#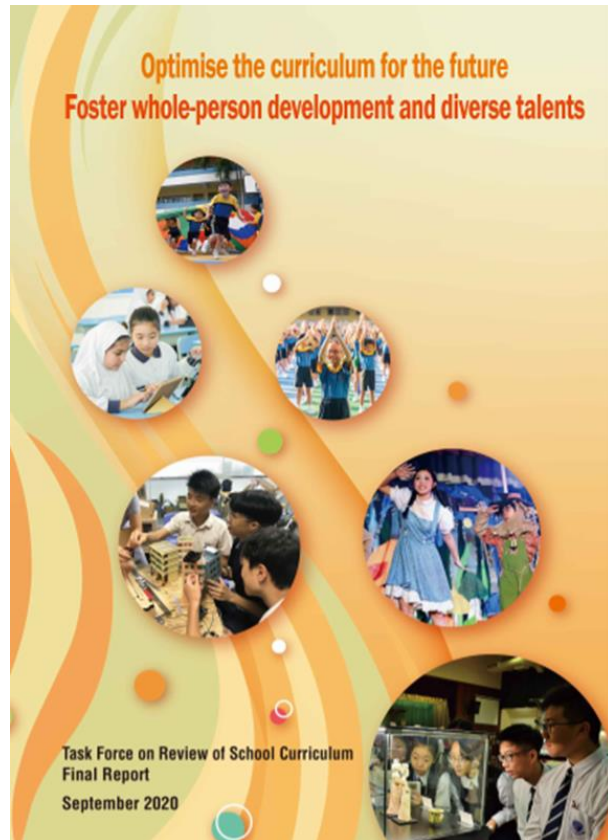 Enhancing Assessment Literacy through Effective Use of the Learning Progression Framework (Writing and Speaking Skills) (Re-run)

English Language Education Section
Curriculum Development Institute
Education Bureau
May – June 2025

# 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)

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020

**Six Directions of Recommendations**

- Whole-person Development
- Values Education and Life Planning Education
- Creating Space and Catering for Learner Diversity
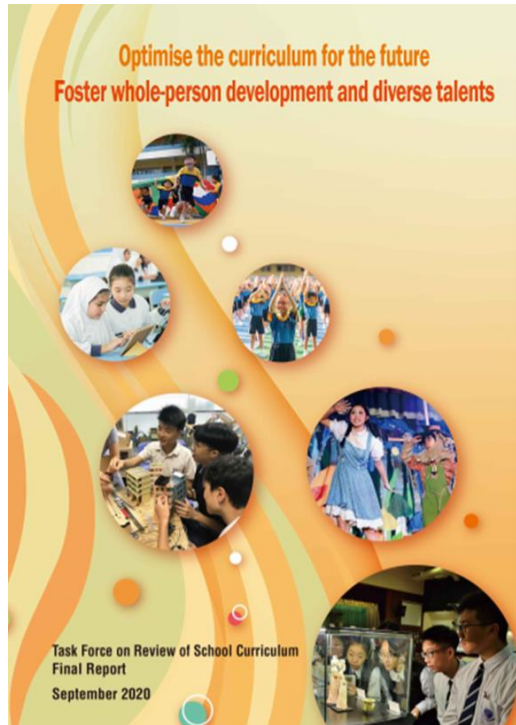- Applied Learning
- University Admissions
- STEM Education

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

## Recommendations for English Language

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

Optimise the curriculum for the future
Foster whole-person development and diverse talents

Task Force on Review of School Curriculum
Final Report
September 2020

# Examples to be Used in Today's Seminar

**Language Arts**

Creative use of English →

Writing

**Information Texts**

Promotion of LaC/RaC →

Speaking

# Assessment
## of, for and as Learning

# Discussion

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

…

**Purposes of Assessment**

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

…

# Purposes of Assessment

🟢 Formative and Summative Assessments



A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES

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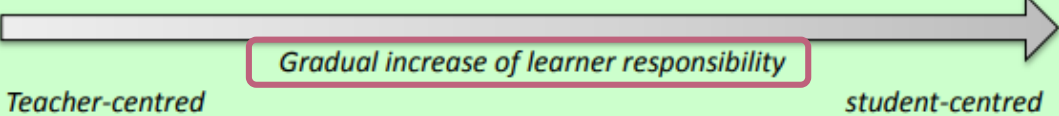
- Sharing learning objectives with students
- Effective questioning (e.g. wait/pause time, a variety of question types — open/ closed questions, content-centred to student-centred)
- Observation (e.g. body language, facial expressions)
- Peer learning (e.g. listening and reflecting on other students'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

Source: English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC, 2017)
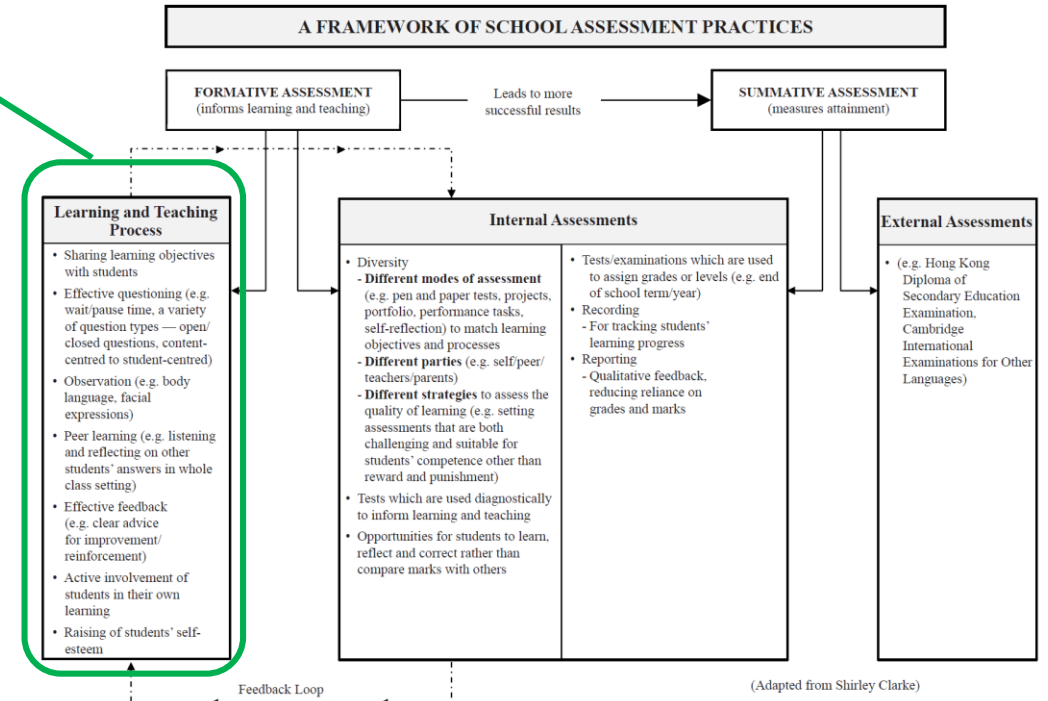
# Purposes of Assessment

● Formative and Summative Assessments

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

| | Summative Assessment | Formative Assessment | |
|---|---|---|---|
| | **Assessment *of* Learning** | **Assessment *for* Learning** | **Assessment *as* Learning** |
| | | *Gradual increase of learner responsibility* | |
| | | *Teacher-centred* | *student-centred* |
| **Purposes and objectives** | • To assess learners' achievement against set learning goals and standards | • To enable teachers to use information about learners' knowledge, understanding and skills to inform their teaching and enhance students' learning | • To involve learners in the learning process where they monitor their own progress, ask questions and practise learning strategies<br>• 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** | • For selection, placement, promotion and awarding qualifications | • For providing information to facilitate teachers' instructional decisions<br>• For providing feedback and suggestions to help learners make improvement<br>• For informing learners of their strengths and weaknesses | • For learners' self-monitoring, self-correction, making self-improvement and adjusting personal learning goals |
| **Reference points** | • Performance of other candidates | • Set teaching objectives and expected learning outcomes | • Personal goals and expectations |
| **Modes** | • Pen and paper tests and examinations<br>• Practical exams | • Observations / assignments / self-evaluation forms<br>• 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.

Source: Supplementary Notes 3 to the English Language Curriculum and Assessment Guide (Secondary 4-6) (CDC & HKEAA, 2007)

# Purposes of Assessment

- Shifting the Balance

**Assessment** Learning

AS

FOR

OF
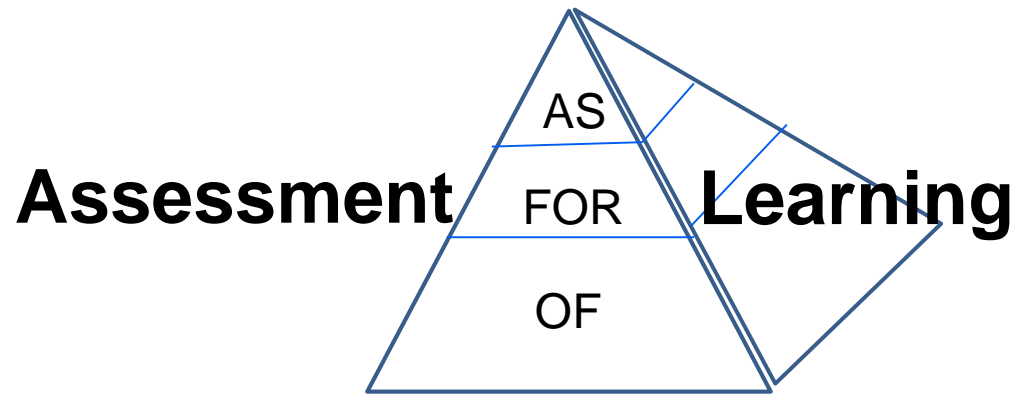
Traditional Assessment Pyramid

**Assessment** **Learning**

OF

FOR

AS
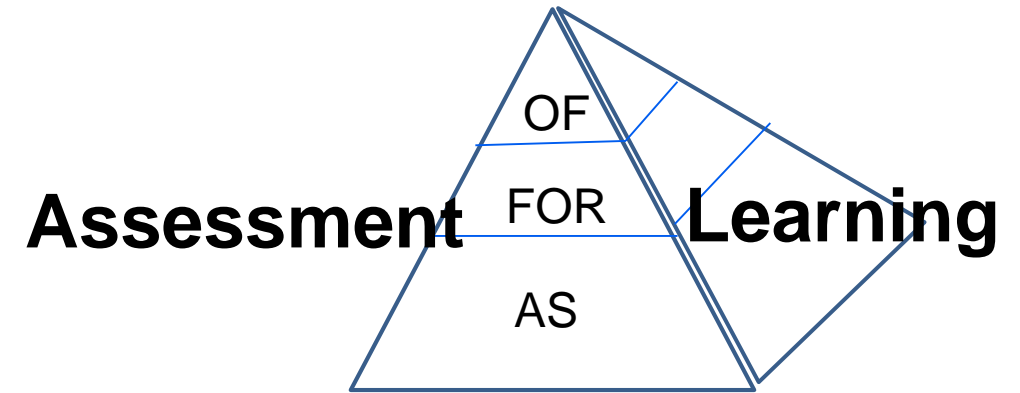
Reconfigured Assessment Pyramid

# Ongoing Renewal of the School Curriculum

**Life-long Learning**

**Self-directed Learning**

An ongoing metacognitive experience

Developing a habit of mind to continually
- review their learning progress
- make improvement

Taking ownership of their own learning gradually

Adapted from English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC, 2017)

# Promoting Assessment for/as Learning



Setting **personalised learning goals**

**Self-directed Learners**

**Reflecting** on learning performance & **evaluating** the effectiveness of strategies adopted

**Formulating plans** (e.g. learning strategies/follow-up actions) to attain the goals

**Monitoring** the learning process

Lifelong learning

Self-directed learning

Adapted from English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC, 2017)

# Use of Assessment Data to Enhance Curriculum Planning

Activity 2 (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



Self-directed Learners

- Setting **personalised learning goals**
- **Formulating plans** (e.g. learning strategies/follow-up actions) to attain the goals
- **Monitoring** the learning process
- **Reflecting** on learning performance & **evaluating** the effectiveness of strategies adopted

Adapted from English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) (CDC, 2017)
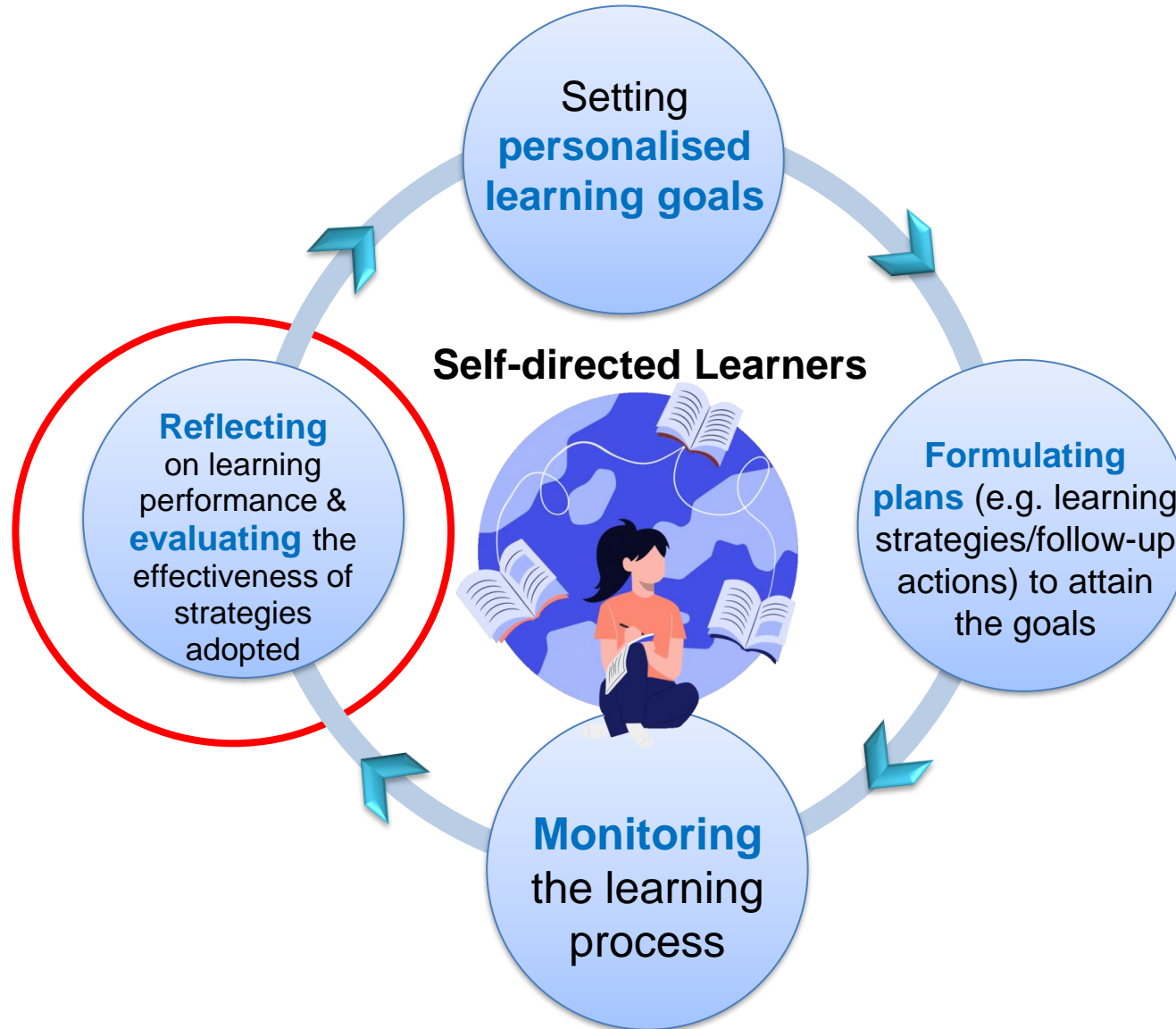
# Reference Tools for Assessments

| Student | Performance in 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 | | | ☑ | ☑ |
| Wide range of vocabulary | ☑ ☑ | | | |
| Logical development of ideas | | ☑ | ☑ | |

# Understanding the LPF

# The Learning Progression Framework (LPF) for English Language



Listening

Speaking

Writing

Reading

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

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

**Goals**

**Process**

**Attainment**



**Curriculum Framework**
*(What students are expected to learn)*

Learning

Teaching

Assessment

**Learning Progression Framework**
*(What students can do as a result)*
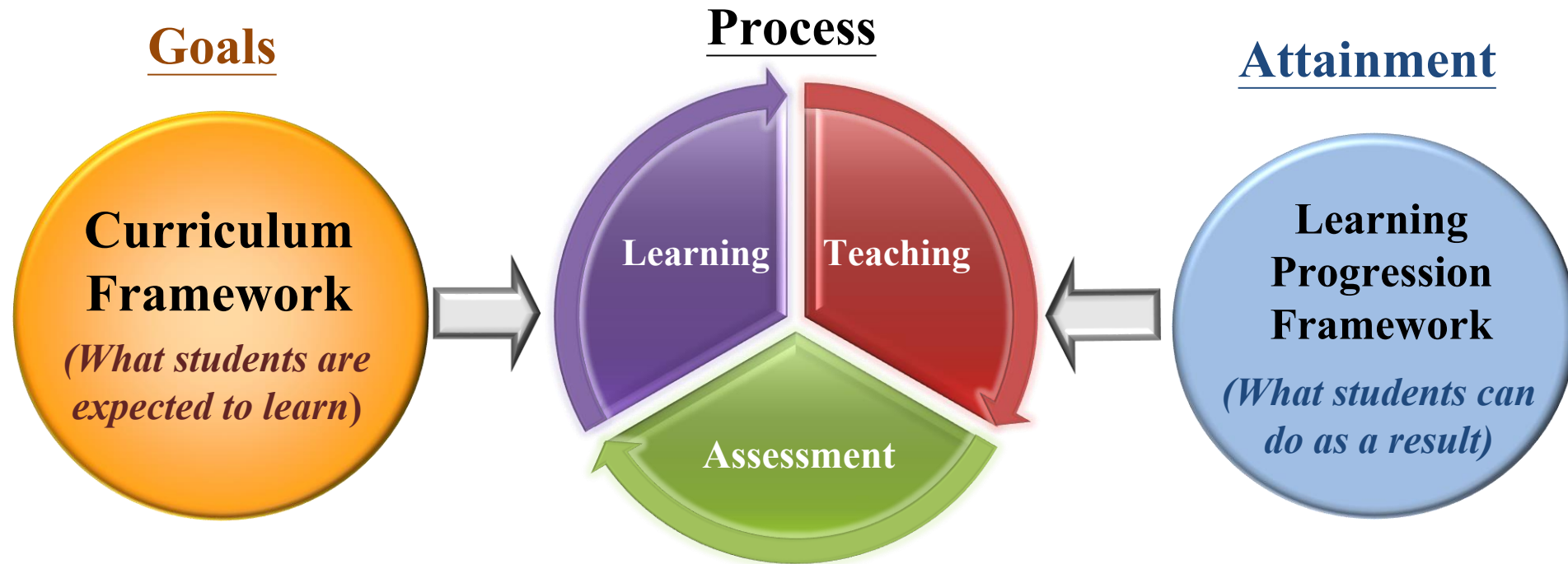
# Curriculum Framework and Assessment

