: Author. [p.32]

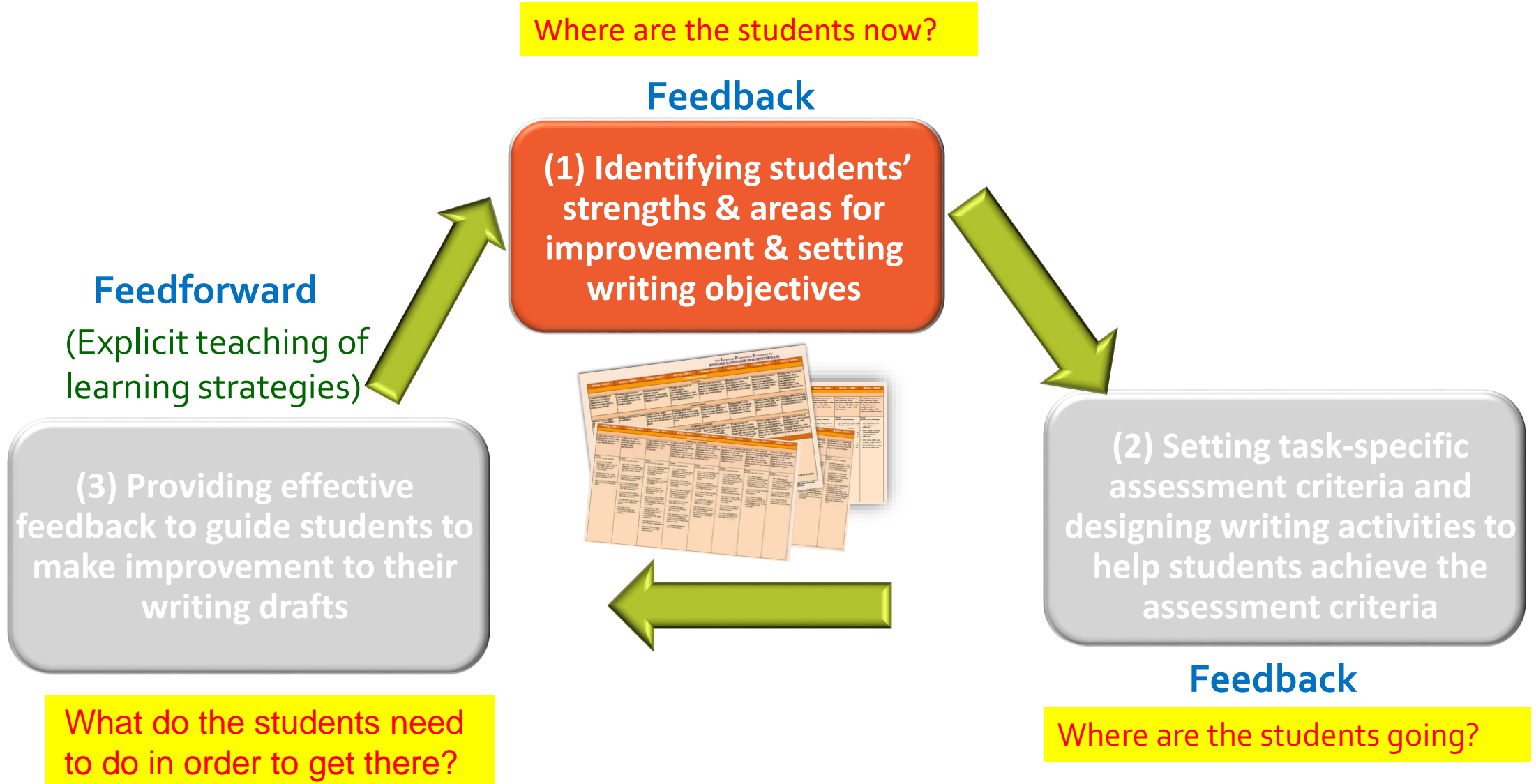
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Learning, Teaching and Assessment

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Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

Where are the students now?



Identifying writing skills and strategies that

- ✓ need to be further stretched
- ✓
 - ✗
 } need to be supported
- ? need to be given opportunities for development

An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Content		
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> ✓ write and reply to simple letters to share personal experiences ✓ write simple descriptions of objects, people, places and events with some details ✓ write simple stories 	<ul style="list-style-type: none"> ? write some formal letters to make simple requests and enquiries ✓ write a range of simple texts to describe, recount, record, explain and propose with some supporting details ✓ write stories with a setting, a simple plot and simple characterisation 	<ul style="list-style-type: none"> ✗ write some formal letters to make requests and applications with supporting details ✓ write a range of texts to describe, recount, record, explain, propose and summarise with supporting details ✓ write stories with a clear setting, and some development of plot and characters

Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

Where are the students now?



Identifying writing skills and strategies that

- ✓ need to be further stretched
- ✓
 - ✗
 } need to be supported
- ? need to be given opportunities for development

An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Organisation		
Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ establish links using a small range of cohesive devices with some consistency ✓ arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ? establish links within some paragraphs using a range of cohesive devices with some consistency ✓ arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✗ establish links within and across paragraphs using a range of cohesive devices with some consistency ✓ arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus

Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

An example

Where are the students now?



Identifying writing

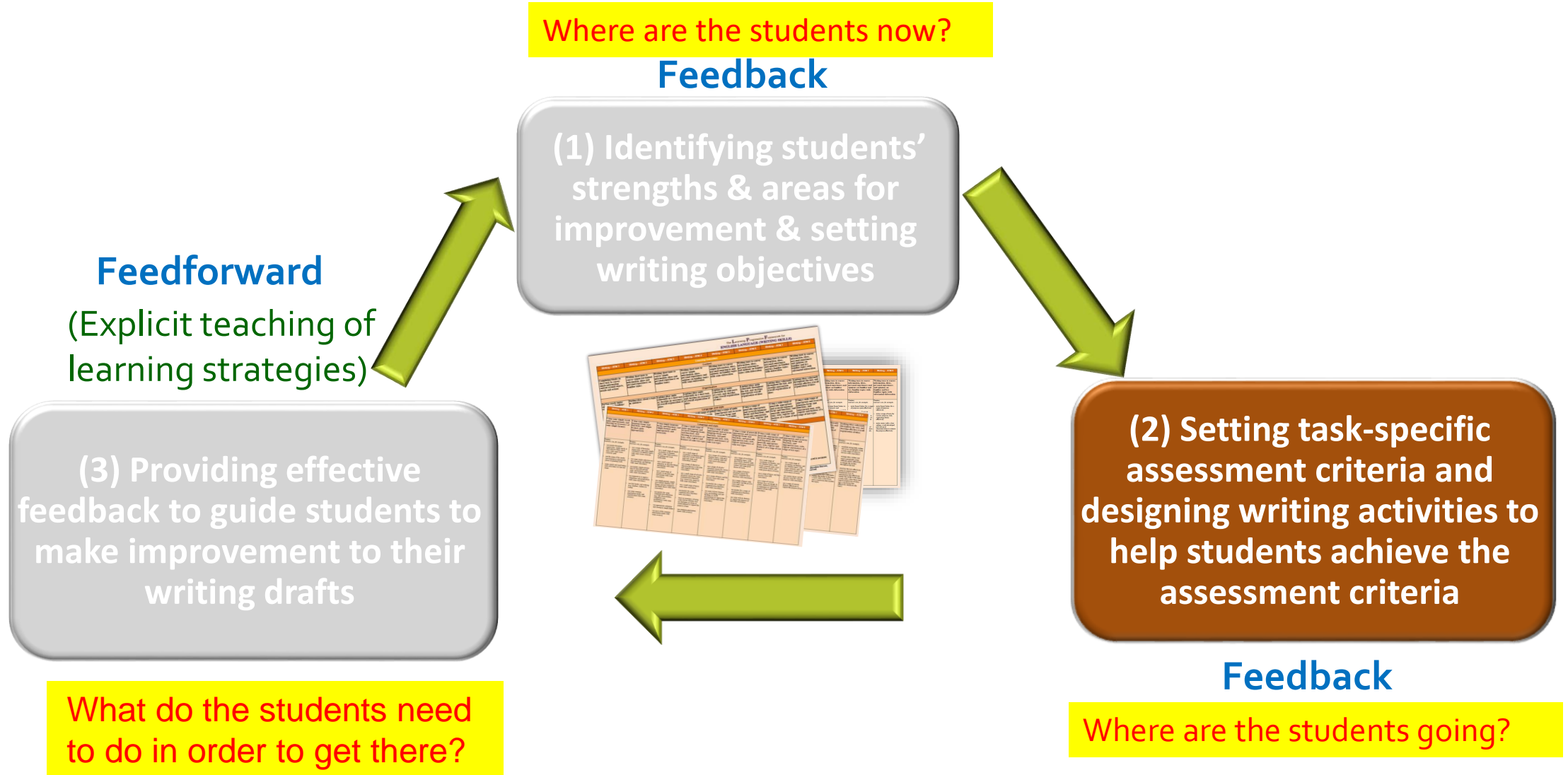
skills and strategies that

- ✓ need to be further stretched
- ✓ } need to be supported
 - ✗ }
- ? need to be given opportunities for development

Writing – ATM 3	Writing – ATM 4	Writing – ATM 5
Language and style		
Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation ✓ use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency ✓ use appropriate salutation and closing in simple letters 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ use a range of adjectives/ adjective phrases to describe and compare with some consistency ✓ use a small range of tenses with some consistency ✓ show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✗ use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct ✗ use a range of tenses and the passive voice with some consistency ? use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency

Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria **Where are the students going?**

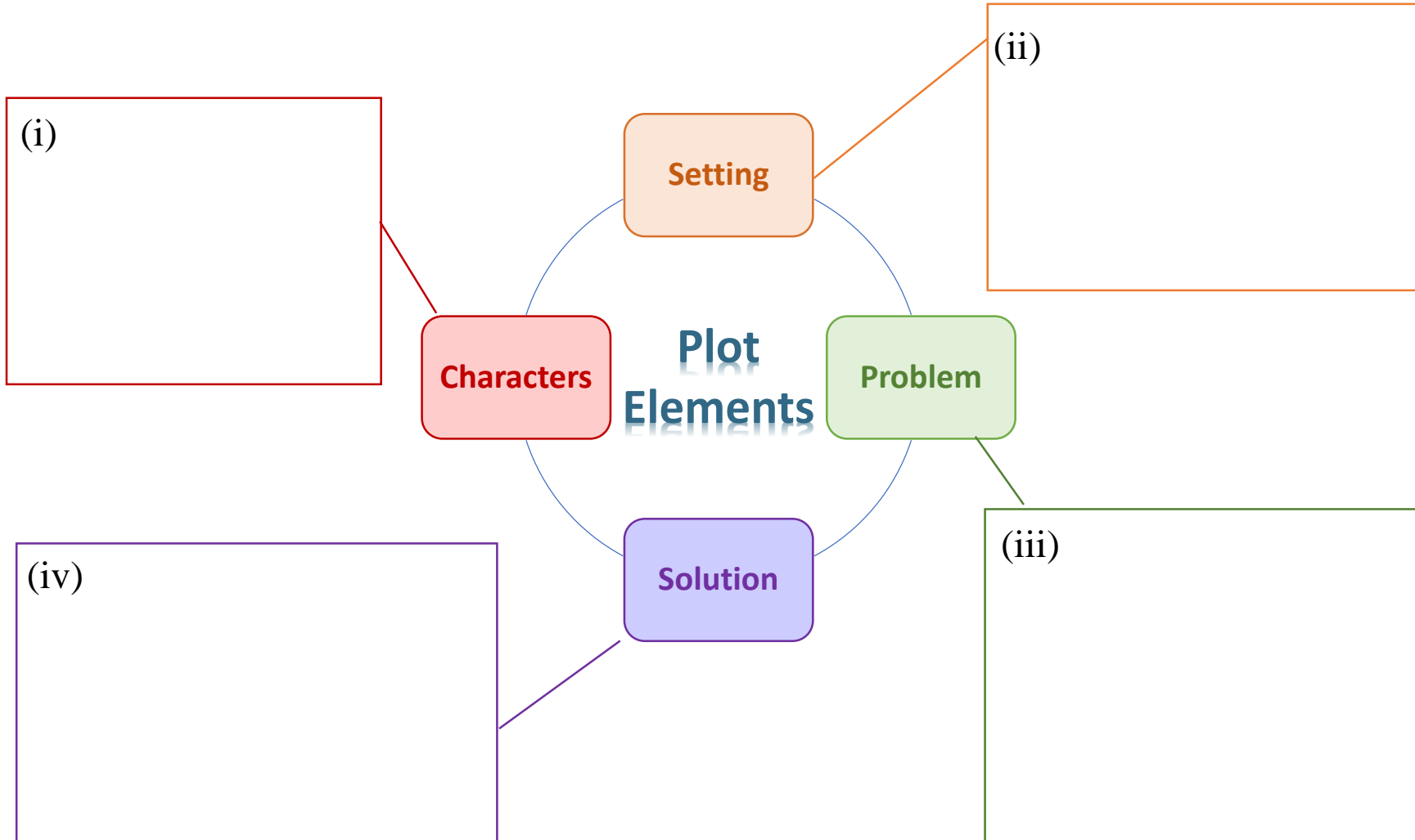
Activity 3 (Pre-writing)

An Example: A Story / Rhyme

The Three Little Pigs

Learning, Teaching and Assessment

Based on your knowledge about the story *The Three Little Pigs*, complete the boxes below:



Content

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

Organisation

ATM 5.2

arrange ideas in some paragraphs (e.g. the plot) using different means to show a generally clear focus

Learning, Teaching and Assessment

Listen to the rhyme and fill in the blanks with suitable words.

