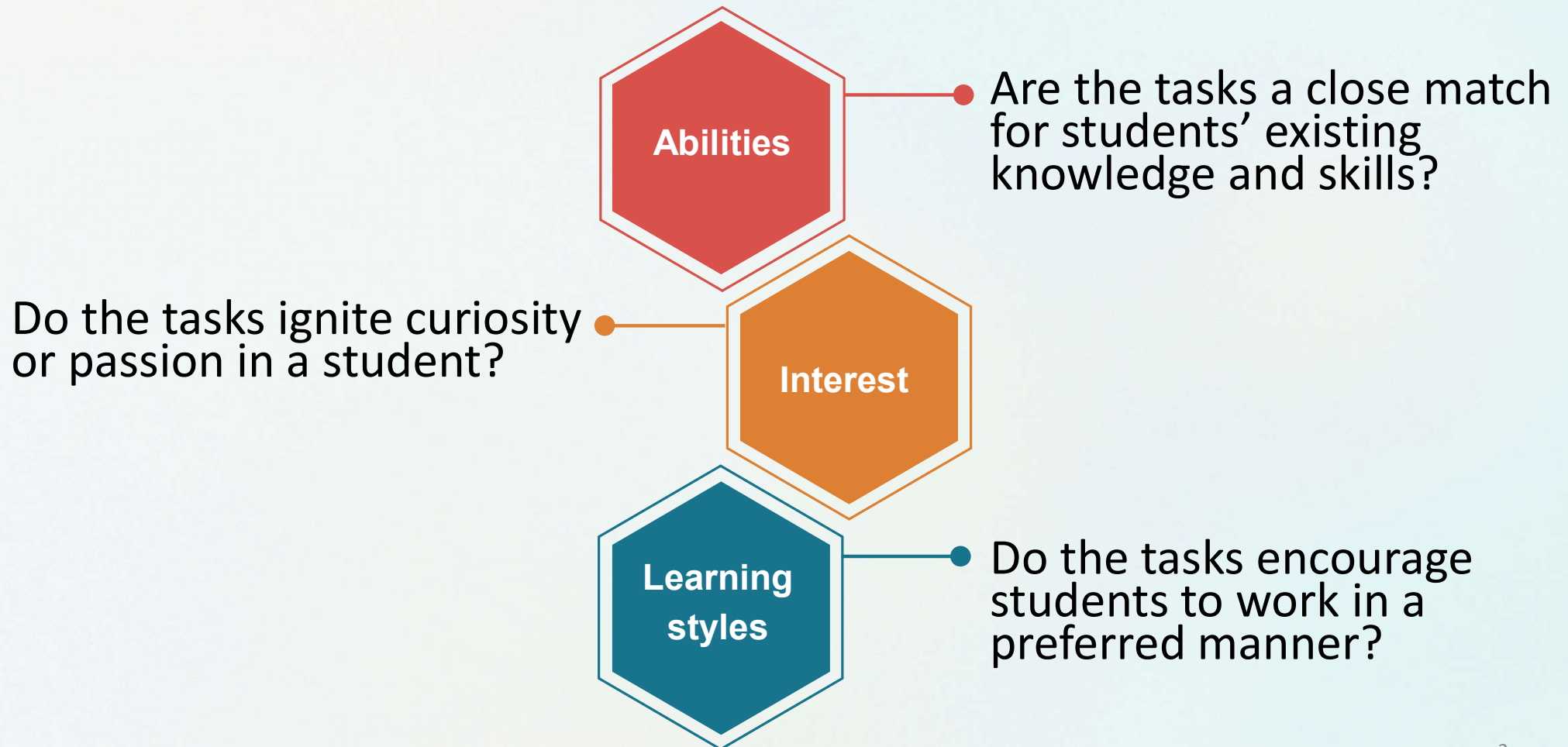


# Enhancing Assessment Literacy through the Use of the Learning Progression Framework (Writing and Speaking Skills)

English Language Education Section  
Curriculum Development Institute  
Education Bureau  
May 2026

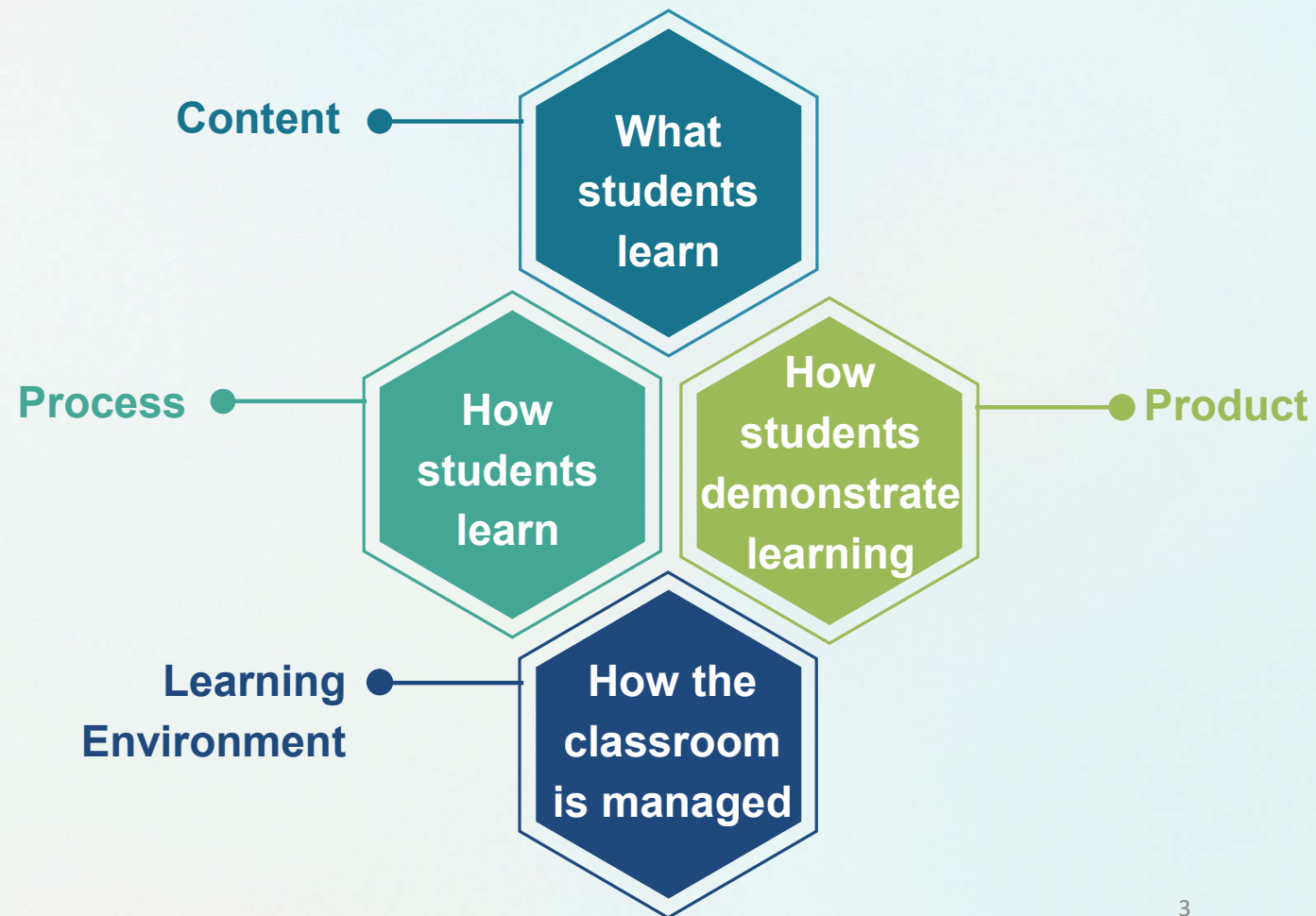
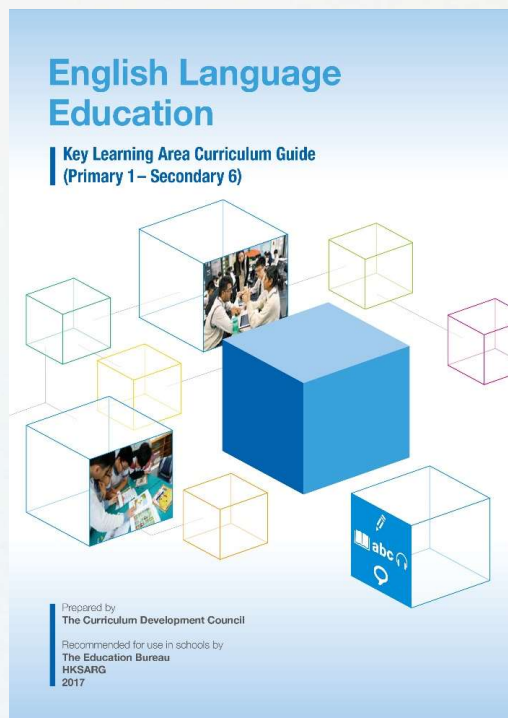
[illegible]

# Student-centred Differentiation



Reference: How to Differentiate Instruction in Mixed-ability Classrooms 2nd Edition by Carol Ann Tomlinson (2001)

# Differentiating Key Curriculum Components to Cater for Learner Diversity

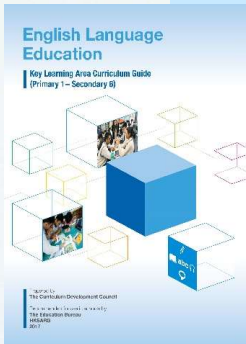


## References:

- How to Differentiate Instruction in Mixed-ability Classrooms 2nd Edition by Carol Ann Tomlinson (2001)
- Leading and Managing a Differentiated Classroom by Carol Ann Tomlinson & Marcia B. Imbeau (2023)

# Content: What students learn

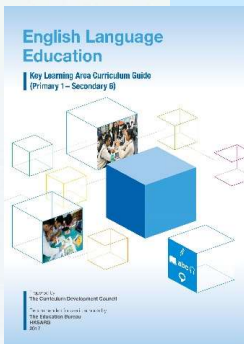
- providing students with the same tasks and exercises, but ... **varying the amount and style of teacher input and support** to provide extra help for the less able students and challenge the more able ones...
- selecting, adopting and adapting appropriate texts that incorporate **different modes of representation**, providing **multisensory learning experiences** to cater for students' diverse learning styles and preferences ...



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

# Process: How students learn

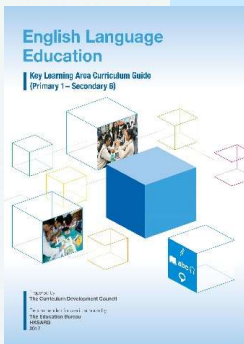
- 
- 
- employing a **variety of strategies to enhance interactive learning** (e.g. drawing upon students' existing knowledge to construct concept maps with the class, giving timely feedback, using IT)...
  - making use of **open-ended tasks**...
  - **breaking tasks into small steps** to facilitate understanding and sequencing the steps in the tasks ...



# Product: How students demonstrate learning



- **promote formative assessment** to provide effective and timely feedback, both formal and informal;
- **adopt different modes of assessment [activities]** (e.g. short assignments, assessment tasks, projects, questioning) to address the needs of students, identify the strengths and weaknesses of students and decide on the appropriate content, and learning and teaching strategies;
- help students **develop the necessary skills to assess and monitor their own learning** through self-assessment so as to enable them to learn better ...



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

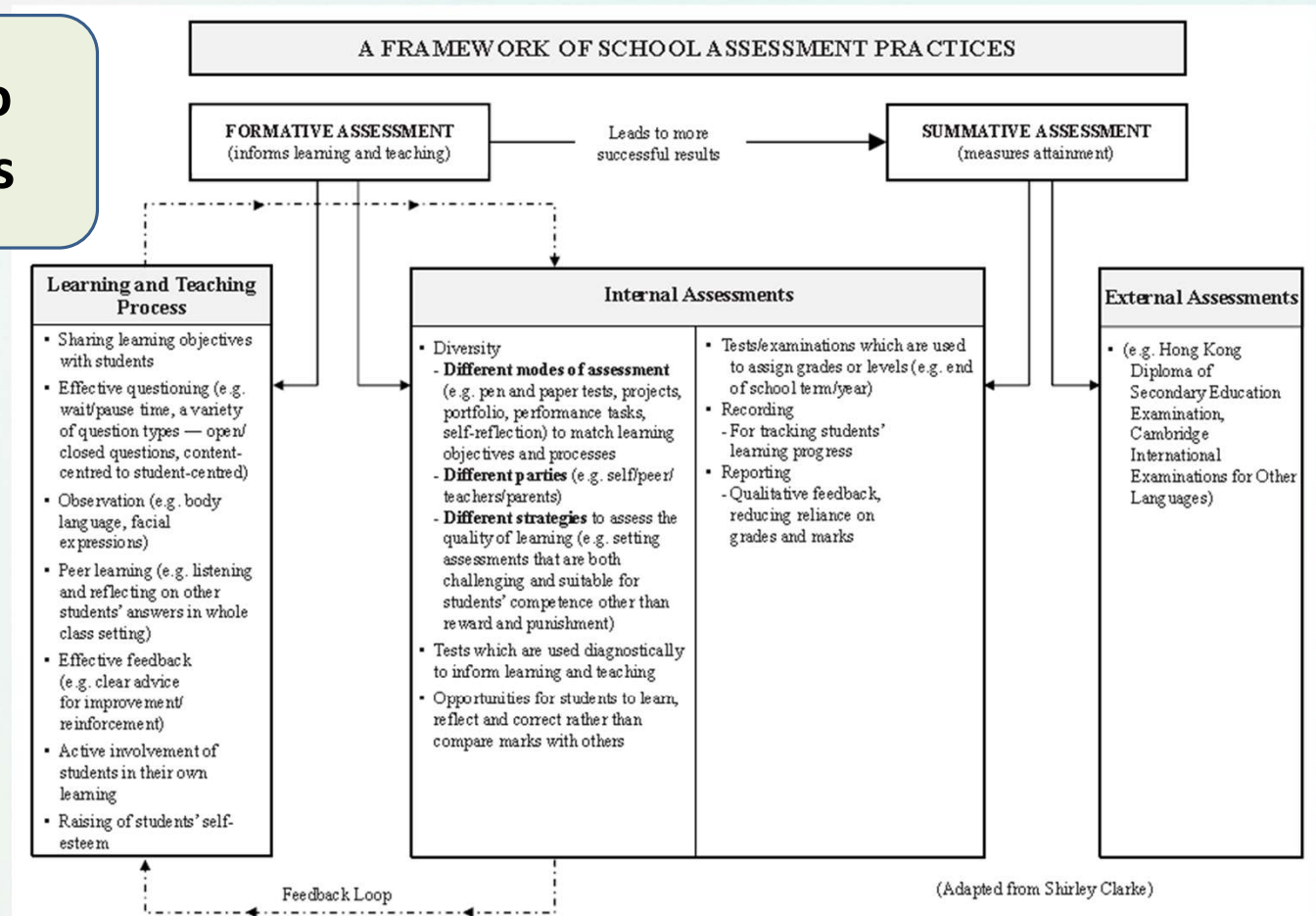
# Role of Assessment

# Purposes of Assessment

## ● Formative and Summative Assessments

**Tiered activities to challenge students**

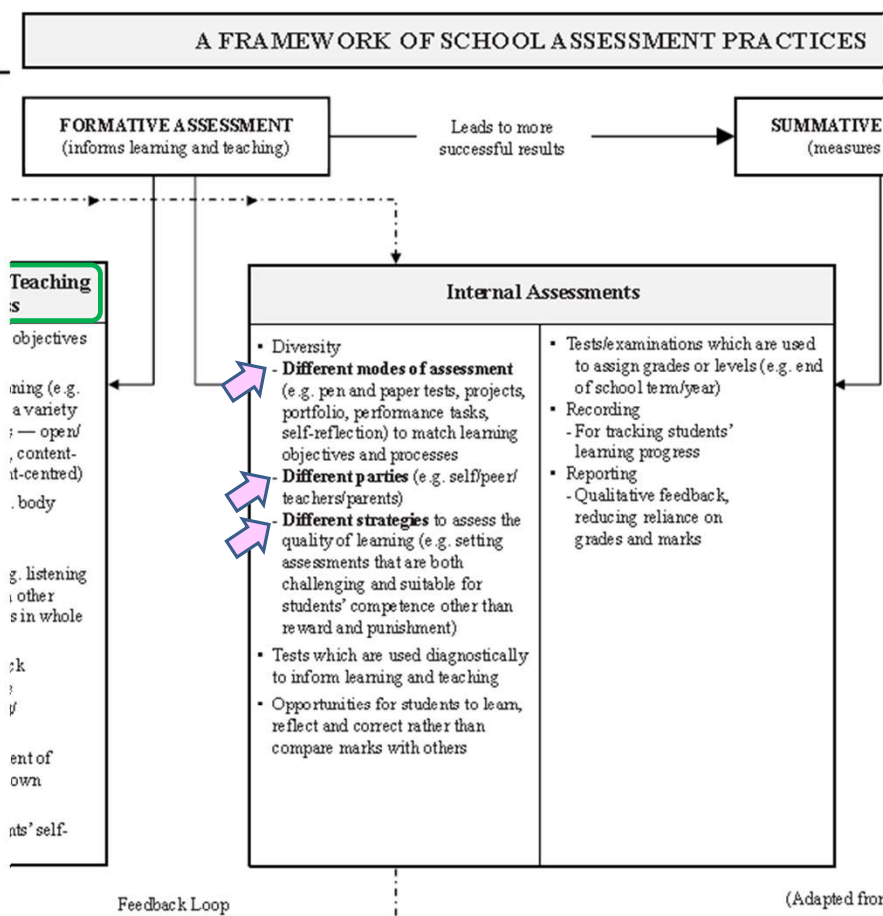
**Differentiated scaffolding**



## 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

# of Assessment and Summative Assessments



## Different modes of assessments

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

# Purposes of Assessment

## ● Formative and Summative Assessments

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

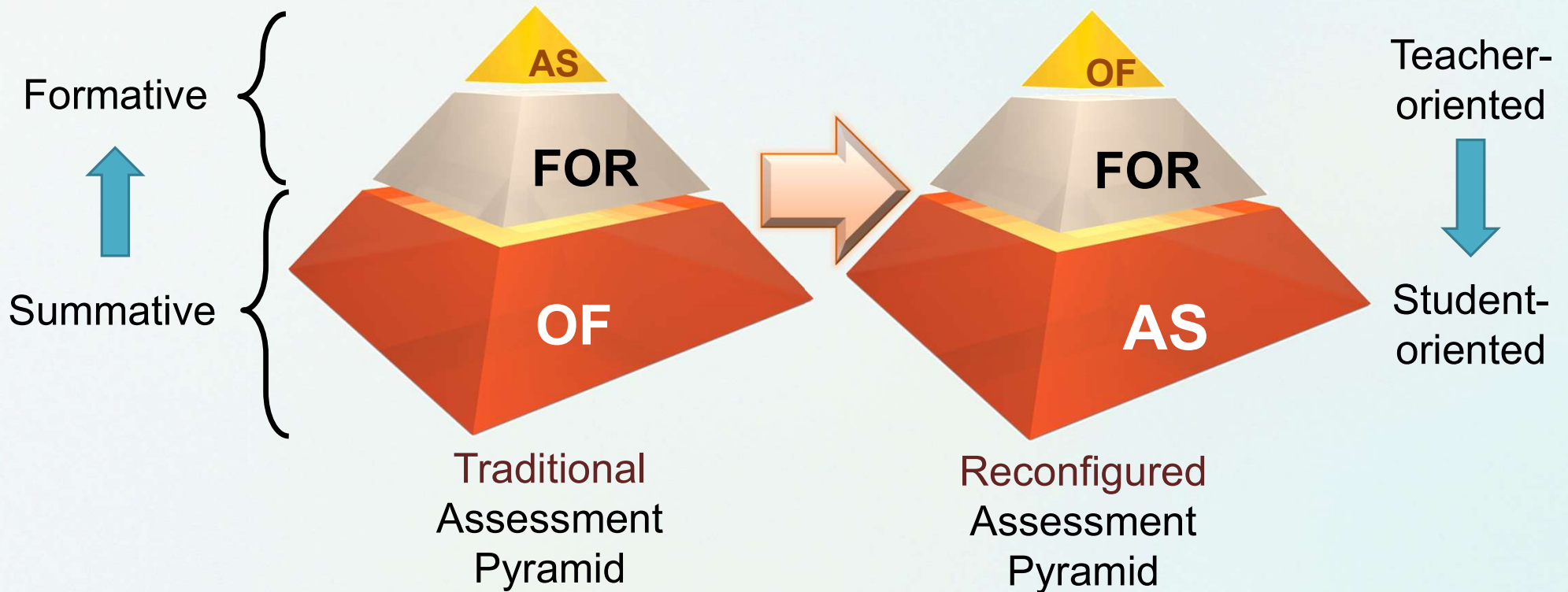
|                         | Summative Assessment<br>Assessment <i>of</i> Learning                                                                      | Formative Assessment                                                                                                                               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