**Curriculum Framework and Learning Progression Framework**

**Assessment for/as Learning**



Knowledge

Skills

Values and attitudes

**Curriculum Framework and the LPF**
What students can do as a result of learning and teaching

Basic Competency

Assessments in Schools

HKDSE

Assessments for Basic Competency

TSA
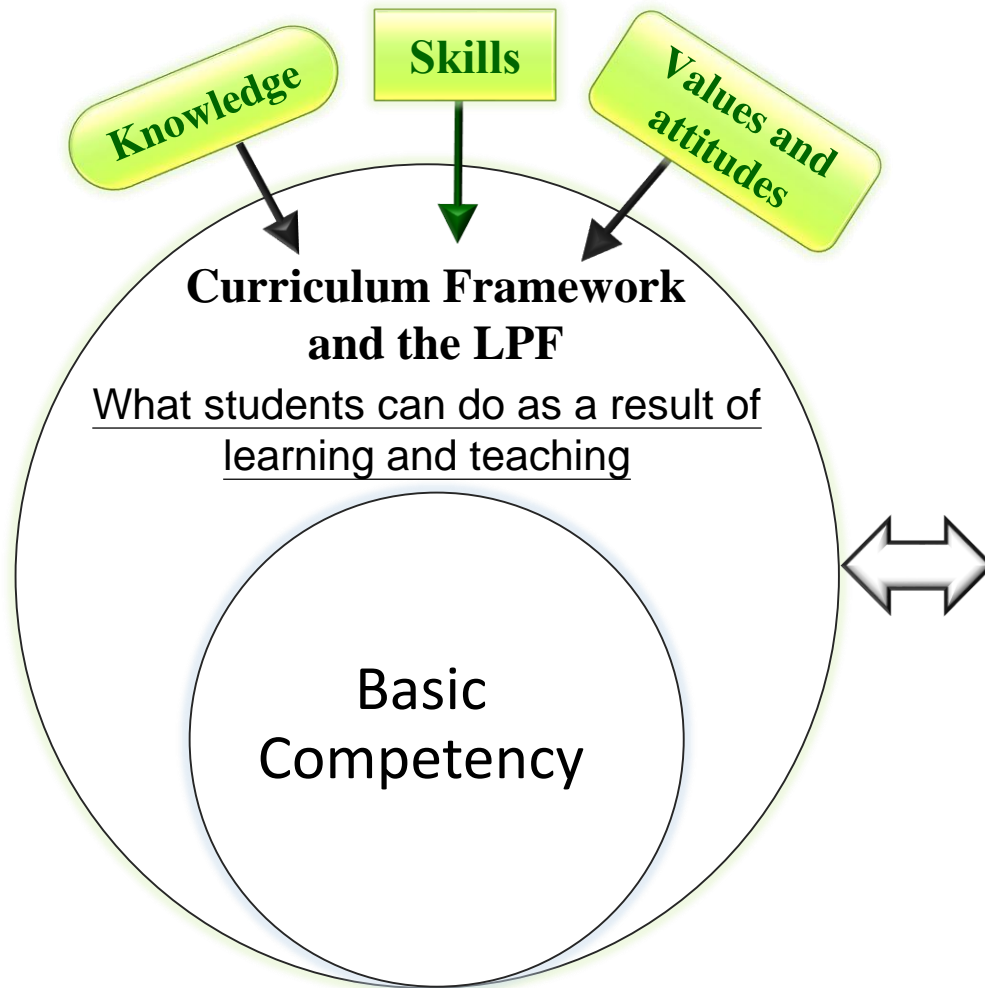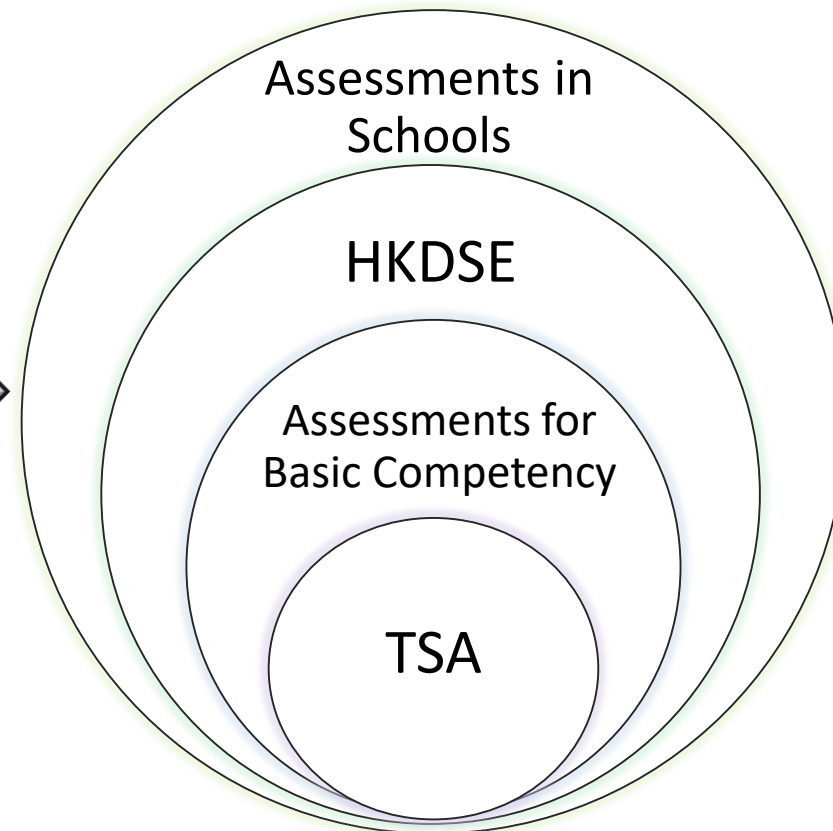
# What is the LPF for English Language?

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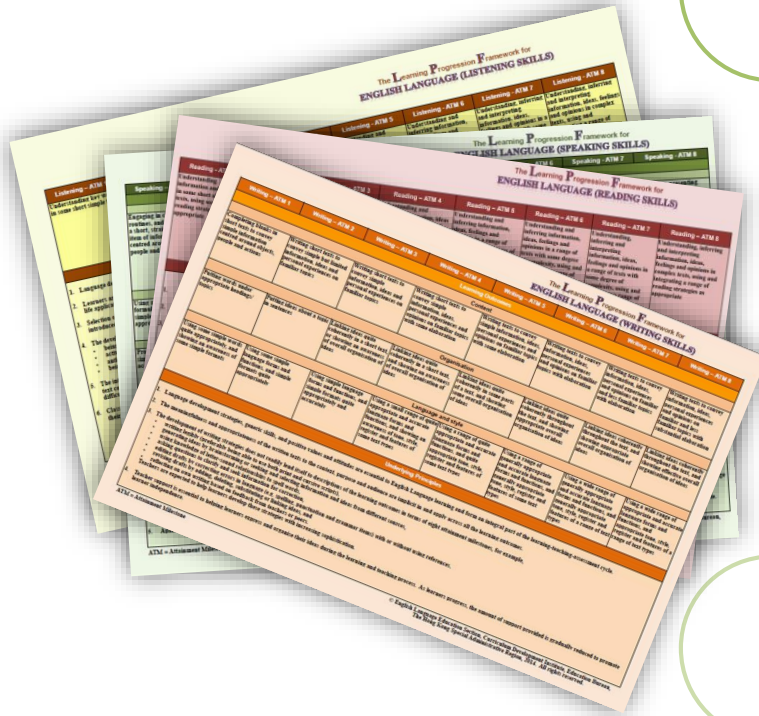
represents **the growth of learners on a developmental continuum** as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

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**.

# 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

# Understanding the Learning Progression

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 3 (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 |

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# 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**

# 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**
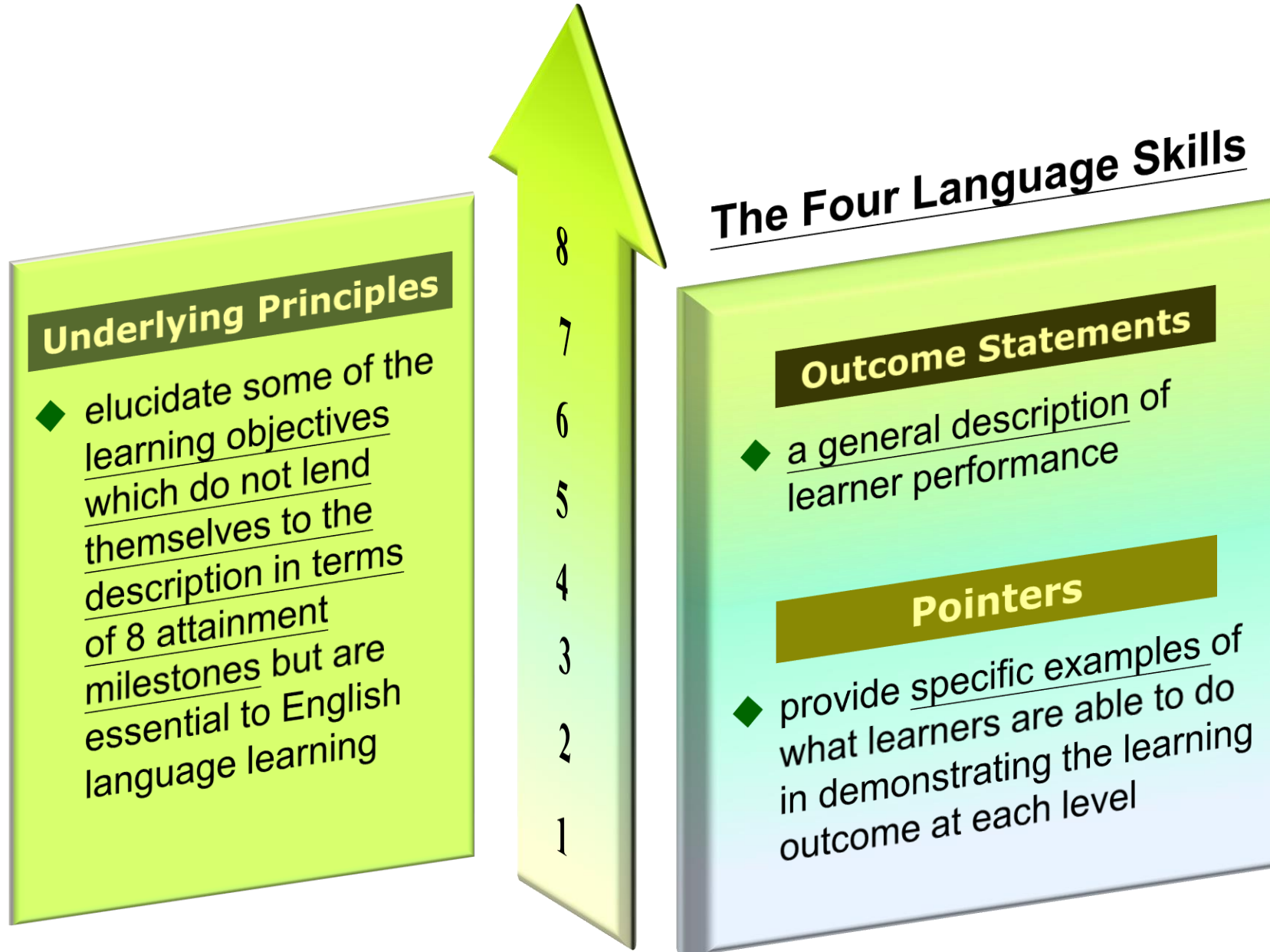
**Length of texts**

**Overall organisation of ideas**

# 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 generally 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**

**Tone, style and register**

**Range of text types**

# Structure of the LPF

**Underlying Principles**

◆ elucidate some of the learning objectives which do not lend themselves to the description in terms of 8 attainment milestones but are essential to English language learning

8
7
6
5
4
3
2
1

**The Four Language Skills**

**Outcome Statements**

◆ a general description of learner performance

**Pointers**

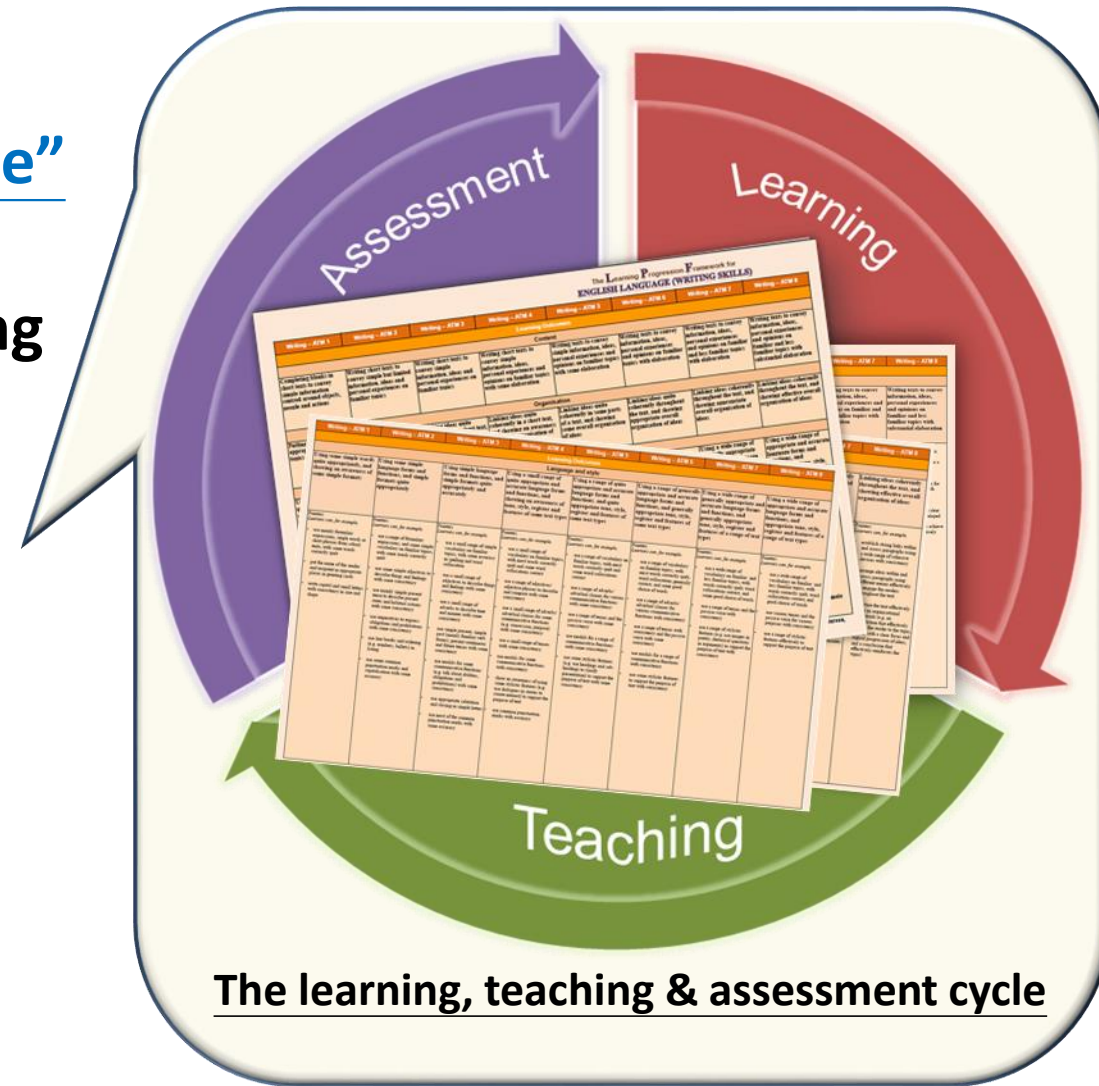◆ provide specific examples of what learners are able to do in demonstrating the learning outcome at each level

# Use of the
# LPF for Writing

# Curriculum Planning

- Providing a **common "language" and "tool" to facilitate professional discussions among teachers**



**The learning, teaching & assessment cycle**

# Curriculum Planning

**Enhancing the interface across key stages of learning**

**Curriculum Expectations in Literacy Development (English Language)**

| Primary | Junior Secondary | Senior Secondary |
|---|---|---|
| • Learning topics with contexts related to their daily experience | • Learning topics with contexts related to their everyday life and some formal situations | • Learning topics with contexts related to their everyday life and formal situations |
| • Reading & writing simple texts | • Reading & writing texts with some degree of complexity | • Reading & writing complex texts |
| • Understanding & constructing meaning from texts | • Understanding, interpreting & analysing different texts | • Understanding, interpreting, analysing & evaluating a variety of texts |
| • … | • … | • … |