Exposition



Complications (Problem)



Ending



Language & Style



Learning, Teaching and Assessment

Content

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

How did the three little pigs respond to the attack by the wolf? Compare their reactions by completing the chart below:

Language Input:

Presenting similarities

"...both..."

Presenting differences

"...meanwhile...", "...but...", "...while...", "...the most adjective..."

	The first little pig (Stanza 2)	The second little pig (Stanza 3)	The third little pig (Stanza 4)
(a) What is the little pig's reaction to the wolf's attack?	(i) <ul style="list-style-type: none"> <i>Said "No" to the Wolf & prayed</i> 	(ii) <ul style="list-style-type: none"> <i>Said "No" to the Wolf & squealed</i> <i>Bargained with the Wolf to make a deal</i> 	(iii) <ul style="list-style-type: none"> <i>Was confident and not scared of the Wolf at all</i> <i>Sought help from Miss Red Riding Hood</i>
(b) Do you think the little pig's reaction is effective? Explain your answer.	(i)	(ii)	(iii)

Learning, Teaching and Assessment

Content

How is Red Riding Hood in the rhyme “*The Three Little Pigs*” different from Little Red Riding Hood in the children stories you have read before? Complete the table below:

Language Input:

Presenting similarities

“...both...”

Presenting differences

“...meanwhile...”, “...but...”, “...while...”

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

	Red Riding Hood in the rhyme <i>The Three Little Pigs</i>	Little Red Riding Hood in the children stories you have read before
(a) What does she look like?	(i) <ul style="list-style-type: none"> wears two wolfskin coats; carries a pigskin traveling case 	(ii) <ul style="list-style-type: none"> wears a red cape with a red hood
(a) What is her personality?	(i) <ul style="list-style-type: none"> brave, powerful, cruel 	(ii) <ul style="list-style-type: none"> lovely, innocent, trusting
(a) What happened to her?	(i) <ul style="list-style-type: none"> got a call from the little pig seeking help; shot the wolf dead; made a pigskin traveling case from the little pig 	(ii) <ul style="list-style-type: none"> visited her grandma; eaten by the wolf; saved by a hunter

Learning, Teaching and Assessment

Content



Organisation



Language & Style



Activity 4 (While-writing)

In groups, rewrite a specific part of the rhyme "The Three Little Pigs" with creativity. Fill in the blanks using your knowledge about rhyme if possible.

The Three Little (a) _____

But this one, (b) _____ Number Three,
Was (c) _____ and (d) _____ as could be.
No (e) _____ for him, no (f) _____ or (g) _____.
This (a) _____ had (h) _____.
'(i) _____!' the (b) _____ cried.
'I'll (j) _____!' the (k) _____ replied.
'You'll need,' (a) _____ said, '(l) _____,
And I don't think (m) _____.'
(k) _____ (n) _____ and (o) _____ and (p) _____ and (q) _____.
The (r) _____ stayed up as good as new.
'If I can't (s) _____,' (k) _____ said,
I'll have to (t) _____.
I'll (u) _____
And (v) _____!
(a) _____ cried, '(w) _____!
Then, picking up the telephone,
He dialed as quickly as he could
The number of (x) _____.

Learning, Teaching and Assessment

Content



Organisation



Language & Style



Activity 4 (While-writing)

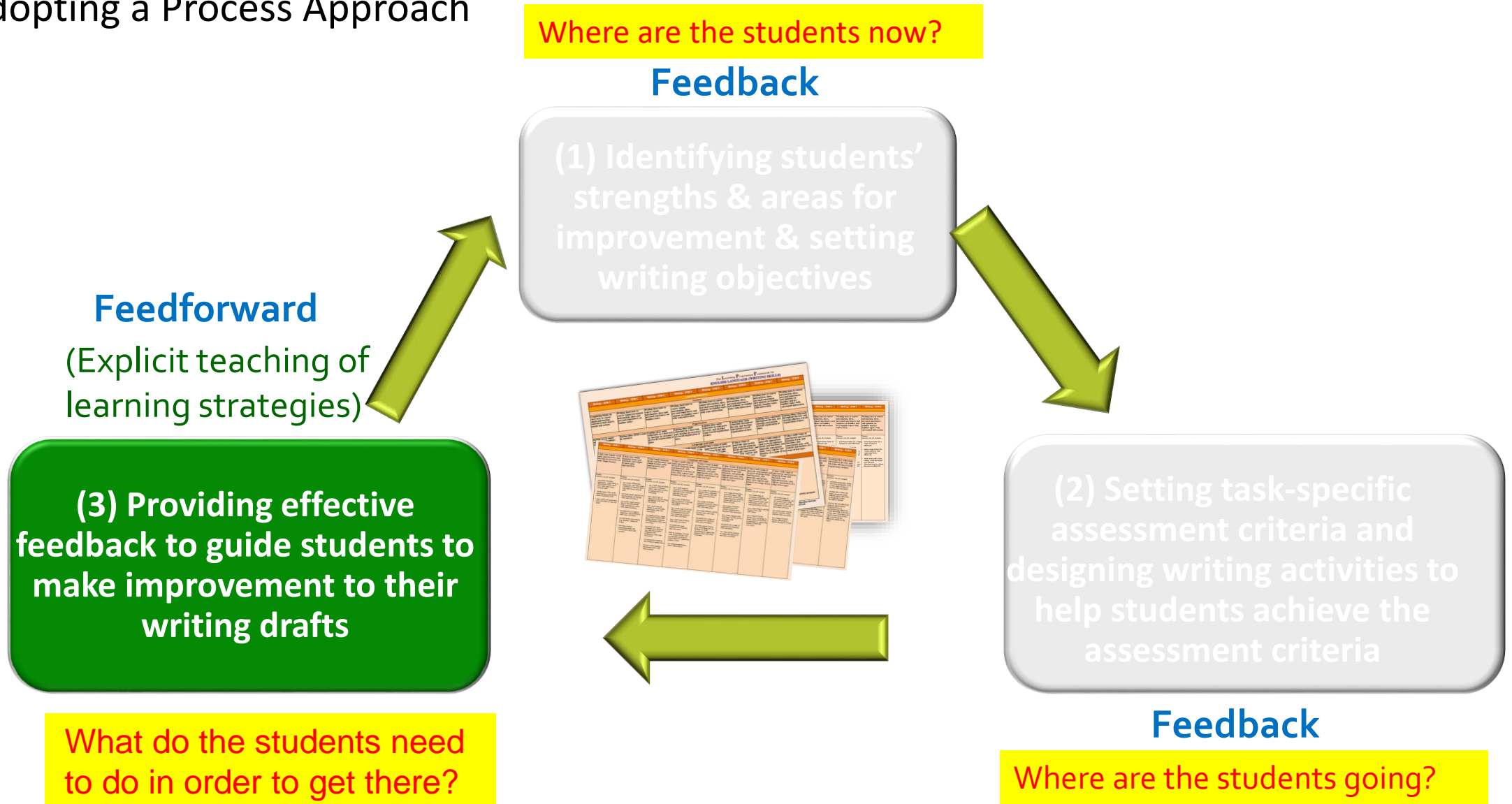
In groups, rewrite a specific part of the rhyme “*The Three Little Pigs*” with creativity. Fill in the blanks using your knowledge about rhyme if possible.

The Three Little **Puppies**

But this one, **Puppy** Number Three,
Was **cautious** and **determined** as could be.
No **masks** for him, no **bleach** or **sanitiser**.
This **puppy** had **stayed at home in order not to get a fever**.
'Go away! I'm not leaving my home!' the **puppy** cried.
'I'll **share with you my favourite food!**' the **infected little puppy** replied.
'You'll need,' **Puppy** said, '**some good rest and medicine**,
And I don't think **you should stay out carrying the virus!**
The infected little puppy kicked and **kicked** and **knocked** and **knocked**.
The **door** stayed up as good as new.
'If I can't **get you to play with me!**' the **infected little puppy** said,
I'll have to **get the virus widespread**.
I'll **gather all my infected friends**
And **cough and sneeze that never ends!**
Puppy cried, '**Leave me alone!**'
Then, picking up the telephone,
He dialed as quickly as he could
The number of **the CHP for his good**.

Learning, Teaching and Assessment

Adopting a Process Approach



Learning, Teaching and Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

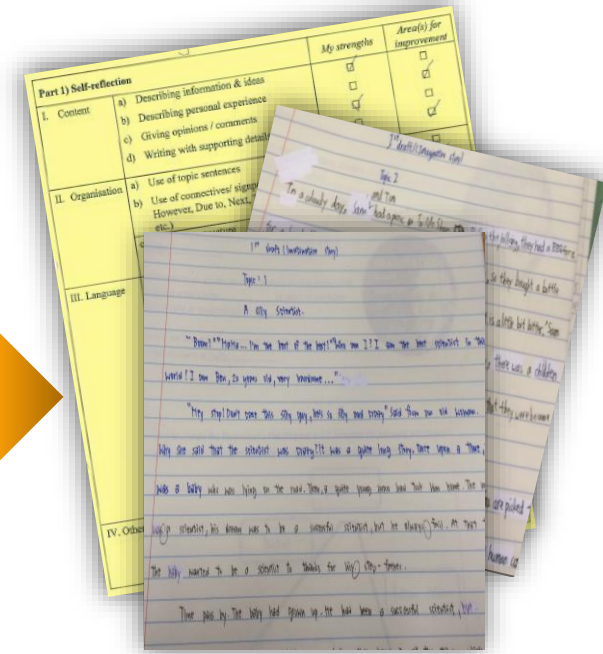
Developing Task-specific Assessment Forms for Self-, Peer-, Teacher Assessment with the Use of the LPF



Identifying **learning objectives / goals** and **assessment criteria** with reference to the LPF

Part 1) Self-reflection	My strengths	Area(s) for improvement
I. Content		
a) Describing information & ideas	<input type="checkbox"/>	<input type="checkbox"/>
b) Describing personal experience	<input type="checkbox"/>	<input type="checkbox"/>
c) Giving opinions / comments	<input type="checkbox"/>	<input type="checkbox"/>
d) Writing with elaborations / supporting details	<input type="checkbox"/>	<input type="checkbox"/>
II. Organisation		
a) Use of topic sentences	<input type="checkbox"/>	<input type="checkbox"/>
b) Linkage within paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
c) Linkage across paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
d) Clear text structure (e.g. Introduction, body and conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
III. Language		
a) Use of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
b) Spelling	<input type="checkbox"/>	<input type="checkbox"/>
c) Use of tenses	<input type="checkbox"/>	<input type="checkbox"/>
d) Use of passive voice	<input type="checkbox"/>	<input type="checkbox"/>
e) Use of preposition	<input type="checkbox"/>	<input type="checkbox"/>
f) Use of connectives	<input type="checkbox"/>	<input type="checkbox"/>
g) Use of punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
h) Capitalisation	<input type="checkbox"/>	<input type="checkbox"/>
i) Use of pronouns (e.g. he, she, it)	<input type="checkbox"/>	<input type="checkbox"/>
j) Use of articles (e.g. a, an, the)	<input type="checkbox"/>	<input type="checkbox"/>
k) Parts of speech (e.g. adjectives, adverbs, nouns)	<input type="checkbox"/>	<input type="checkbox"/>
l) Using a variety of language structures	<input type="checkbox"/>	<input type="checkbox"/>
IV. Others		
a)	<input type="checkbox"/>	<input type="checkbox"/>
b)	<input type="checkbox"/>	<input type="checkbox"/>
c)	<input type="checkbox"/>	<input type="checkbox"/>