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



# Ongoing Renewal of the School Curriculum

Life-long  
Learning

Self-directed  
Learning



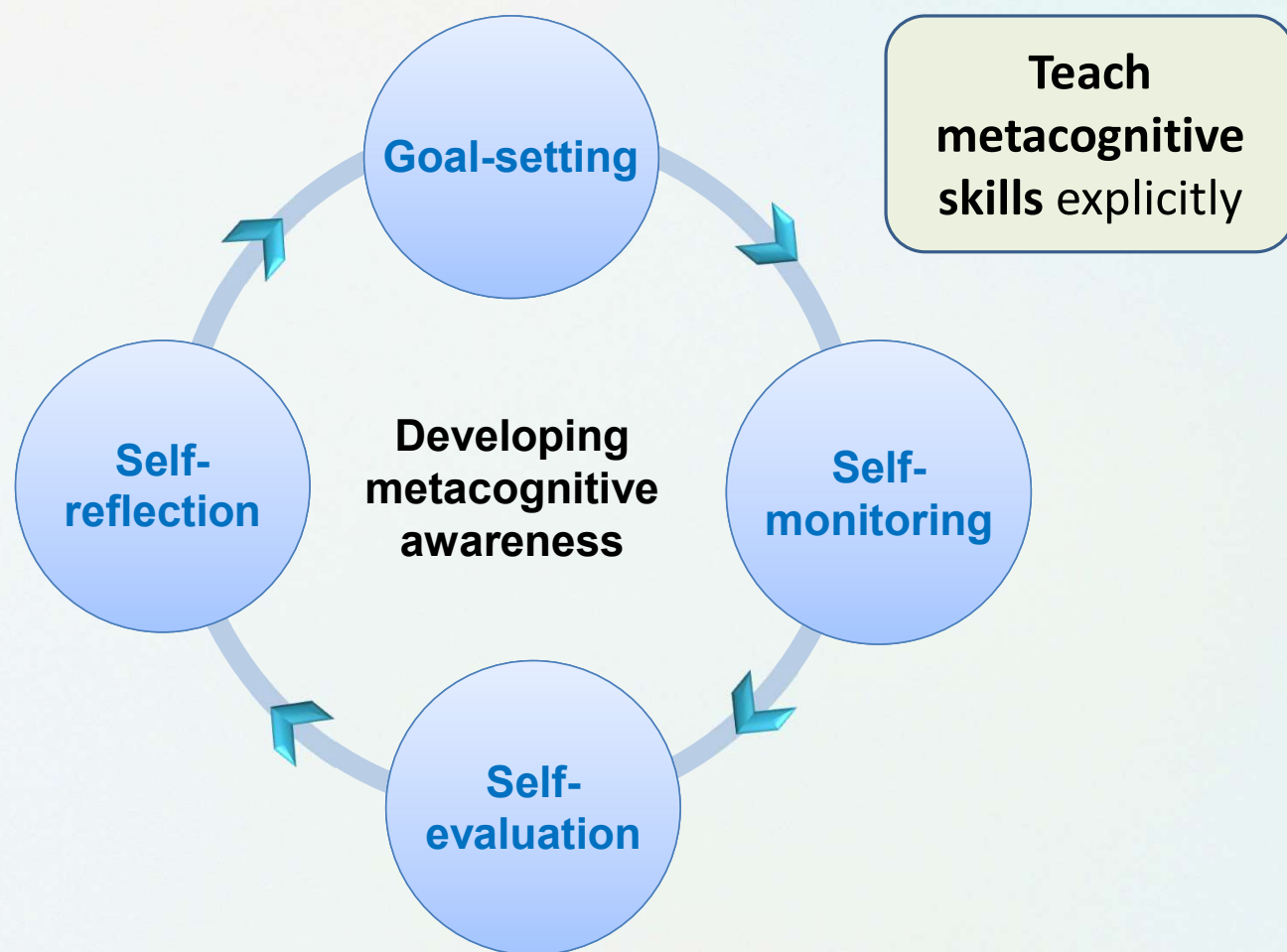
An ongoing  
metacognitive  
experience

Developing  
a habit of mind to  
continually

- review their learning progress
- make improvement

Taking  
ownership of their  
own learning  
gradually

# Promoting Learner Independence



## A Guide on Self-directed Learning for Secondary Students

English learning is no longer confined to the classroom. With more flexible learning time and resources, you can increase your exposure to English and improve your language skills anytime and anywhere through self-directed learning. Self-directed learning is a process in which you take the initiative, with or without the help of others, to identify your learning needs, set learning goals and plans, choose suitable resources and evaluate your learning progress. Good self-learning skills and habits can help you bloom into responsible, lifelong learners.

### 4As of Self-directed Learning

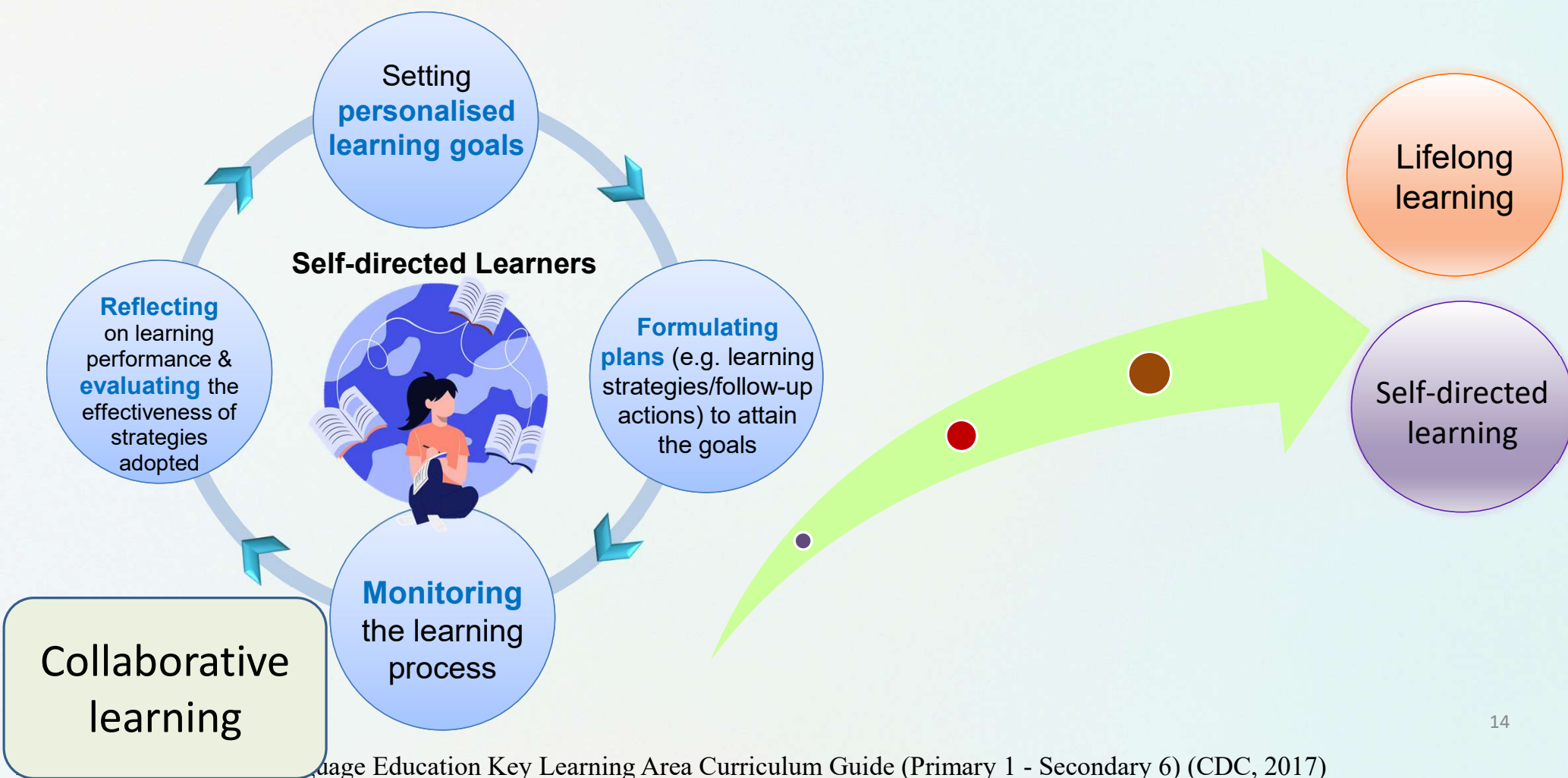


### Understanding Needs and Setting Goals

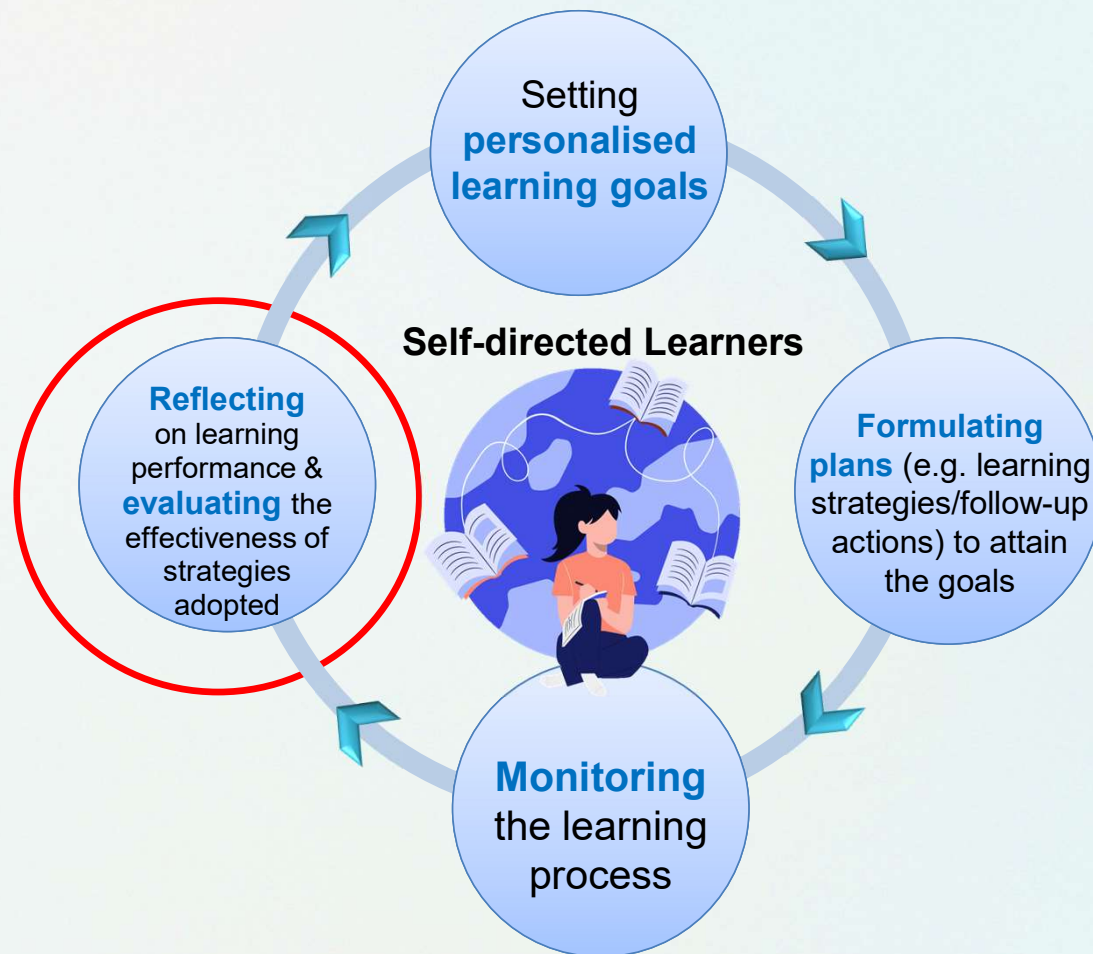
Students may have different learning needs, ranging from learning English for fun to enhancing English proficiency. Based on your learning needs, you may set **SMART** goals on English learning with reference to the guiding questions below:

| Goals should be:   | Guiding questions                                              |
|--------------------|----------------------------------------------------------------|
| <b>S</b> pecific   | What will I achieve? What actions will I take?                 |
| <b>M</b> easurable | How can I measure how much I have achieved?                    |
| <b>A</b> chievable | Is the goal doable? What skills and resources do I need?       |
| <b>R</b> elevant   | Is this relevant to my needs and learning styles?              |
| <b>T</b> ime-based | How much time should I spend each day/week working on my goal? |

# Promoting Assessment for/as Learning



# Reference Tools for Assessments



# Reference Tools for Assessments

| Student | Performance on speaking |
|---------|-------------------------|
| Billy   | 7 points                |

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

|                                                          | Poor (1 point)                      | Fair (2 points)                     | Good (3 points) | Excellent (4 points)                |
|----------------------------------------------------------|-------------------------------------|-------------------------------------|-----------------|-------------------------------------|
| Using delivery techniques to convey meaning              |                                     |                                     |                 | <input checked="" type="checkbox"/> |
| Expressing information and ideas with elaboration        | <input checked="" type="checkbox"/> |                                     |                 |                                     |
| Using vocabulary and language patterns to convey meaning |                                     | <input checked="" type="checkbox"/> |                 |                                     |

# Reference Tools for Assessments

| Student | Performance on reading |
|---------|------------------------|
| Kelly   | 7 points               |

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

|                                                          | Poor (1 point)                      | Fair (2 points) | Good (3 points)                     | Excellent (4 points) |
|----------------------------------------------------------|-------------------------------------|-----------------|-------------------------------------|----------------------|
| Using delivery techniques to convey meaning              |                                     |                 | <input checked="" type="checkbox"/> |                      |
| Expressing information and ideas with elaboration        | <input checked="" type="checkbox"/> |                 |                                     |                      |
| Using vocabulary and language patterns to convey meaning |                                     |                 | <input checked="" type="checkbox"/> |                      |

# Reference Tools for Assessments

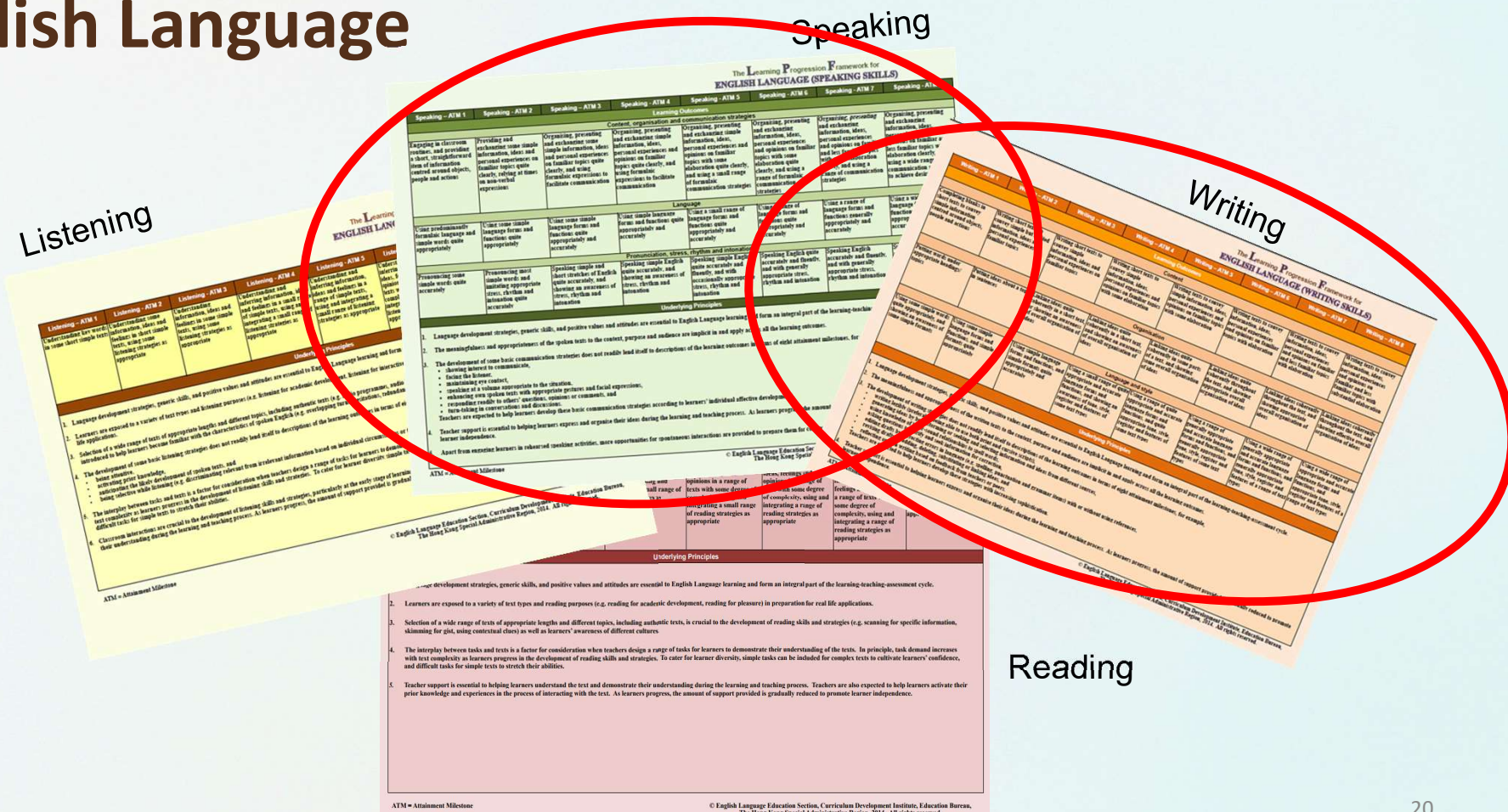
| Student | Performance on reading |
|---------|------------------------|
| Billy   | 7 points               |
| Kelly   | 7 points               |

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

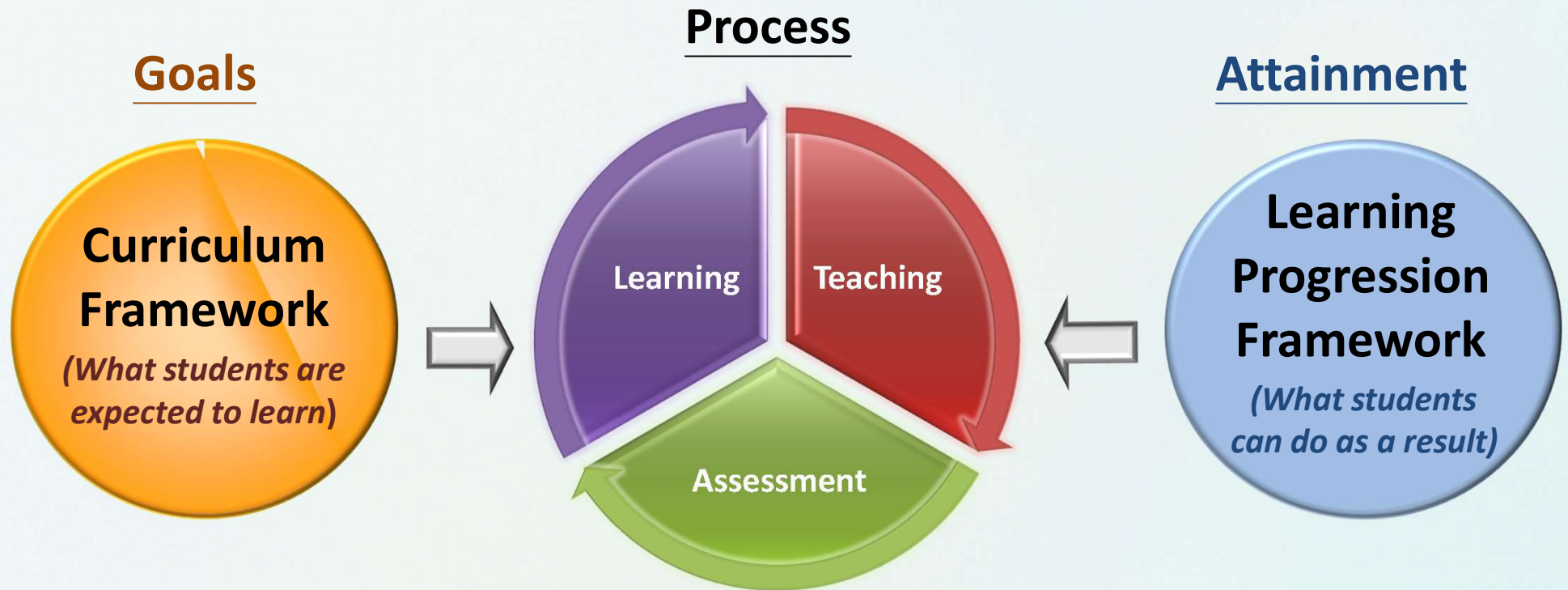
|                                                          | Poor (1 point)                                                          | Fair (2 points)                     | Good (3 points)                     | Excellent (4 points)                |
|----------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Using delivery techniques to convey meaning              |                                                                         |                                     | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Expressing information and ideas with elaboration        | <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> |                                     |                                     |                                     |
| Using vocabulary and language patterns to convey meaning |                                                                         | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |

# Understanding the **LPF**

# The Learning Progression Framework (LPF) for English Language

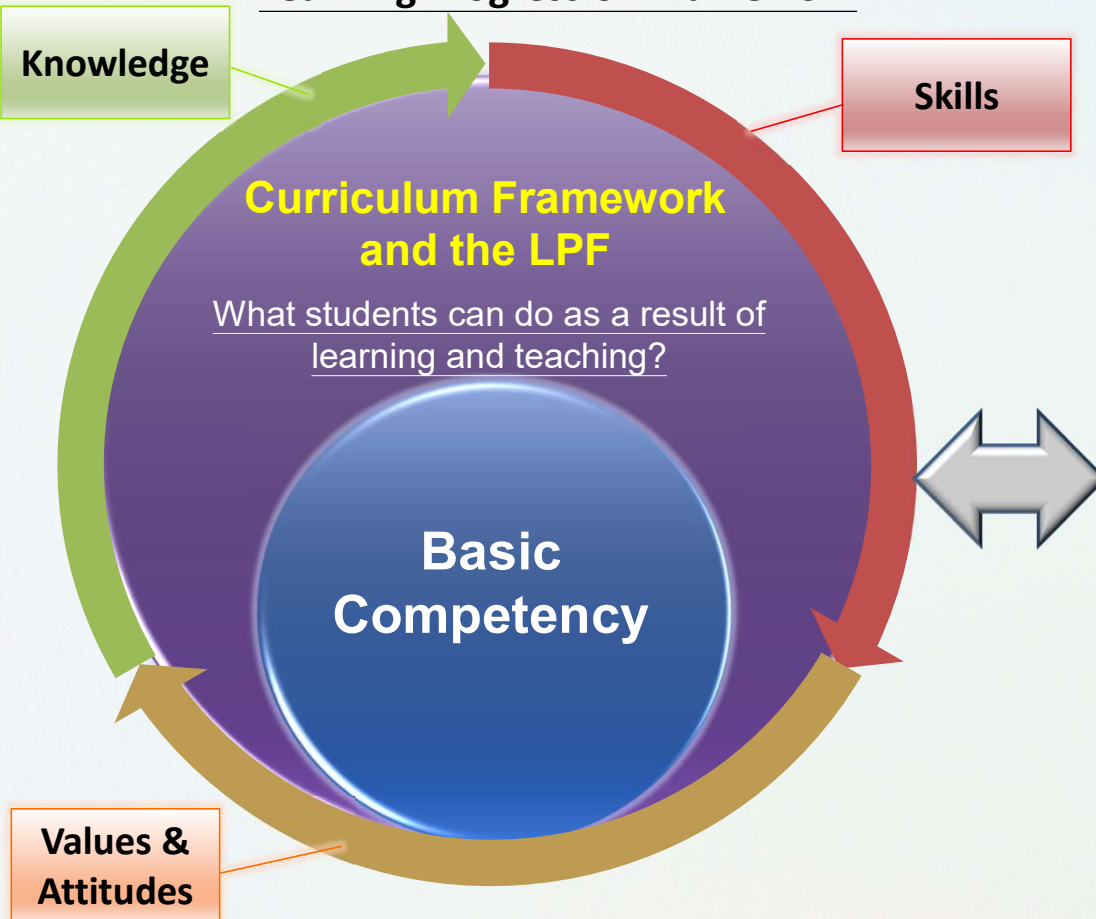


# Curriculum Framework, Learning, Teaching and Assessment, and the LPF

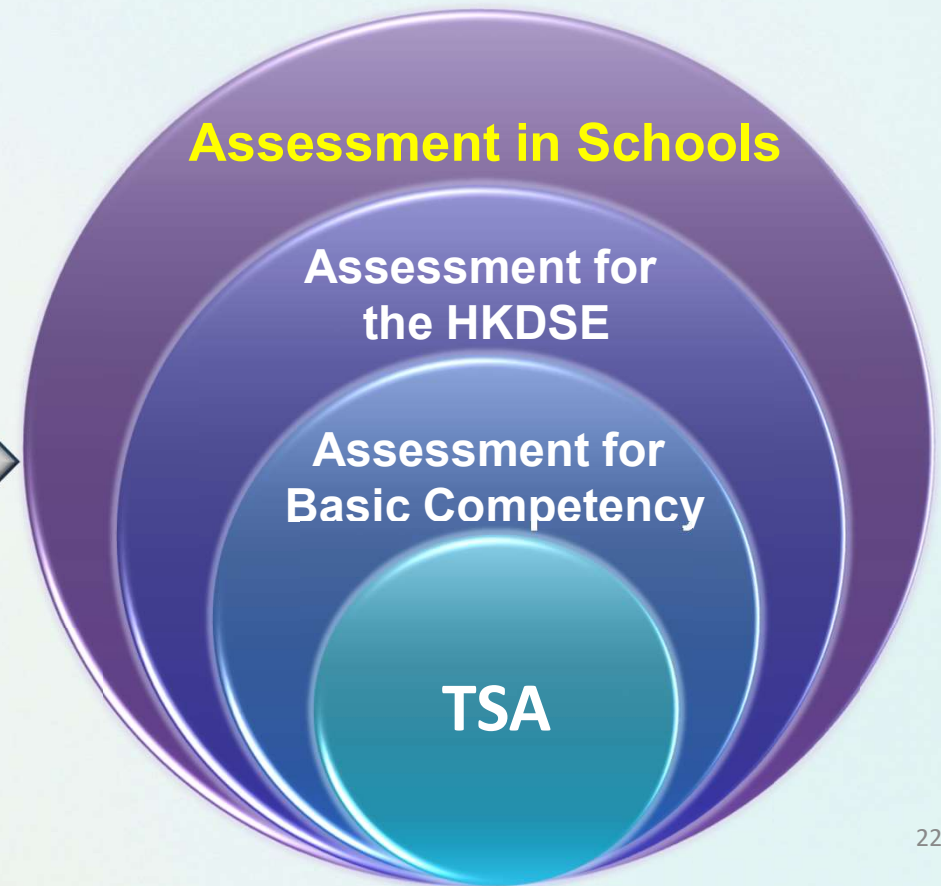


# Curriculum Framework and Assessment

## Curriculum Framework and Learning Progression Framework



## Promoting Assessment for/as Learning



# What is the LPF for English Language?



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

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

helps teachers better understand and articulate learners' performance; and

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

# 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

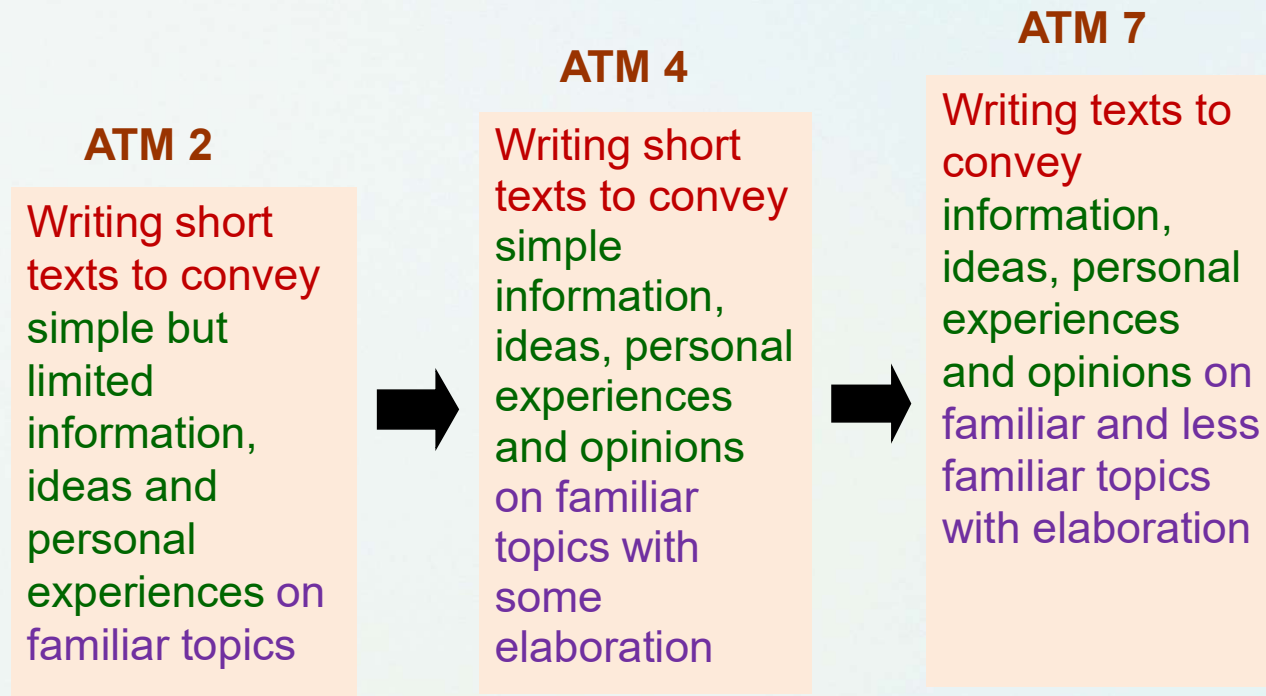


Summative assessment / Benchmarking students

## Activity 3 (Matching)

# Progression of the Learning Outcomes

### Content



## Activity 3 (Matching)

# 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 |
| Describe                                                                                                 | Describe                                                                                                        | Describe                                                                                            | Describe                                                                                                                            | Describe                                                                                                                      | Describe                                                                                                          | Describe                                                                                                                            | Describe                                                                                                                                        |

**Complexity of  
information  
and ideas**

**Length of texts**

**Familiarity  
with topics**

## Activity 3 (Matching)

# The LPF for English Language (Writing) Pointers

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

## Activity 3 (Matching)

# Progression of the Learning Outcomes

### Organisation

#### ATM 2

Putting ideas  
about a topic  
in sentences



#### ATM 4

Linking ideas  
quite  
coherently in a  
short text, and  
showing an  
awareness of  
overall  
organisation of  
ideas



#### ATM 7

Linking ideas  
coherently  
throughout the  
text, and  
showing  
appropriate  
overall  
organisation of  
ideas

## Activity 3 (Matching)

# 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**

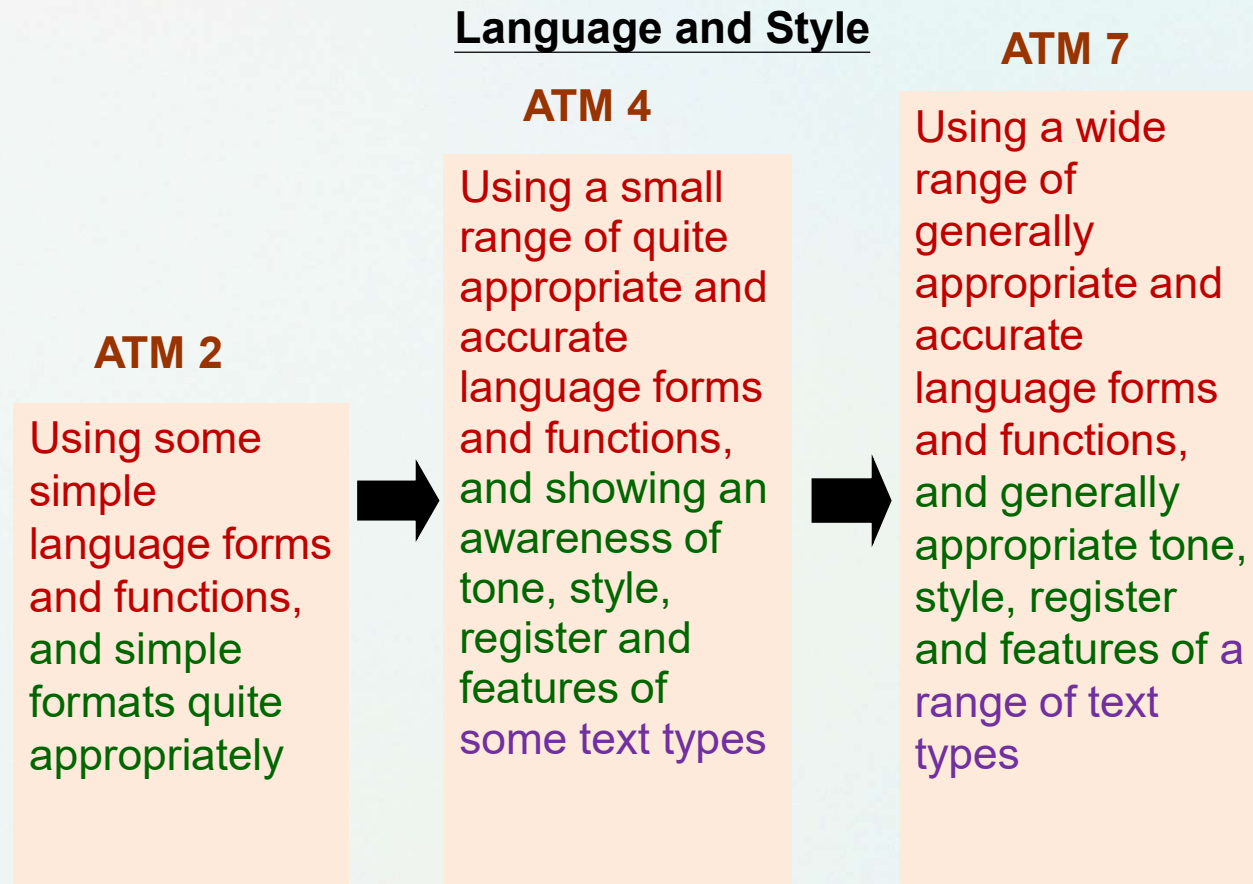
## Activity 3 (Matching)

# The LPF for English Language (Writing)

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

## Activity 3 (Matching)

# Progression of the Learning Outcomes



## Activity 3 (Matching)

# Progression of the Learning Outcomes

## Language and Style

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

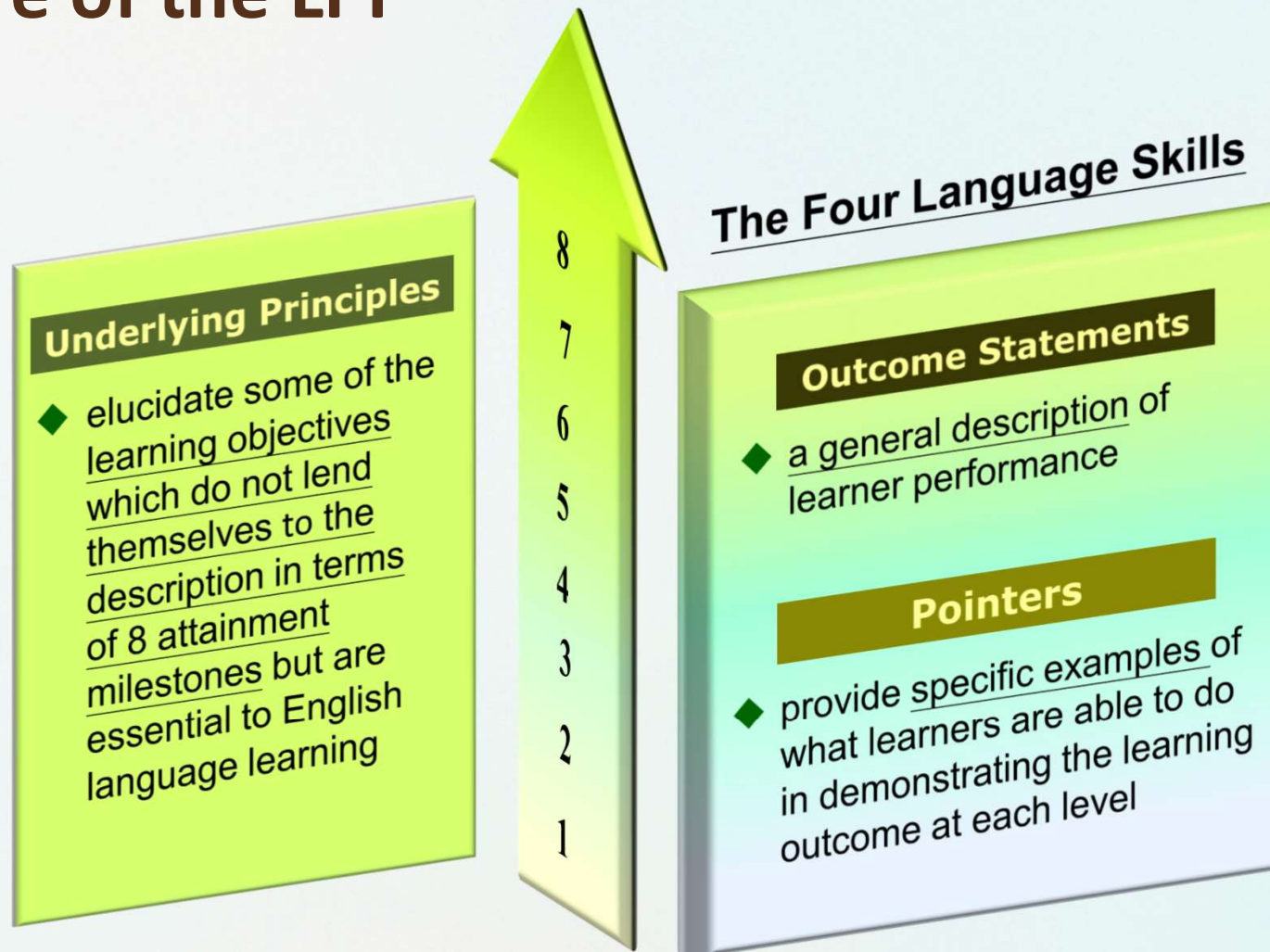


## Activity 3 (Matching)

# The LPF for English Language (Writing)

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

# Structure of the LPF



# The LPF for English Language (Writing)

## Underlying Principles

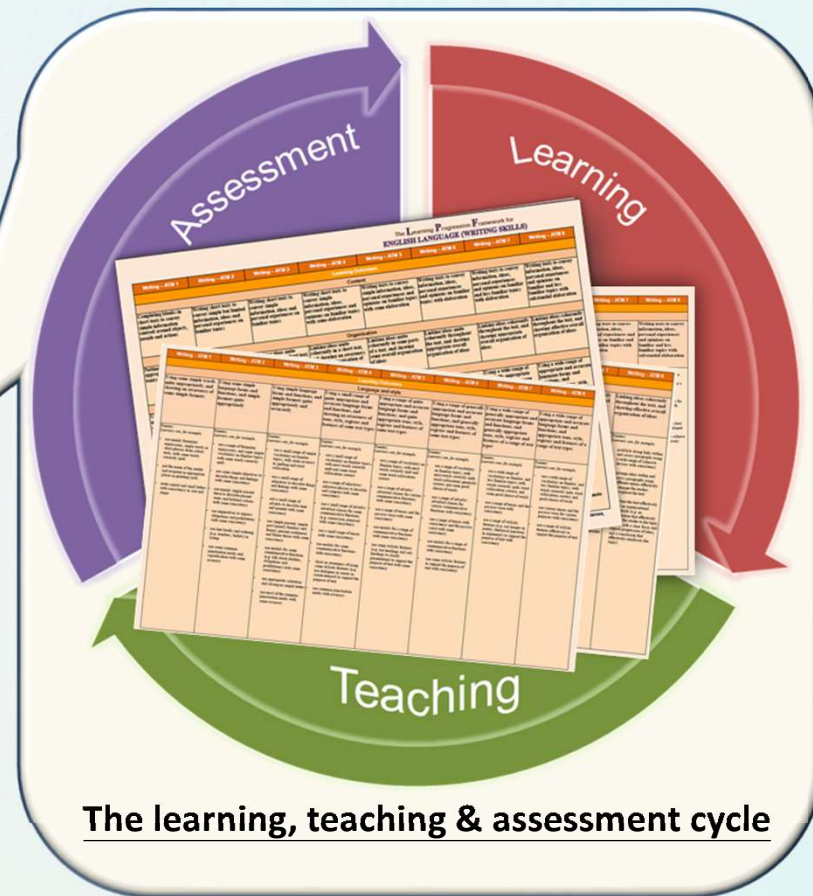
| Language and style                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                        |                                                                                                  |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Using some simple words quite appropriately, and showing an awareness of some simple formats                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Using some simple language forms and functions, and simple formats quite appropriately | Using simple language forms and functions, and simple formats quite appropriately and accurately | Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types | Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types | Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types | Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types | Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types |
| Underlying Principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                        |                                                                                                  |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                          |
| <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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, <ul style="list-style-type: none"> <li>• writing legibly (preferably being able to use both print and cursive scripts),</li> <li>• generating ideas by brainstorming or seeking and selecting information and ideas from different sources,</li> <li>• using knowledge of letter-sound relationships to spell words,</li> <li>• asking questions to clarify and seek information for correction,</li> <li>• editing drafts by correcting errors in language (e.g. spelling, punctuation and grammar items) with or without using references,</li> <li>• revising drafts by adding, deleting, substituting or linking ideas, and</li> <li>• reflecting on own writing based on feedback from teachers or peers.</li> </ul> Teachers are expected to help learners develop these strategies with increasing sophistication. </li> <li>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 promote learner independence.</li> </ol> |                                                                                        |                                                                                                  |                                                                                                                                                                       |                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                          |



# Use of the **LPF for Writing**

# Curriculum Planning

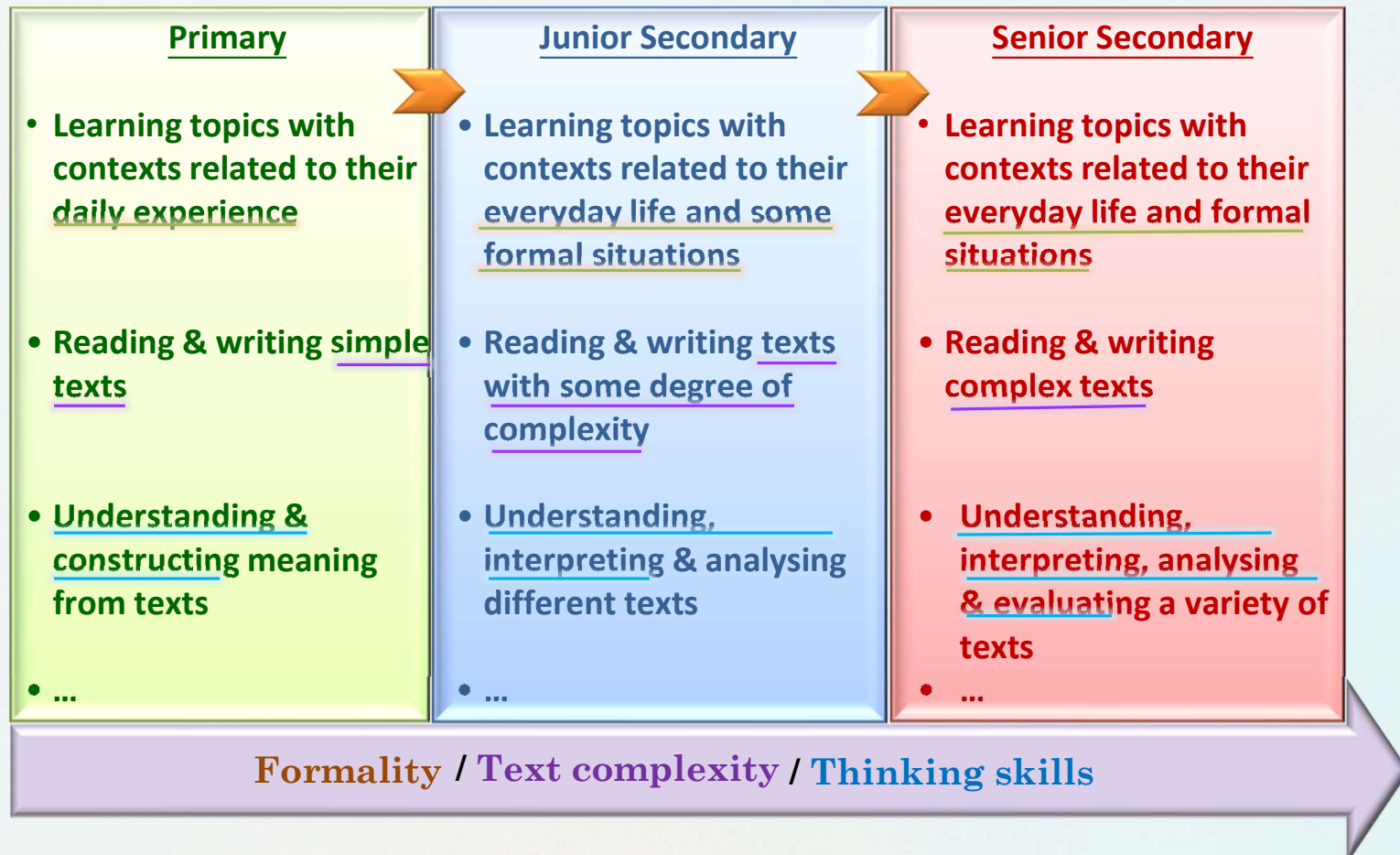
- Providing a common “language” and “tool” to facilitate professional discussions among teachers