**Formality** / **Text complexity** / **Thinking skills**

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# 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

**An example**

Ranging from ATMs 3-6

Content (ATMs 4-6)

Organisation (ATMs 4-6)

Language & Style (ATMs 3-5)

Primary

Junior Secondary

Senior Secondary
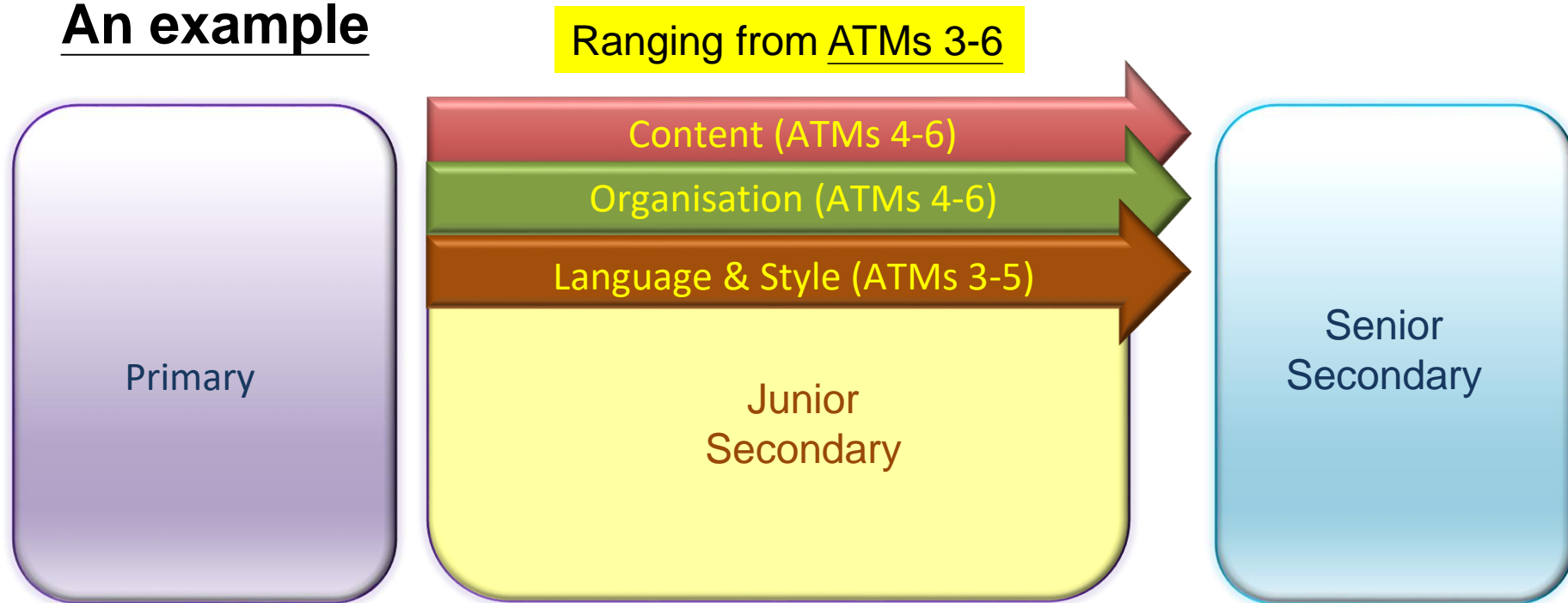
# Curriculum Planning

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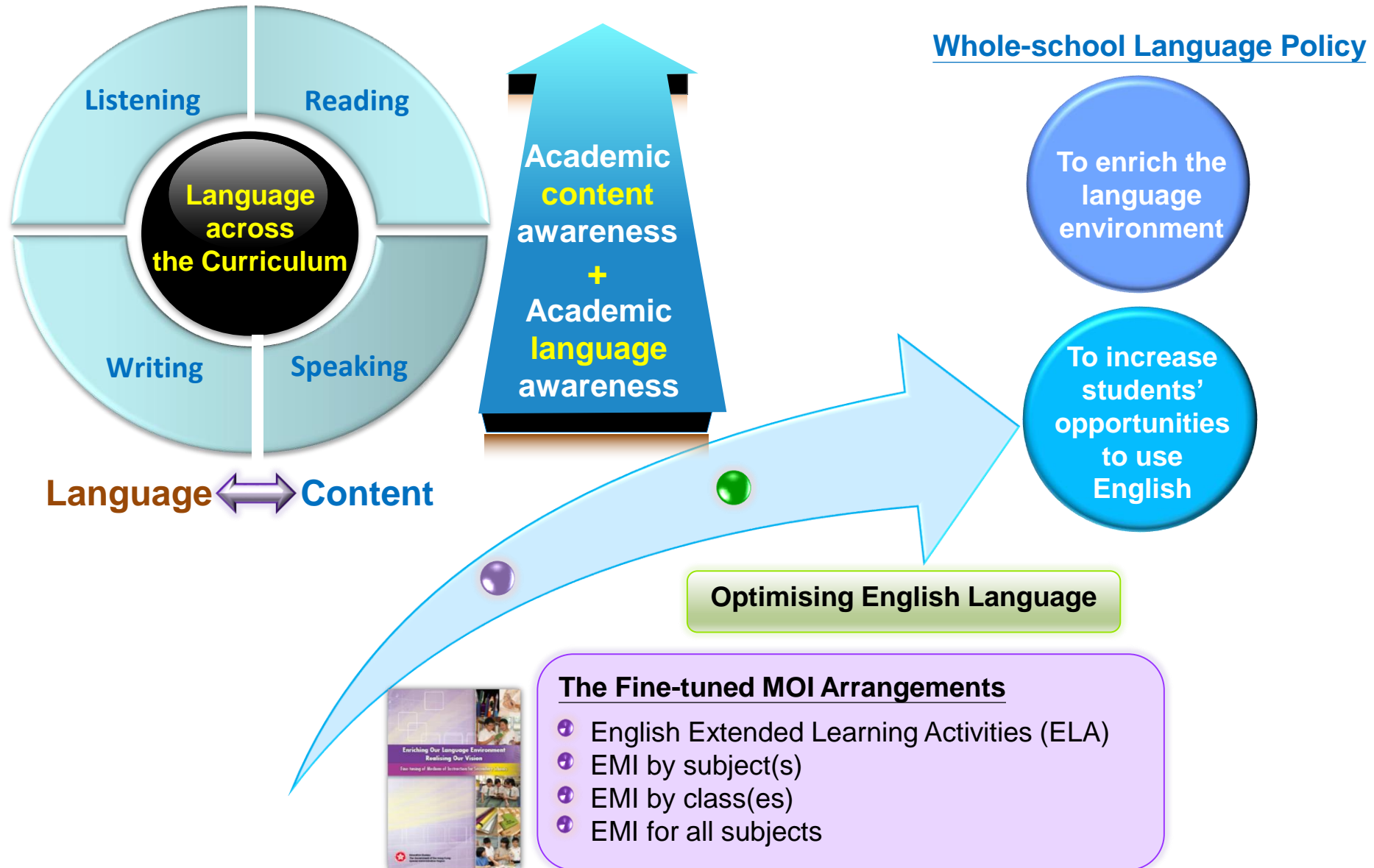
Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum"



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

# Curriculum Planning

**Enhancing the interface across key stages of learning**

**Language across the Curriculum**

- Listening
- Reading
- Writing
- Speaking

**Language** ⇔ **Content**

**Academic content awareness + Academic language awareness**

**Whole-school Language Policy**

To enrich the language environment

To increase students' opportunities to use English

**Optimising English Language**

**The Fine-tuned MOI Arrangements**
- English Extended Learning Activities (ELA)
- EMI by subject(s)
- EMI by class(es)
- EMI for all subjects

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# Curriculum Planning

**Enhancing the interface across key stages of learning**

<div align="center">

**Writing across the Curriculum**

</div>

| Context | Integrated Science |
|---|---|
| Rhetorical function | To compare/contrast |
| Related language items | *Both, Like/Unlike, But* |



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 controled.

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

# Curriculum Planning

**Enhancing the interface across key stages of learning**

**Writing across the Curriculum**

| Context | History |
|---|---|
| Rhetorical function | To compare/contrast |
| Related language items | *but, bigger (comparative adjective), however, while* |

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 of learning**

Providing opportunities to support students in Writing across the Curriculum

**An example**

Primary

Junior Secondary

Senior Secondary

# Curriculum Planning

- **Enhancing the interface across key stages of learning**

| 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<br>*Learners can, for example,* | Pointers<br>*Learners can, for example,* | Pointers<br>*Learners can, for example,* | Pointers<br>*Learners can, for example,* | Pointers<br>*Learners can, for example,* |
| • write and reply to simple letters to share personal experiences | • write some formal letters to make simple requests and enquiries | • write some formal letters to make requests and applications with supporting details | • write formal letters for a range of purposes quite effectively | • write formal letters for a range of purposes effectively |
| • write simple descriptions of objects, people, places and events with some details | • write a range of simple texts to describe, recount, record, explain and propose with some supporting details | • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details | • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively | • write a range of texts for various purposes with supporting details effectively |

Increase in formality

The learning & teaching of rhetorical functions

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# Curriculum Planning

## Enhancing the interface across key stages of learning

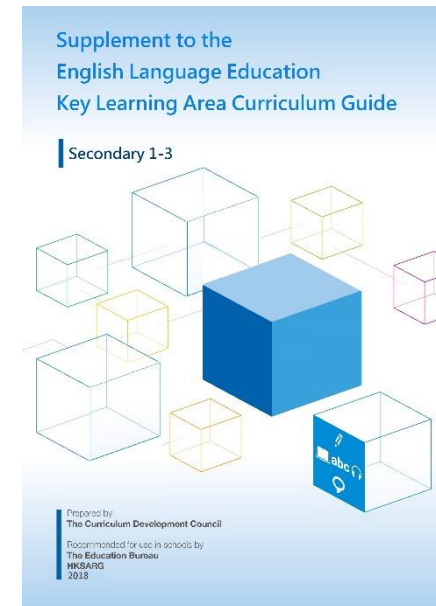**Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs**

| Examples of Rhetorical Functions | Language Items (Examples) | Examples |
|---|---|---|
| Comparing/Contrasting | "However", "on the contrary", "similarly" | Some historians think that the paintings had entertainment functions. _However_, these paintings were usually found at…(PSHE) |
| Sequencing | "After", "before", "then" | Clean the food thoroughly _before_ cooking…(TE) |
| Explaining | "Since", "because of", "as a result (of)" | _As a result_, more sulphur dioxide is produced…(SE) |
| Describing | Adjectives, relative clauses | _Larger_ current makes the bulb _brighter_… (SE) |
| Defining | "Refers to", "is known as" | Osmosis _refers to_ the diffusion of fluid…(SE) |
| Making suggestions | "Can", "may", "suggest" | The government _can_ make better use of the land through…(PSHE) |
| Giving instructions | Imperatives | _List_ the characteristics of the four phases in the long jump…(PE) |
| Presenting facts | Present tense | A computer system _consists_ of…(TE) |
| Presenting past events | Past tense | The waltz _was_ originally a peasant dance in Austria…(AE) |
| Making assumption | Conditional clauses, "let", "suppose" | _Suppose_ Jane's salary is $10,000 now. What is the percentage of… (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_

Supplement to the
English Language Education
Key Learning Area Curriculum Guide

Secondary 1-3

Prepared by
The Curriculum Development Council
Recommended for use in schools by
The Education Bureau
HKSARG
2018

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

# Curriculum Planning

**Enhancing the interface across key stages of learning**

### An example

**ATM 7.2**

### 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<br>*Learners can, for example,*<br><br>• write some formal letters to make requests and applications with supporting details<br><br>• write a range of texts to describe, recount, record, explain, propose and summarise with supporting details | Pointers<br>*Learners can, for example,*<br><br>• write formal letters for a range of purposes quite effectively<br><br>• write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively | Pointers<br>*Learners can, for example,*<br><br>• write formal letters for a range of purposes effectively<br><br>• write a range of texts for various purposes with supporting details effectively |

# Curriculum Planning

**Enhancing the interface across key stages of learning**

Activity 4

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

<div style="border:1px solid black">

**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…
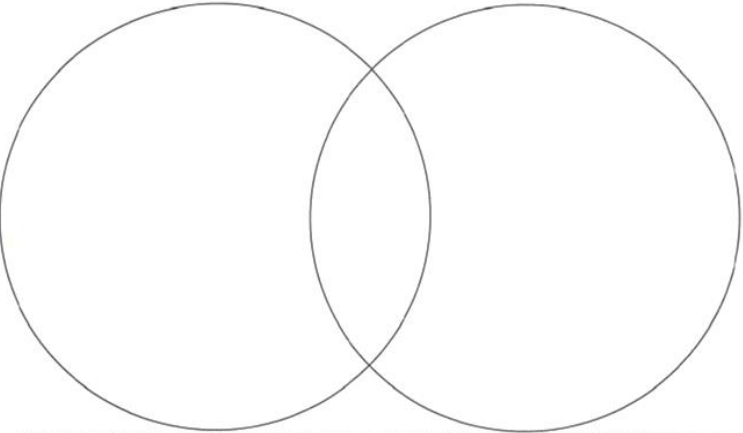
</div>

# Curriculum Planning

**Enhancing the interface across key stages of learning**

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 of learning**

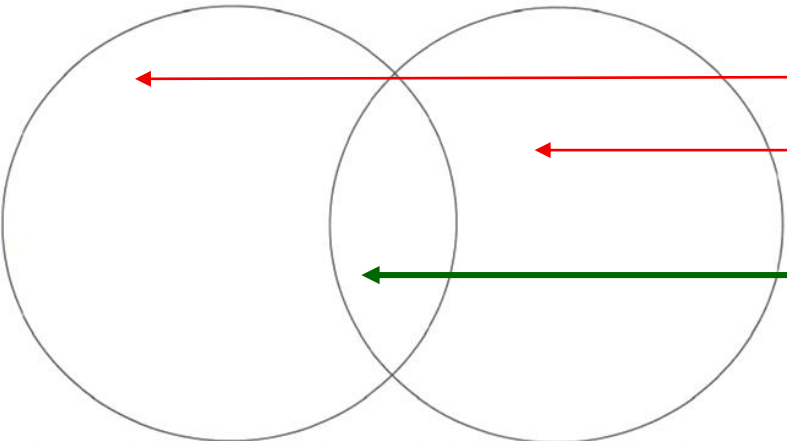**Making use of a graphic organiser (i.e. a Venn diagram) to deconstruct**

➢ 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

**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

**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 of learning**

Drawing students' attention to

> **Focussing on Language**

➢ 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 <u>both</u> too strict with her children and too critical of western parenting methods…

…<u>Instead</u>, they said that "good parents make sure their children get top grades"…

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

…Chinese parents, <u>however</u>, believe that they know best for their children, and therefore make their choices of activities and courses of study for them…Chinese parents, <u>on the other hand</u>, believe that their children can…
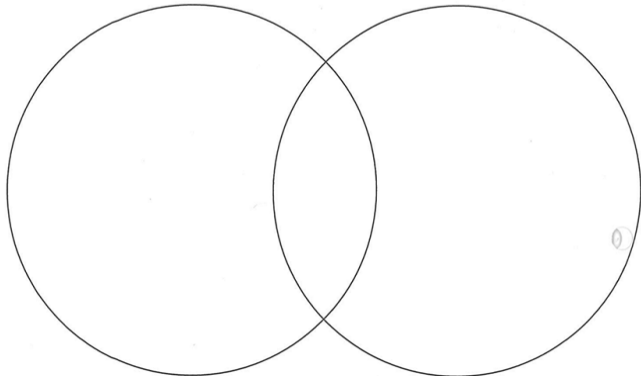
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# Curriculum Planning

**Enhancing the interface across key stages of learning**

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



**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 of learning**

## Curriculum Mapping

| Secondary 2 | | English Language | History | Science |
|---|---|---|---|---|
| **R**<br>**e**<br>**a**<br>**d**<br>**i**<br>**n**<br>**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 | Showing similarities          Showing differences<br>*Both, like, similarly*          *Unlike, while, however/but, instead of* | | |
| | 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 |
| **W**<br>**r**<br>**i**<br>**t**<br>**i**<br>**n**<br>**g** | Providing relevant contexts for the application of the target language items (e.g.) | *"Unlike western parents, Hong Kong parents tend to focus much on their children's academic performance…"* | *"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…"* | *"Like respiration, burning also produces heat energy…"* |

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

# Curriculum Planning

- Enhancing the interface across key stages of learning

## More examples

**(Junior Secondary Level)**



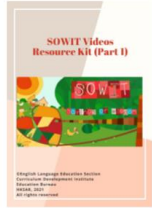**(Senior Secondary Level)**
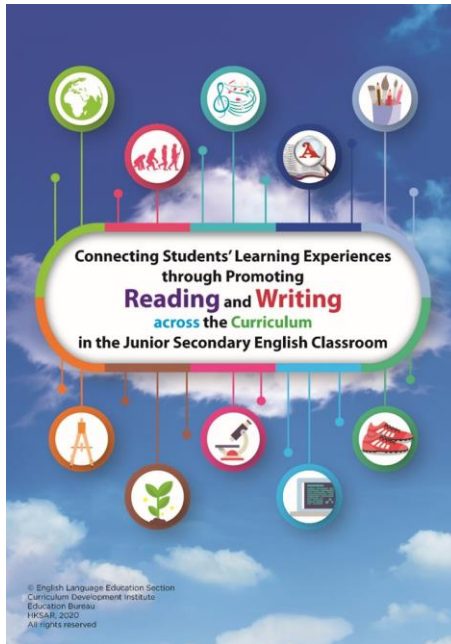