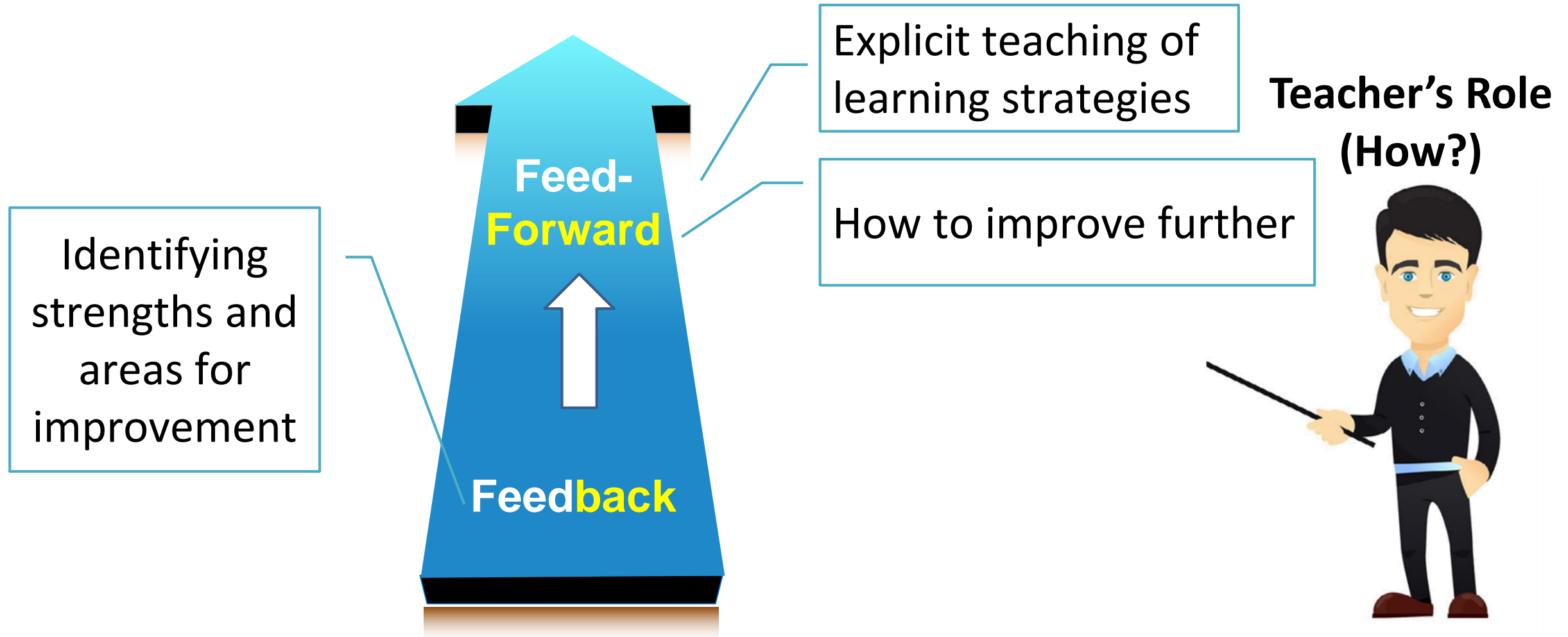
Developing **Task-specific Assessment Forms**



Understanding students' writing performance through **a variety of assessment activities** (e.g. self-, peer-, teacher assessment)

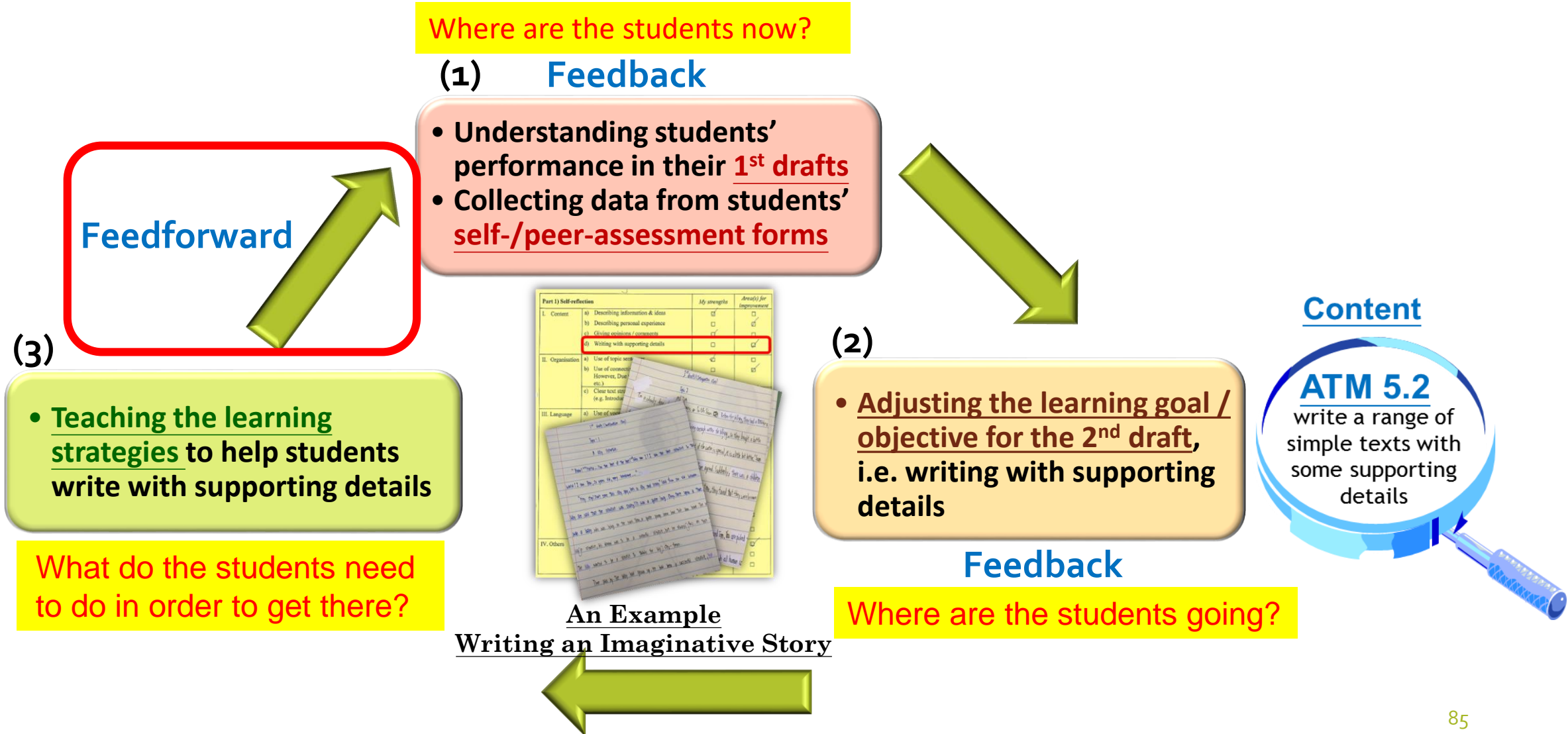
Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

Adopting a Process Approach



Learning, Teaching and Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward

What do the students need to do in order to get there?

Teachers' Role



Providing **reference points** for the assessment criteria **using models of good work**

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

An Invisible Adventure with my Friend

One afternoon, my **best** friend, Jane, and I left school and saw this **catchy** poster “Lime Soda! Buy one get one free!” **outside the nearby** fast food shop. Jane and I decided to try it together. Jane wondered, “It **smelt like medicine!**” “Oh, it’s the **new** taste!” explained the shopkeeper. We had a **funny** feeling. The drink **was dancing inside** our stomach! Our adventure started after we had finished the drink **which I never thought I would try!**

Learning, Teaching and Assessment

● (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward **What do the students need to do in order to get there?**

Teachers' Role



Equipping students with the **skills and strategies through targeted instruction**

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Activity 5 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a school day. I paid attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something happened. My classmate, Jacky, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found a note "Close your eyes and make a wish!"

Language & Style

ATM 4.2

use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6

show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Learning, Teaching and Assessment

● (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward

What do the students need to do in order to get there?

Teachers' Role



Equipping students with the **skills and strategies through targeted instruction**

- 1 using adjectives
- 2 using relative clauses (who / which / that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Activity 5 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a **usual** school day. I paid **good** attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something **unusual** happened. My classmate, Jacky, **who is a shy cunning fox**, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found **note inside the cookie**, "Close your eyes and make a wish!"

Language & Style

ATM 4.2

use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6

show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Break

Use of the LPF for Speaking

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Express in classroom, teacher, and provide a short, straightforward piece of information received around object, people and action.	Providing and exchanging simple personal information, ideas and familiar topics quite clearly, using at least one non-verbal expression.	Organising, presenting and exchanging simple information, ideas and familiar topics quite clearly, using non-verbal expressions to facilitate communication.	Organising, presenting and exchanging simple information, ideas, topics, with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging simple information, ideas, topics, with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and abstract concepts, with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and abstract concepts, with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and abstract concepts, with some abstractness quite clearly, and using a range of formulaic communication strategies.
Language							
Use oral communication in simple language and functions quite appropriately.	Use oral communication in simple language forms and functions quite appropriately.	Use oral communication in simple language forms and functions quite appropriately and accurately.	Use oral communication in simple language forms and functions quite accurately.	Use oral communication in simple language forms and functions quite accurately and appropriately.	Use a range of language forms and functions quite appropriately and accurately.	Use a range of language forms and functions quite appropriately and accurately.	Use a wide range of language forms and functions quite appropriately and accurately.
Communication Skills							
Presenting oral simple words accurately.	Presenting oral simple words and using appropriate stress, rhythm and intonation quite accurately.	Presenting oral simple words and using appropriate stress, rhythm and intonation accurately.	Presenting oral simple English words accurately, and showing an awareness of stress, rhythm and intonation.	Presenting oral simple English words accurately and fluently, and with increasingly appropriate intonation.	Presenting English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation.	Presenting English accurately and fluently, and with generally appropriate stress, rhythm and intonation.	Presenting English accurately and fluently, and with a high degree of appropriateness in the intonation.
<p>1. Language development strategies, teacher's skill, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. The development of oral basic communication strategies does not readily lend itself to descriptions of the learner outcomes in terms of such attainment milestones, for example:</p> <ul style="list-style-type: none"> • sharing interest in communication; • making eye contact; • speaking at a volume appropriate to the situation; • responding to oral cues with appropriate gestures and facial expressions; • non-verbal communication in conversation and discussion. <p>Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.</p> <p>3. Apart from routine learners in rehearsal speaking activities, more opportunities for spontaneous interaction are provided to prepare them for communication in social / academic situations as appropriate.</p>							

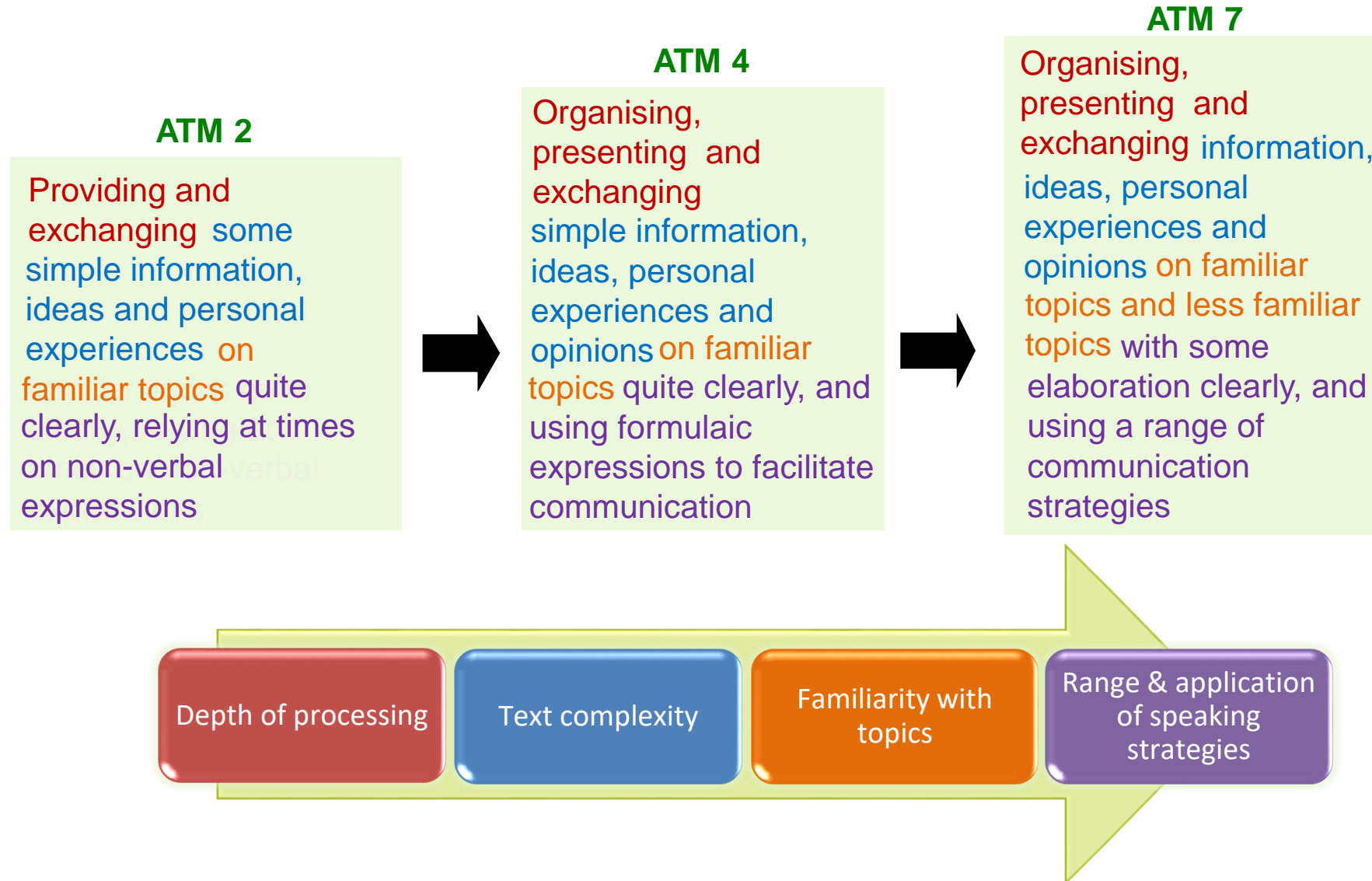
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The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> exchange simple greetings and farewells make simple requests state their own name and age name some objects, animals and colours express likes and dislikes 	<ul style="list-style-type: none"> express and respond to thanks and apologies accept or decline offers ask and answer questions in very short, common social exchanges (e.g. buying and selling) give brief descriptions of objects, people or places in show-and-tell activities role play scripts from short, simple fables and stories give brief and simple personal responses to the characters or events in stories read in class 	<ul style="list-style-type: none"> open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions give short and simple instructions to complete a task (e.g. making a sandwich) retell a small part of a familiar story heard in class respond to characters and events in familiar stories through making some simple evaluative remarks 	<ul style="list-style-type: none"> open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions give simple presentations on topics of personal choice, mainly based on information from prepared scripts express simple opinions about a topic of interest recount simple events by providing a clear sequence retell simple and familiar stories respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks 	<ul style="list-style-type: none"> sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end express opinions about a topic of interest with some reasons recount events by providing details of who, what, when, where and/or why summarise part of a text (e.g. a story or an article) respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks 	<ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) summarise a text respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments 	<ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others summarise different viewpoints in a discussion respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments 	<ul style="list-style-type: none"> extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate present persuasive views with elaboration and justification put forward arguments and refute opposing points of view with justification paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Progression of the Learning Outcomes