# Curriculum Planning

## ● Enhancing the interface across key stages of learning

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



# Curriculum Planning

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



# Curriculum Planning

## ● Enhancing the interface across key stages of learning



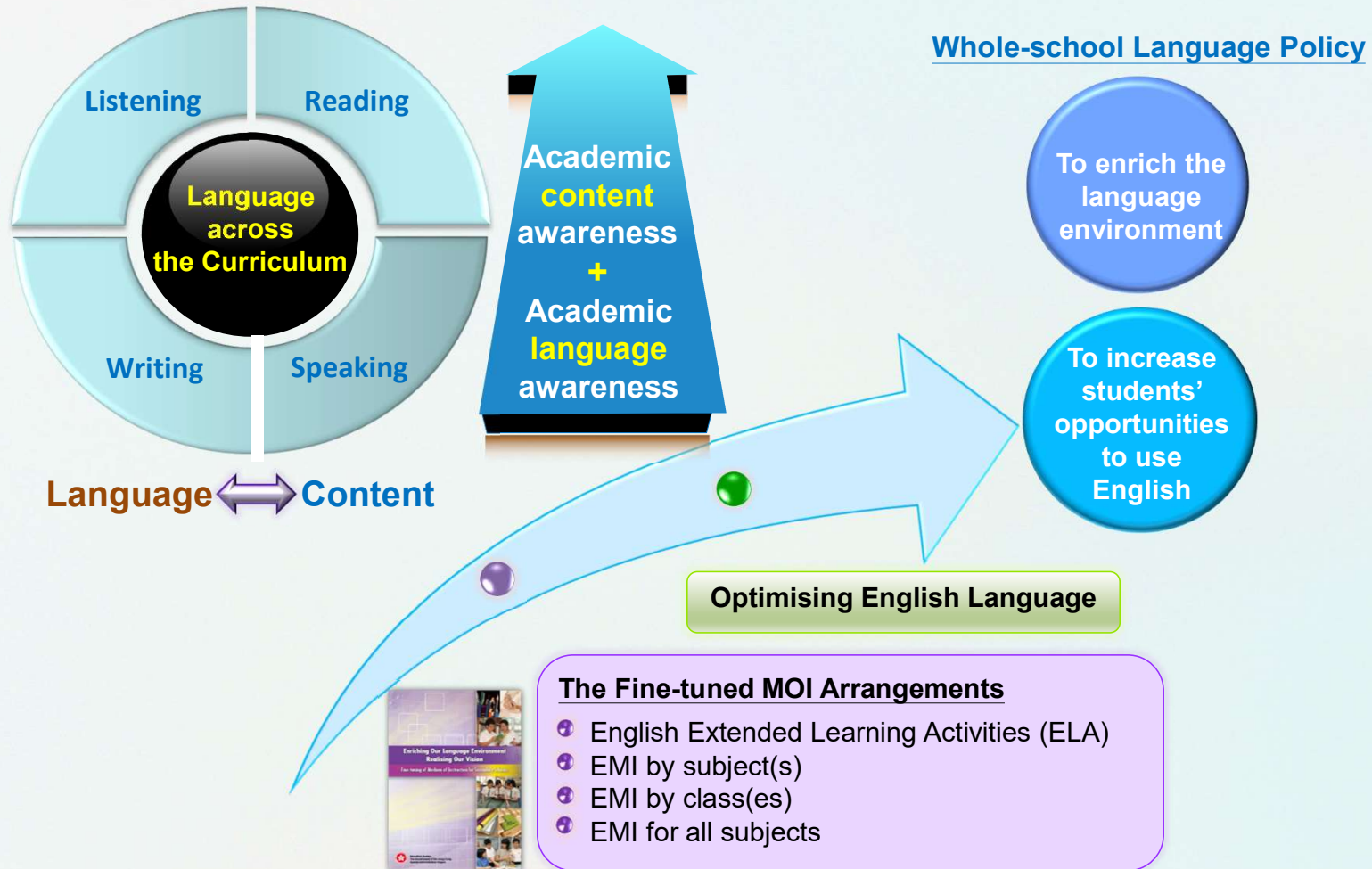
## Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum"



[https://www.edb.gov.hk/bridging\\_the\\_gap](https://www.edb.gov.hk/bridging_the_gap)

# Curriculum Planning

## ● Enhancing the interface across key stages of learning



# Curriculum Planning

## ● Enhancing the interface across key stages of learning

### Writing across the Curriculum

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

Similarities:

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

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

Differences

(c) Unlike ~~burning~~, respiration ~~can be~~ controlled.

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

# Curriculum Planning

## ● Enhancing the interface across key stages of learning

### Writing across the Curriculum

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

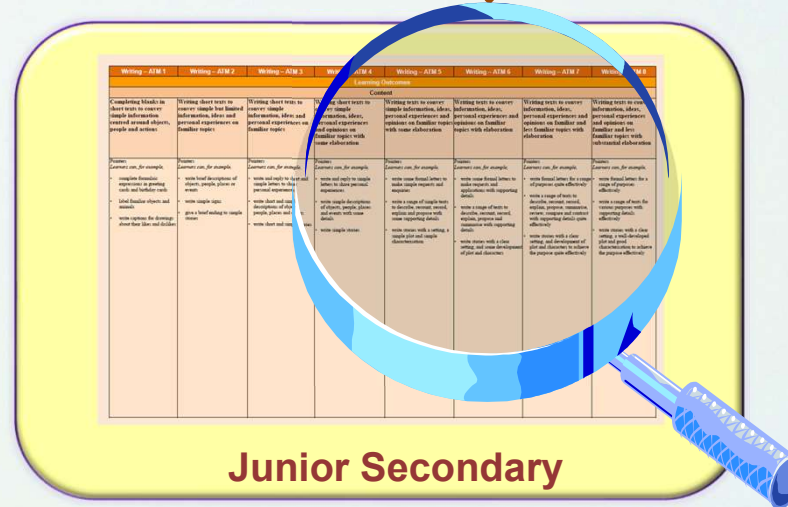
compare the conditions before and after the Industrial Revolution.

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

## 🌱 Enhancing the interface across key stages of learning

## Senior Secondary Level

## An example



## Junior 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><i>Learners can, for example,</i>                                                                                       | Pointers<br><i>Learners can, for example,</i>                                                                                 | Pointers<br><i>Learners can, for example,</i>                                                                     | Pointers<br><i>Learners can, for example,</i>                                                                                                                     | Pointers<br><i>Learners can, for example,</i>                                                                                                   |
| • 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 <u>to describe, recount, record, explain, propose, summarise, review, compare and contrast</u> 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



# Curriculum Planning

## ● Enhancing the interface across key stages of learning

### An example



### Writing objectives

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

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

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

# Curriculum Planning

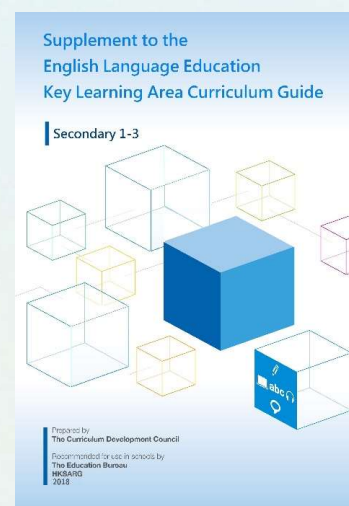
## Enhancing the interface across key stages of learning

### 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. <u>However</u> , these paintings were usually found at...(PSHE) |
| Sequencing                       | "After", "before", "then"                 | Clean the food thoroughly <u>before</u> cooking...(TE)                                                                                |
| Explaining                       | "Since", "because of", "as a result (of)" | <u>As a result</u> , more sulphur dioxide is produced...(SE)                                                                          |
| Describing                       | Adjectives, relative clauses              | <u>Larger</u> current makes the bulb <u>brighter</u> ...(SE)                                                                          |
| Defining                         | "Refers to", "is known as"                | Osmosis <u>refers to</u> the diffusion of fluid...(SE)                                                                                |
| Making suggestions               | "Can", "may", "suggest"                   | The government <u>can</u> make better use of the land through...(PSHE)                                                                |
| Giving instructions              | Imperatives                               | <u>List</u> the characteristics of the four phases in the long jump...(PE)                                                            |
| Presenting facts                 | Present tense                             | A computer system <u>consists of</u> ...(TE)                                                                                          |
| Presenting past events           | Past tense                                | The waltz <u>was</u> originally a peasant dance in Austria...(AE)                                                                     |
| Making assumption                | Conditional clauses, "let", "suppose"     | <u>Suppose</u> 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



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

# Learning, Teaching and Assessment

- Promoting Assessment **for / as** Learning

Where are the students now?



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

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

- Equipping students with the **skills and strategies** through **targeted instruction & guidance**

Where are the students going?



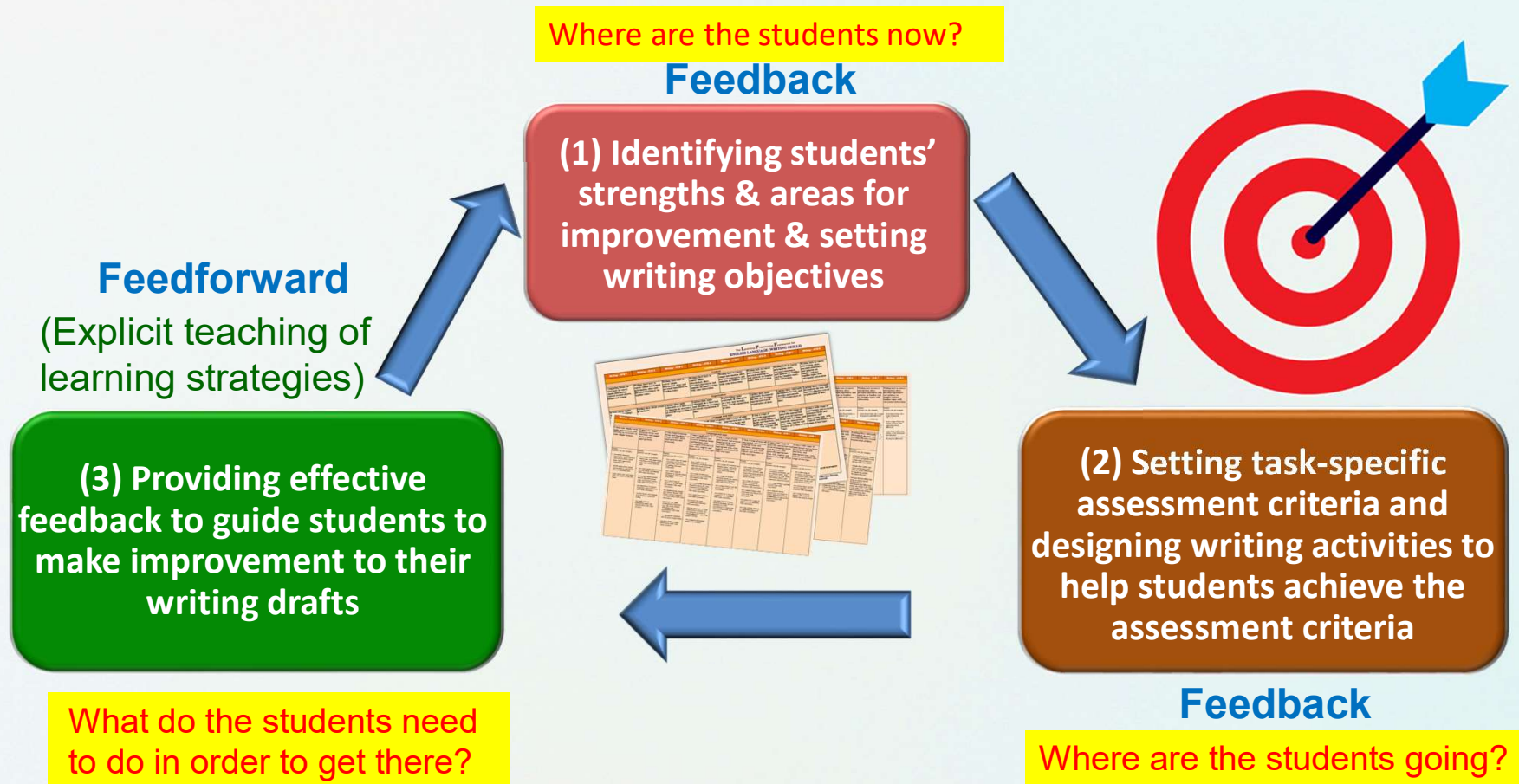
- Identifying **learning goals and assessment criteria**
- Using **examples & models of strong & weak work**

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



# Learning, Teaching and Assessment

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

### An example

**Where are the students now?**



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

| Writing – ATM 5                                                                                                                                                                                                                                                                                                                                                                      | Writing – ATM 6                                                                                                                                                                                                                                                                                                                                                                                                 | Writing – ATM 7                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 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                                                                                                                                                                                                                                                                                                                                         |
| <p>Pointers<br/><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>✓ write some formal letters to make simple requests and enquiries</li> <li>✓ write a range of simple texts to describe, recount, record, explain and propose with some supporting details</li> <li>✓ write stories with a setting, a simple plot and simple characterisation</li> </ul> | <p>Pointers<br/><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>? write some formal letters to make requests and applications with supporting details</li> <li>✓ write a range of texts to describe, recount, record, explain, propose and summarise with supporting details</li> <li>✓ write stories with a clear setting, and some development of plot and characters</li> </ul> | <p>Pointers<br/><i>Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>✗ write formal letters for a range of purposes quite effectively</li> <li>✓ write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively</li> <li>✓ write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively</li> </ul> |



Identifying writing skills and strategies that

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

# Learning, Teaching and Assessment

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

**Where are the students now?**



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

## An example

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



**Identifying writing skills and strategies that**

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

# Learning, Teaching and Assessment

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

### An example

**Where are the students now?**



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

| Writing – ATM 4                                                                                                                                                       | Writing – ATM 5                                                                                                                                           | Writing – ATM 6                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Learning Outcomes                                                                                                                                                     |                                                                                                                                                           |                                                                                                                                                                 |
| Language and style                                                                                                                                                    |                                                                                                                                                           |                                                                                                                                                                 |
| Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types | Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types | Using a range of general appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types |
| Pointers<br><i>Learners can, for example,</i>                                                                                                                         | Pointers<br><i>Learners can, for example,</i>                                                                                                             | Pointers<br><i>Learners can, for example,</i>                                                                                                                   |
| ✓ use a small range of vocabulary on familiar topics with most words correctly spelt and some word collocations correct                                               | ✓ use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct                                        | ✗ use a range of vocabulary on familiar topics, with most words correctly spelt word collocations general correct, and some good choice of words                |
| ✓ use a range of adjectives/ adjective phrases to describe and compare with some consistency                                                                          | ✓ use a range of adverbs/ adverbial clauses for various communicative functions with some consistency                                                     | ✗ use a range of adverbs/ adverbial clauses for various communicative functions with consistency                                                                |
| ✓ use a small range of adverbs/ adverbial clauses for some communicative functions (e.g. concession, purpose) with some consistency                                   | ✓ use a range of tenses and the passive voice with some consistency                                                                                       | ✗ use a range of tenses with consistency and the passive voice with some consistency                                                                            |
| ✓ use a small range of tenses with some consistency                                                                                                                   | ✓ use modals for a range of communicative functions with some consistency                                                                                 | ✗ use modals for a range of communicative functions with consistency                                                                                            |
| ✓ use modals for some communicative functions with consistency                                                                                                        | ✓ use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency           | ✗ use some stylistic features to support the purpose of text with consistency                                                                                   |
| ✓ show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text                                |                                                                                                                                                           |                                                                                                                                                                 |



Identifying writing skills and strategies that

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

# Curriculum Planning

## ● Enhancing the interface across key stages of learning

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

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

#### The Better Parent for Punch: Humans or the Macaque Troop?

Punch, a baby Japanese macaque born in July 2025 at Japan's Ichikawa City Zoo, was abandoned by his mother after a heatwave. Zookeepers Kosuke Shikano and Shumpei Miyakoshi stepped in to hand-rear him, offering round-the-clock care. They also gave him surrogate comfort items, and Punch eventually chose a stuffed IKEA orangutan as his constant companion.

When considering who serves as Punch's "better parent," the human caretakers offer clear advantages. First, they provide survival and attachment security. Whereas abandoned infants rarely survive without a mother, the zookeepers met his physical and emotional needs. The famous "cloth mother vs. wire mother" experiments proved that touch and warmth are essential, and Punch's plush orangutan functions as a "towel mother," giving him a secure base. Second, the humans have shown adaptive caregiving, gradually reintegrating him into the troop while monitoring his safety.

Yet striking similarities exist between human and natural parenting. Both provide physical security and attachment. In the wild, baby macaques cling to their mothers' fur. Similarly, Punch's caretakers chose the plush toy for its long hair and easy places to hold. Both approaches also teach through gradual exposure. Just as a mother macaque uses gentle scolding, the zookeepers adopted a "hands-off" approach, allowing other monkeys to discipline Punch so he can learn social cues.

#### Focussing on Language

Drawing students' attention to

- the communicative/rhetorical function, i.e. "to compare/contrast"
- the related language items, e.g. "*both*", "*better*", "*whereas*", "*Yet*", "*Similarly*"

# Curriculum Planning

## ● Enhancing the interface across key stages of learning

### Curriculum Mapping

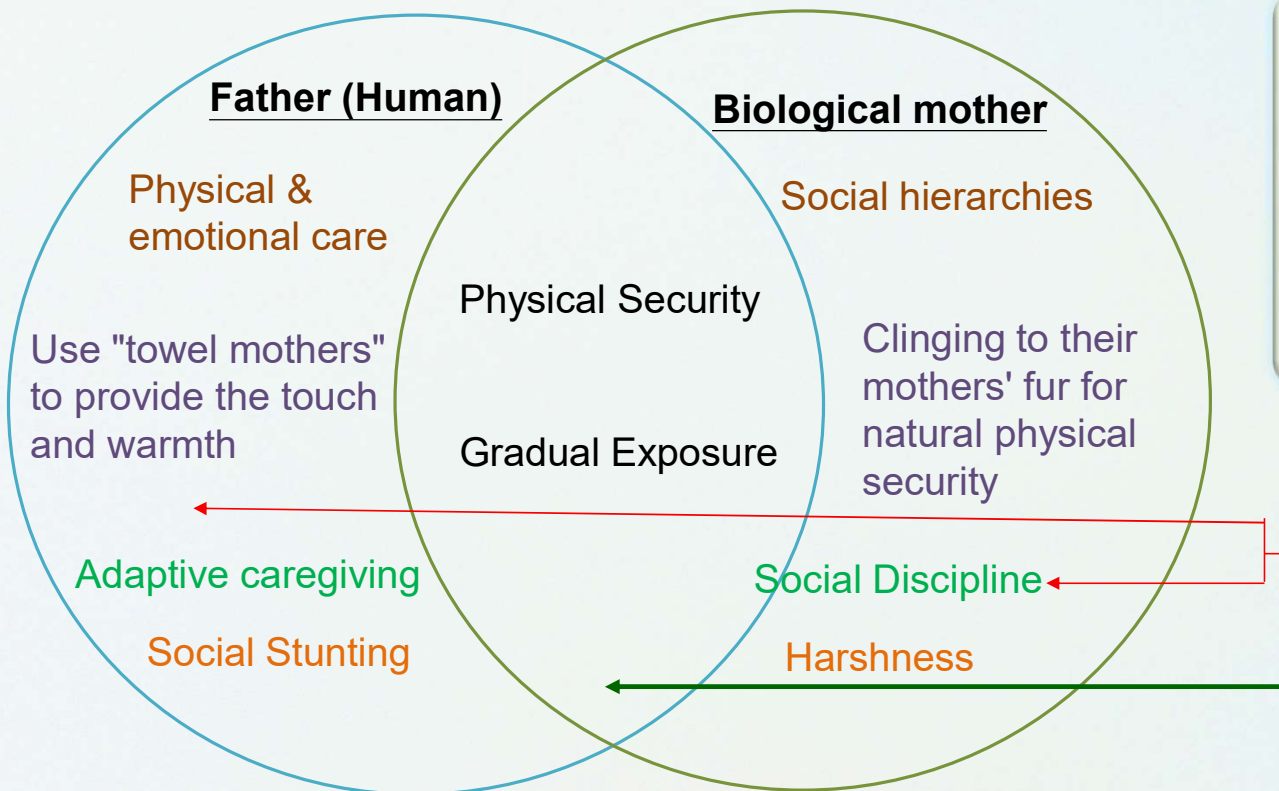
|              | Secondary 2                                                                         | English Language                                                                                                                                                          | History                                                                                                                                                               | Science                                                          |
|--------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Reading<br>↓ | 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                                                                      | <div> <div>Showing similarities</div> <div>Both, yet similarly</div> </div> <div> <div>Showing differences</div> <div>Unlike, while, however/but, instead of</div> </div> |                                                                                                                                                                       |                                                                  |
|              | Teaching focus                                                                      | Introducing the forms and functions of the target language items                                                                                                          | Reinforcing the use of the target language items                                                                                                                      |                                                                  |
|              | Topic                                                                               | Wildlife Conservation                                                                                                                                                     | Industrial Revolution                                                                                                                                                 | Respiration                                                      |
| Writing      | Providing relevant contexts for the application of the target language items (e.g.) | “ <u>Yet</u> striking similarities exist between human and natural parenting. <u>Both</u> provide physical security and attachment. ..”                                   | “Water power was a source of energy before the Industrial Revolution, <u>while</u> the steam engine has become an important source of energy after the Revolution...” | “ <u>Like</u> respiration, burning also produces heat energy...” |

# 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



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**".