**https://www.edb.gov.hk/RWaC_JS**

**https://www.edb.gov.hk/Academic_English**
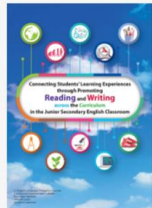
# References for Cross-curricular Learning

### References and Resources (Secondary Level) – Cross-curricular Learning

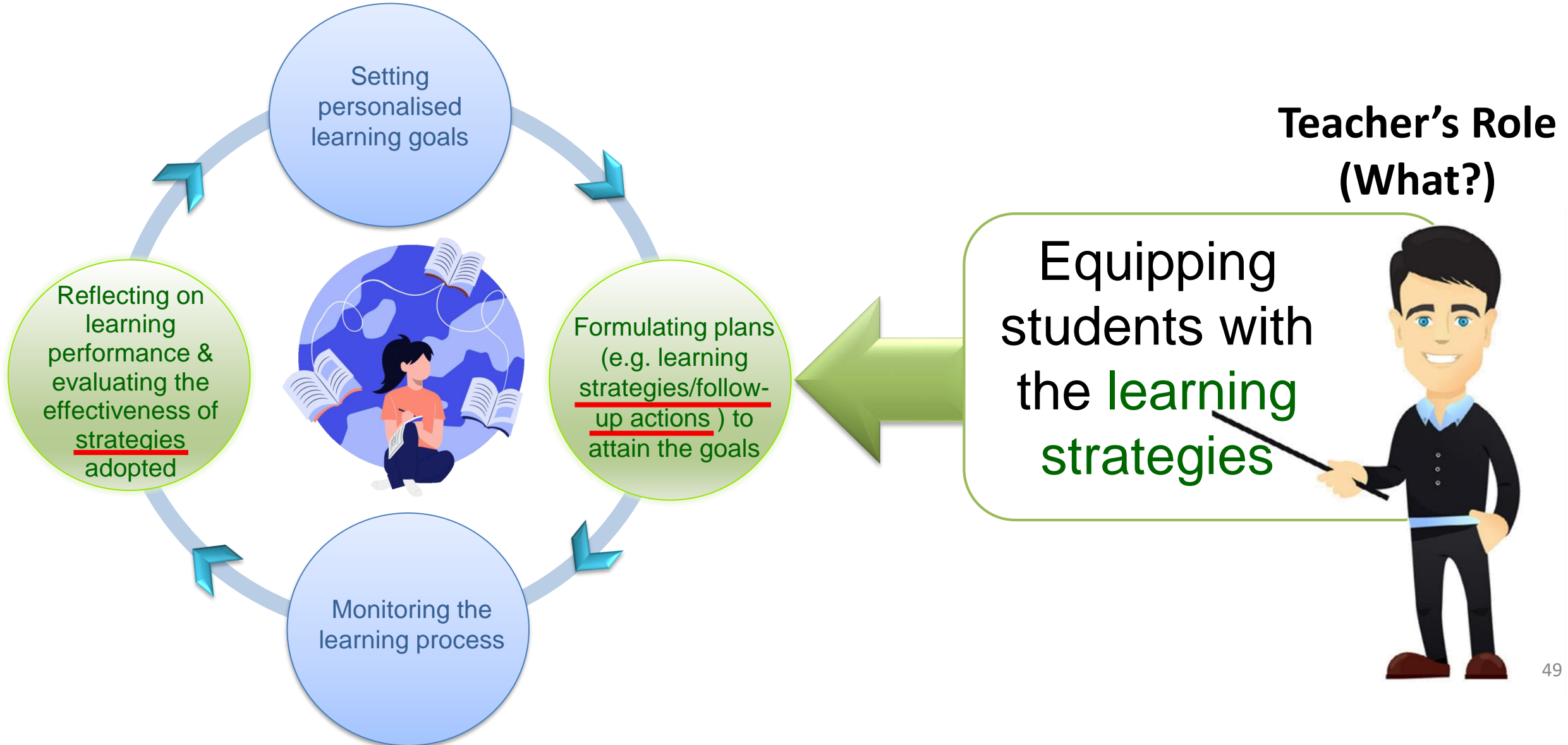| Cross-curricular Learning | Year |
|---|---|
| SOWIT Videos Resource Kit (Part 1) | SOWIT Videos Resource Kit (Part 1) 2021 (Online) |
| Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom | Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom 2020 (Print/Online) |

http://www.edb.gov.hk/values_ed_ele

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

# Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Setting personalised learning goals

Formulating plans (e.g. learning strategies/follow-up actions ) to attain the goals

Monitoring the learning process

Reflecting on learning performance & evaluating the effectiveness of strategies adopted

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

Equipping students with the learning strategies

# Learning, Teaching and Assessment

🌀 Promoting Assessment for/as Learning

Setting personalised learning goals

Reflecting on learning performance & evaluating the effectiveness of strategies adopted

Formulating plans (e.g. learning strategies/follow-up actions ) to attain the goals

Monitoring the learning process

Feed-Forward

Feedback

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

# Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Explicit teaching of learning strategies

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

**Feed-Forward**

How to improve further

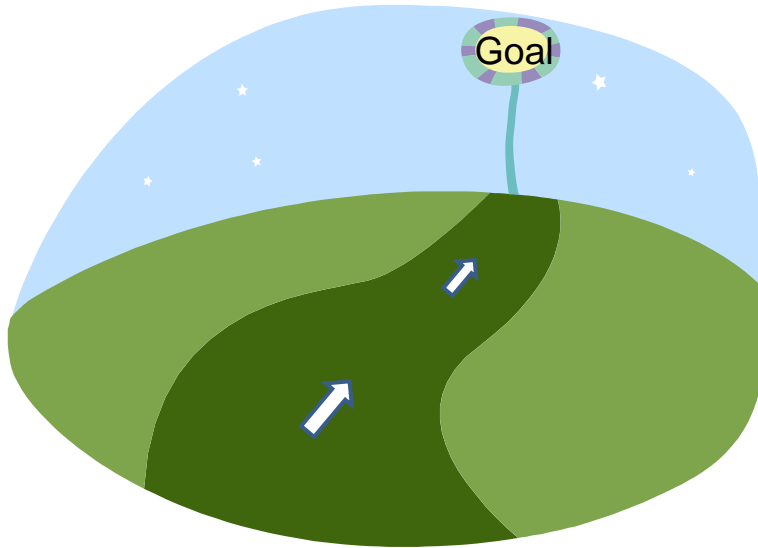Identifying strengths and areas for improvement

**Feedback**

# 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

Goal

**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

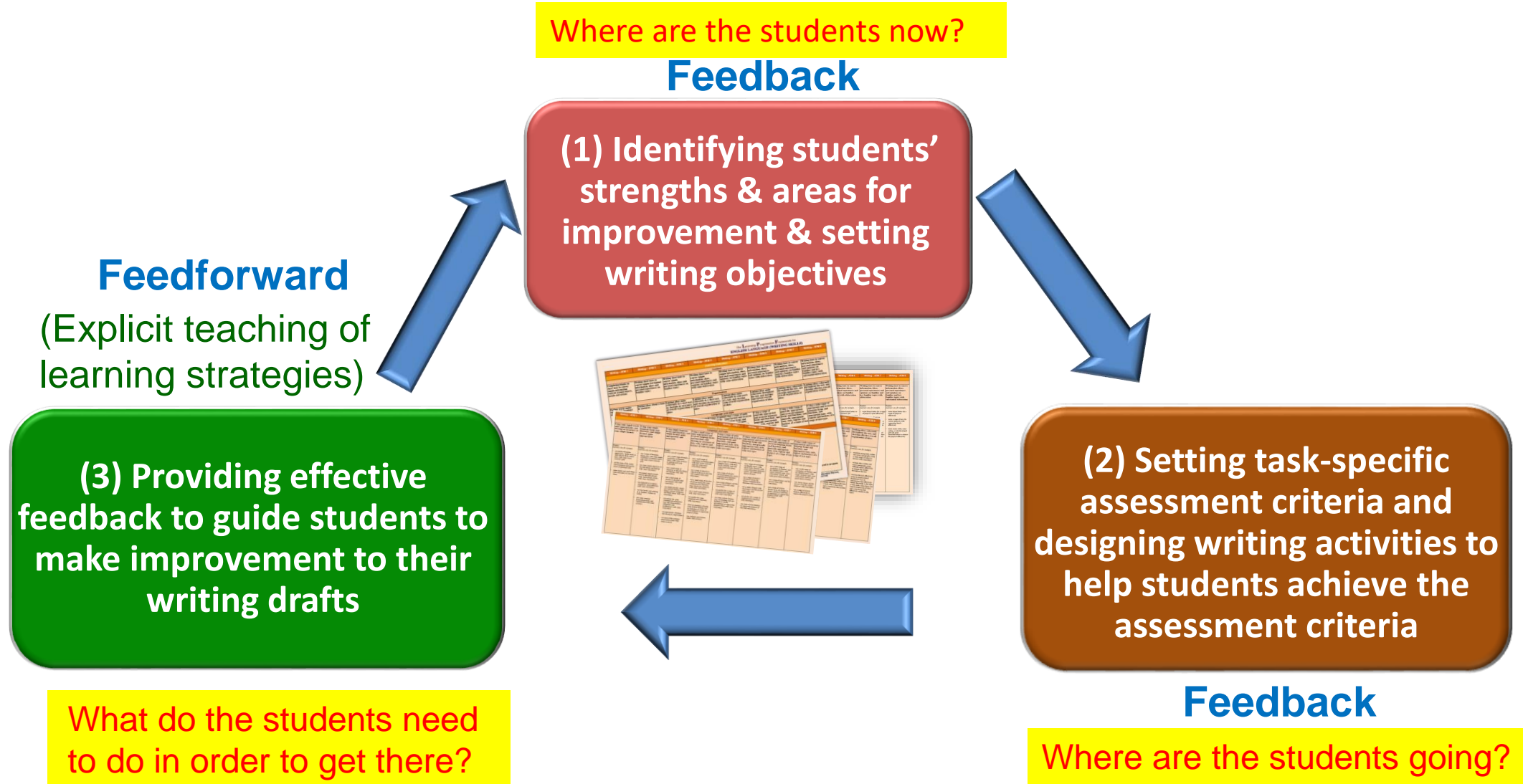**Where are the students now?**

- 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]
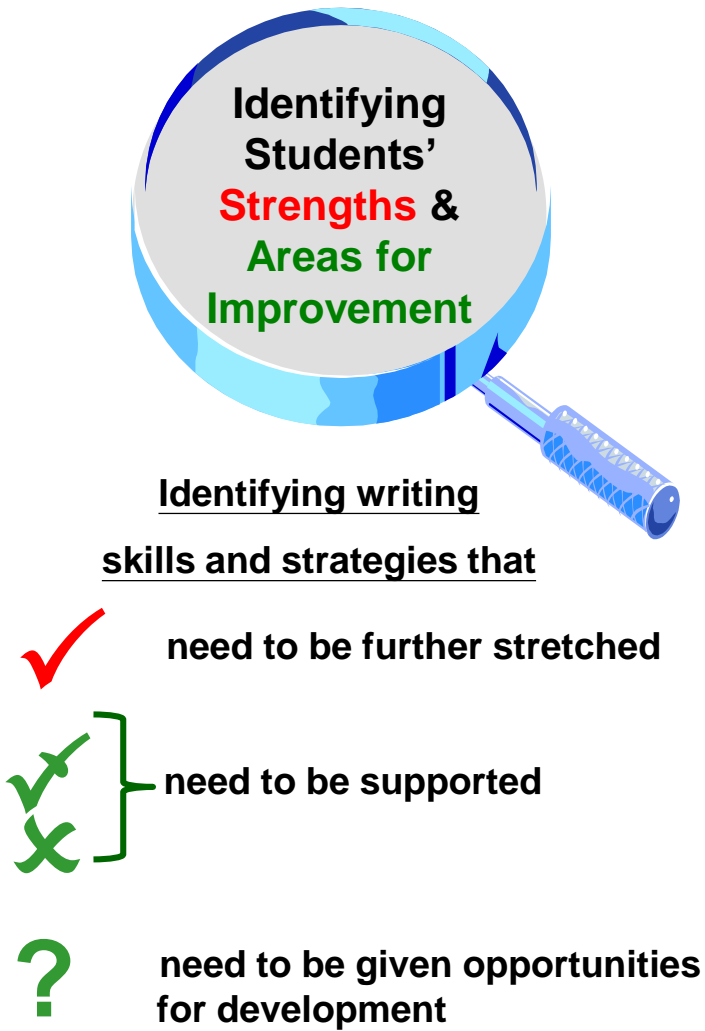
# Learning, Teaching and Assessment

Promoting Assessment for/as Learning



Where are the students now?

**Feedback**

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

**Feedforward**

(Explicit teaching of learning strategies)

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

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

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

**Feedback**

Where are the students going?

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# Learning, Teaching and Assessment

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

An example

Where are the students now?

Identifying Students' **Strengths** & **Areas for Improvement**

Identifying writing skills and strategies that

✓ need to be further stretched

✓✗ need to be supported

? need to be given opportunities for development

| 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 *Learners can, for example,* • 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 | Pointers *Learners can, for example,* • 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 | Pointers *Learners can, for example,* • 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 |

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# Learning, Teaching and Assessment

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

**An example**

Where are the students now?

**Identifying Students' Strengths & Areas for Improvement**

**Identifying writing**

**skills and strategies that**

✓ **need to be further stretched**

✓ ✗ **need to be supported**

? **need to be given opportunities for development**

| 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 *Learners can, for example,* | Pointers *Learners can, for example,* | Pointers *Learners can, for example,* |
| ✓ • establish links using a small range of cohesive devices with some consistency | ? • establish links within some paragraphs using a range of cohesive devices with some consistency | ✗ • establish links within and across paragraphs using a 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 | ✓ • 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 | ✓ • arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus |

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# Learning, Teaching and Assessment

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

An example

Where are the students now?

**Identifying Students' Strengths & Areas for Improvement**

**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<br>*Learners can, for example,*<br><br>✔ use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation<br><br>✔ use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency<br><br>✔ use appropriate salutation and closing in simple letters | Pointers<br>*Learners can, for example,*<br><br>✔ use a range of adjectives/ adjective phrases to describe and compare with some consistency<br><br>✔ use a small range of tenses with some consistency<br><br>✔ show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text | Pointers<br>*Learners can, for example,*<br><br>✘ use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct<br><br>✘ use a range of tenses and the passive voice with some consistency<br><br>❓ 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

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

Activity 5 (Pre-writing)

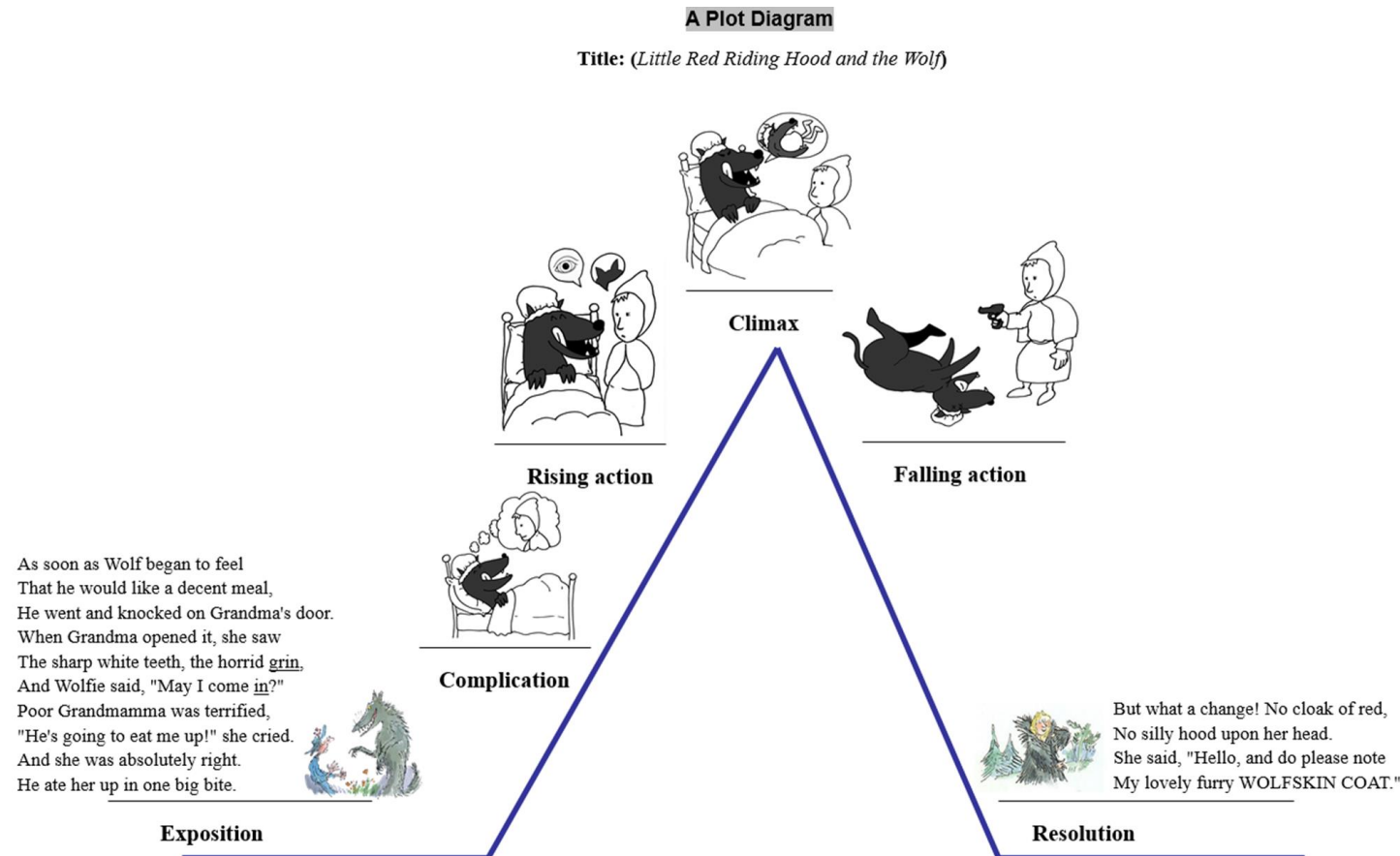What happened at the beginning of the story?