Content, Organisation and Communication Strategies

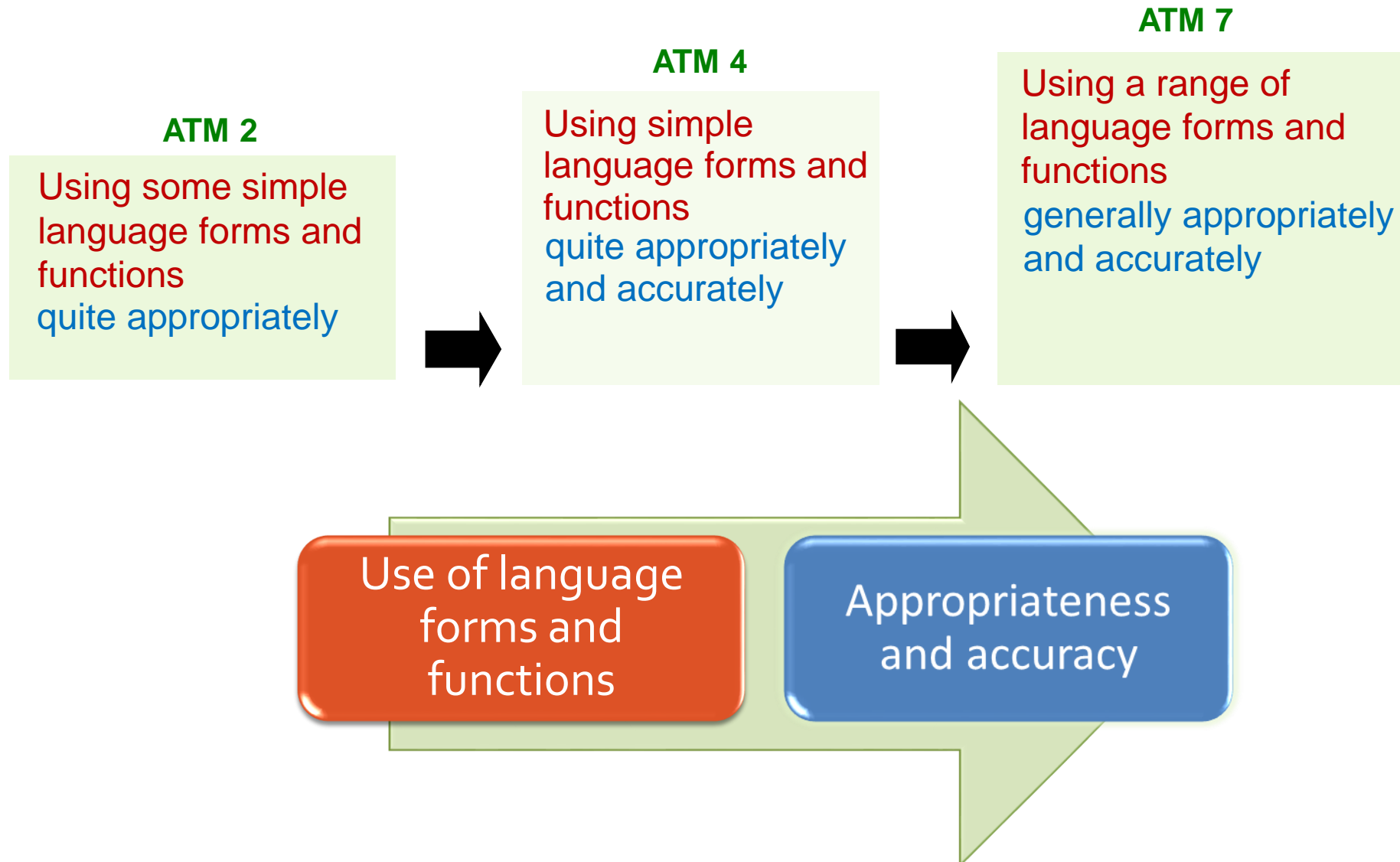


The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use simple formulaic expressions to engage in classroom routines (e.g. 'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?') use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions use mainly single-word utterances or short phrases to convey meaning 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of formulaic expressions, and some simple vocabulary from school texts ask and answer some simple questions with a formulaic stem (e.g. 'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.') produce simple phrases and short sentences involving repetition or listing (e.g. 'I like bananas, apples and oranges.') use mainly simple present tense to describe present states and habitual actions with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: Hello. May I speak to Tony, please? B: Speaking. A: This is Peter. Are you coming to my house this Saturday? B: Yes I am. A: OK. See you then. B: See you.) ask 'Yes/No' and simple 'Wh' questions with some consistency use imperatives to give instructions, and express obligations and prohibitions with some consistency use present continuous and future tenses with some consistency use modals to talk about abilities with some consistency use simple connectives and pronouns to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues ask 'Wh' questions with some consistency use familiar past tense verb forms with some consistency use modals for some communicative functions with some consistency use simple adjectives/adjective phrases to describe things and feelings with some consistency use simple adverbs/adverb phrases to describe time, place and manner with some consistency use some connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues ask 'Wh' questions with some consistency use a small range of tenses to refer to past, present and future events with some consistency use modals for a small range of communicative functions with some consistency use a small range of adjectives/adjective phrases to describe and compare with some consistency use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ask a range of questions including indirect questions in conversations and group discussions with some consistency use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency use modals for a range of communicative functions with some consistency use a range of adjectives/adjective phrases to describe and compare with consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency use a range of connectives, pronouns and possessive adjectives to link ideas with consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ask a range of questions including indirect questions in conversations and group discussions with consistency use a range of tenses, and active/passive voice for various purposes with some consistency use modals for a range of communicative functions with consistency use a range of adjectives/adjective phrases to describe and compare with consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency use a range of connectives, pronouns and possessive adjectives to link ideas with consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality use a range of tenses, and active/passive voice for various purposes with consistency use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Progression of the Learning Outcomes

Language

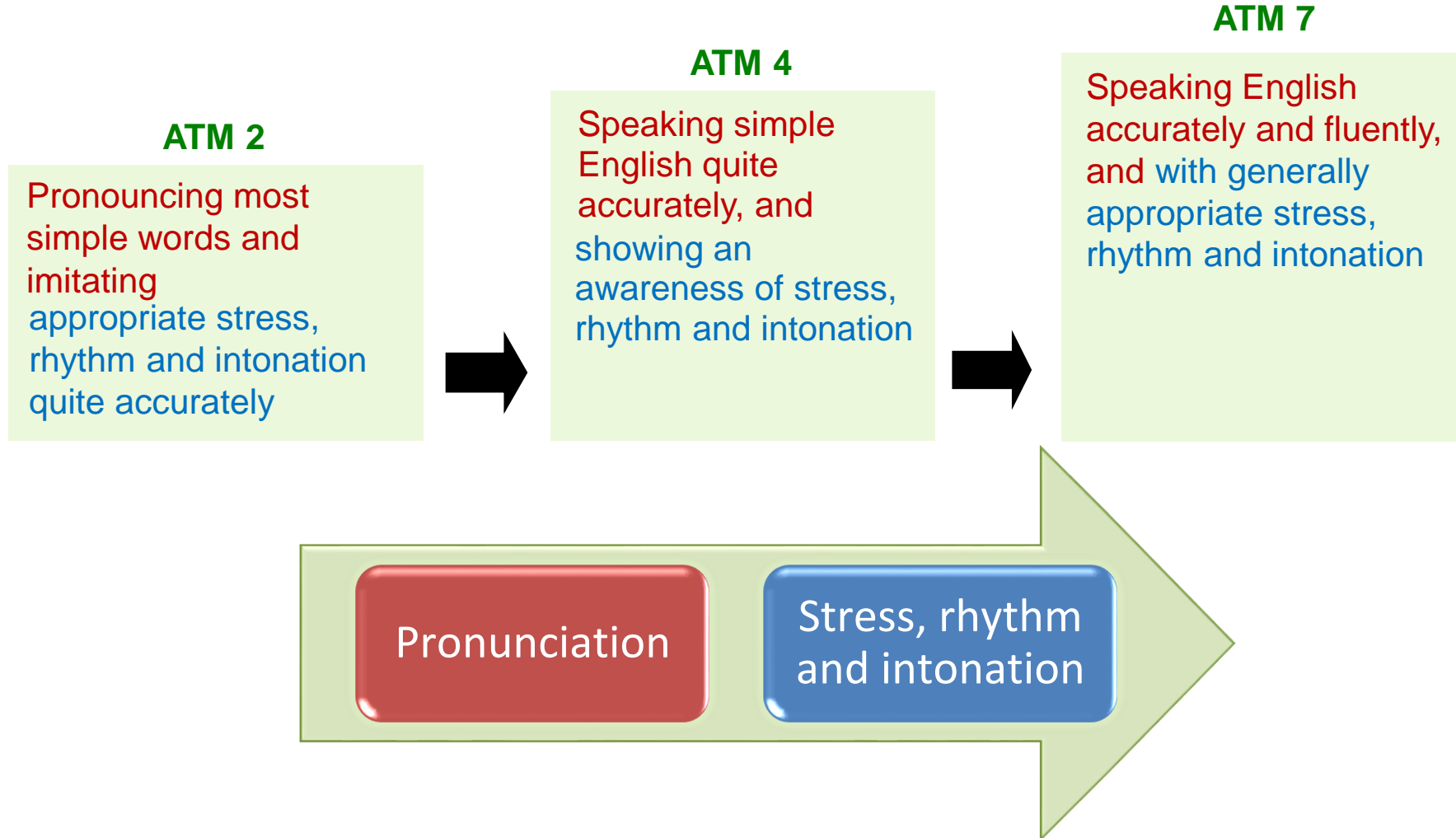


The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce some simple words with generally accurate word stress 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most simple words with generally accurate word stress read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce simple words quite accurately pronounce occasionally the final consonants of words (e.g. 'five', 'six', 'far') produce short spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud short and simple texts quite fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words quite accurately pronounce some sound clusters quite accurately (e.g. 'drink', 'watched') produce spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud simple texts fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words and some unfamiliar words quite accurately pronounce most sound clusters quite accurately produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words quite accurately pronounce most sound clusters generally accurately produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words accurately produce long utterances with generally appropriate stress, rhythm and intonation 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> speak English with clear and accurate pronunciation produce long utterances naturally using appropriate stress, rhythm and intonation

Progression of the Learning Outcomes

Pronunciation, Stress, Rhythm and Intonation

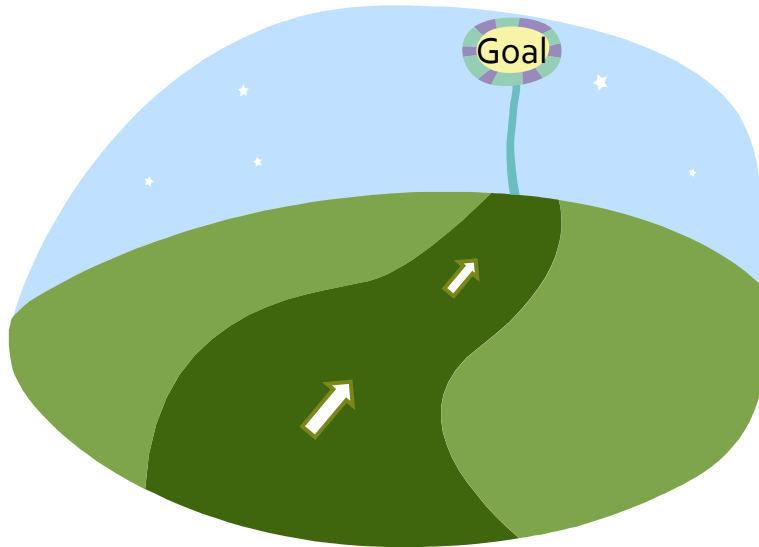


Learning, Teaching and Assessment

Promoting Assessment for / as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work



What do the students need to do in order to get there?

