

# Professional Development Programme

## Harnessing Effective Assessment Strategies to Maximise Student Learning in the Primary English Classroom

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# Objectives

- Enhance teachers' confidence and competency in planning effective assessment strategies in the primary English classroom
- Enhance teachers' confidence and competency in implementing effective assessment strategies to maximise student learning in the primary English classroom
- Promote self-directed learning in the primary English classroom

# English Language Education

Key Learning Area Curriculum Guide  
(Primary 1 – Secondary 6)



Prepared by  
The Curriculum Development Council

Recommended for use in schools by  
The Education Bureau  
HKSARG  
2017

## ELE KLA Curriculum Guide (P1-S6) (2017) (p.81)

**Assessment** should be aligned with learning and teaching and guided by the following principles:

- It should serve a variety of purposes, **from measuring attainment to informing learning and teaching through providing quality feedback**, but the prime purpose should always be facilitating and improving student learning.
- It should involve making considered judgements on the learning processes and outcomes.
- It should be based on standards or **criterion-referencing principles** by which student performance is evaluated and described in relation to criteria rather than how other students perform. The assessment criteria should also be made clear to students so that they understand what is expected of them.
- There should be an **appropriate coverage of learning targets and objectives, generic skills, and positive values and attitudes**.
- There should be diversified modes of assessment, with a **balance between formative and summative assessments**.

# Learning/ teaching/ assessment cycle



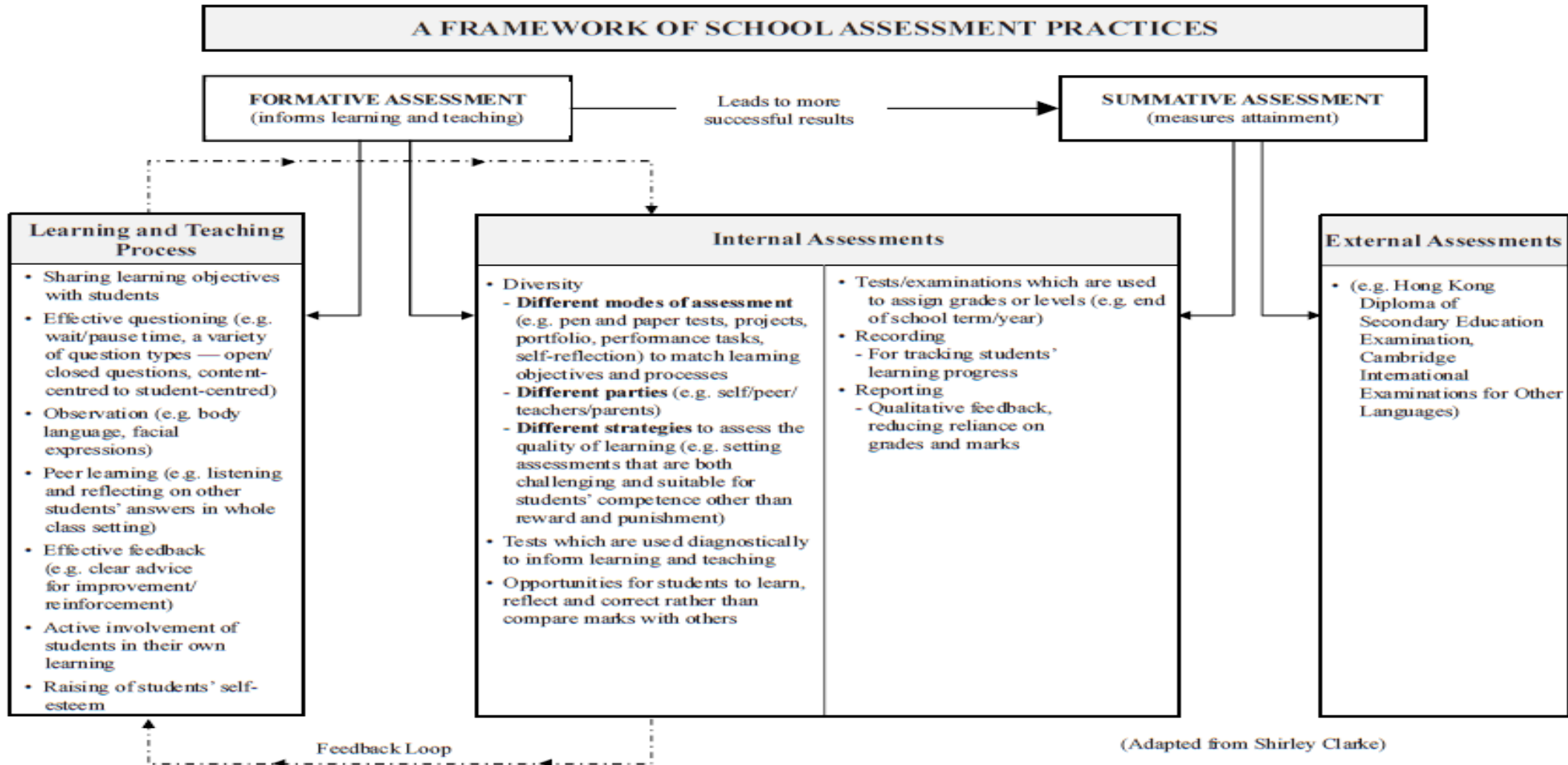
Source: The Interrelationship between Assessment, Teaching and Learning