**A Plot Diagram**
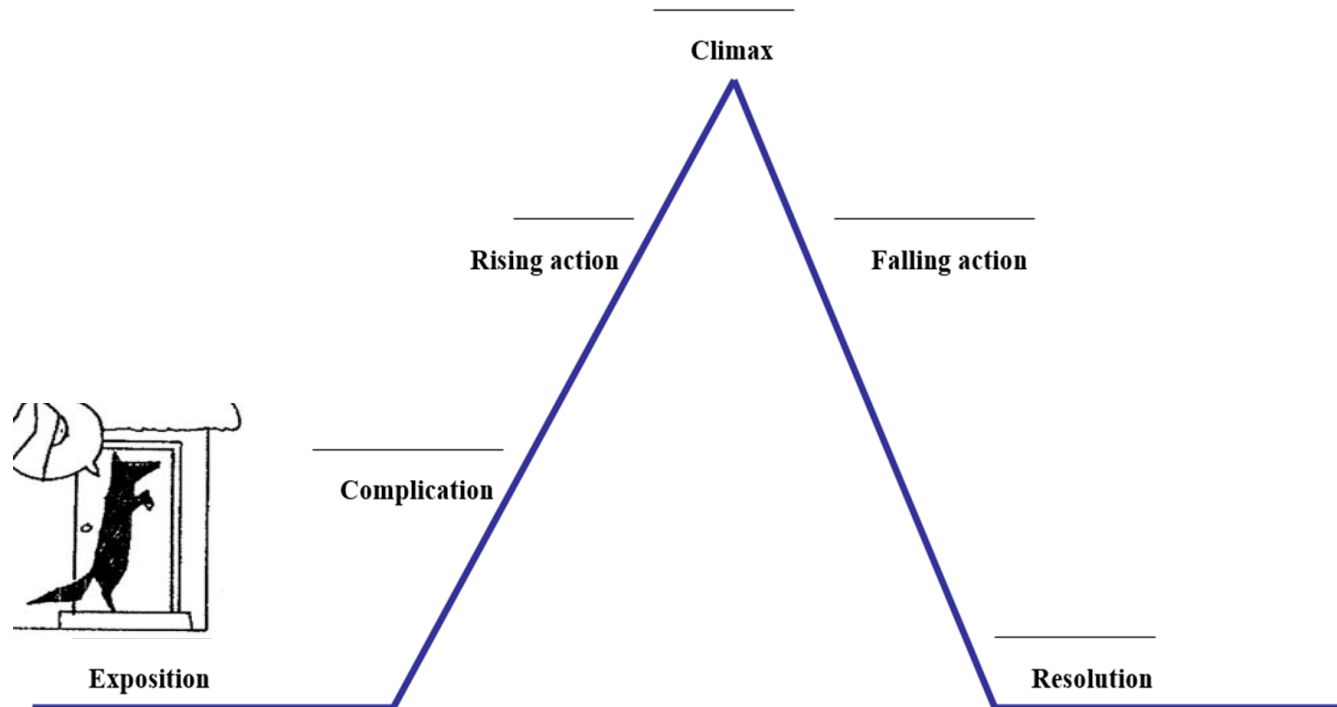


**Content**

**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

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

<span style="background:yellow">Where are the students going?</span>

Activity 5 (Pre-writing)

What happened at the end of the story?

**A Plot Diagram**
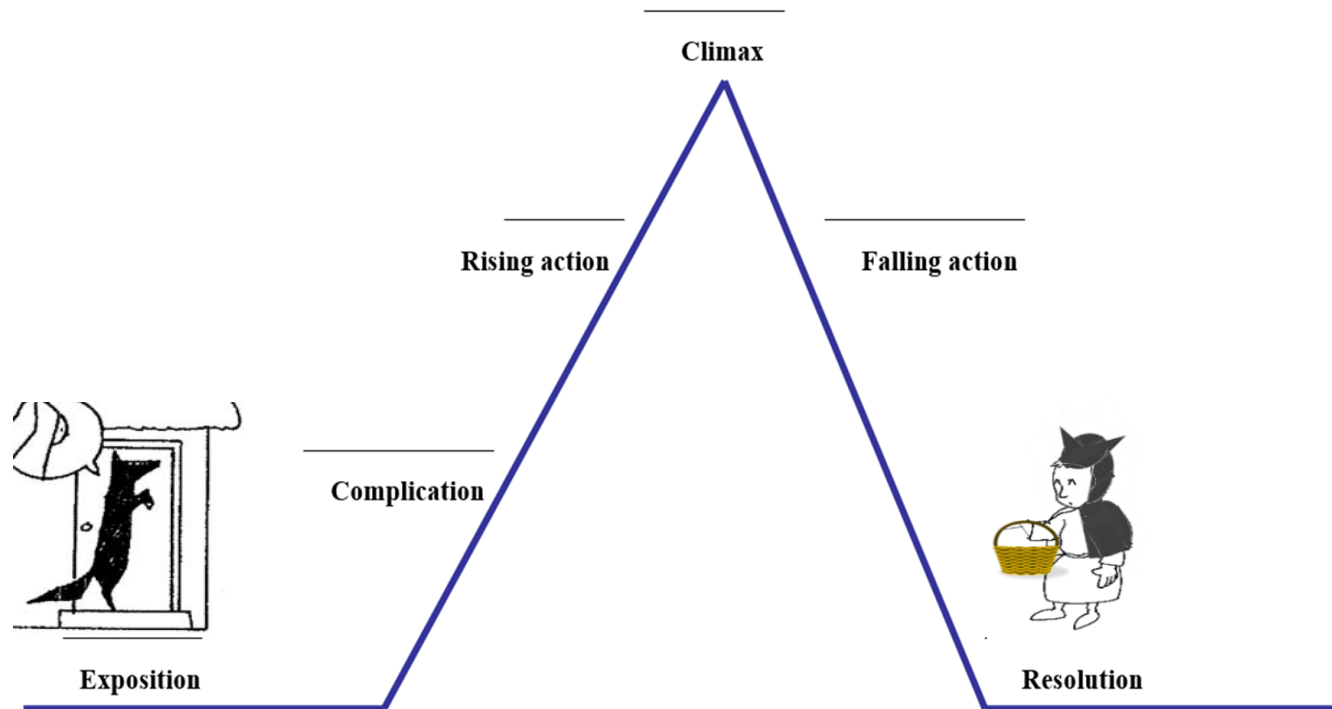
Climax

Rising action

Falling action

Complication

Exposition

Resolution

**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

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# 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 5 (Pre-writing)

Match the pictures with reference to the development of the story.

Picture 1    Picture 2    Picture 3    Picture 4

**A Plot Diagram**
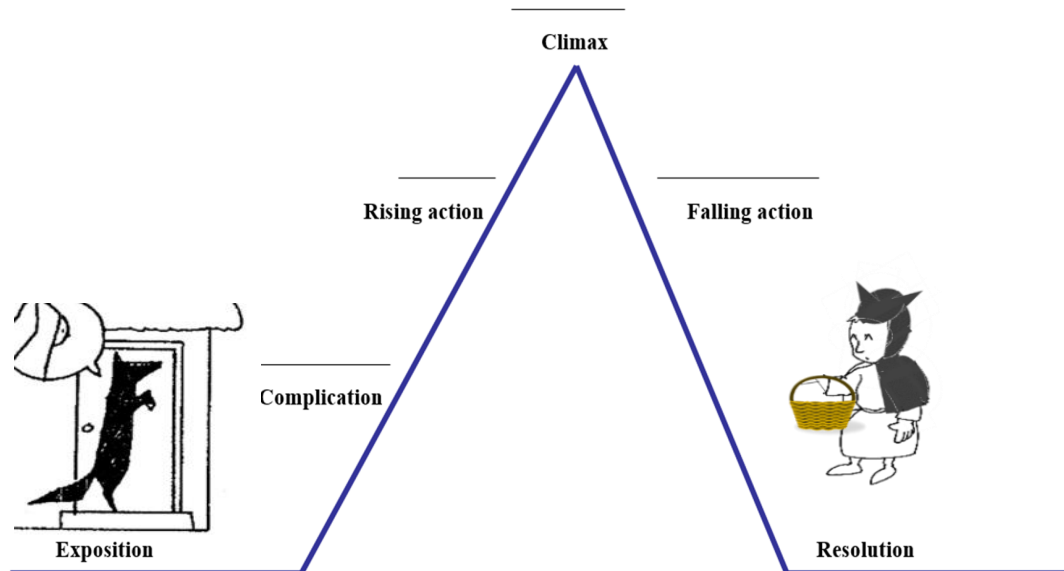
Climax

Rising action    Falling action

Complication

Exposition    Resolution

**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

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

Activity 5 (Pre-writing)

Match your part to the picture in the plot diagram.

**Content**

ATM 5.3
write stories with a setting, a simple plot and simple characterisation

**A Plot Diagram**

**Title:** (*Little Red Riding Hood and the Wolf*)

Climax

Rising action

Falling action

Complication

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"
Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.

Exposition

But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry WOLFSKIN COAT."

Resolution

**Organisation**

ATM 5.2
arrange ideas in some paragraphs using different means to show a generally clear focus

**Language & Style**

ATM 4.6
show an awareness of using some stylistic features (e.g. a rhyme) to support the purpose of text

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# Learning, Teaching and Assessment

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

Activity 5 (Pre-writing)

Think about the main characters and the key events of the rhyme "*Little Red Riding Hood and the Wolf*".

**Content**

**ATM 5.3**
write stories with a setting, a simple plot and simple characterisation

Drawing students' attention to the characterisation framework

**A Character Map**

Little Red Riding Hood          The World          Grandmother

What does the character look like?

How does the character act?

What happened to the character?

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# Learning, Teaching and Assessment

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

Activity 6 (While-writing)

In groups, rewrite a specific part of the rhyme "*Little Red Riding Hood & the Wolf*" with creativity. Fill in the blanks using your knowledge about rhyme if possible.

(_____) and the Wolf

*Finally, Wolfie decided to declare his love to his dream girl, _____.  Hoping to draw her attention…*

He quickly put on _____,
He dressed himself in _____.
He put on shoes, and after that,
He even _____,
Then sat himself in _____.
In came _____.
She stopped. She stared. And then she said,
"*What _____ you have, Wolfie.*"
"*All the better to _____,*" the wolf replied.
"*What _____you have, Wolfie.*"
said _____.
"*All the better to _____,*" the wolf replied.
He sat there watching her and smiled.
He thought, I'm going to _____.

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# Resources on the Creative Use of English
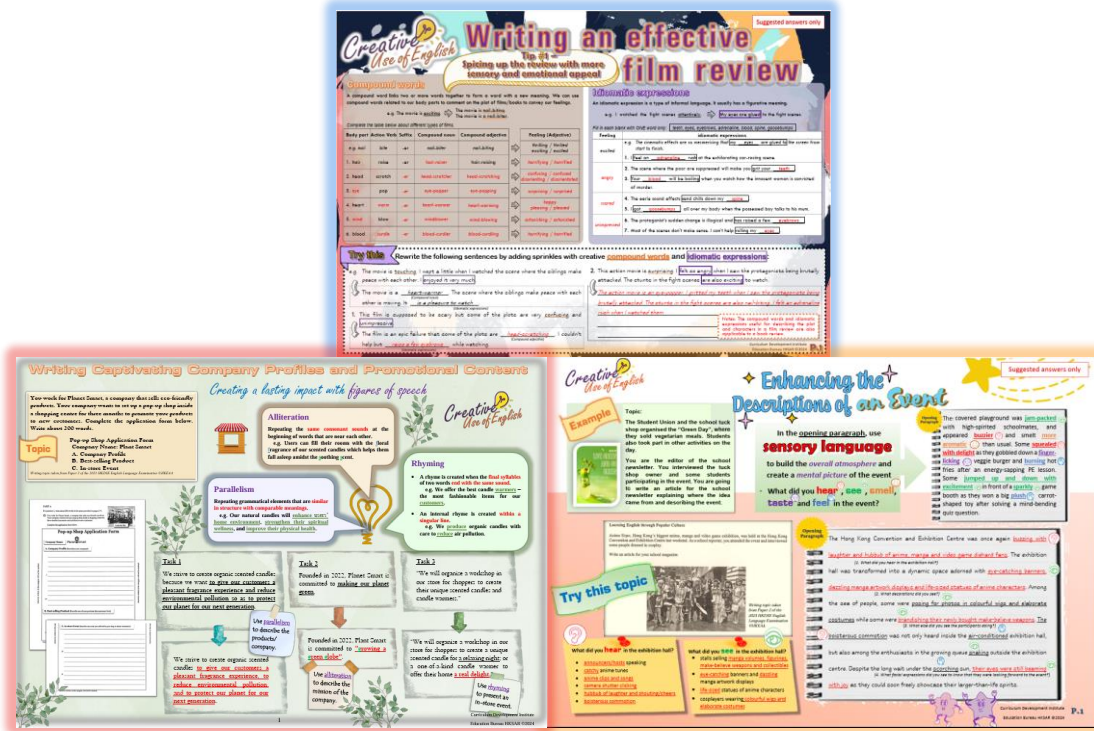










https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html

# 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**

**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

🟢 Adopting a Process Approach

Where are the students now?

**(1)** **Feedback**

- **Understanding students' performance in their 1st drafts**
- **Collecting data from students' self-/peer-assessment forms**

**Feedforward**

**(3)**

- **Teaching the learning strategies to help students write with supporting details**

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

**An Example Writing an Imaginative Story**

**(2)**

- **Adjusting the learning goal/ objective for the 2nd draft, i.e. writing with supporting details**

**Feedback**

Where are the students going?

**Content**

**ATM 5.2**
write a range of simple texts with some supporting details

# Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Explicit teaching of learning strategies

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

**Feed-Forward**

Identifying strengths and areas for improvement

How to improve further

**Feedback**

# Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Data from the TSA Report

**Feed-Forward**

**Feedback**

Identifying strengths and areas for improvement

In "Individual Presentation", some students relied heavily on the given prompts and could not elaborate on their ideas.

(Speaking: 2019, 2023, 2024)

The length of some passages was too short and did not allow for much, if any, elaboration.

(Writing: 2024)

**Elaboration of Ideas**

# Equipping Students with Strategies for Making Elaborations

**HOW**
to improve further

Explicit teaching of **learning strategies**

**Feed-Forward**

**Feedback**
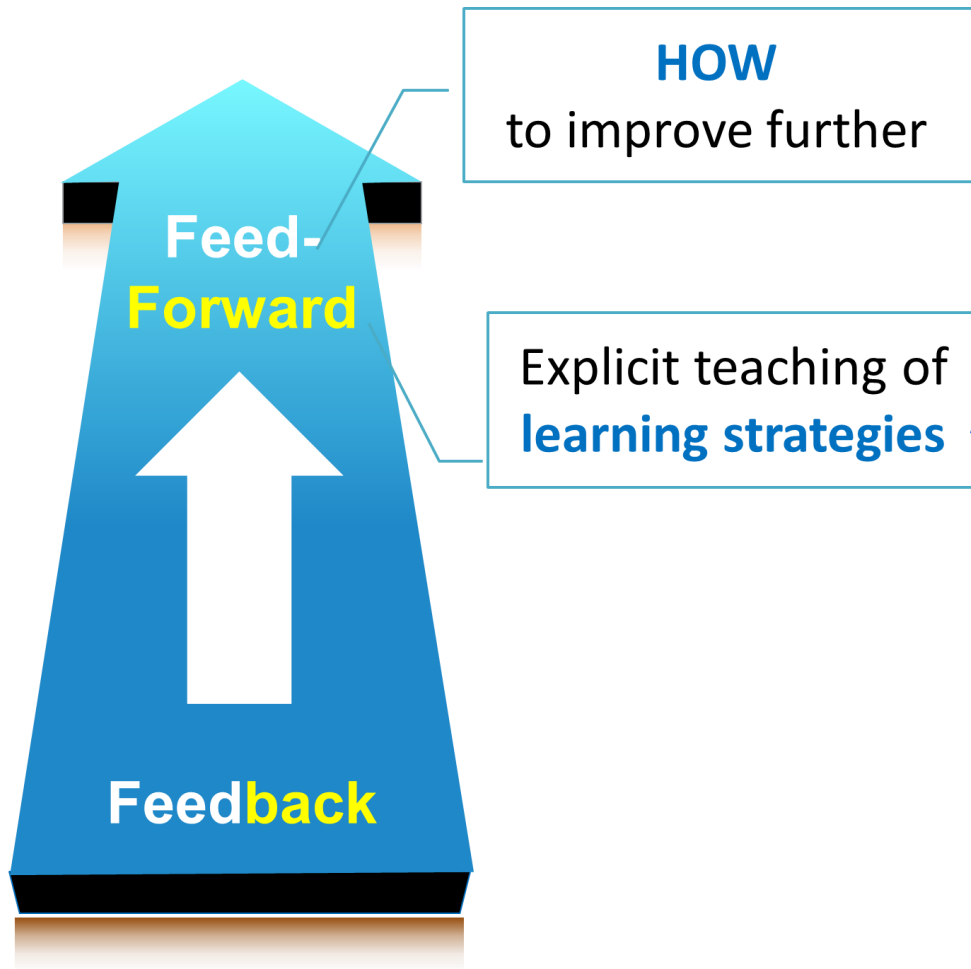
Providing **Reference Points** for the Assessment Criteria Using **Models of Good Work**

- Analysing models of good work

- Highlighting the strategies adopted

- Applying the strategies in similar contexts

# Equipping Students with Strategies for Making Elaborations

Providing **Reference Points** for the Assessment Criteria Using **Models of Good Work**

Highlighting the strategies adopted for making descriptions, e.g.