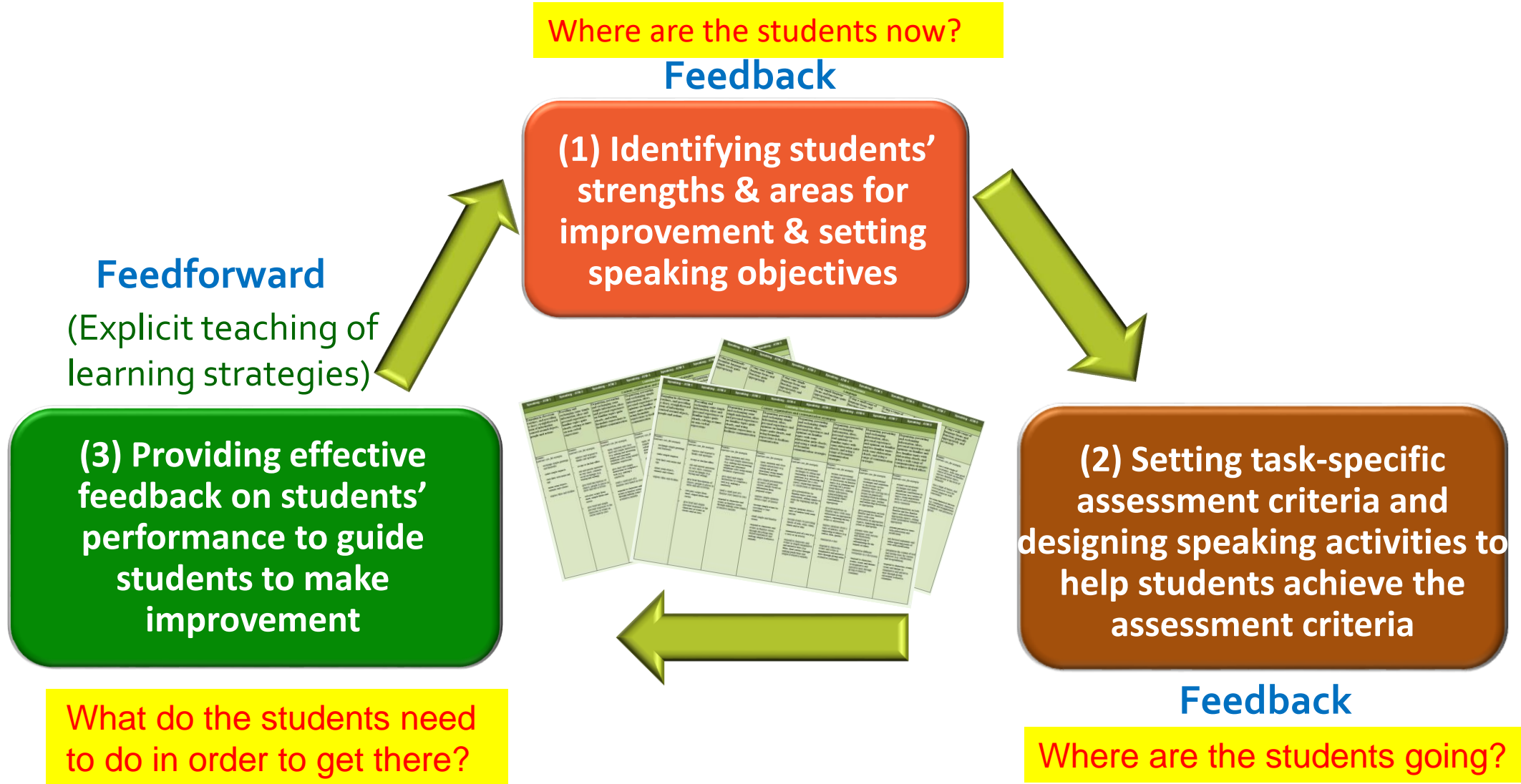
- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



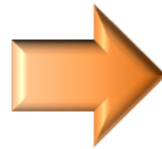
Learning, Teaching and Assessment

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

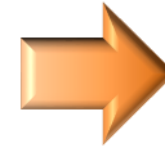
Where are the students now?

Developing Task-specific Assessment Forms for Self-, Peer-, Teacher Assessment with the Use of the LPF

Understanding students' speaking performance through a variety of assessment activities (e.g. self-, peer-, teacher assessment)



Identifying learning objectives / goals and assessment criteria with reference to the LPF



Designing learning activities and Task-specific Assessment Forms with reference to the LPF

Learning, Teaching and Assessment

Activity 6

With reference to the LPF for Speaking, what are the challenges that your students are facing?

Content, organisation and
communication strategies

Language

Pronunciation, stress,
rhythm and intonation

Learning, Teaching and Assessment

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

Activity 7

Watch a video clip about a student's performance in presenting her views about banning smoking in the public. Focus on the communication strategies demonstrated by the student. Identify areas for improvement for the student to work on and suggest learning activities/tips to help the student make improvement.

Areas for Improvement

- *Eye contact*
- *Gestures / body language*
- *Posture*

Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria **Where are the students going?**

- Using examples and models of strong and weak work

Authentic learning materials

Sample work of students

Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

An example

Where are the students going?

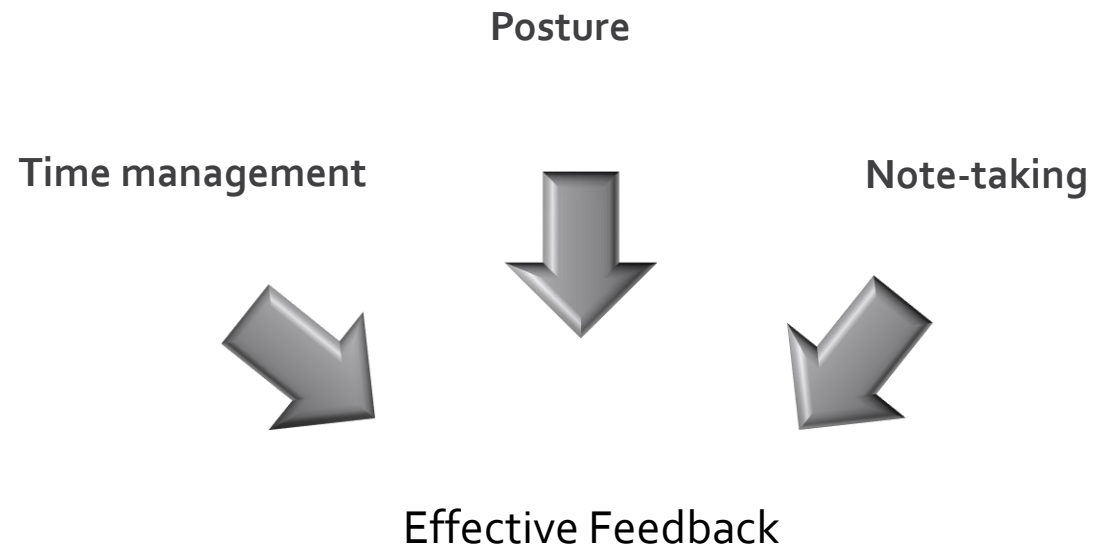


Maintaining eye contact

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Underlying Principles		
<p>The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,</p> <ul style="list-style-type: none">• ✓ showing interest to communicate,• ✓ facing the listener,• ✓ maintaining eye contact,• ✓ speaking at a volume appropriate to the situation,• ✓ enhancing own spoken texts with appropriate gestures and facial expressions,• ✓ responding readily to others' questions, opinions or comments, and• ✓ turn-taking in conversations and discussions. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</p>		

Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement



Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Note-taking Skills

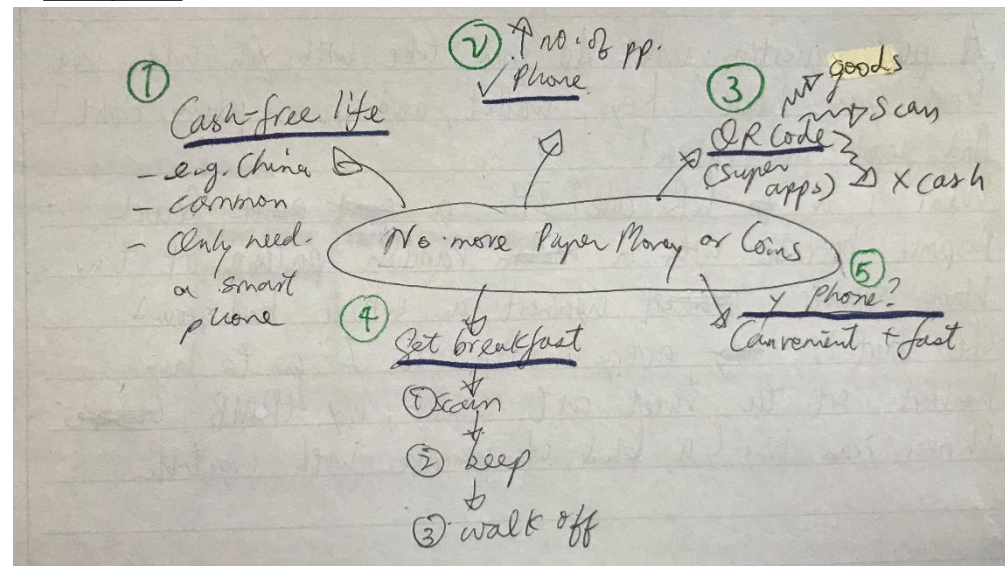
Activity 7b

Comment on the two note-sheets prepared by two different students.

Sample A

A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China? What is a QR code? It's a ~~quick~~ ~~code~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background. The fact is, ~~any~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~Chinese~~ Chinese jian bing (a kind of pancake with vegetable

Sample B



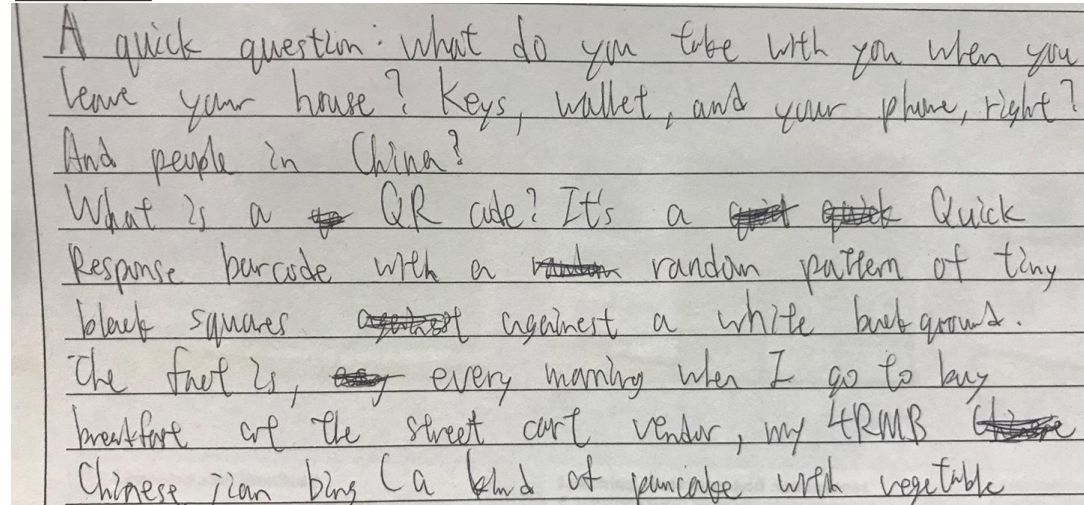
Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Note-taking Skills

Sample A



A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China? What is a ~~q~~ QR code? It's a ~~q~~ ~~q~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background. The fact is, ~~any~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~is~~ Chinese jian bing (a kind of pancake with vegetable

The overreliance on notecards remains a problem. It is recommended that candidates take notes (i.e. short phrases and key words) as a reminder of things they would like to bring up in the discussion, and speak as if these were ideas they had been thinking about, rather than writing out ideas in complete sentences.