[https://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng\\_dvd/atl\\_interrelationship.html](https://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng_dvd/atl_interrelationship.html)

## ELE KLA Curriculum Guide (P1-S6) (2017) (p.84)

Summative	Assessment <i>of</i> Learning (AoL)	AoL describes the level students have attained in learning and shows what they know and can do over a period of time. It gives an overview of the previous learning of students and is mainly used for reporting purposes.
Formative	Assessment <i>for</i> Learning (AfL)	AfL integrates assessment into learning and teaching. It assists students to understand what they are learning, what they have attained, and what is expected of them, and helps teachers collect evidence of students' learning so that teachers can provide students with timely feedback and refine their teaching strategies.
	Assessment <i>as</i> Learning (AaL)	AaL engages students in reflecting on and monitoring their progress of learning through strengthening their roles and responsibilities in relation to their 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.

# ELE KLA Curriculum Guide (P1-S6) (2017) (p.83)



# Effective strategies to promote formative assessment in the primary English classroom

- a. *Making reference to the LPF*
- b. *Formative Use of Summative Test (FUST)*
- c. *Employing different assessment tools*
- d. *Promoting self-directed learning strategies*

# The Learning Progression Framework (LPF) – English Language Education

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- The LPF represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Objectives of the English Language curriculum. This developmental continuum is notionally divided into eight attainment milestones (ATMs) of learning outcomes (LOs).





# How LPF can be used to promote formative assessment

- ✓ Self-designed tasks can help address students' learning needs and help students make progression.
- ✓ Teachers can use a common scale and language to describe students' performance. This can facilitate vertical curriculum planning.
- ✓ Based on the learning outcomes of students, teachers can make informed decisions about their expectations of student learning, the content of learning, and their teaching strategies.
- ✓ Teachers can use the LPF as a reference to ask 'good' questions when conducting formative assessment.

# Effective strategies to promote formative assessment in the primary English classroom

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# FUST – Formative Use of Summative Test

- Assessing students' learning is part of teachers' daily routine. Teachers undertake **summative assessment** to summarise student learning near the end of a teaching cycle and/or conduct **formative assessment** (FA), also known as the assessment for learning (AfL) activities, to obtain information (i.e., formative feedback) through which they can improve instruction (Lam, 2013).
- Black et al. (2003) and Carless (2011) proposed a framework of FUST which **integrated summative and formative assessment** and **made the implementation of FA possible in exam-dominated contexts**.