Applying the strategies in similar contexts
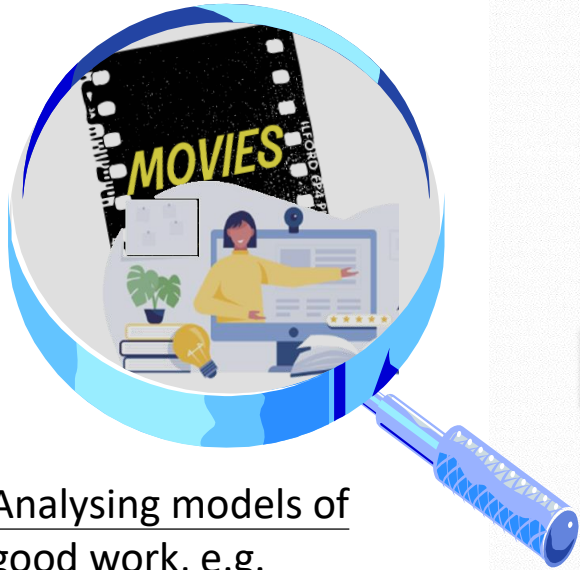
Analysing models of good work, e.g.
- authentic learning materials
- sample student work
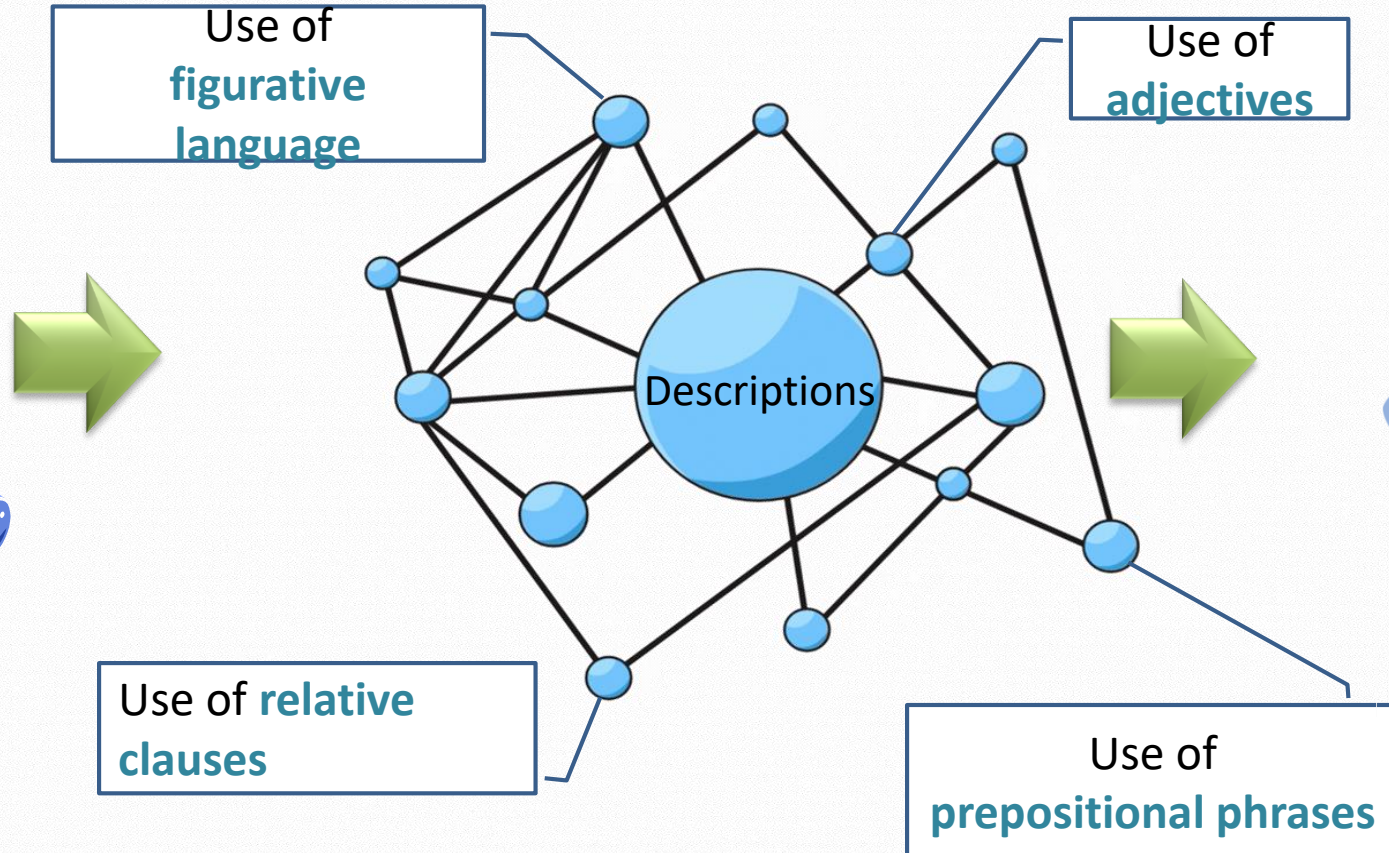
Use of **figurative language**

Use of **adjectives**

Descriptions

Use of **relative clauses**

Use of **prepositional phrases**

Describe an adventure experience that you had with your friends

# Learning, Teaching and Assessment

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

**Feedforward** <mark>What do the students need to do in order to get there?</mark>
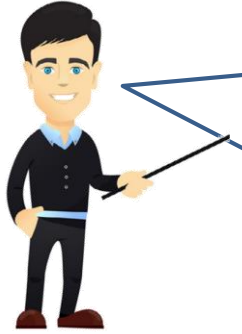
**Teachers' Role**

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** <mark>What do the students need to do in order to get there?</mark>

**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 |

**Language & Style**

**ATM 4.2**
use a range of adjectives/ adjective phrases to describe and compare with some consistency

**Activity 5 (Post-writing)**

Improve the following paragraph by applying the strategies above.

**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

## 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!"

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# Use of the
# LPF for Speaking

# Progression of the Learning Outcomes

## Content, Organisation and Communication Strategies

**ATM 2**

Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions

**ATM 4**

Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication

**ATM 7**

Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics and less familiar topics with some elaboration clearly, and using a range of communication strategies

Depth of processing

Text complexity

Familiarity with topics

Range & application of speaking strategies

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# Progression of the Learning Outcomes

**<u>Language</u>**

**ATM 2**

Using some simple language forms and functions
quite appropriately

**ATM 4**

Using simple language forms and functions
quite appropriately and accurately

**ATM 7**

Using a range of language forms and functions
generally appropriately and accurately

Use of language forms and functions

Appropriateness and accuracy

# Progression of the Learning Outcomes

## Pronunciation, Stress, Rhythm and Intonation

**ATM 2**

Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately

**ATM 4**

Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation

**ATM 7**

Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation

Pronunciation

Stress, rhythm and intonation

# Learning, Teaching and Assessment

## Promoting Assessment *for / as* Learning

**Where are the students going?**

- **Identifying <mark>learning goals and assessment criteria</mark>**
- **Using examples & <mark>models of strong & weak work</mark>**

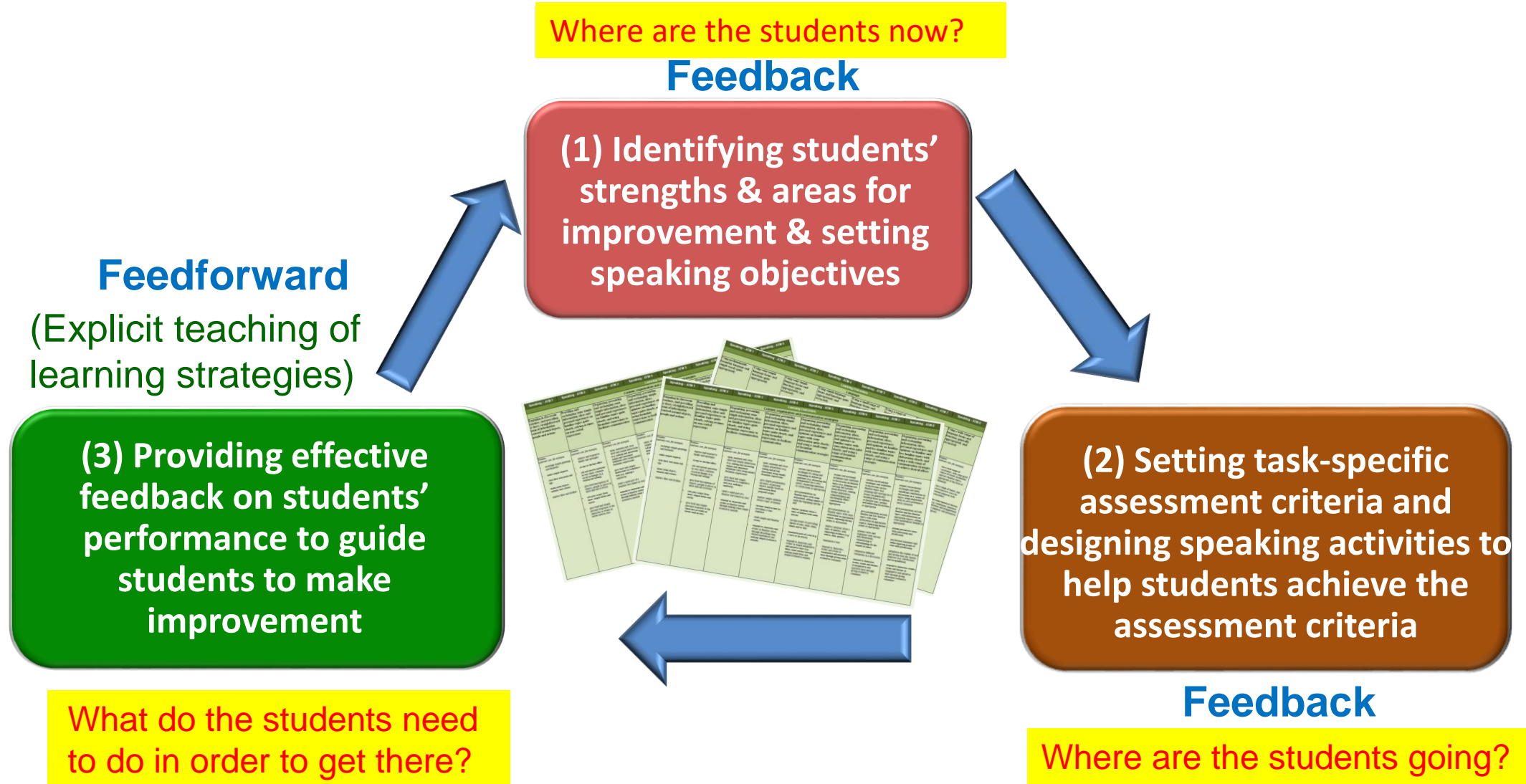**What do the students need to do in order to get there?**

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

**Where are the students now?**

- **Understanding students' learning performance through <mark>a variety of assessment activities</mark>, 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]

# Learning, Teaching and Assessment

Promoting Assessment for/as Learning



Where are the students now?

**Feedback**

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

**Feedforward**

(Explicit teaching of learning strategies)

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

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

**Feedback**

Where are the students going?

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

# Learning, Teaching and Assessment

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

**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

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

Suggest speaking activities to help students deal with these challenges.

| 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

<mark>Where are the students now?</mark>

### Activity 10

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**

# 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?



**Communication Strategies**

**Learning Objective (Speaking)**

Maintaining eye contact

| Speaking – ATM 6 | Speaking – ATM 7 | Speaking – ATM 8 |
|---|---|---|
| **Underlying Principles** | | |

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.

# 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 9b

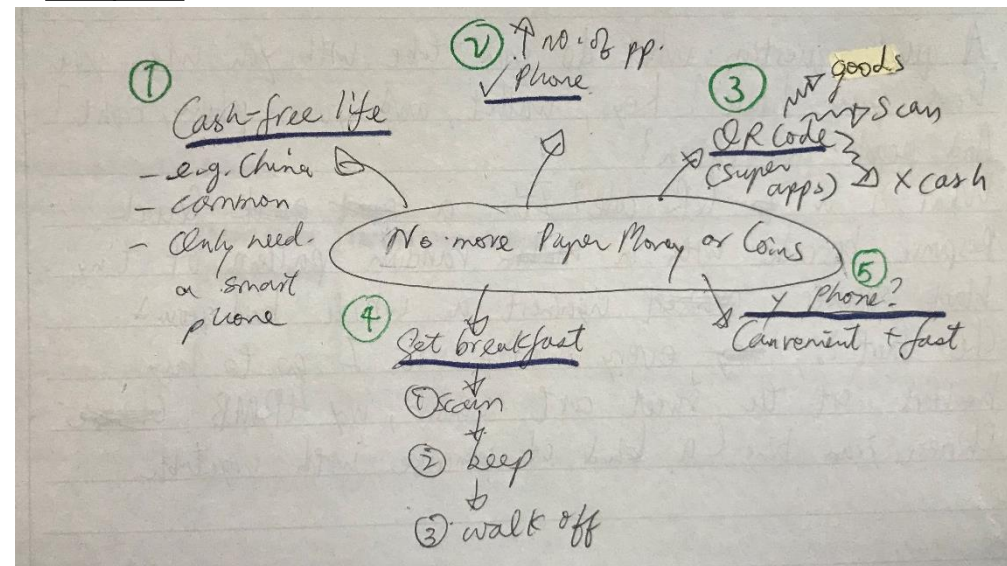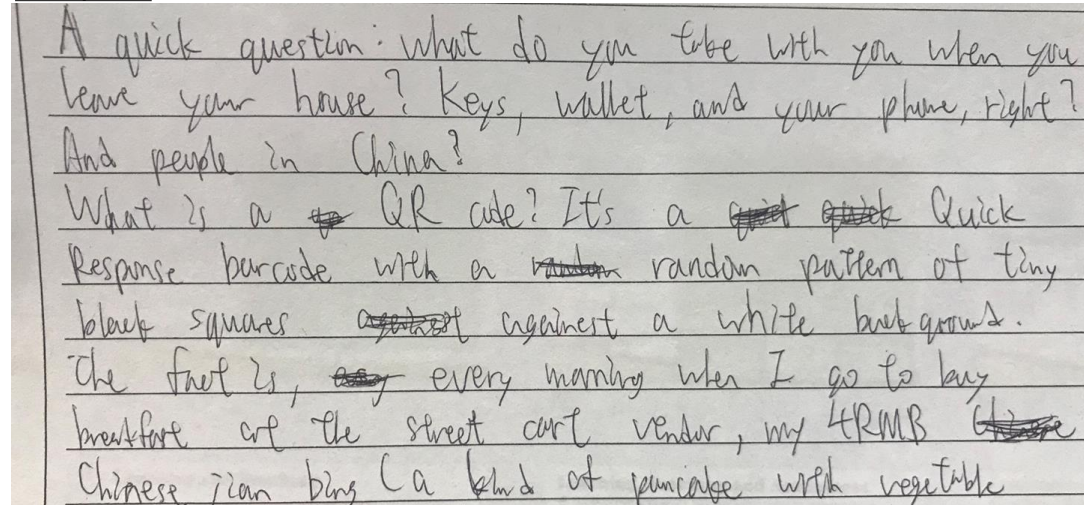Comment on the two note-sheets prepared by two different students.