### Language Focus (To compare)

- the **differences** between the macaque's human and biological parents
- the **similarities** between the macaque's human and biological parents

# Curriculum Planning

## Enhancing the interface across key stages of learning

### Text Deconstruction

#### The Better Parent for Punch: Human Caretakers or the Macaque Troop?

Punch, the baby Japanese macaque who captured global hearts in early 2026, faced a heartbreaking start. Born on July 26, 2025, at Japan's Ichikawa City Zoo during a severe heatwave, his mother abandoned him shortly after birth. While this behavior is rare in the wild, it can occur in captivity under stress. Yet despite his mother's rejection, zookeepers Kosuke Shikano and Shunpei Miyakoshi stepped in to hand-rear the infant, providing round-the-clock care. In addition, they introduced surrogate comfort items until Punch chose an unlikely companion: a stuffed IKEA orangutan that became his constant shadow.

When it comes to who serves as Punch's "better parent," the human caretakers offer two clear advantages. First of all, they provide survival and attachment security. Whereas abandoned infants rarely survive without a mother, Punch's zookeepers provided for his physical and emotional needs. Similarly, the famous "cloth mother vs. wire mother" experiments proved that touch and warmth are developmental necessities. Consequently, Punch's plush orangutan functions as a "towel mother," giving him a secure base. Secondly, the humans have demonstrated adaptive caregiving by gradually reintegrating Punch into the troop while monitoring his safety. They have received global support that no troop of macaques could ever generate on its own.

While the debate often pits human intervention against natural parenting, striking similarities exist between the two approaches. First of all, both serve as a source of physical security and attachment. In the wild, baby macaques cling to their mothers' fur for safety. Similarly, Punch's caretakers provided the IKEA plushie, selecting it for its long hair and "several easy places to hold." In the same way that a mother's body becomes a sanctuary, the toy gives Punch a secure base. Moreover, both engage in teaching through gradual exposure. Just as a mother macaque would use gentle scolding, the zookeepers adopted a "hands-off" approach, allowing other monkeys to discipline Punch so he can learn social cues. While operating in different contexts, both prioritize the same core goals: providing security and teaching social skills.

However, many experts believe the macaque troop is ultimately better for Punch. On the other hand, they emphasize species-typical social development. Whereas human caretakers provide safety, primatologists warn that heavy human involvement can hinder a young macaque's ability to learn complex social hierarchies. For example, what looks like "bullying" to humans is described by the zoo as "tough love" and necessary socialization. Yet from a human perspective this seems cruel; nevertheless, aggression serves as communication. The real danger, according to this view, is not occasional scolding but complete isolation, which would deprive Punch of learning how to be a monkey.

Another consideration involves long-term belonging. While human caretakers offer unconditional warmth, Japanese macaque societies are matrilineal, with females maintaining generations-deep bonds. In contrast, Punch, as a male, will eventually disperse from his birth troop. Yet he still needs to learn macaque rules now. Without this socialization, a zoo statement warned, he could never return to his kind, forcing

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

#### Content

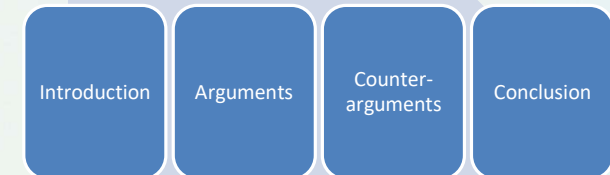
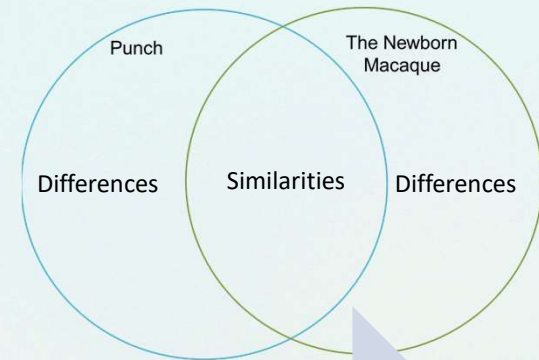
- Main ideas

#### Text structure

- Background
- Arguments
- Counter-arguments

#### Language

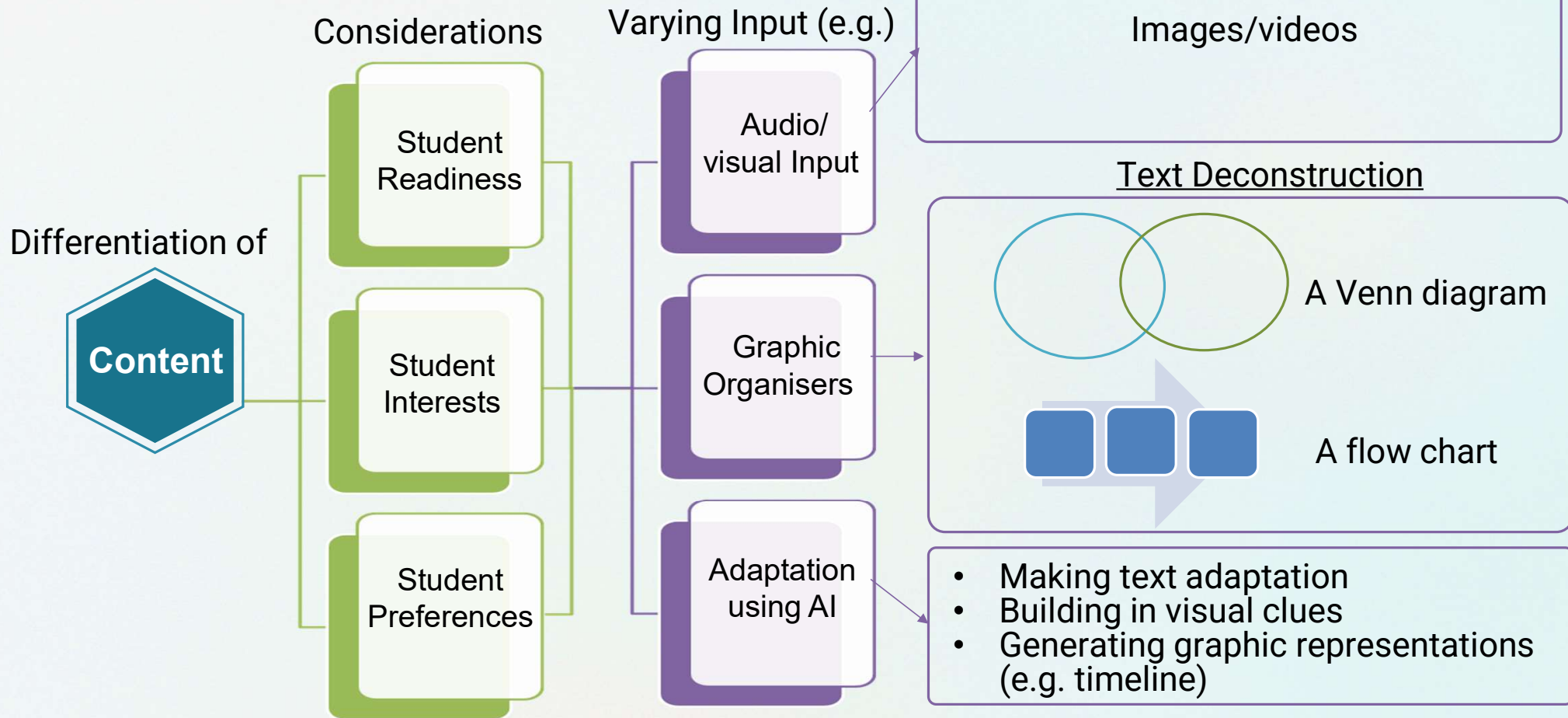
- Rhetorical functions
- Language items



#### Rhetorical function

- e.g. "to compare/contrast"
- the related language items, e.g. "both", "better", "whereas", "Yet", "Similarly"

# Learning, Teaching and Assessment

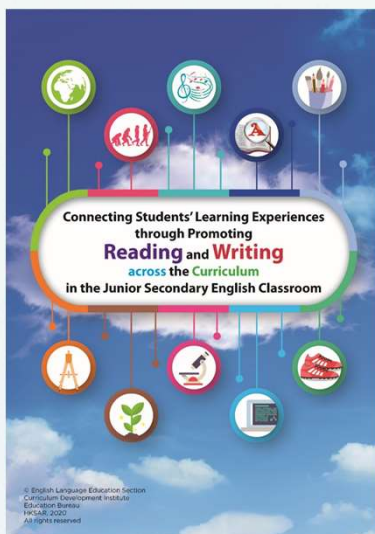


# Curriculum Planning

- Enhancing the interface across key stages of learning

## More examples

### (Junior Secondary Level)



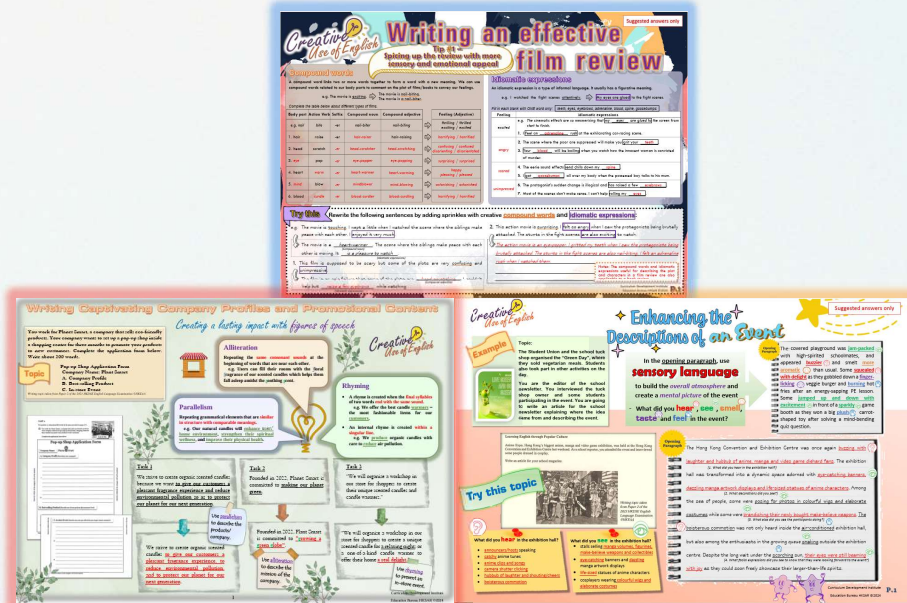
[https://www.edb.gov.hk/RWaC\\_JS](https://www.edb.gov.hk/RWaC_JS)

### (Senior Secondary Level)



[https://www.edb.gov.hk/Academic\\_English](https://www.edb.gov.hk/Academic_English)

# Resources on the Creative Use of English

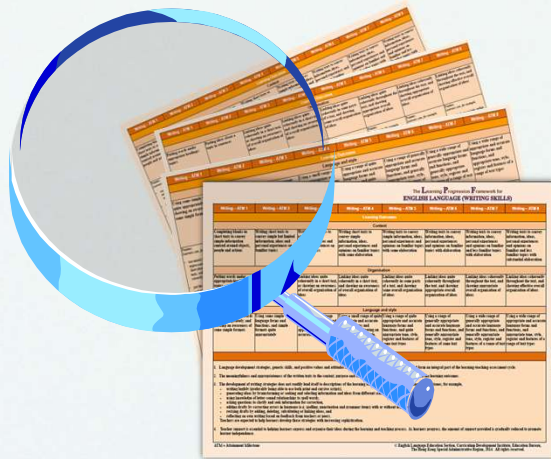


<https://www.edb.gov.hk/en/curriculum-development/kla/eng-edu/references-resources/Creative-Eng/home.html>

# Assessment

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

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

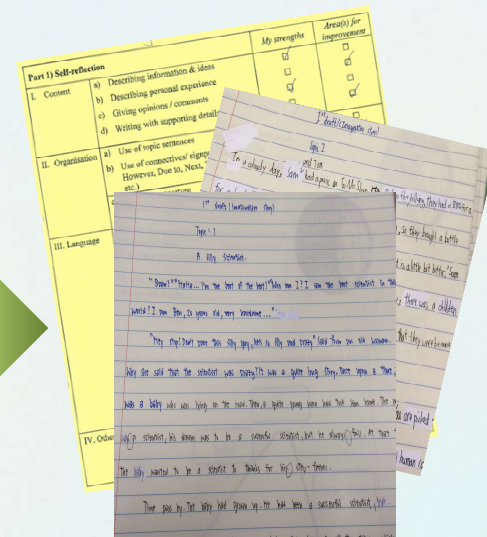


Identifying **learning objectives /goals** and **assessment criteria** with reference to the LPF



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

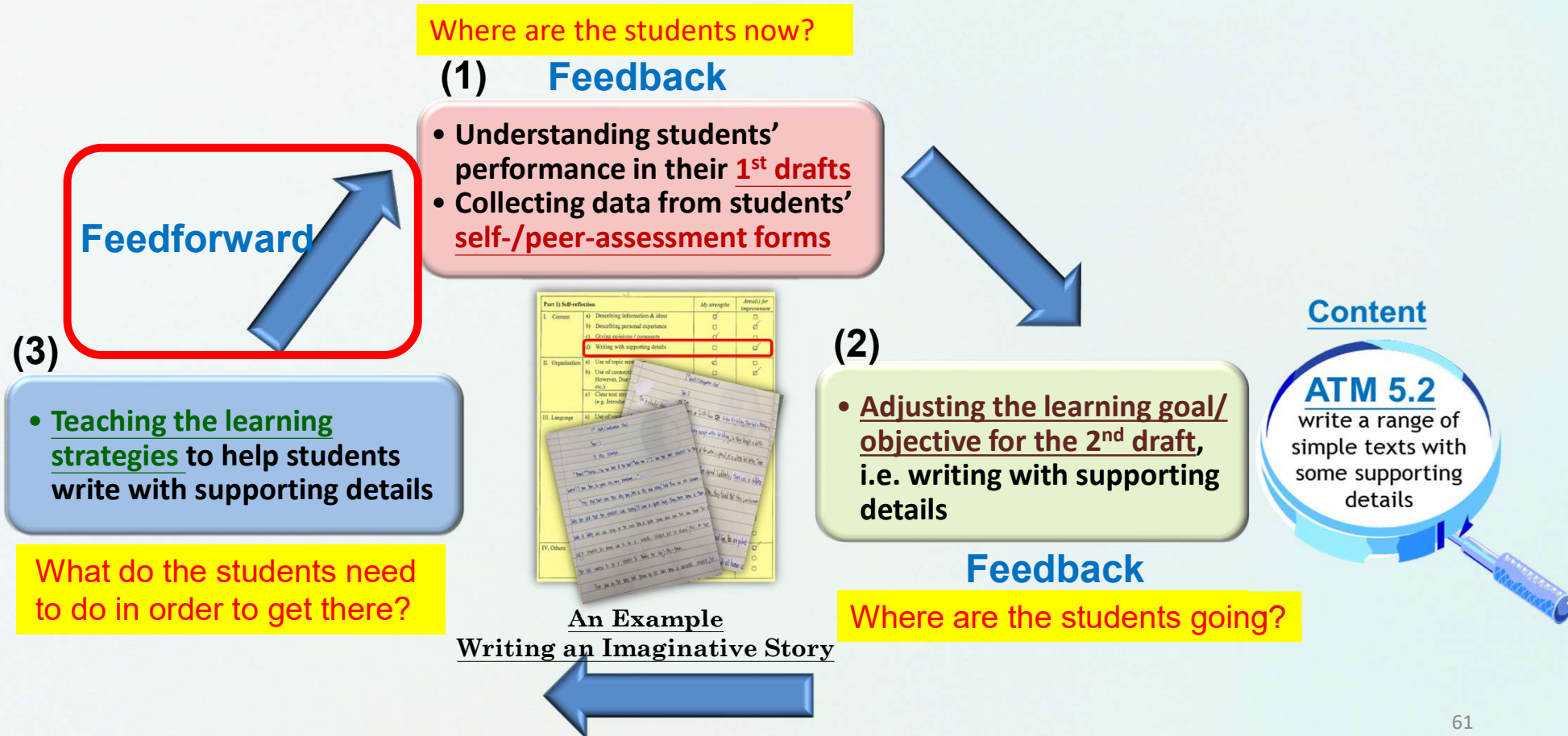
Developing **Task-specific Assessment Forms**



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

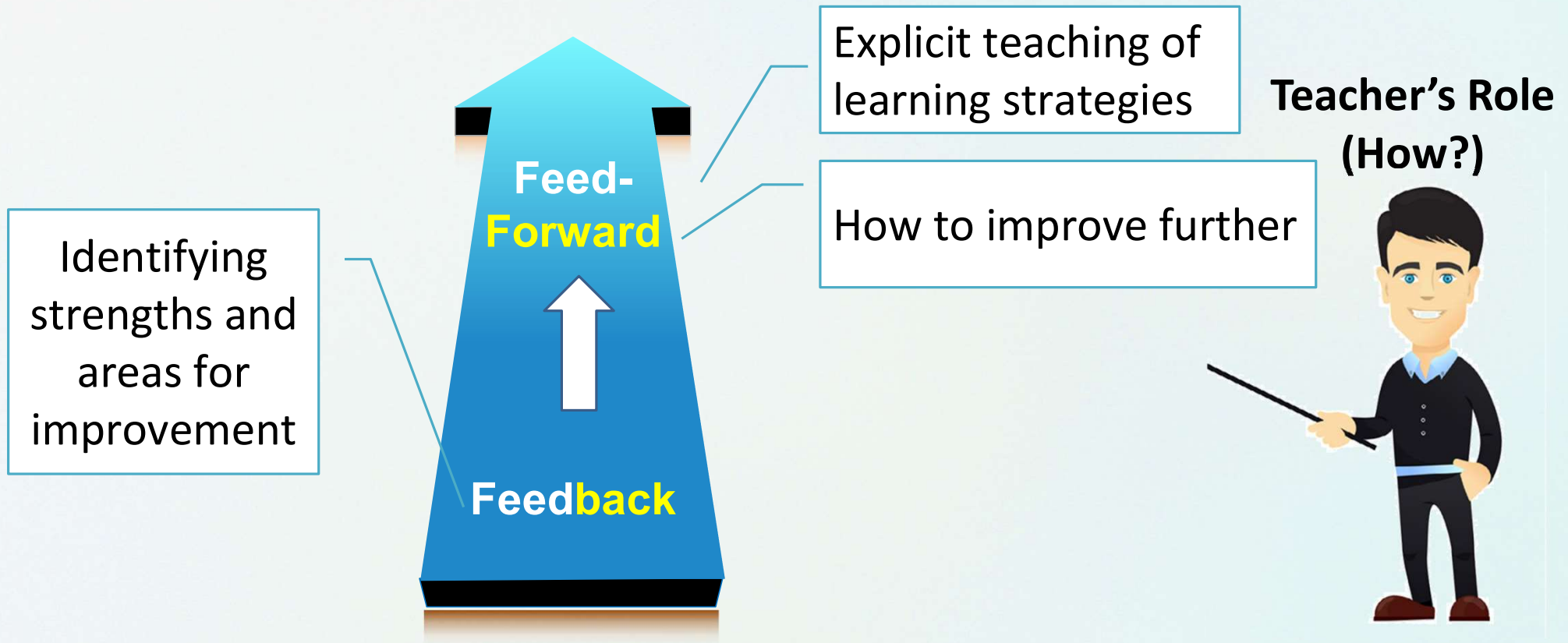
# Assessment

## ● Adopting a Process Approach



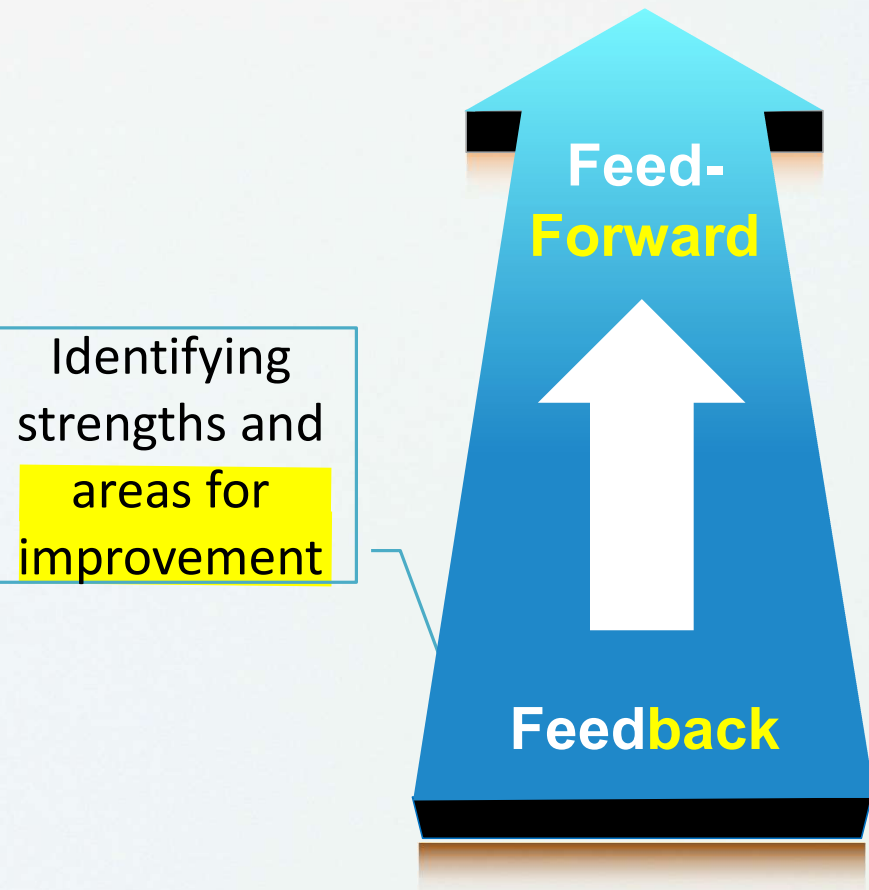
# Learning, Teaching and Assessment

## ● Promoting Assessment for/as Learning



# Learning, Teaching and Assessment

## ● Promoting Assessment for/as Learning



### Data from the TSA Report



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

[Speaking: 2019, 2023, 2024]