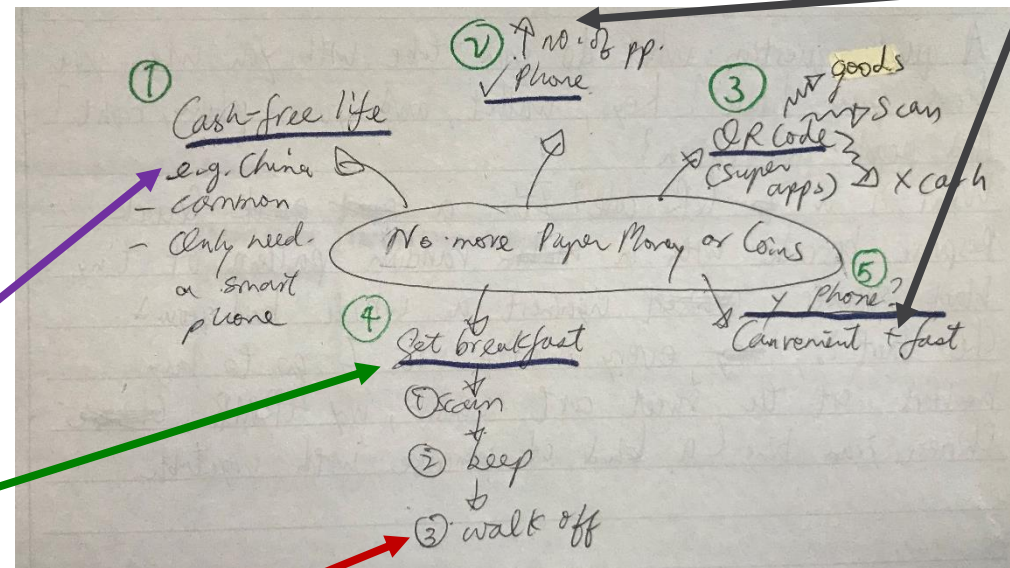
Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Note-taking Skills

Sample B



- Use of abbreviated forms

- Highlighting key points

- Numbering

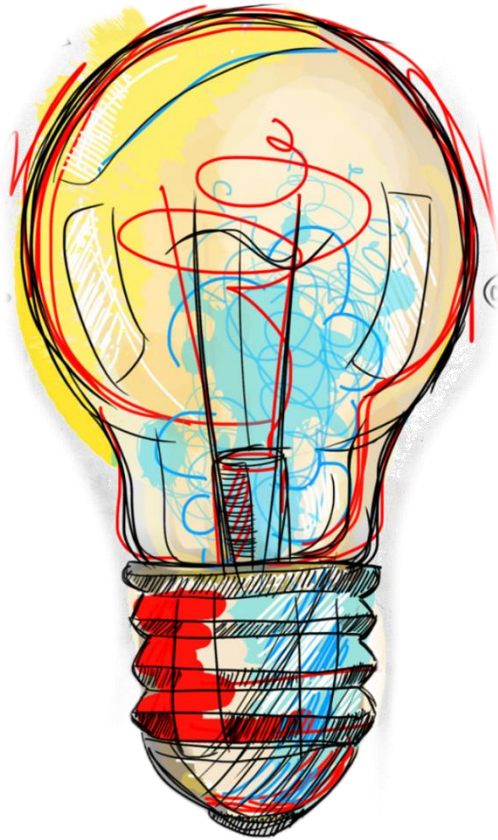
- Use of symbols

- Use of graphic organisers

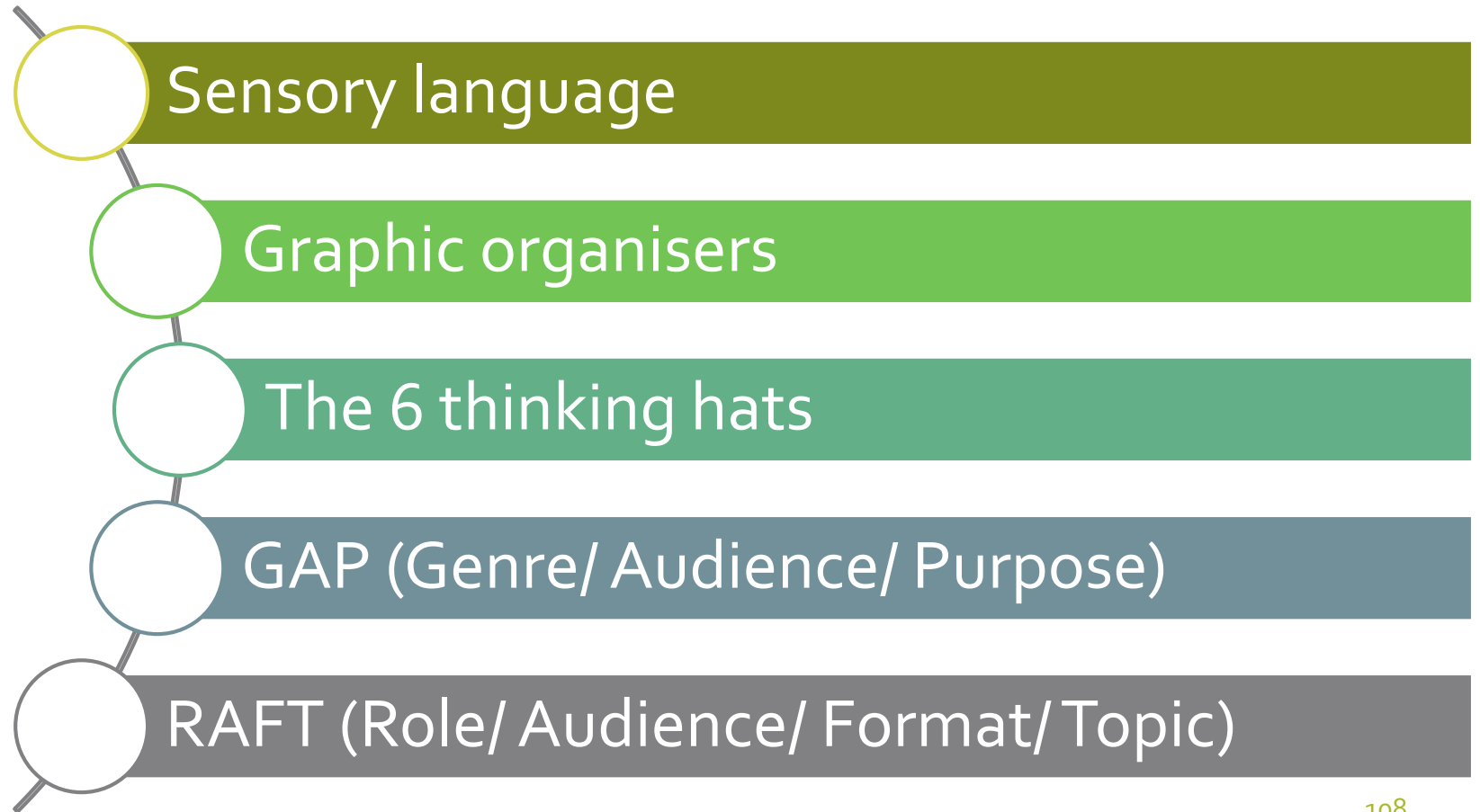
Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?



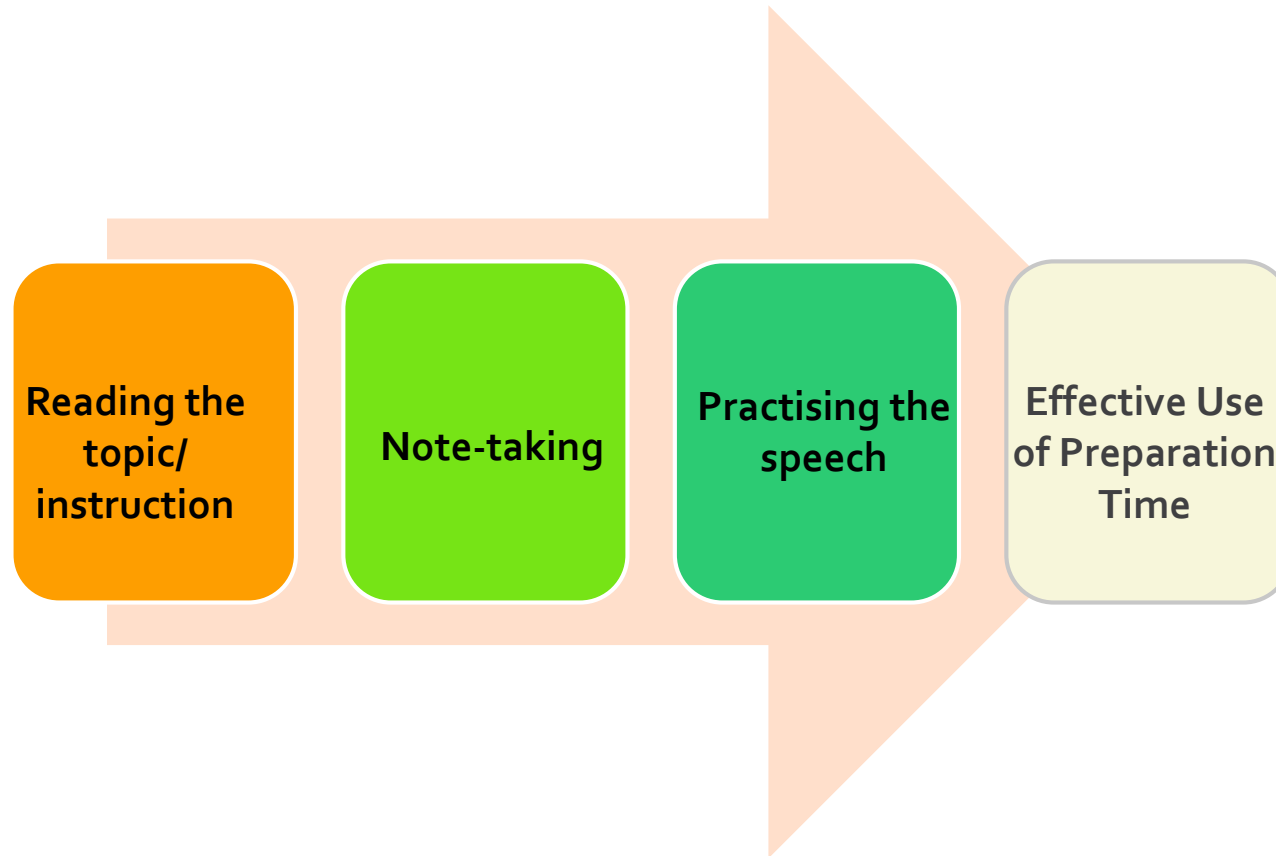
Tools for Generating/ Organising Ideas



Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

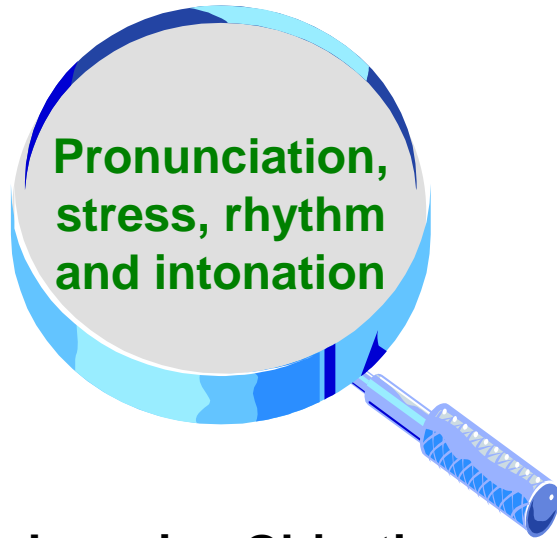
What do the students need to do in order to get there?



Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

Where are the students going?



Learning Objective (Speaking)

Produce utterances naturally

An example

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Pronunciation, stress, rhythm and intonation		
Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words quite accurately ✓ • pronounce most sound clusters generally accurately ✓ • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	<ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words accurately ✓ • produce long utterances with generally appropriate stress, rhythm and intonation 	<ul style="list-style-type: none"> ✓ speak English with clear and accurate pronunciation ✓ • produce long utterances naturally using appropriate stress, rhythm and intonation

Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Activity 8

Study the lyrics of 'It's All Right' and identify possible language focus for the speaking activity.

"It's All Right" (from the "Soul" soundtrack)

Learning, Teaching and Assessment

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Phonics Knowledge (Word Level)

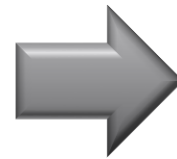
Onset

The opening unit of a syllable that comes before the vowel sound

Cat

Rime

The ending unit of a syllable that includes the vowel and the following consonant sound(s)



Link Sounds in Utterances (Sentence Level)

And say it's **s** **all** right
Give yourself **f** **a** chance
You've got **t** **a** soul

have **e** **a** good time
'Cause **e** **it**'s all right

Silent -e

Learning, Teaching and Assessment

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

Activity 9

Study an excerpt from a group discussion about flying drones in Hong Kong. Suggest areas for improvement for the students to focus on.

Student A: *I think Lantau Island is a good place for the drone lovers because there are fewer high rise buildings there.*

Student B: *I totally agree with you. Cheung Sha is a great spot for flying drones!*

Student C: *I agree with you. I think Stanley is better as the scenery is fantastic.*

Student D: *I take your point. And I believe drone lovers would also like to fly their drones in Sai Kung as there are many country parks suitable for flying drones...*

Areas for Improvement

Learning, Teaching and Assessment

🌱 (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

An example

Where are the students going?