Sample A



Sample B                    VS

# 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



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.*
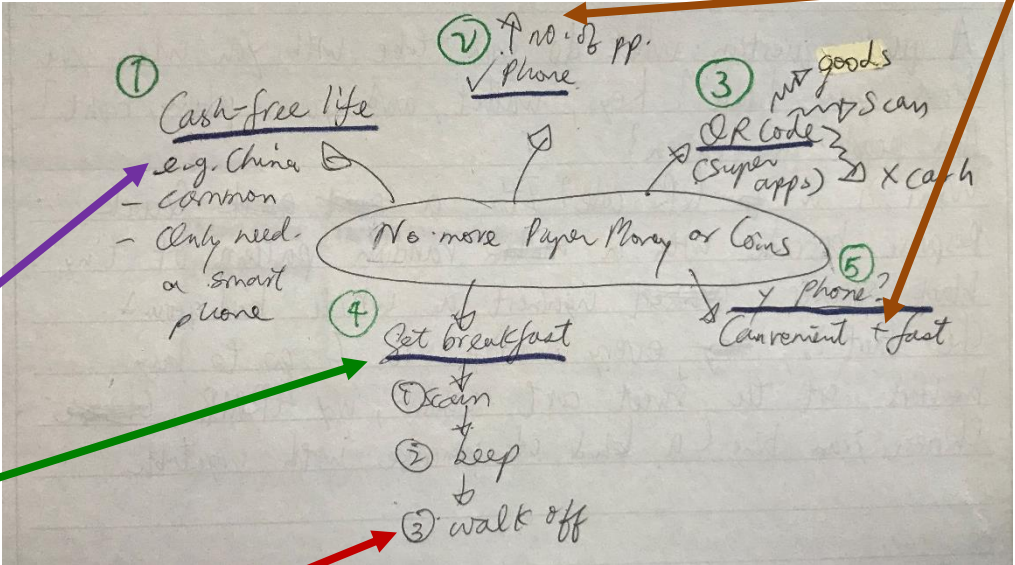
*HKDSE Examination (English Language: Paper 4): Comments by examiners*

# 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?
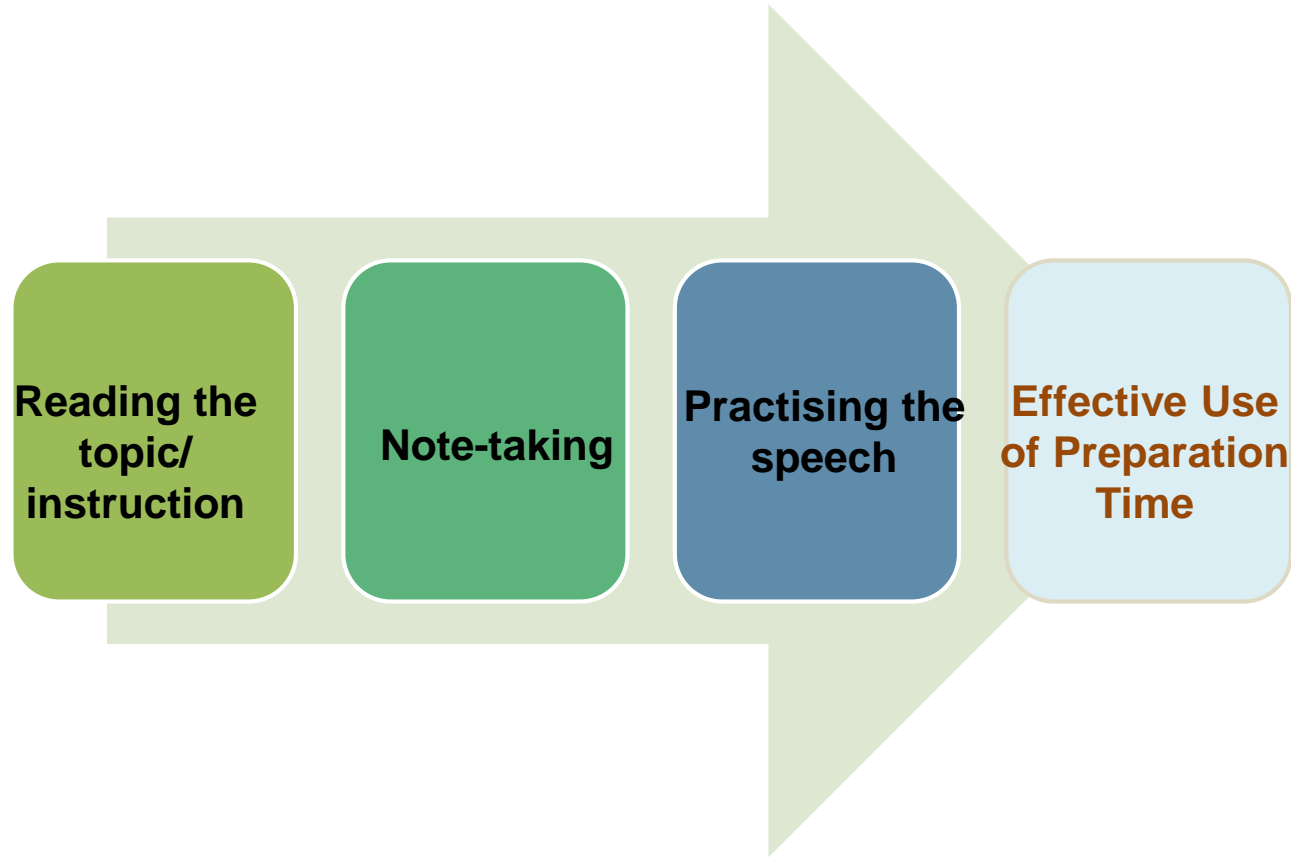
**Note-taking Skills**

Sample B

# 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?

Reading the topic/ instruction

Note-taking

Practising the speech

Effective Use of Preparation Time

# 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?

**Pronunciation, stress, rhythm and intonation**
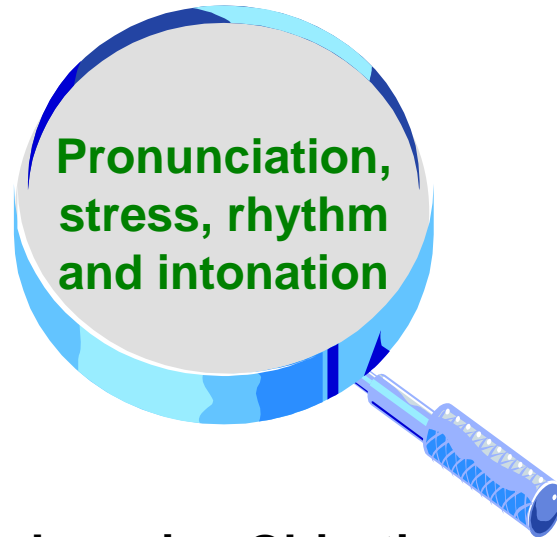
**Learning Objective (Speaking)**

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 *Learners can, for example,* <br><br> • pronounce most familiar and unfamiliar words quite accurately <br><br> • pronounce most sound clusters generally accurately <br><br> • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar | Pointers *Learners can, for example,* <br><br> • pronounce most familiar and unfamiliar words accurately <br><br> • produce long utterances with generally appropriate stress, rhythm and intonation | Pointers *Learners can, for example,* <br><br> • speak English with clear and accurate pronunciation <br><br> • 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?
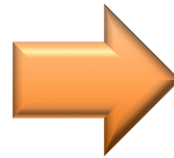
## Phonics Knowledge (Word Level)

**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 all right

Give yourself a chance

You've got a soul

have a good time

'Cause it's all right

# Learning, Teaching and Assessment

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

<mark>Where are the students now?</mark>

### Activity 12

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**

**Where are the students going?**

**Language**

**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 |
| Pointers<br>*Learners can, for example,*<br><br>• use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality<br><br>• ask a range of questions including indirect questions in conversations and group discussions with some consistency<br><br>• use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency | Pointers<br>*Learners can, for example,*<br><br>• use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality<br><br>• ask a range of questions including indirect questions in conversations and group discussions with consistency<br><br>• use a range of tenses, and active/passive voice for various purposes with some consistency | Pointers<br>*Learners can, for example,*<br><br>• use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality<br><br>• use a range of tenses, and active/passive voice for various purposes with consistency<br><br>• use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes |

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# Learning, Teaching and Assessment

**(3) Providing effective feedback on students' performance to guide students to make improvement**
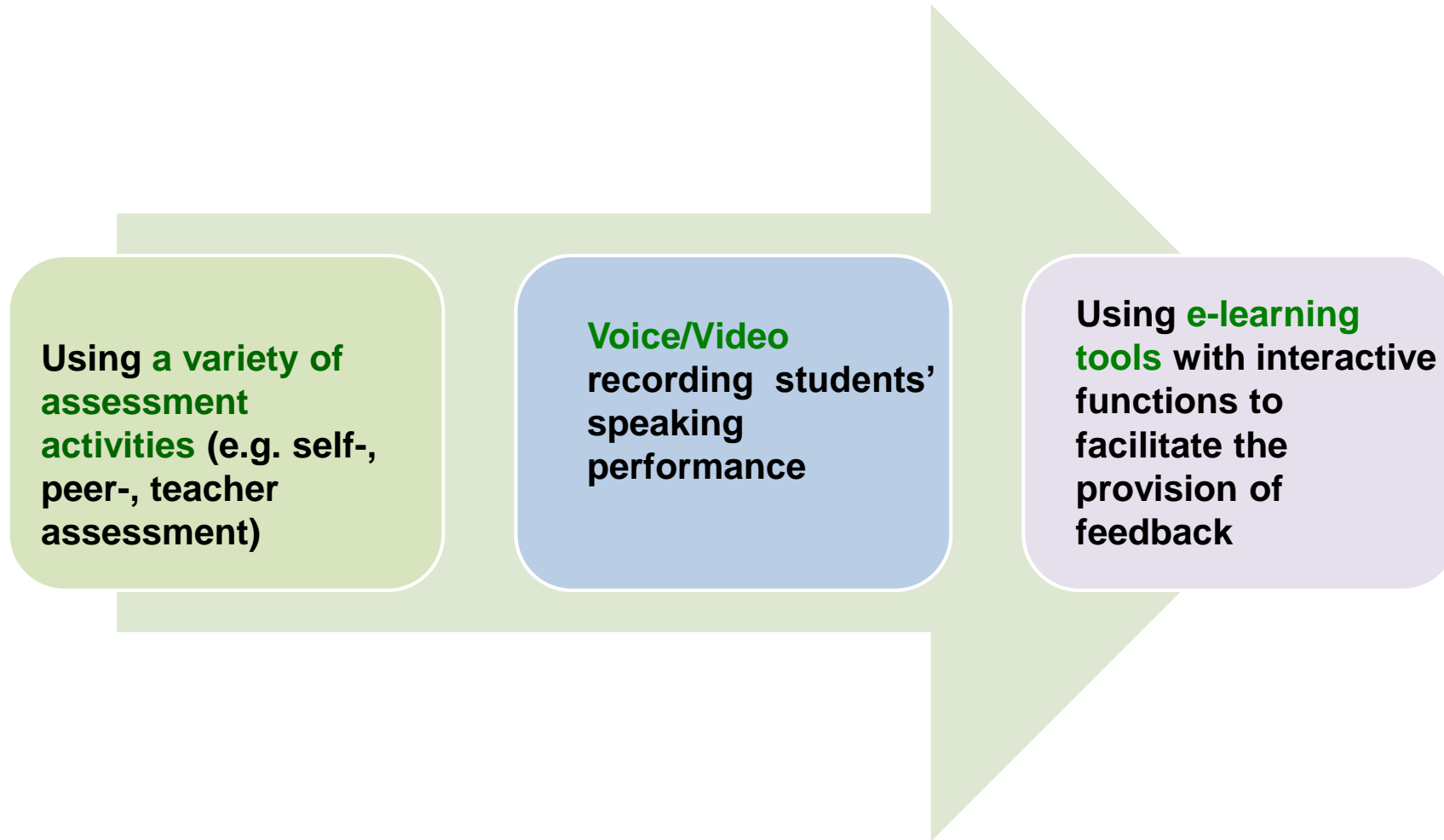
What do the students need to do in order to get there?

### Activity 13

Watch a video clip about Jimmie who is going to meet his fiancée unexpectedly. Identify the choice of words used in expressing agreement.

| Priest 1: | Anne's here, or will be! Get back, you animals! |
|---|---|
| Priest 2: | Her train arrives in 40 minutes! |
| Jimmie: | There's no direct trains from Athens to San Francisco. |
| Priest 3: | No, (a) _____, Jimmie. |
| Priest 4: | She wants to have dinner with you. |
| Jimmie: | Dinner? From now on we do it my way, all right? Agree? |
| Priests: | (b) _____! |
| Jimmie: | All right! OK. |
| Jimmie: | All right. I'm too excited to think! What do we do? |
| Priest 4: | Well, we obviously can't have a wedding in a church infested with brides. |
| Jimmie: | (c) _____! Can you get to the station? |
| Priest 3: | What? In 40 minutes? |
| Jimmie: | (d) _____! Thank you. Guys, I'm leaving you to take care of this mob. Don't let me down. |

# 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
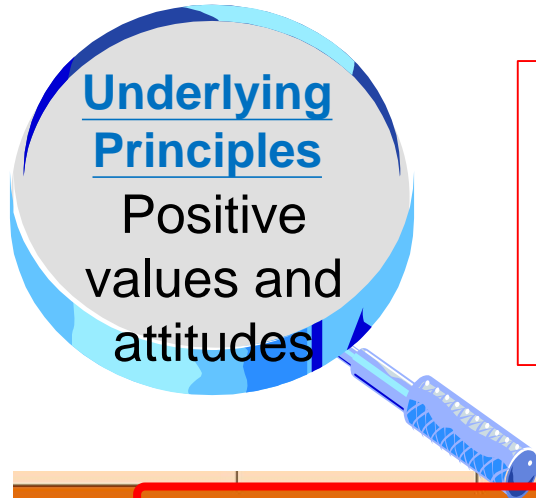
**Underlying Principles**
Positive values and attitudes

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.

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# Promoting Positive Values and Attitudes

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

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# Promoting Positive Values and Attitudes

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

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**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.

---

**Underlying Principles**

Positive values and attitudes

**ATM 7**
Ask a range of questions including indirect questions in conversations/speeches /group discussions

2) a) What technique has been employed to convey his messages?

Nick employed the 'Rule of Three' throughout his speech (i.e. when words, phrases or sentences which come in patterns of 3).

b) Can you identify other examples of the 'Rule of Three' in this text?

# Promoting Positive Values and Attitudes



Writing

Speaking

3) **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

# References for Promoting Values Education
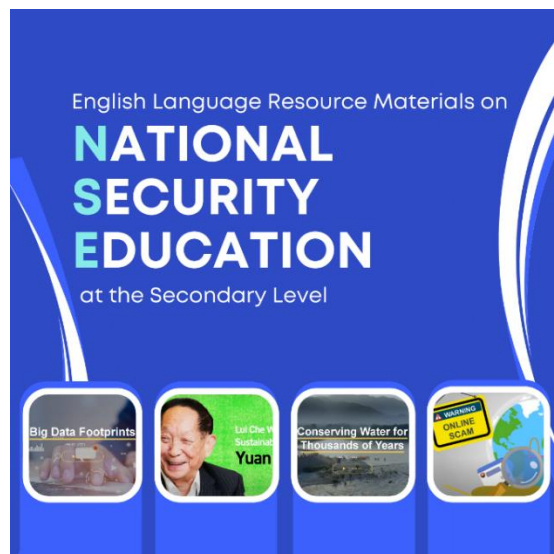


https://www.edb.gov.hk/NSE_elesec_1
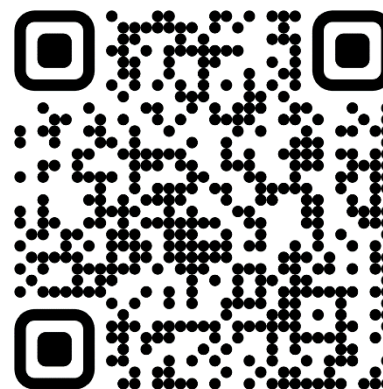


www.edb.gov.hk/BooksLG



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

# References for Promoting Values Education

## Promoting Values Education in the English Language Curriculum

Secondary Level    Primary Level

| Resources | Year |
|---|---|
| Posters on "SOW the Reading Seed – Inspire and Be Inspired": Posters on Selected Sayings of Wisdom under the Four Sub-themes **2025 (Print/Online)** | |
| Posters on "SOW the Reading Seed – Inspire and Be Inspired": A Poster on Reading Challenges **2025 (Print/Online)** | |



http://www.edb.gov.hk/values_ed_ele



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

# Promoting Assessment Literacy



Setting personalised learning goals

Formulating plans (e.g. learning strategies/follow-up actions ) to attain the goals

Monitoring the learning process

Reflecting on learning performance & evaluating the effectiveness of strategies adopted