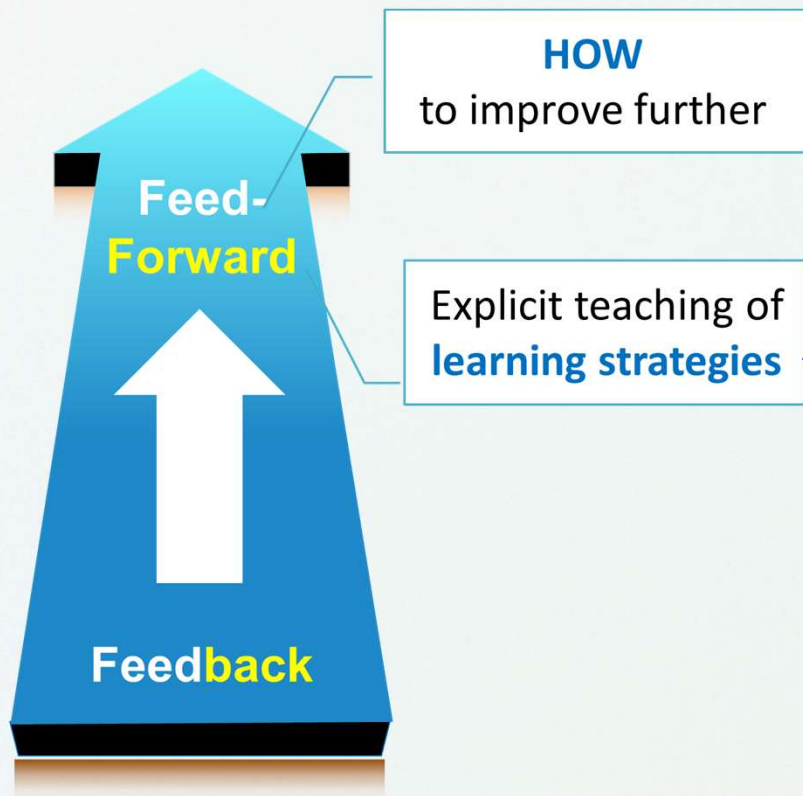


The length of some passages was too short and did not allow for much, if any, elaboration.

[Writing: 2024]



# Equipping Students with Strategies for Making Elaborations



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

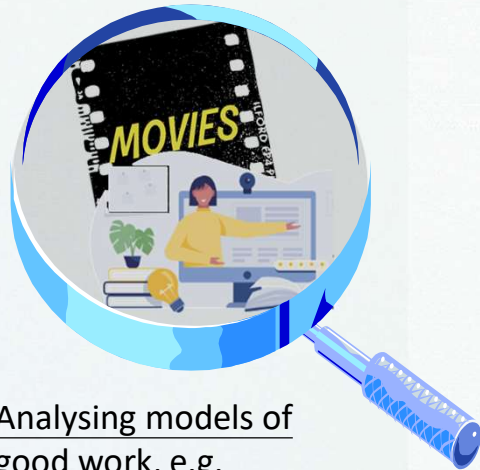
# Equipping Students with Strategies for Making Elaborations



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

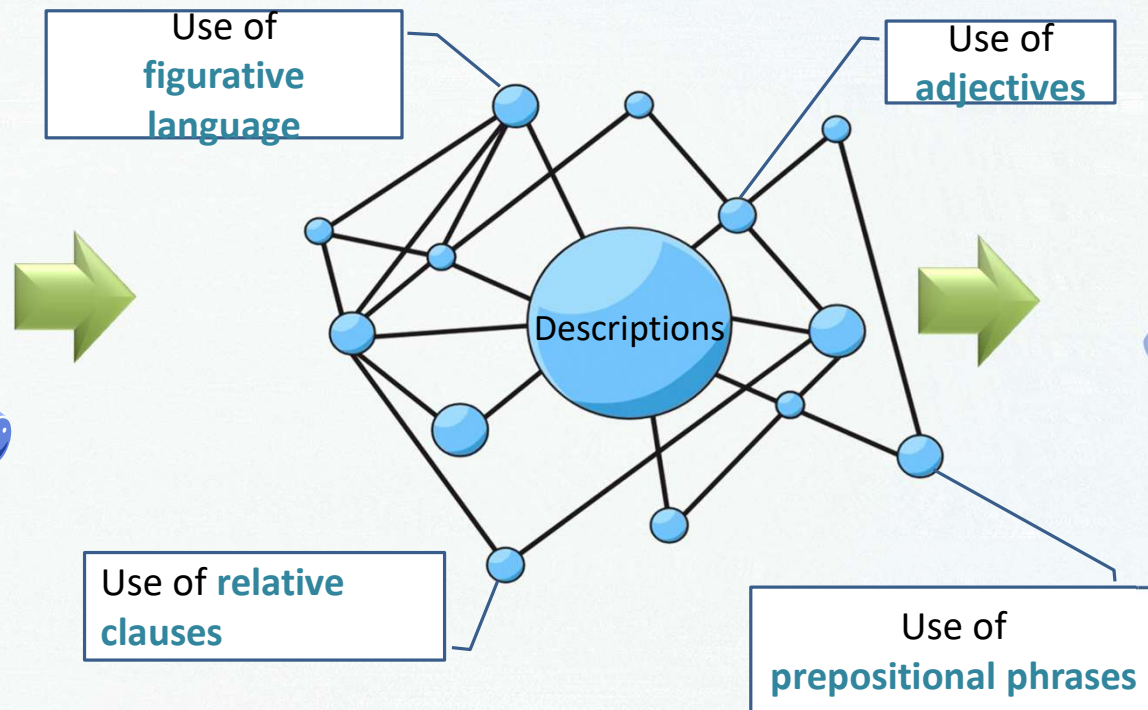
Highlighting the strategies adopted for making descriptions, e.g.

Applying the strategies in similar contexts



Analysing models of good work, e.g.

- authentic learning materials
- sample student work



# Assessment

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

## Feedforward

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



### Teachers' Role

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

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

### An Invisible Adventure with my Friend

One afternoon, my **best** friend, Jane, and I left school and saw this **catchy** poster "Coca Cola! 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, cherry coke!" 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!**

# Assessment

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

## Feedforward

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



### Teachers' Role

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

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

### Activity 7 (Post-writing)

Improve the following paragraph by applying the strategies above.

#### The Magical Fortune Cookie

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

### Language & Style

#### ATM 4.2

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

### Language & Style

#### ATM 4.6

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

# Use of the LPF for Speaking

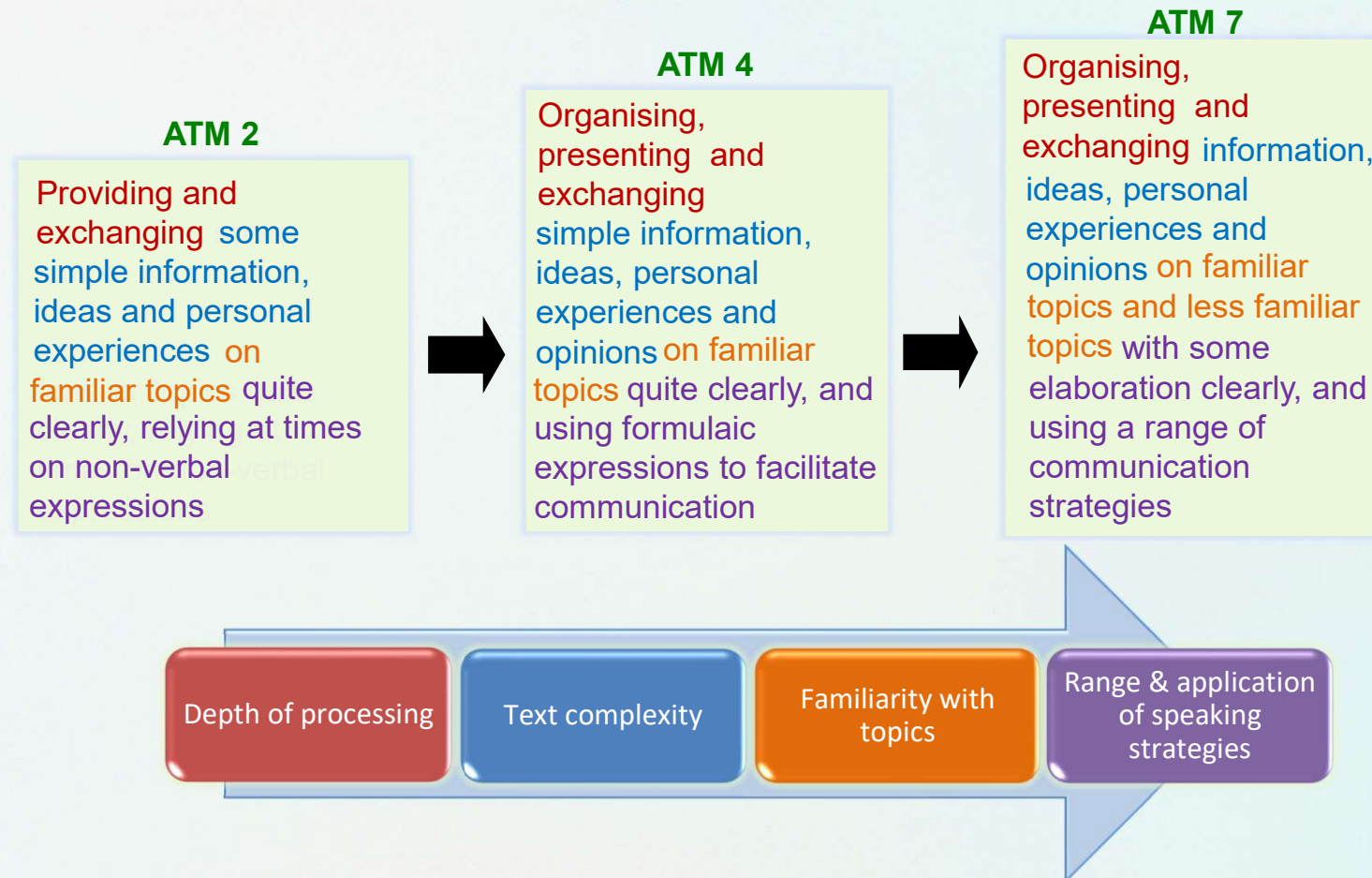
[illegible]

# The LPF for English Language (Speaking)

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

# Progression of the Learning Outcomes

## Content, Organisation and Communication Strategies

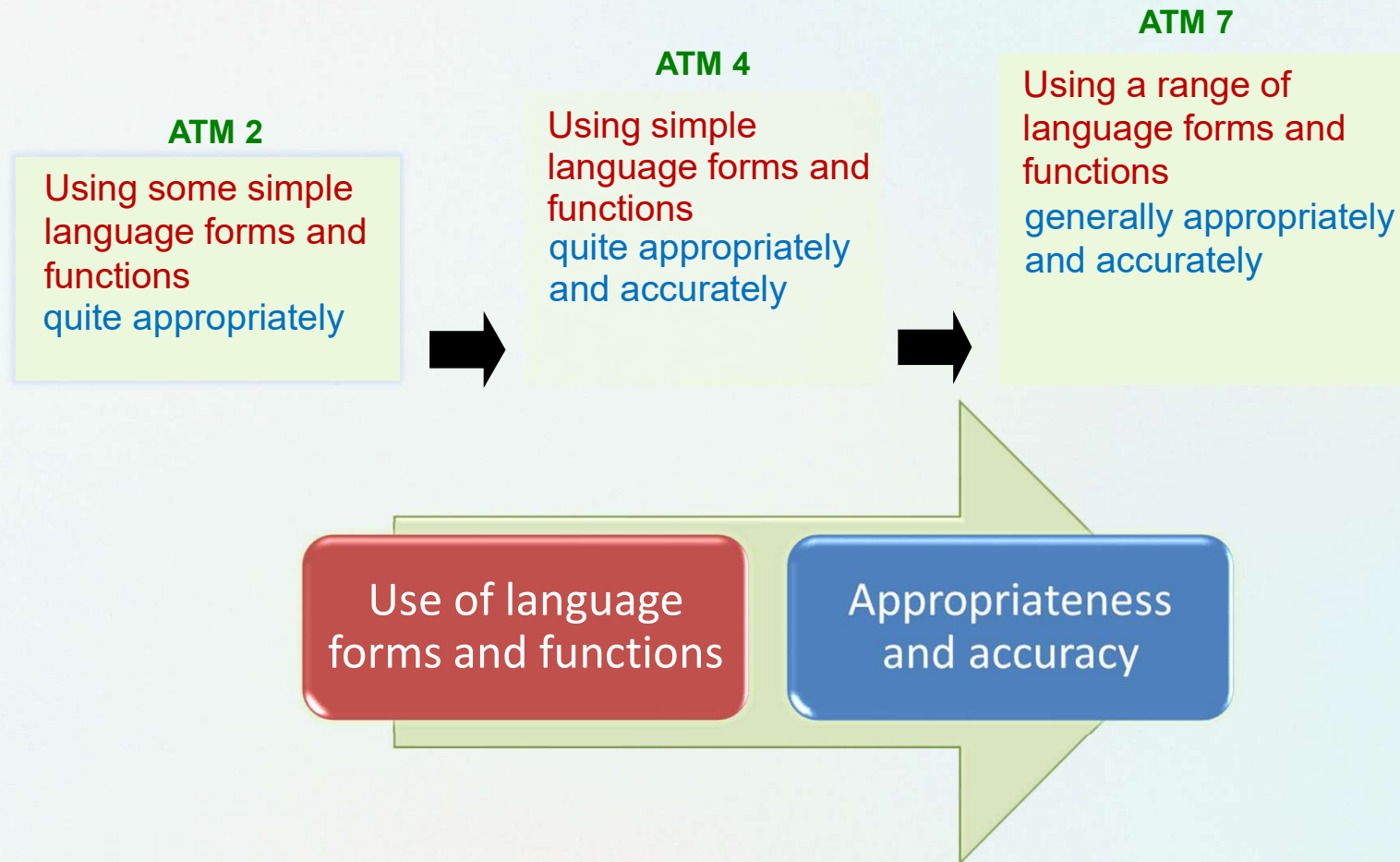


# The LPF for English Language (Speaking)

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

# Progression of the Learning Outcomes

## Language

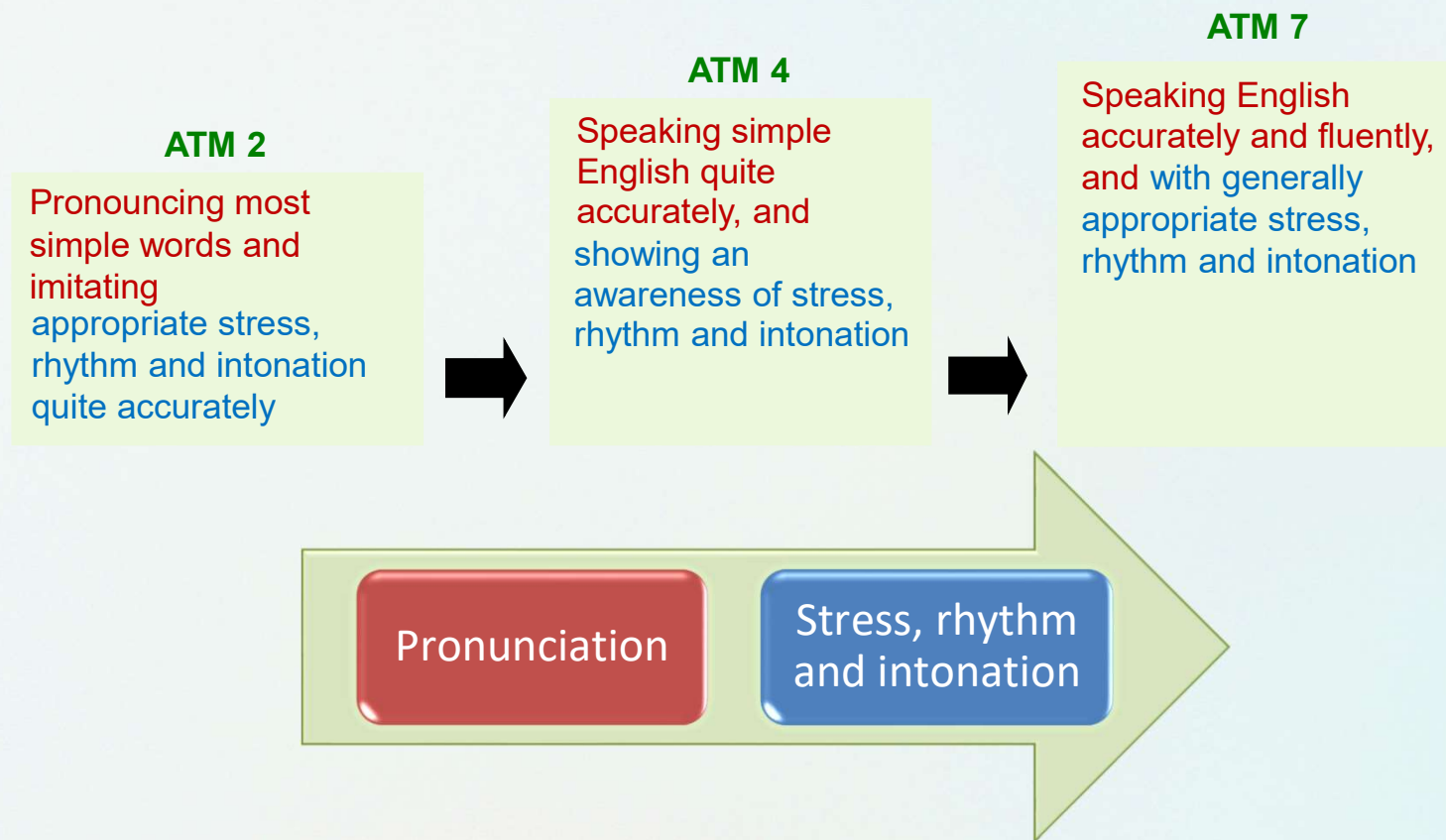


# The LPF for English Language (Speaking)

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

# Progression of the Learning Outcomes

## Pronunciation, Stress, Rhythm and Intonation



# Learning, Teaching and Assessment

- Promoting Assessment **for / as** Learning

Where are the students now?



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

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

- Equipping students with the **skills and strategies** through **targeted instruction & guidance**

Where are the students going?