# Effective strategies to promote formative assessment in the primary English classroom

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# Employing different assessment tools (1)

Besides pen-and-paper assessment, teachers are encouraged to use various kinds of assessment tools to enhance teaching/ learning effectiveness. Here are some suggestions:

1. Questioning
2. Feedback
3. Using e-learning tools

# Employing different assessment tools (1) - Questioning

Examples of questions:

Kinds of questions	Examples
Closed questions	How many pages are there in this story?
Open-ended questions	Which character do you like most? Why?
Hypothesis	If you were the little pig, what would you do?
Comparison	Compare the hare and the tortoise. Which character do you think is smarter?
Tabulate	Arrange these six events in a sequential order.
Rank	Rank these four items in order of importance if you were left on an island.
Define	According to the article, what is ...?
Evaluate	What does this fable teach us? What is the moral lesson?
...	

# Employing different assessment tools (2) - Feedback

- Upon questions asked, feedback is given to **feed** students **forward**.
- **Descriptive feedback** - relates to actual competence of the students
- **Constructive feedback** – feedback with suggestions
- **Corrective feedback** - entails some remedial actions to be taken (e.g. a follow-up correction task)
- **Evaluative feedback** - judgemental, as opposed to being solely descriptive (e.g. comparing actual performance with expected one)

# Delivery of effective feedback

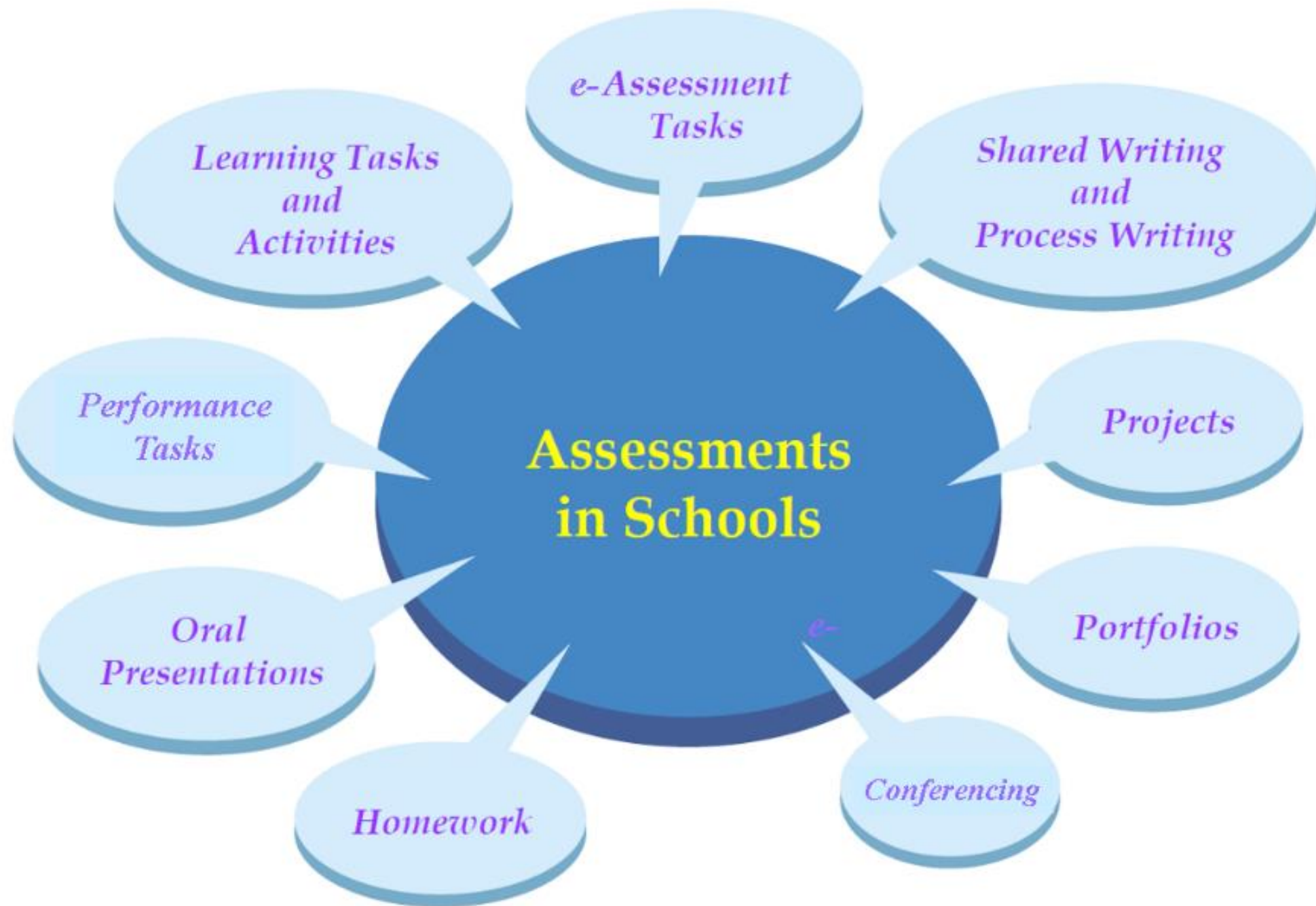
- **Feedback** provides information which allows the learner to close the gap between current and desired performance.
- It is most effective when:
  - ✓ *It is effectively-timed.*
  - ✓ *It is clearly linked to the learning intention.*
  - ✓ *It focuses on the task and performance rather than the learner.*
  - ✓ *It gives cues at appropriate levels on how to bridge the gap: the task (corrective)/ process (error detection)/ self-regulation loop.*
  - ✓ *It offers strategies rather than solutions.*
  - ✓ *It challenges, requires actions, and is achievable.*