Feed-Forward

Feedback

Promoting Assessment Literacy

Assessment    OF    FOR    AS    Learning
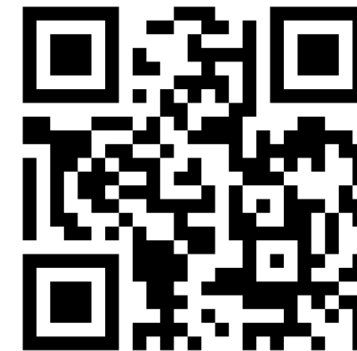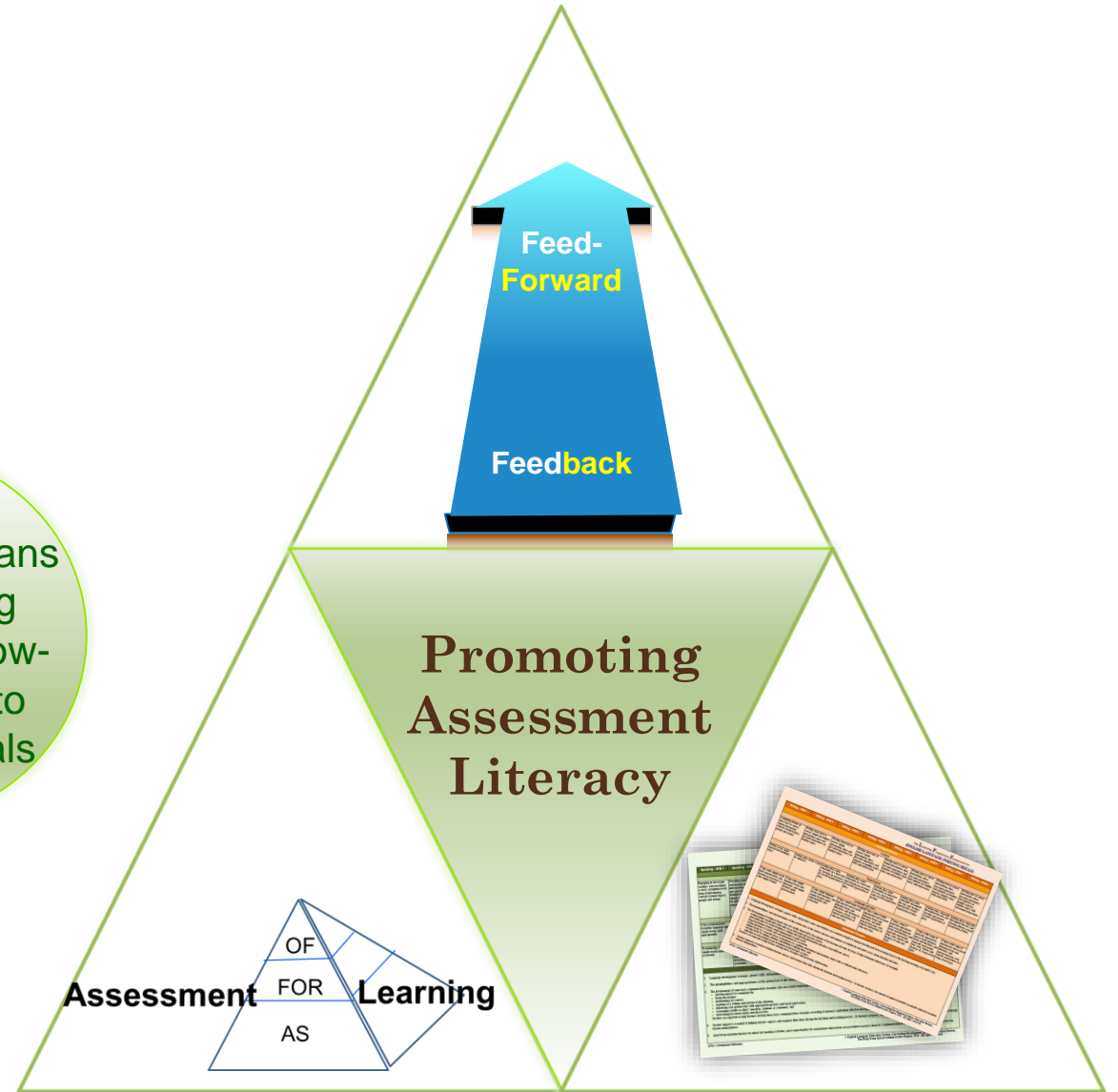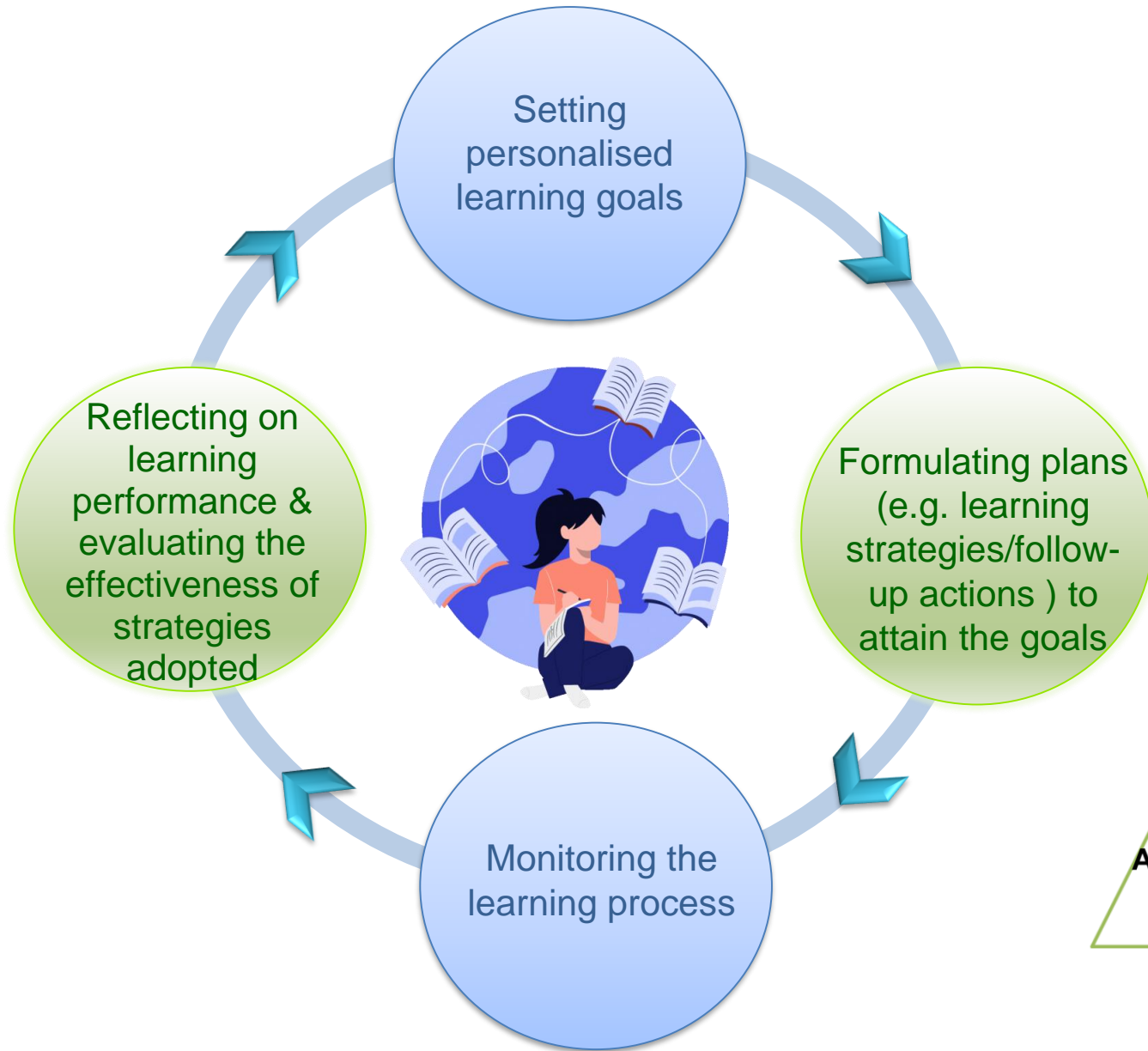
# A Guide on Self-directed Learning for Secondary Students



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

# Promoting Assessment Literacy



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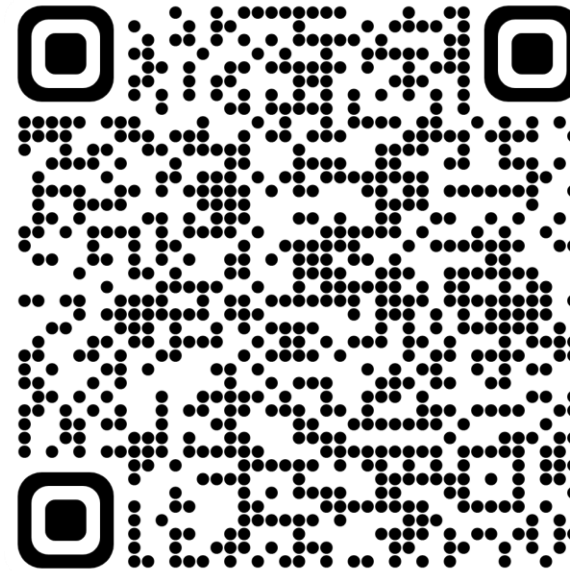


https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Assessment/Assessment_leaflet_ELE.pdf

# Summary

## The LPF for English Language

✓ 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

# 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 KS1 – 3.

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



Listening Skills   Speaking Skills   Reading Skills   Writing Skills

- http://www.edb.gov.hk/lpfenglish

# Handouts

SOW Campaign 2024/25

SOW the Reading Seed: Inspire and Be Inspired

Resilience  Delight  Appreciation  Empowerment

Sowings of Wisdom

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

# Information of SOW Campaign 2024/25

## Theme and Sub-themes

💜 Overarching theme:
SOW the Reading Seed: Inspire and Be Inspired

💜 Sub-themes:
Resilience, Empowerment, Appreciation, Delight

## School Activities

💜 Experience sharing sessions on promoting values education in the school English Language curriculum

## Sayings of Wisdom

💜 Quotes by famous authors

## Competitions

💜 "SOW Inspiring" Book Gifting Competition

💜 SOW Readathon

💜 Animal Photopoetry Creative Challenge

💜 Filmit 2025: A Student Film Competition

💜 Once Upon A Book Storytelling Competition 2024/25

💜 Story to Stage Puppetry Competition for Primary Schools 2024/25

💜 Time to Talk Public Speaking Competition 2024/25
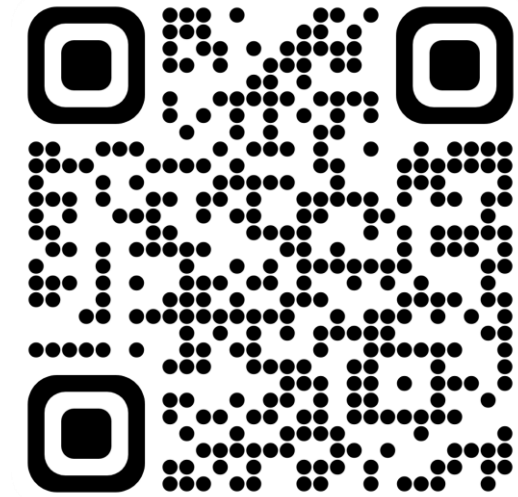
## Learning and Teaching Resources

💜 e-Books on positive values and attitudes

💜 SOW posters

💜 Resources in support of competitions

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

# A Collection of Posters Introducing the Overarching Theme and Four Sub-themes of the SOW Campaign 2024/25



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

**(Size: A2)**

# A Collection of Posters on Selected Sayings under the Sub-themes of the SOW Campaign 2023/24

# A2-sized poster on "Unlock the Power of Love and Growth from A to Z"

# Stickers on promoting reading

# SOW-related Competitions/Activities



"SOW Inspiring"
Book Gifting Competition
(Primary/Secondary)

Submission deadline
6:00 p.m., 31 March 2025 (Monday)

Details
A writing competition which invites students to present a book that echoes the overarching theme and/or sub-themes as a gift to someone dear to them by writing a message with a SOW taken from the book and creating a piece of 2D artwork to inspire the recipient

* To find out more about the competition, please click here.



Learning and Teaching Materials on the "SOW Inspiring" Book Gifting Competiton (Primary Level) (NEW)



Learning and Teaching Materials on the "SOW Inspiring" Book Gifting Competiton (Secondary Level) (NEW)
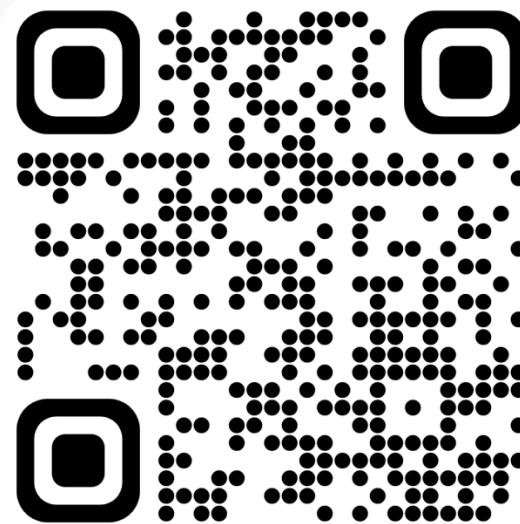
https://www.edb.gov.hk/sow_competitions

# SOW-related Competitions/Activities



SOW Readathon
(Primary/Secondary)

Registration period
4 November 2024 – 20 December 2024
(Updated)

Details
A territory-wide reading scheme which promotes reading habits and encourages the sharing of good reads, with students completing "Reading Challenges":
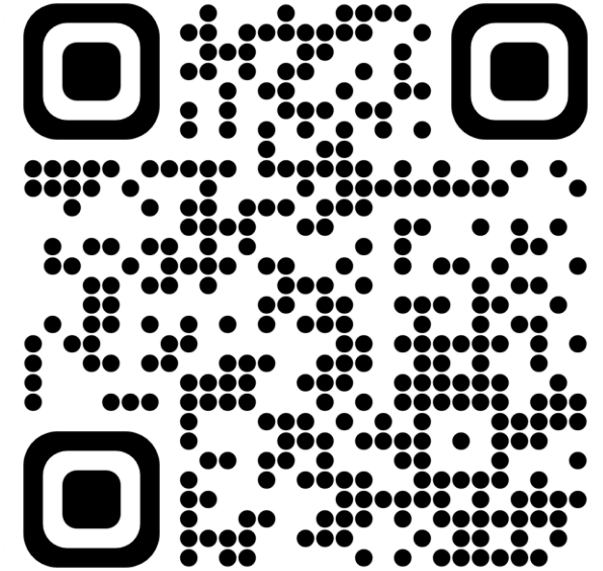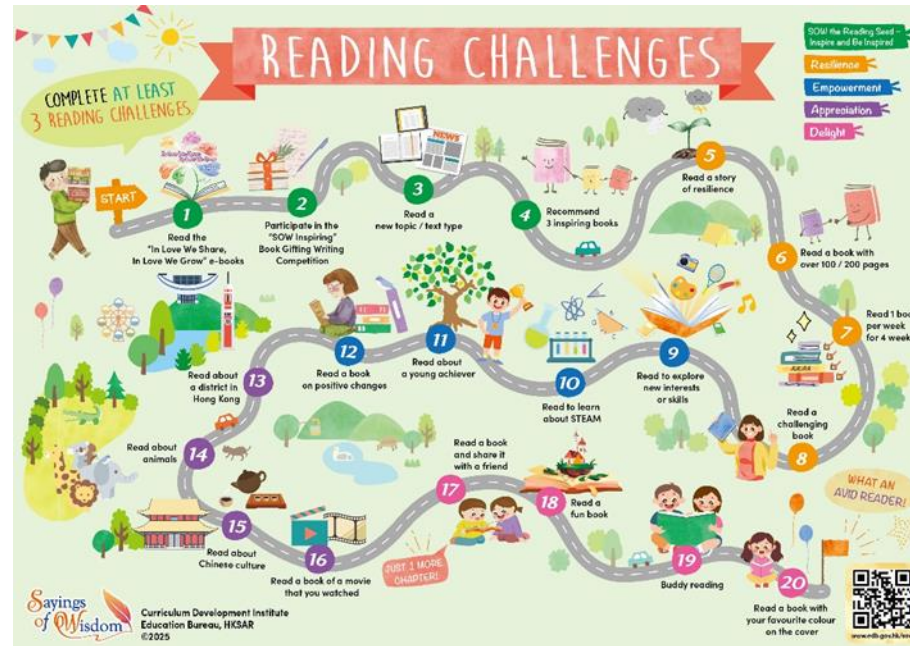
- Schools are encouraged to submit records of the completed Reading Challenges, such as videos, photos and students' written work, for sharing of good practices.
- Schools are invited to nominate outstanding SOW Reading Ambassadors to feature in promotional videos.

* To find out more about the competition, please click here.



SOW Reading Challenge Booklet
(NEW)



SOW Corner Bookmarks (NEW)



READING CHALLENGES



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



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# SOW-related Competitions/Activities

## Animal Photopoetry Creative Challenge (Secondary)



Application period
24 January 2025 – 28 February 2025

Details
A cross-curricular activity that aims to enhance students' appreciation of and interest in English poetry, encourage students' creative and artistic expression through photography and poetry writing and nurture proper values and attitudes in students

\* To find out more about the competition, please click here.

## Once Upon A Book Storytelling Competition (Primary/Secondary)



Time period
September 2024 – April 2025

Details
A storytelling competition which invites students to express their passion for a book of their choice by using a range of storytelling techniques in a thoughtful video presentation

\* To find out more about the competition, please click here.

## Filmit 2025: A Student Film Competition (Primary/Secondary)
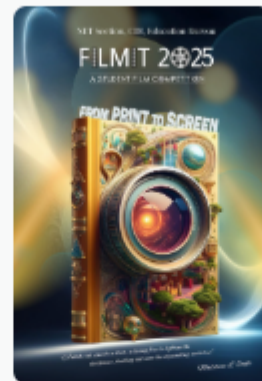


Time period
September 2024 – May 2025

Details
A digital filmmaking competition which engages students to create a short film of 1-minute duration (for the One-minute Film category) or 3 to 5-minute duration (for the General category) to explore the theme of "From Print to Screen", celebrating the joy, creativity and inspiration brought to filmmaking through reading

\* To find out more about the competition, please click here.

## Time to Talk Public Speaking Competition (Primary/Secondary)
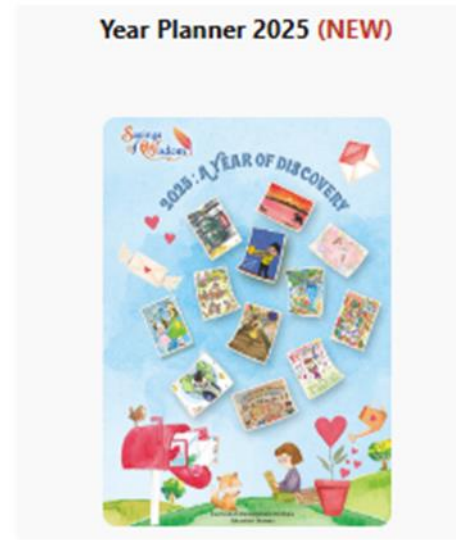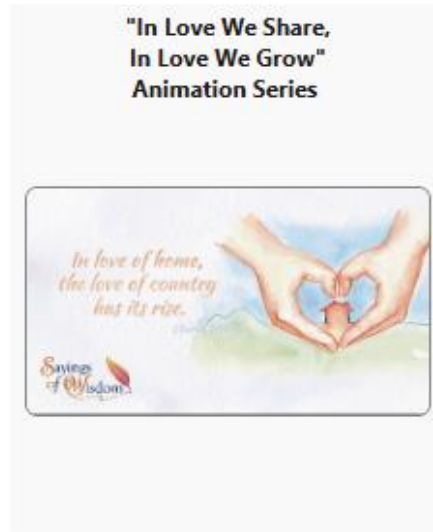


Submission period
October 2024 – May 2025

Details
A public speaking competition which engages students in a creative team presentation in English, with song stimuli encompassing the theme of inspiration, encouraging students to explore positive values and attitudes expressed in the songs

\* To find out more about the competition, please click here.

# SOW-related Learning and Teaching Resources

"In Love We Share,
In Love We Grow"
Thematic Book Series (NEW)

"In Love We Share,
In Love We Grow"
Animation Series

Year Planner 2025 (NEW)

A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Love and Growth"

WEEK OF LOVE & GROWTH 2023/24

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/SOW/website/resources/index.html