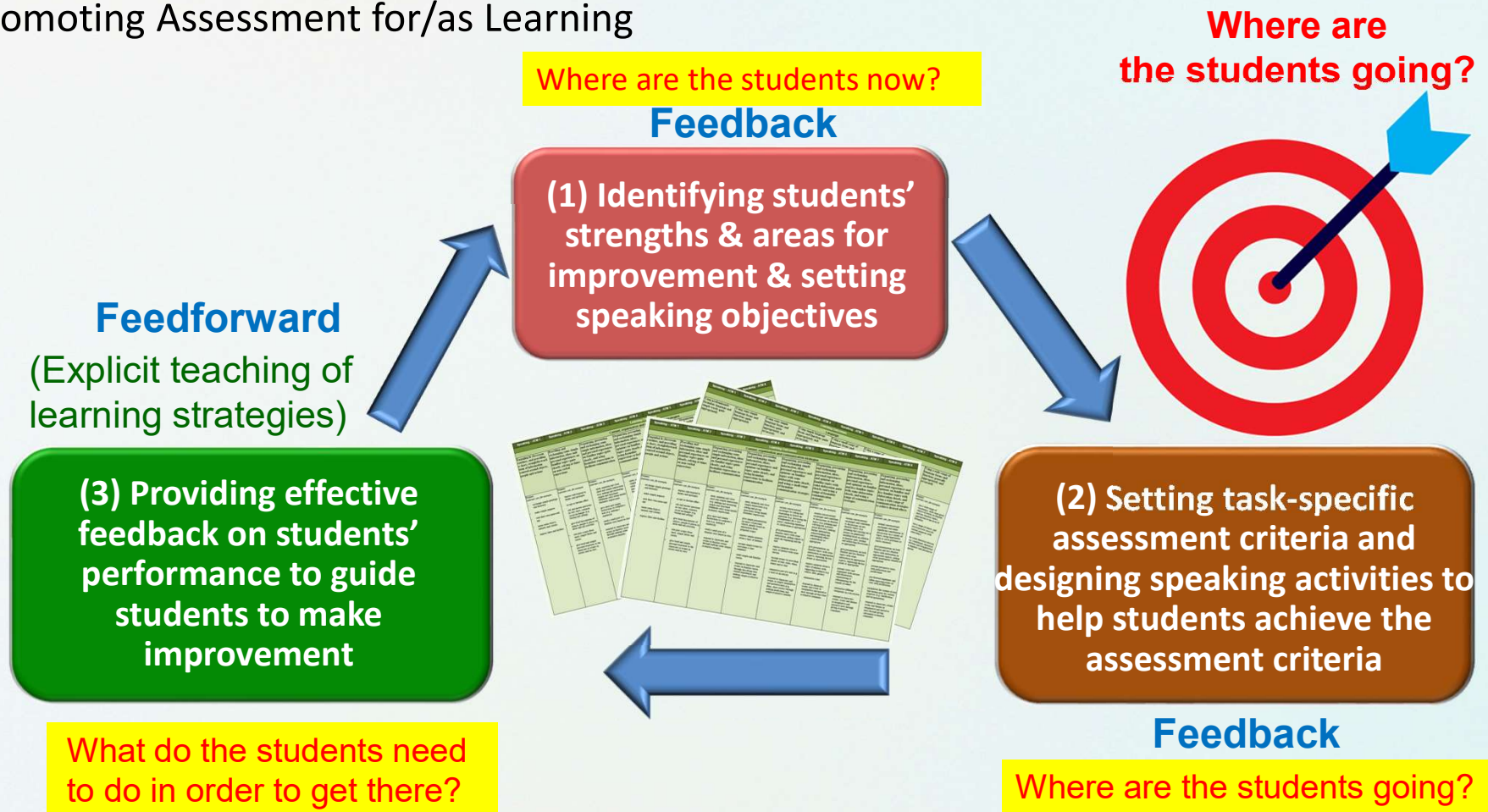
- Identifying **learning goals and assessment criteria**
- Using **examples & models of strong & weak work**

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]

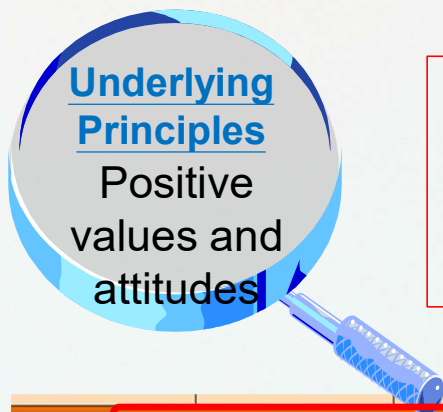
# Learning, Teaching and Assessment

## ● Promoting Assessment for/as Learning



# Promoting Positive Values and Attitudes (Underlying Principles)

# Promoting Positive Values and Attitudes



1. Language development strategies, generic skills, and **positive values and attitudes** are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

| Underlying Principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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, <ul style="list-style-type: none"> <li>• writing legibly (preferably being able to use both print and cursive scripts),</li> <li>• generating ideas by brainstorming or seeking and selecting information and ideas from different sources,</li> <li>• using knowledge of letter-sound relationships to spell words,</li> </ul> </li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Underlying Principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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, <ul style="list-style-type: none"> <li>• showing interest to communicate,</li> <li>• facing the listener,</li> <li>• maintaining eye contact,</li> <li>• speaking at a volume appropriate to the situation,</li> <li>• enhancing own spoken texts with appropriate gestures and facial expressions,</li> <li>• responding readily to others' questions, opinions or comments, and</li> <li>• turn-taking in conversations and discussions.</li> </ul> <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</p> </li> <li>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.</li> <li>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.</li> </ol> |

# Promoting Positive Values and Attitudes

## ATM 7

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

<https://www.youtube.com/watch?v=UF8uR6Z6KLc>

| Rhetorical device      | Effect created                                                                                                |
|------------------------|---------------------------------------------------------------------------------------------------------------|
| A. contrast            | F. to highlight the features of something through comparing it to another object with similar characteristics |
| B. metaphor            | G. to reinforce a message                                                                                     |
| C. simile              | H. to create humour and comical effects and engage the audience                                               |
| D. repetition          | I. to emphasise the differences of two ideas/things                                                           |
| E. rhetorical question |                                                                                                               |

|       | Lines                                                                                                                                                                                                                                                             | Rhetorical device | Effect created |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|
| (i)   | And then I got fired. <u>How can you get fired from a company you started?</u> (lines 56-57)                                                                                                                                                                      | <b>E</b>          | <b>H</b>       |
| (ii)  | The <u>heaviness of being successful</u> was replaced by the <u>lightness of being a beginner</u> again. (lines 71-72)                                                                                                                                            | <b>A</b>          | <b>I</b>       |
| (iii) | It was <u>awful tasting medicine</u> , but I guess the patient needed it. (lines 80-81)                                                                                                                                                                           | <b>B</b>          | <b>F</b>       |
| (iv)  | And the only way to do great work is to love what you do. <u>If you haven't found it yet, keep looking. Don't settle.</u> As with all matters of the heart, you'll know when you find it... <u>So keep looking until you find it. Don't settle.</u> (lines 85-88) | <b>D</b>          | <b>G</b>       |

## Promoting Positive Values and Attitudes



**Each of Steve Jobs' stories illustrates some positive qualities, values and attitudes.**

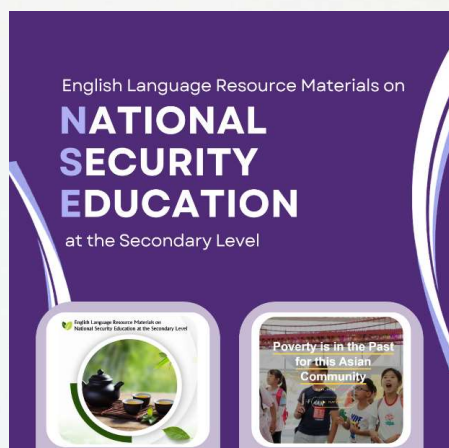
**Identify a quote and three stories to describe the incidents or experiences in your life that touched you the most and explain the positive values you have learnt from it.**

# Resource Kit on Inspirational Speeches



[https://www.edb.gov.hk/sow\\_speeches](https://www.edb.gov.hk/sow_speeches)

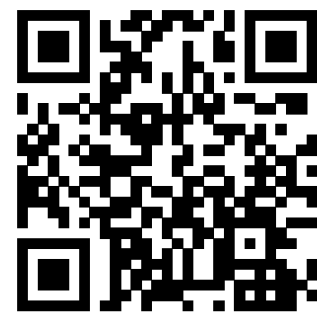
# References for Promoting Values Education



[https://www.edb.gov.hk/NSE\\_elesec\\_1](https://www.edb.gov.hk/NSE_elesec_1)



[www.edb.gov.hk/BooksLG](http://www.edb.gov.hk/BooksLG)



[https://www.edb.gov.hk/Videos\\_LV\\_Sec](https://www.edb.gov.hk/Videos_LV_Sec)

# Assessment

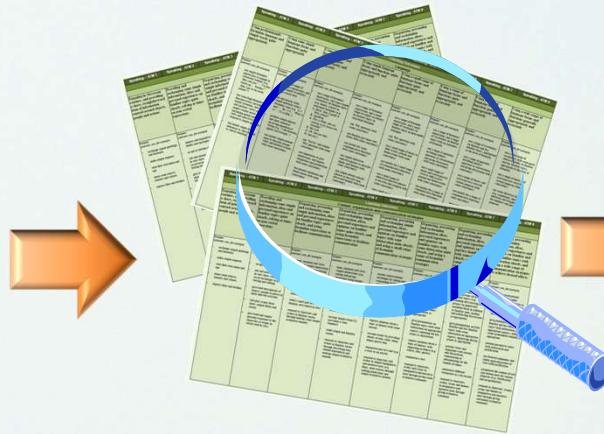
- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

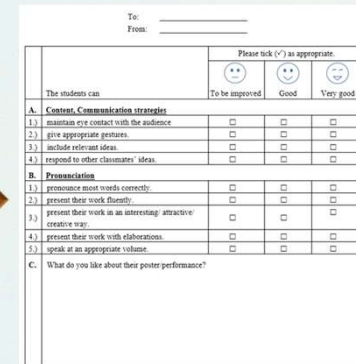
## Developing Task-specific Assessment Forms for Self-, Peer-, Teacher Assessment with the Use of the LPF



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



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



| To: _____<br>From: _____                                           |                          | Please tick (✓) as appropriate |                          |                          |
|--------------------------------------------------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|
|                                                                    |                          | To be improved                 | Good                     | Very good                |
| The students can                                                   |                          |                                |                          |                          |
| <b>A. Content/Communication strategies</b>                         |                          |                                |                          |                          |
| 1.) maintain eye contact with the audience                         | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.) give appropriate gestures                                      | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.) include relevant ideas                                         | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.) respond to other classmates' ideas                             | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>B. Presentation</b>                                             |                          |                                |                          |                          |
| 1.) pronounce most words correctly                                 | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.) present their work fluently                                    | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.) present their work in an interesting/ attractive/ creative way | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4.) present their work with elaborations                           | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| 5.) speak at an appropriate volume                                 | <input type="checkbox"/> | <input type="checkbox"/>       | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>C. What do you like about their poster performance?</b>         |                          |                                |                          |                          |

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

# Learning, Teaching and Assessment

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

## An example

Where are the students going?



Maintaining eye contact

| Speaking – ATM 6                                                                                                                                                                                                                                                                                                                                                                                                                                            | Speaking – ATM 7 | Speaking – ATM 8 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------|
| <b>Underlying Principles</b>                                                                                                                                                                                                                                                                                                                                                                                                                                |                  |                  |
| <b>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,</b>                                                                                                                                                                                                                                                                   |                  |                  |
| <ul style="list-style-type: none"><li>• ✓ showing interest to communicate,</li><li>• ✓ facing the listener,</li><li>• ✓ maintaining eye contact,</li><li>• ✓ speaking at a volume appropriate to the situation,</li><li>• ✓ enhancing own spoken texts with appropriate gestures and facial expressions,</li><li>• ✓ responding readily to others' questions, opinions or comments, and</li><li>• ✓ turn-taking in conversations and discussions.</li></ul> |                  |                  |
| <b>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</b>                                                                                                                                                                                                                                                                                                         |                  |                  |

# Learning and Teaching

## (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

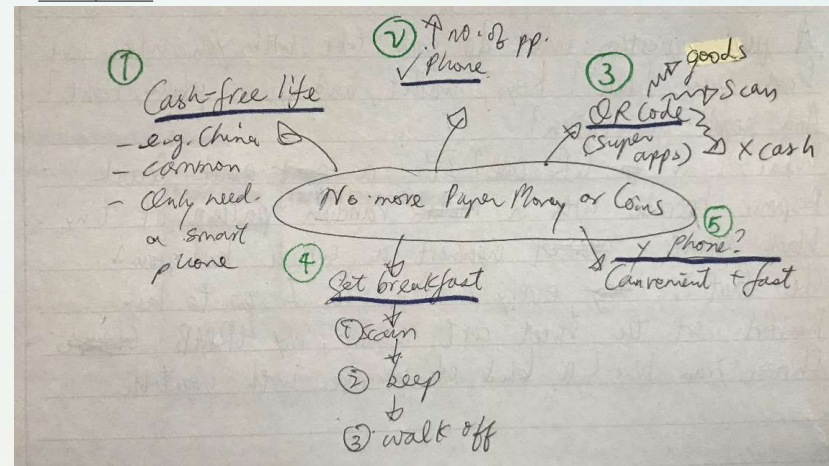
Comment on the two note-sheets prepared by two different students.

Sample A

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

Sample B

VS



# Learning and Teaching

## (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

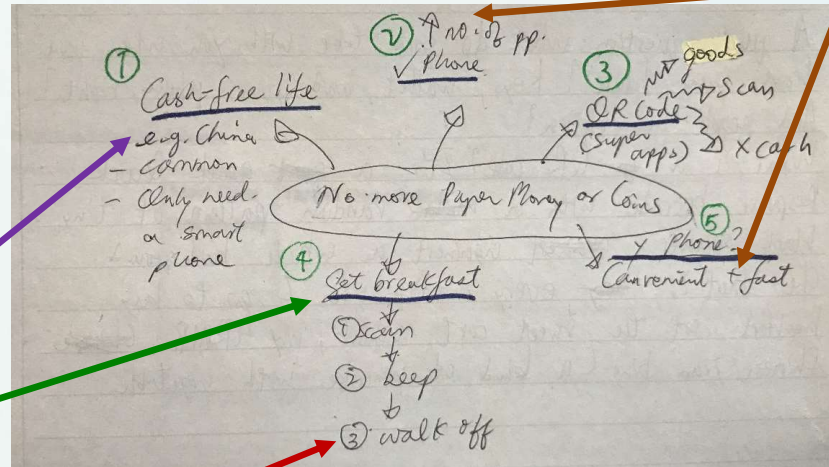


- Use of abbreviated forms

- Highlighting key points

- Numbering

Sample B



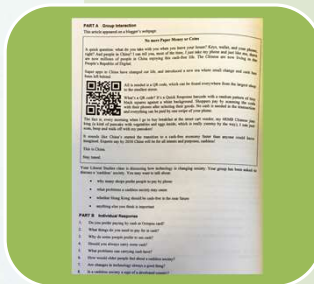
• Use of symbols

• Use of graphic organisers

# Learning and Teaching

## (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?



**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<br><i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>✓ pronounce most familiar and unfamiliar words quite accurately</li> <li>✓ pronounce most sound clusters generally accurately</li> <li>✓ produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar</li> </ul> | Pointers<br><i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>✓ pronounce most familiar and unfamiliar words accurately</li> <li>✓ produce long utterances with generally appropriate stress, rhythm and intonation</li> </ul> | Pointers<br><i>Learners can, for example,</i> <ul style="list-style-type: none"> <li>✓ speak English with clear and accurate pronunciation</li> <li>✓ produce long utterances naturally using appropriate stress, rhythm and intonation</li> </ul> |

# Learning and Teaching

(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)

### Heal the World

Heal the world  
make it a better place  
for you and for me and  
the entire human race  
there are people dying  
if you care enough for the living  
make a better place  
for you and for me

Silent -e

# Learning, Teaching and Assessment

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

Where are the students now?

Study an excerpt from a group discussion about organising a study tour. Suggest areas for improvement for the students to focus on.

Student A: *I think England is a good location for the exchange tour because we can practise our English there.*

Student B: *I totally agree with you. Japan is a great place for an exchange tour because students like Japanese food!*

Student C: *I agree with you. I think Vietnam is better because the traveling expense is low.*

Student D: *I take your point. And I believe most students would be interested in Singapore because the universities in Singapore have good reputation.*

## Areas for Improvement

# Learning, Teaching and Assessment

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

## An example

Where are the students going?



### Learning Objective (Speaking)

Use a wide range of vocabulary appropriate to the context

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

# Learning and Teaching

## (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?

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) <u>it's true</u> , 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) <u>Agreed</u> !                                                                            |
| 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) <u>Exactly</u> ! Can you get to the station?                                               |
| Priest 3: | What? In 40 minutes?                                                                           |
| Jimmie:   | (d) <u>Yes</u> ! Thank you. Guys, I'm leaving you to take care of this mob. Don't let me down. |

# Assessment

- (3) Providing effective feedback to guide students to make improvement to their speaking performance