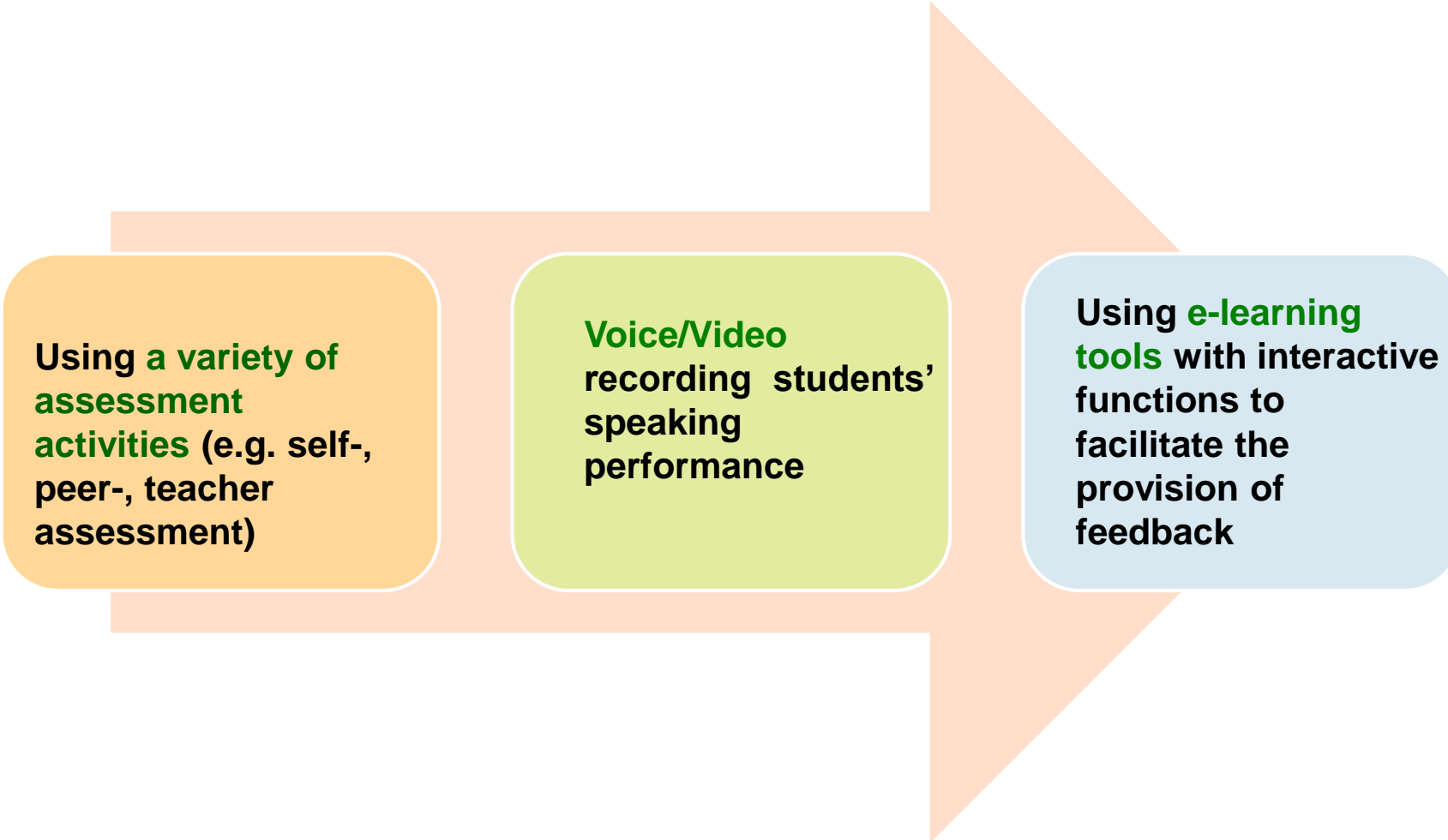


Learning Objective (Speaking)

Use a wide range of vocabulary appropriate to the context

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Language		
Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with some consistency ✓ use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with consistency ✓ use a range of tenses, and active/passive voice for various purposes with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality ✓ use a range of tenses, and active/passive voice for various purposes with consistency ✓ use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Learning, Teaching and Assessment



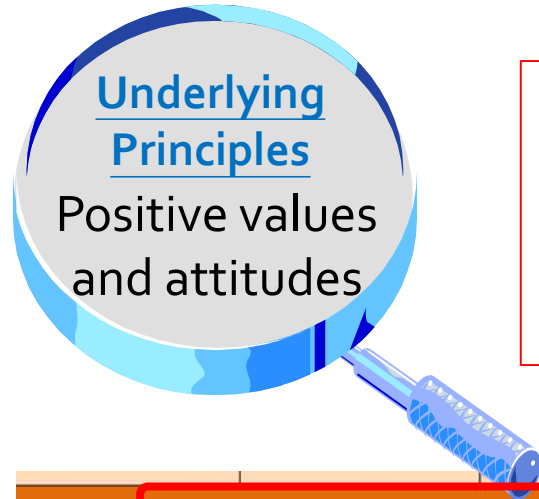
Using a variety of **assessment activities** (e.g. self-, peer-, teacher assessment)

Voice/Video recording students' speaking performance

Using **e-learning tools** with interactive functions to facilitate the provision of feedback

Promoting Positive Values and Attitudes (Underlying Principles)

Promoting Positive Values and Attitudes



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.

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. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.
3. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
 - writing legibly (preferably being able to use both print and cursive scripts),
 - generating ideas by brainstorming or seeking and selecting information and ideas from different sources,
 - using knowledge of letter-sound relationships to spell words.

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. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.
3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
 - showing interest to communicate,
 - facing the listener,
 - maintaining eye contact,
 - speaking at a volume appropriate to the situation,
 - enhancing own spoken texts with appropriate gestures and facial expressions,
 - responding readily to others' questions, opinions or comments, and
 - turn-taking in conversations and discussions.Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.
4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.
5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

Promoting Positive Values and Attitudes

Activity 11

Featured Saying of Wisdom: "It's not the end until you've given up."

1:20-2:02

And I couldn't change anything. It's not like just fixing my hair one day and everything was fine. I couldn't change my circumstance. I couldn't just wake up one day and say, "Hey, give me arms and legs. I need arms and legs." You know what I mean? Like you go to a bodybuilder, you know, "Can you make me some arms and legs?" No, I'm just joking. Bodybuilder, you get it? Right? I go up to people, "Can you give me a hand?" I'm just joking! But it was so hard because people put me down. And I started believing that I was not good enough. I started believing that I was a failure that I'd never be somebody who people would like or people would accept.

1) Which technique is used when Nick said "bodybuilder" and "give me a hand"?

- A. pun
- B. metaphor
- C. alliteration
- D. personification

Underlying Principles

Positive values and attitudes

ATM 7

Use a range of stylistic features to support the purpose of text

Promoting Positive Values and Attitudes

2) Focus on the questions used by Nick. What technique has he applied?

2:31-3:06

There are some things in life that are out of your control, that you can't change and you've got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe?

Are you gonna believe in yourself or you gonna believe in everybody else's judgement on you? Are you gonna believe people when they say that you're a failure, that no one really likes you, that no one really cares about you?

And it's not really to say that hey you need somebody to come up to you and say, "Hey, I really like you. I care about you." It's not that. But it's the fact that people put you down.

ATM 7

Ask a range of questions including indirect questions in conversations/speeches /group discussions

Promoting Positive Values and Attitudes

The technique that when words, phrases or sentences which come in patterns of 3 is called the '**Rule of Three**'. Nick employed the 'Rule of Three' throughout his speech.



Promoting Positive Values and Attitudes

3) Can you locate other examples of the use of “Rule of Three” in the rest of the speech?

[2] But it was so hard because people put me down. And I started believing that I was not good
20 enough. I started believing that I was a failure that I’d never be somebody who people would
like or people would accept. And it was so hard, man, I thought to myself, you know, “I can’t
go on the soccer field like everybody else and I can’t ride my bike and I can’t skateboard and
all these sorts of things.” I started getting depressed. I thought, “What kind of purpose do I
have to live?” I mean, are you just here to live to die? I mean, is there not a purpose for me?
25 Is there not a purpose in life? And I had questions and no answers and I asked my mom and
dad, “Why did this happen?” I asked doctors, “Why did this happen?” They don’t know.

[4] I tell you life is interesting. Life is a journey. You see this phone here? Let’s say that I want
to go to the phone. Right? And I start from over here. Now to get to the phone, it’s not like I’m
going to start meditating and going “hummmmm”, and float across the air, right? That’s not
gonna happen. That’s not gonna work. It’s not like I’m going to go “hummmmm” and “wooo”,
40 you know? It’s not gonna work. So I have to take one step at a time, one step at a time, one
step at a time. You can only take one step at a time. I don’t care how big your step is, it’s still
only one step at a time. You can’t take two steps in one. You understand? So it’s like one step
at a time.

Promoting Positive Values and Attitudes



Writing a reflection

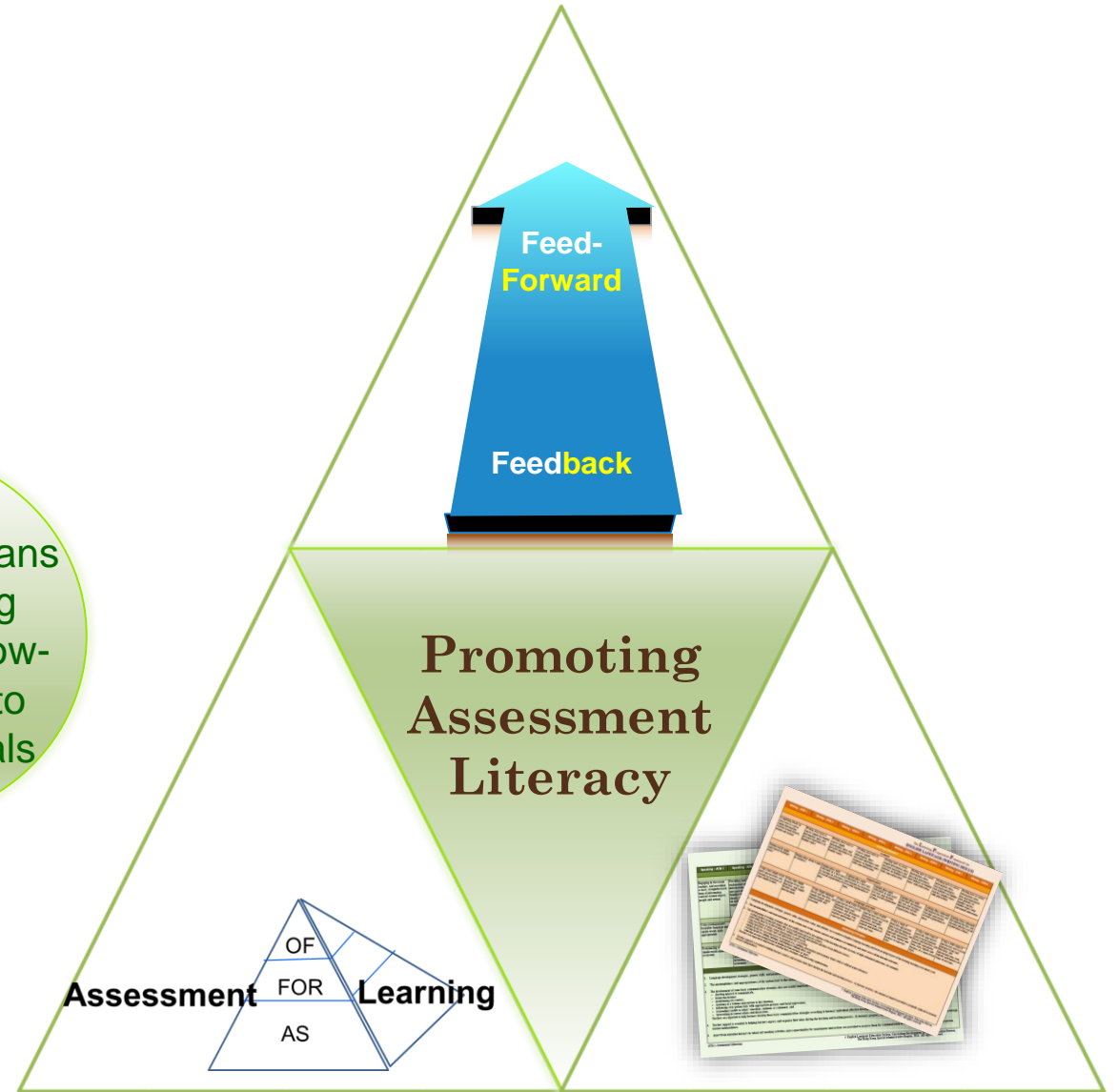
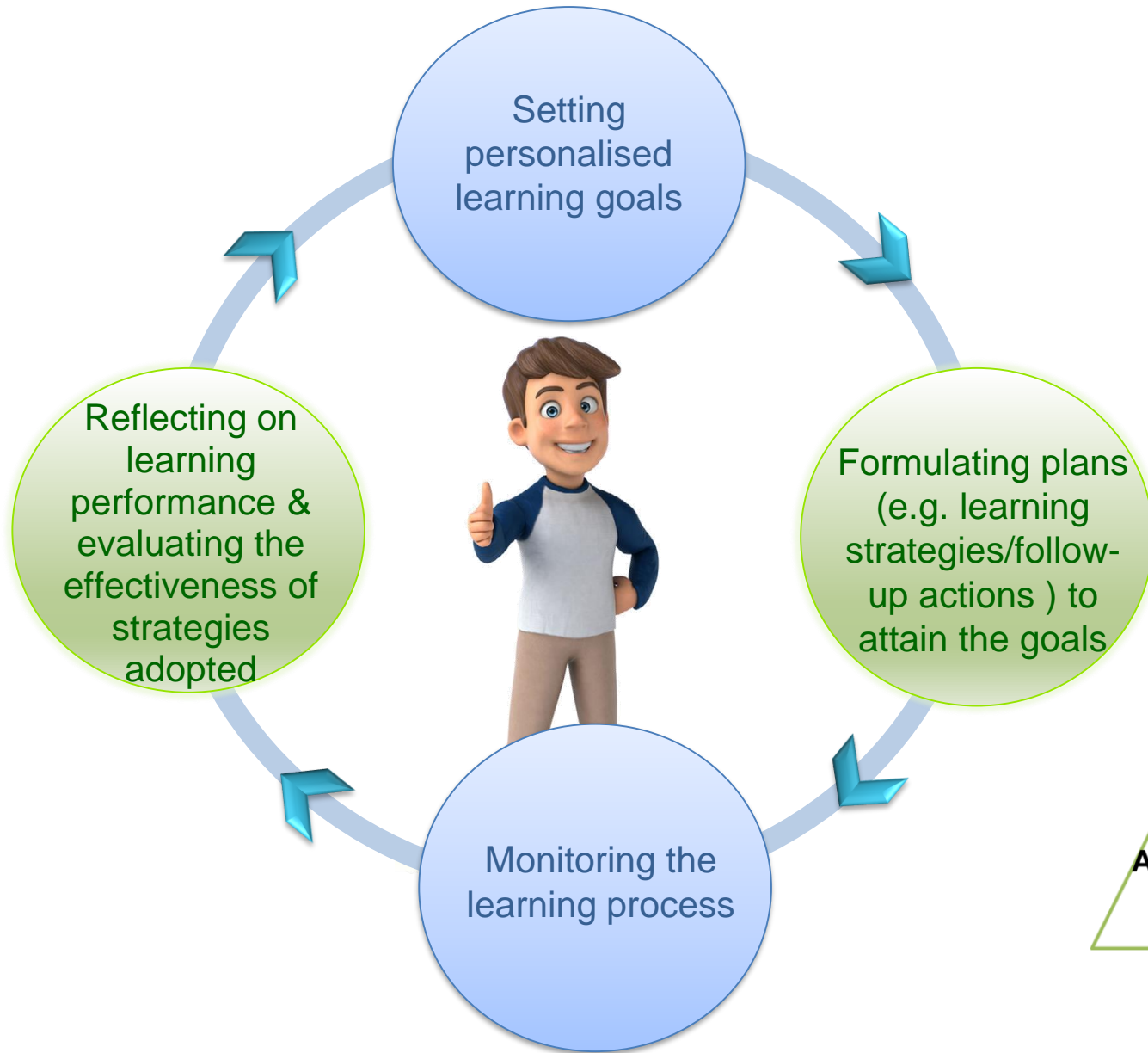
Have you ever felt worthless or powerless? Write a message to a family member or friend who may have similar emotional problems or suffer from depression. You may use the ideas from Nick's speech to encourage him/her.