(Leung, et al., 2010)



# Employing different assessment tools (3) - Using e-learning tools

- Besides textbook materials, **e-learning tools** can be used to facilitate teaching and learning.
- 'e-Learning refers to an open and flexible learning mode involving the **use of electronic media** such as digital resources and communication tools to achieve the learning objectives. Teachers can **integrate e-learning in the design of learning, teaching and assessment activities** to complement the traditional mode of learning, enhance learning and teaching effectiveness, and accommodate the diverse needs of students'. (ELE KLA Curriculum Guide P1-S6, p.8).



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# 1. Greater self-efficacy leads to higher SDL readiness

- Bandura (1977, 1986) is an advocate of the **self-efficacy theory**, comparing changes in human behaviour with a change of the level and strength of self-efficacy. In this cognitive theory, self-efficacy is believed to be an important **motivation** component.
- Seifert (2004) explains that the **self-efficacy theory** is a construct synonymous with **confidence**. It implies that confident learners are more likely to hold the **belief that they are capable of performing a task at hand**. It is further asserted that 'students who are efficacious are more likely to be **self-regulating, strategic and metacognitive** than students who do not feel efficacious' (p.137).
- It is therefore important to let students know that they can do it.

## 2. Learner autonomy creates opportunity for self-direction

- Deci and Ryan (2000) suggest that ‘intrinsically motivated behaviours, which are performed out of interest and satisfy the innate psychological needs for competence and **autonomy** are the prototype of **self-determined behaviour**’ (p.65).
- According to the Assessment Reform Group (2002), motivation can be preserved and enhanced by assessment methods which protect the **learner’s autonomy**, provide some choice and constructive feedback, and **create opportunity for self-direction** (p.3).

### 3. Assuming responsibility enhances sense of control

- Letting students assume responsibility can enhance the **sense of control/ agency**.
- **Locus of control** implies how much one feels in control of learning as opposed to it being directed by others.
- Stipek (2002) suggests that the evaluation of a student's performance can often lead to enhanced **student confidence**. When students know what is needed to improve their abilities, they perceive control over achievement outcomes, which often enhances their learning (Weiner, 1992; Stiggins, 1998). This emphasises the importance of **introducing self-assessment and peer-assessment** to learners because it not only boosts confidence, but also enhances their locus of control, giving them a **sense of ownership** in the learning process.

# Recap

**Effective strategies to promote formative assessment in the primary English classroom**

- a. Making reference to the LPF framework*
- b. Formative Use of Summative Test (FUST)*
- c. Employing different assessment tools*
- d. Promoting self-directed learning strategies*

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