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

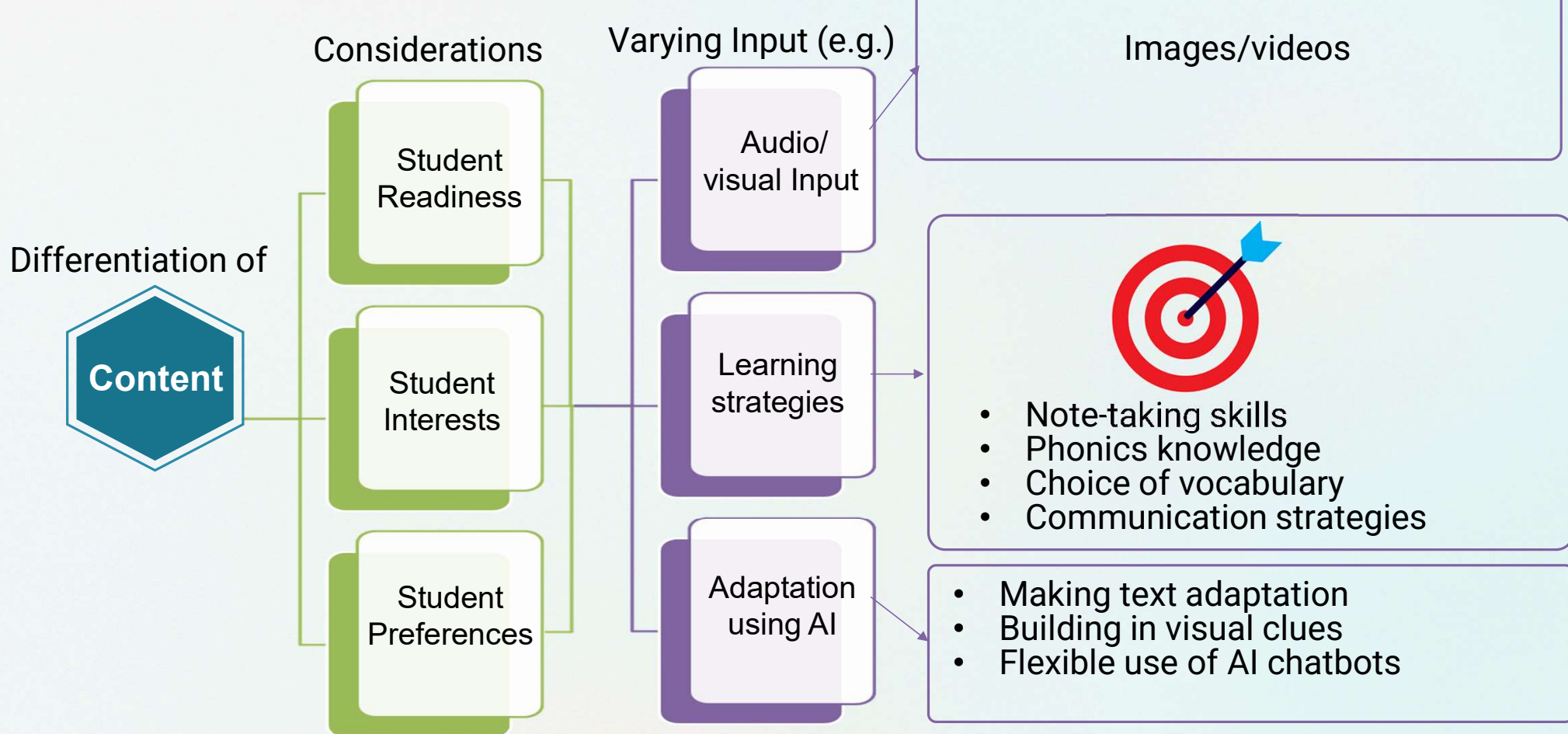


- ✓ **Voice/Video** recording students' speaking performance

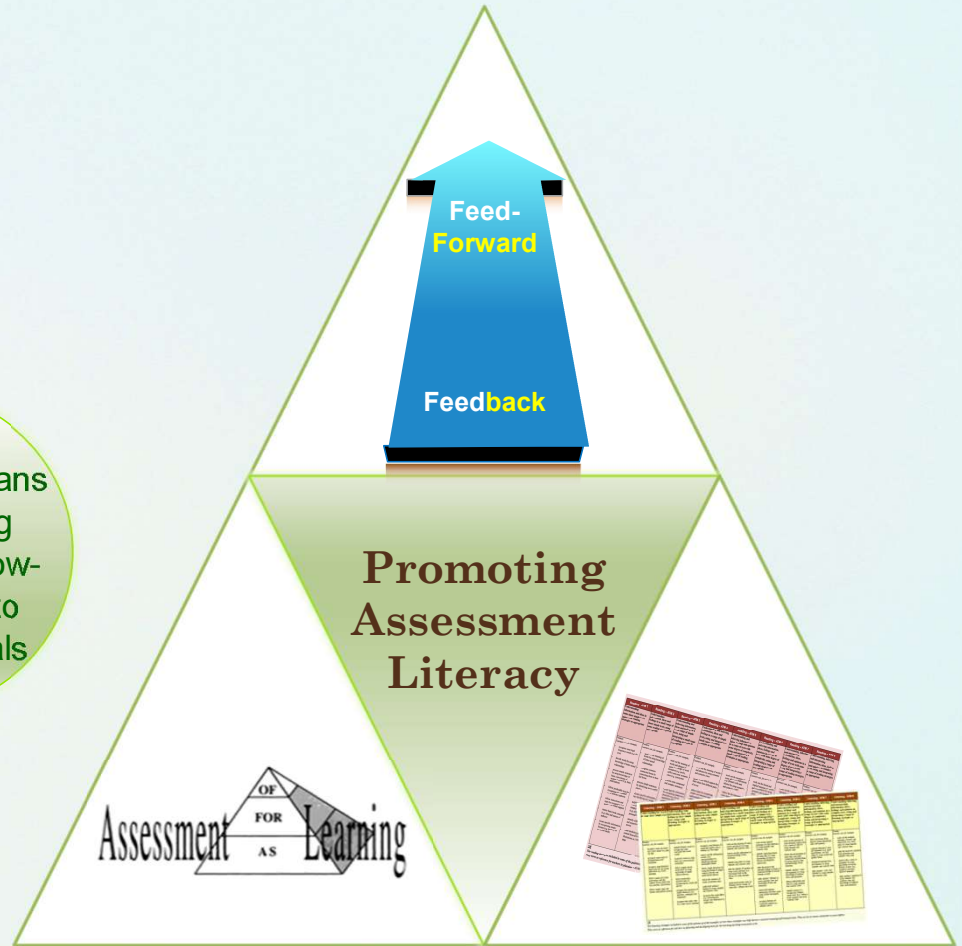
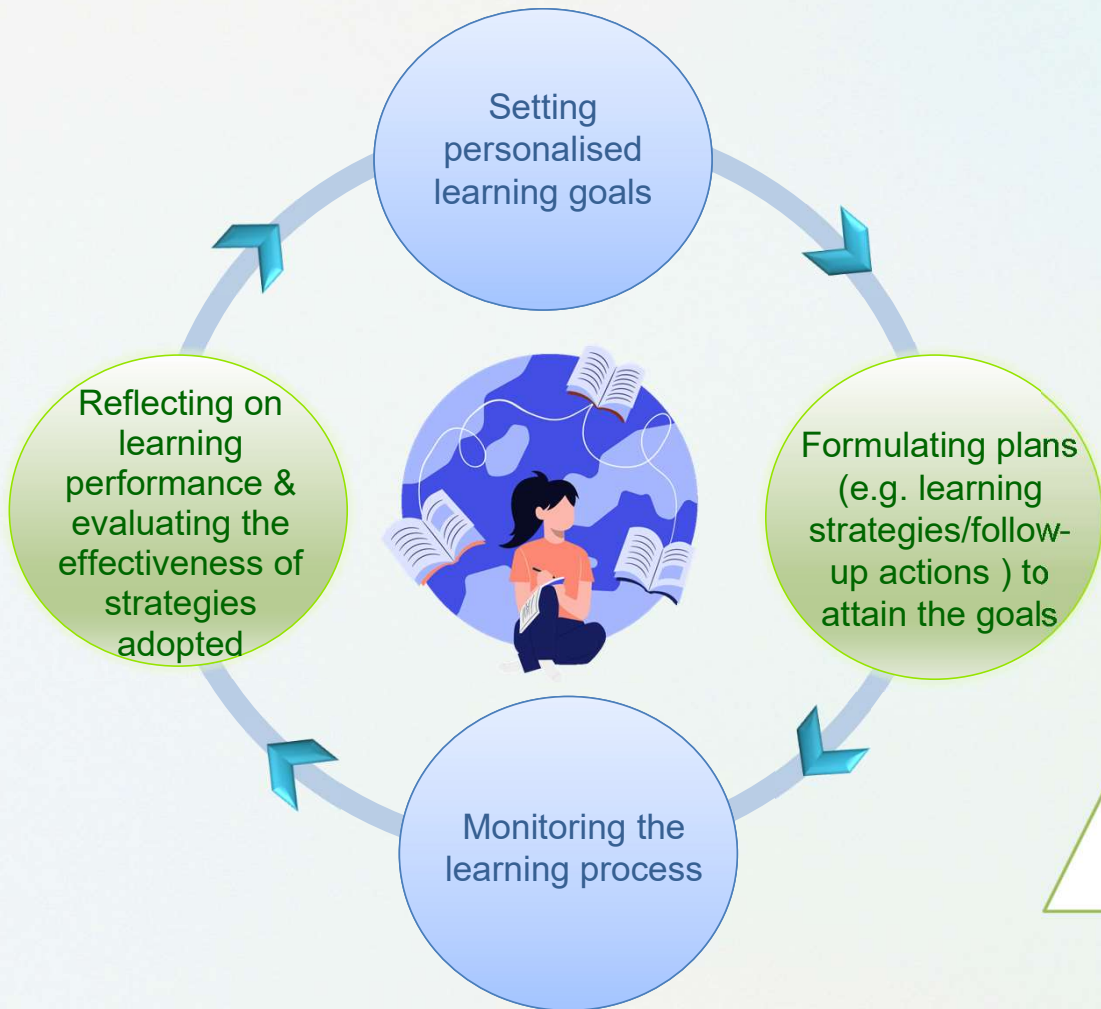


- ✓ Using **e-learning tools** with interactive functions to facilitate the provision of feedback

# Learning, Teaching and Assessment



## Promoting Assessment Literacy



# A Guide on Self-directed Learning for Secondary Students

## A Guide on Self-directed Learning for Secondary Students

English learning is no longer confined to the classroom. With more flexible learning time and resources, you can increase your exposure to English and improve your language skills anytime and anywhere through self-directed learning. Self-directed learning is a process in which you take the initiative, with or without the help of others, to identify your learning needs, set learning goals and plans, choose suitable resources and evaluate your learning progress. Good self-learning skills and habits can help you bloom into responsible, lifelong learners.

### 4As of Self-directed Learning

**Aspirations**  
Aspirations lead you towards your goals in life. It is therefore crucial to understand our needs and how to set goals.

**Aptitude for Learning**  
To be able to learn effectively, you should develop your language knowledge and learning strategies.

**Acceleration**  
To speed up your learning, you can make effective use of a wealth of English materials and apps to make substantial gains over time.

**Application**  
To learn English well, you have to put it in use in your daily life and interact with others in the language.

### Understanding Needs and Setting Goals

Students may have different learning needs, ranging from learning English for fun to enhancing English proficiency. Based on your learning needs, you may set **SMART** goals on English learning with reference to the guiding questions below:

| Goals should be:  | Guiding questions                                              |
|-------------------|----------------------------------------------------------------|
| <b>Specific</b>   | What will I achieve? What actions will I take?                 |
| <b>Measurable</b> | How can I measure how much I have achieved?                    |
| <b>Achievable</b> | Is the goal doable? What skills and resources do I need?       |
| <b>Relevant</b>   | Is this relevant to my needs and learning styles?              |
| <b>Time-based</b> | How much time should I spend each day/week working on my goal? |



[https://www.edb.gov.hk/ELE\\_SDL](https://www.edb.gov.hk/ELE_SDL)

# Promoting Assessment Literacy

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

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

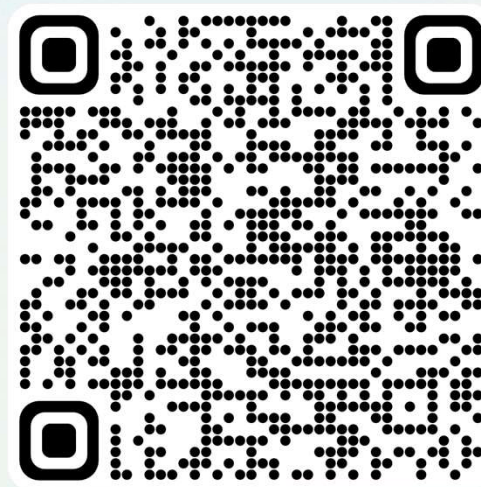
The diagram features a central staircase with seven steps, each representing a component of effective assessment. The steps, from bottom to top, are: Confidence, Motivation, Growth mindset, Metacognition, Self-reflection, Self-monitoring, and Ownership & responsibility. To the left of the staircase, a callout box for 'Assessment as Learning' (AaL) states: 'AaL occurs when students are engaged as active participants in assessment. They monitor their learning progress and use feedback received to reflect on learning and set goals.' To the right, a callout box for 'Assessment for Learning' (AFL) states: 'AFL occurs when teachers use information about student learning to inform teaching and provide feedback to students.' At the top of the staircase, a group of four diverse students is shown celebrating, with a callout box above them stating: 'Self-directed lifelong English learners'. At the base of the staircase, a teacher is depicted holding a clipboard and pen, looking up at the students. The entire graphic is set against a light blue background with decorative circles.

**ASSESSMENT-RELATED RESOURCES**

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



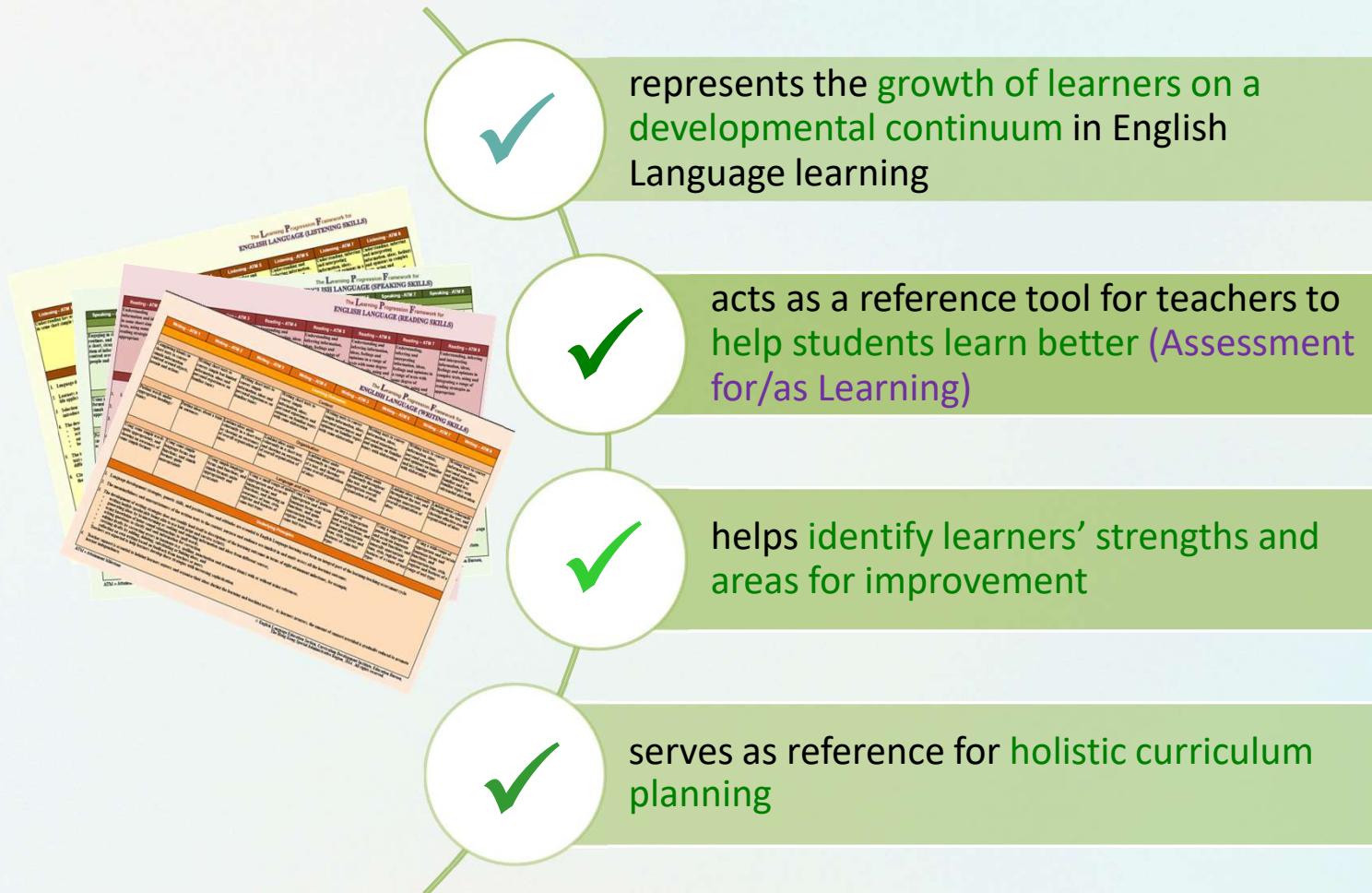
## Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching"



[https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Assessment/Assessment\\_leaflet\\_ELE.pdf](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



# The LPF (e-Version)

## The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

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

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



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



# **Student Activities & Resource Materials**

## Objectives



- To boost students' confidence, creativity and engagement in English speaking
- To empower students to express themselves and think creatively
- To provide a platform for students to broaden their speaking experiences through multimodal communication

## Suggested Topics



- Fun and Thrills
- Loved Ones and Laughs
- Paws and Claws
- Flavours and Feasts
- Wild Wonders
- Tech Frontiers
- Cultural Kaleidoscopes



# Student Showcase Pilot Scheme

## Speak Your Mind!



## Submission period

- Batch 1: 28 Jan – 27 Feb 2026
- Batch 2: 28 Feb – 31 Mar 2026
- Batch 3: 1 – 30 Apr 2026
- Batch 4: 1 – 29 May 2026



## Selection Criteria



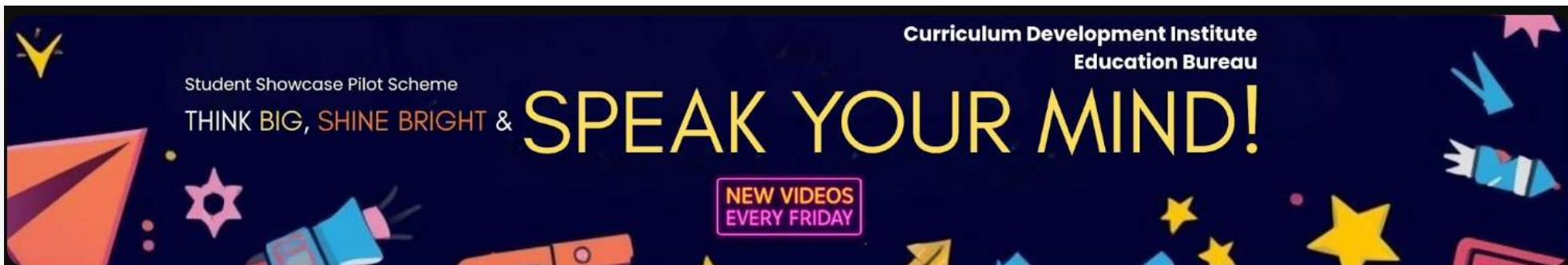
- Fun and Engaging
- Original Content
- Impressive Delivery
- Personalised Style and Features



## Awards



- Most Active School Participation Award
- Notable Content Creator Award
- Emerging Content Creator Award



## Speak Your Mind!

@speakymind · 156 subscribers · 16 videos

A platform for students to showcase their speaking talents and broaden their experiences ...more

[edb.gov.hk/speakyourmind](http://edb.gov.hk/speakyourmind)

Subscribed ▼

Home Videos Shorts Playlists Posts 🔍

Latest

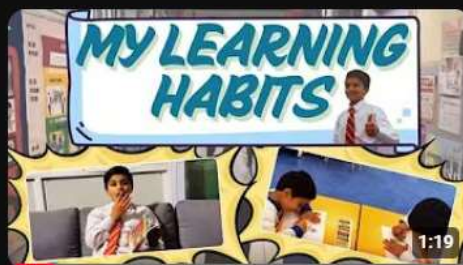
Popular

Oldest



Taste of Lok Fu | Flavours and Feasts

135 views · 4 days ago



My Learning Habits | Journeys of Learning

132 views · 5 days ago



My Dad | Loved Ones and Laughs

613 views · 3 weeks ago



Chinese New Year | Loved Ones and Laughs

455 views · 1 month ago



# SOW CAMPAIGN 2025/26

*SOW THE READING SEED: DISCOVER AS YOU READ*

**Wisdom Unites,  
Stories Connect**



**Dream Big,  
Read Bigger**



*Seeds  
of Wisdom*

# The SOW Campaign Fifth Anniversary Virtual Exhibition

The exhibition organised on 20 September 2025:



To commemorate the fifth anniversary of the SOW Campaign, the SOW Campaign Fifth Anniversary Exhibition was held on 20 September 2025, showcasing the **campaign's five-year journey from the 2020/21 to 2024/25 school years**.

The Virtual Exhibition:



The virtual exhibition features **award-winning student works, the achievements of participating schools, SOW learning and teaching resources**, and other highlights of the campaign.



<https://artspaces.kunstmatrix.com/en/exhibition/14727128/sow-campaign-5th-anniversary-exhibition>

# Information of SOW Campaign 2025/26



**EDBCM No.  
169/2025**

## Themes

Overarching theme:  
SOW the Reading Seed – Discover as You Read

Sub-themes:

- Dream Big, Read Bigger
- Wisdom Unites, Stories Connect

## Competitions

- “SOW Your Discovery” Multimodal Composition Contest
- SOW Readathon 2025/26
- “We Write · We Sing” Music Competition 2025/26
- Animal Photopoetry Creative Challenge 2025/26
- Filmit 2026: Student Film Competition
- Once Upon A Book Storytelling Competition 2025/26
- Story to Stage Puppetry Competition for Primary Schools 2025/26
- Time to Talk Public Speaking Competition 2025/26

## School Activities

Experience sharing sessions on building a reading culture and promoting values education on the school English Language curriculum

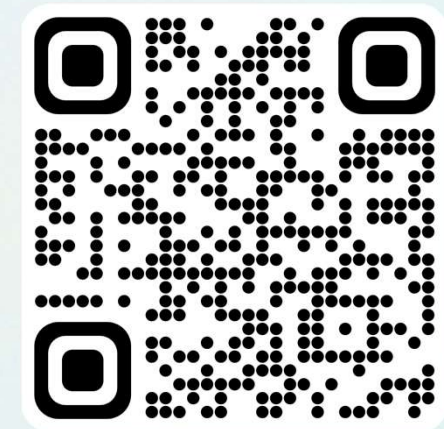
## Learning and Teaching Resources

- Promotional videos on SOW Readathon
- SOW posters
- Resources in support of competitions

## Sayings of Wisdom

Quotes by famous authors

# A Collection of Posters Introducing the Overarching Theme and Two Sub-themes of the **SOW** Campaign 2025/26



[https://www.edb.gov.hk/sow\\_posters](https://www.edb.gov.hk/sow_posters)

(Size: A3)

# “SOW Your Discovery” Multimodal Composition Contest

Students are invited to:

- read a book of their choice;
- create a multimodal text to share:
  - a saying of wisdom (SOW) taken from the book;
  - their discovery from the book (e.g. new knowledge/ skills/ lessons learnt/ insights/ understanding)



L&T Resources available

Submission  
deadline:  
**13 March 2026  
(Friday)**



Adjudication:  
**April to June  
2026**



Result  
Announcement:  
**Late June 2026**



**educational  
game**



**animation**



**infographic**



**vlog**



**e-book**



**animated  
poster**



# SOW Readathon 2025/26



**SOW Reading Ranger Badges**

Registered schools will receive **resource materials** to support their **organisation of learning activities within and beyond the classroom**, based on students' needs and interests, to promote reading, appreciation of SOW as well as proper values and attitudes, and actively engage students in performing their roles as **SOW Reading Rangers**.



**Reading Challenge Booklets**



**SOW Corner Bookmarks**



**Posters**



**SOW Readathon webpage**

Finish  
3 mini tasks  
to get a  
certificate.





# Key Feature of the Reading Challenge Booklets

**W1 READING CHALLENGE#W1:** Wisdom Unites, Stories Connect

Read to discover how sport can bring people together.

**Task 1:** Watch the video "A Typical Day in My Life". Compare and contrast the sport(s) you read about and the one Mary plays.

THE SPORT(S) I READ ABOUT      THE SPORT MARY PLAYS

COMMON FEATURES OF THE SPORTS

Scan the QR code to access the video and activity sheet.

Finish 3 mini tasks to get a certificate.

**Task 2:** Collect 2 pictures (physical or digital) showing how sport can bring people together. Write a caption for each explaining the impact.

OR

14

**W2 READING CHALLENGE#W2:** Wisdom Unites, Stories Connect

Read about one of the 17 Sustainable Development Goals (SDGs) to learn how we can make the world a better place.

**Task 1:** Design an infographic showing:

- the SDG you chose
- the reason why it matters
- 3 actions our community can take to help achieve this SDG

Scan the QR code to learn more about the 17 SDGs.

OR

**Task 2:** Create a "30-second pitch" script to convince someone to care about your chosen SDG. Deliver it to a friend or family member. You may consider including the following:

1. a hook (a surprising fact or an interesting question)
2. the problem (why this issue matters)
3. a proposed solution (how to make a difference)
4. a call to action (what can be done to help)

SAVE THE PLANET

The SDG I chose: \_\_\_\_\_

Date of pitch: \_\_\_\_\_

The person I pitched to: \_\_\_\_\_

Their thought/reaction: \_\_\_\_\_

15

**15** reading challenges:  
**4** under each theme +  
**3** school-based activities

**SOW the Reading Seed**  
– Discover as You Read

**Wisdom Unites, Stories Connect**

**Dream Big, Read Bigger**

Each reading challenge comes with **two mini** tasks of varying difficulty and nature.

**Cater for**  
**Learner**  
**Diversity**



Reading Challenge Booklet 2

# SOW Readathon 2024/25



The “**SOW Readathon Video Series**” showcases **success stories** of **fostering a school-wide reading culture** in the **school English Language curriculum** and the **reading journeys of the Outstanding SOW Reading Ambassadors** in the SOW Readathon 2024/25.



[www.edb.gov.hk/ReadathonVideos](http://www.edb.gov.hk/ReadathonVideos)





# A Collection of English Learning Activities for the Promotion of Reading and Values Education: Examples from the School-based Activity “SOW Readathon 2024/25”

The webpage showcases schools’ **good practices and effective strategies** for engaging students in diverse learning activities both within and beyond the English classroom.



[www.edb.gov.hk/readathonexamples](http://www.edb.gov.hk/readathonexamples)



# Latest Learning and Teaching Resources



## SOW Motivational Talk Videos – An Anthology of Winning Entries

To share the **positive messages** delivered by awardees and foster students' **development of proper values and attitudes** through appreciating the beauty and meaning of English sayings of wisdom



## SOW Motivational Talk Videos Resource Kit