Resource Kit on Inspirational Speeches



https://www.edb.gov.hk/sow_speeches

Promoting Assessment Literacy



The LPF (e-Version)

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

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. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KSI – 3.



<http://www.edb.gov.hk/lpfenglish>

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills

Speaking Skills

Reading Skills

Writing Skills

Summary

Learning Progression Framework (LPF)



represents the growth of learners on a developmental continuum in English Language learning



acts as a reference tool for teachers to help students learn better (Assessment for/as Learning)



helps identify learners' strengths and areas for improvement



serves as reference for holistic curriculum planning

Learning, Teaching and Assessment (Resources)

Effective Assessment Practices in the English Language Curriculum

Effective Assessment Practices in the English Language Curriculum



Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching"

2020 (Print/Online)



English Language Assessment Tasks (Senior Secondary)
Updated in 2017 (Online)



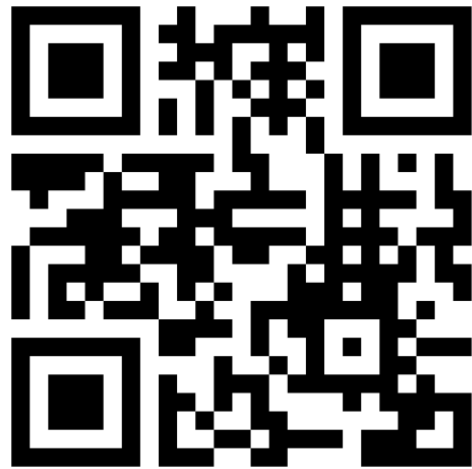
The Learning Progression Framework for English Language
2017 (Print/Online)



https://www.edb.gov.hk/ele_assessment

Promoting Positive Values and Attitudes through English Sayings of Wisdom

- A cross-curricular campaign that connects English Language education with values education



<https://www.edb.gov.hk/sow>



Posters/Wallpapers



Competitions



SOWIT Videos



Games



Learning & Teaching Materials

Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2022/23”

Overarching theme: “Leading a Positive Life”

Sub-themes:

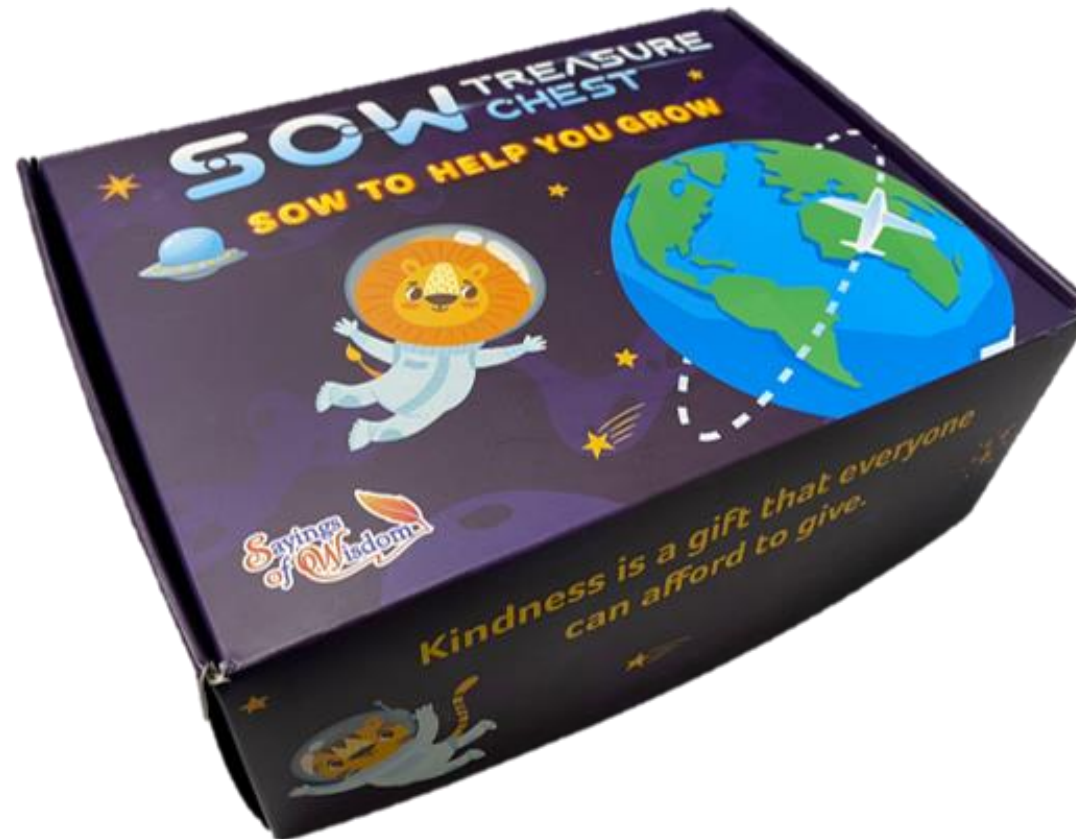
- Cherishing Life
- Diligence
- Empathy
- Respect for Diversity



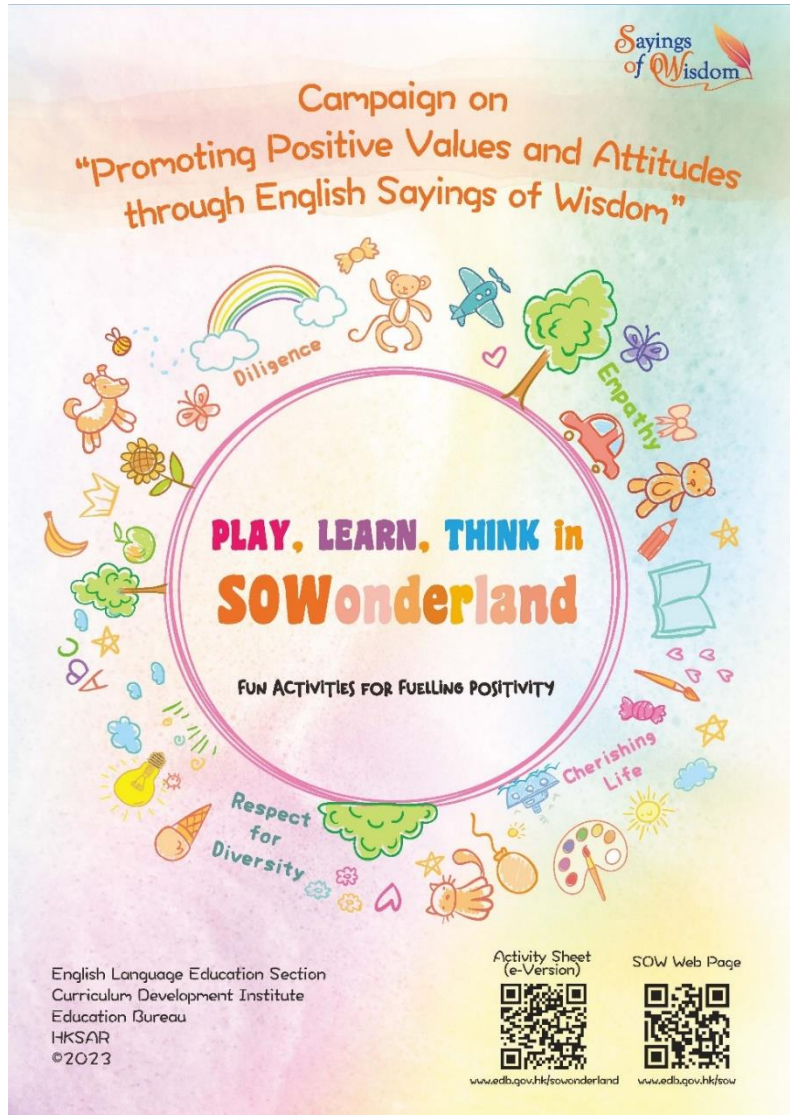
Resources for Schools to Promote Positive Values and Attitudes through English Sayings of Wisdom (SOW Campaign 2022/23)



SOW Treasure Chest



SOW Activity Sheet



The poster features a central circular graphic with the text "PLAY, LEARN, THINK in SOWonderland" and "FUN ACTIVITIES FOR FUELLING POSITIVITY". The circle is surrounded by various colorful icons representing different values: Diligence (rainbow, bee, monkey), Empathy (heart, tree, butterfly), Cherishing Life (car, teddy bear, pencil), Respect for Diversity (ice cream, paint palette, hand). The background is a soft, colorful gradient.

Sayings of Wisdom


Campaign on
"Promoting Positive Values and Attitudes
through English Sayings of Wisdom"


**PLAY, LEARN, THINK in
SOWonderland**

FUN ACTIVITIES FOR FUELLING POSITIVITY

Diligence Empathy Cherishing Life Respect for Diversity

English Language Education Section
Curriculum Development Institute
Education Bureau
HKSAR
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Activity Sheet (e-Version)

www.edb.gov.hk/sowonderland

SOW Web Page

www.edb.gov.hk/sow



www.edb.gov.hk/sowonderland

Videos and Activity Booklet on Fantastic People



https://www.edb.gov.hk/Fantastic_People

e-Book *Famous Scientists*



[https://www.edb.gov.hk/
Famous_Scientists](https://www.edb.gov.hk/Famous_Scientists)

