Enhancing the Learning-Teaching-Assessment Cycle through Assessment of/for/as Learning in the Primary English Classroom

Dr Simon Chan
Faculty of Education, HKU
ssychan@hku.hk

Warm-up Reflections

- Assessment is a fundamental part of teaching and learning.

- It is bad to 'teach to the test'.

- Our students are only interested in right vs wrong answers.

- Our students can best prepare themselves for assessment through repeated practice.

Overview of the Workshop

- Introduction to LPF and how we can use it to link assessment with teaching and learning
- Sample assessment-integrated teaching sequence reflecting principles of
  - Genre-based pedagogy
  - Learning to read
  - Reading to write
  - Assessment for and as learning
- Learning from the public exam marking criteria: How can we best prepare our students for assessment of learning

Hands-on Task 1

- Discuss with your partners and share:
    - the **reading** skills that you teach your primary students
    - how you teach such skills
    - the **reading** skills often tested in the TSA/Pre-S1 assessment
   - sources of reading texts you use to teach those reading skills

Major reading skills targeted in KS1&2:

- Eliciting:
  - Specific information (including texts like tables and other graphic organisers)
  - Connection between ideas
  - Gist and main ideas
  - Referencing
  - Dictionary skills
  - Inferencing
  - Sequence of events
  - Language features like simile, metaphor

  etc.

- Reference: EDB's English Language KLA guide
  http://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf (Appendix 5, P.A42-43)

What is the Learning Progression Framework (LPF)?

The LPF:

- represents the growth of learners on a developmental continuum (i.e. across key stages) as they work towards the Learning Targets and Objectives of the English Language curriculum;

- is made up of Learning Outcomes (LOs) 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 the English Language learning, teaching and assessment cycle.
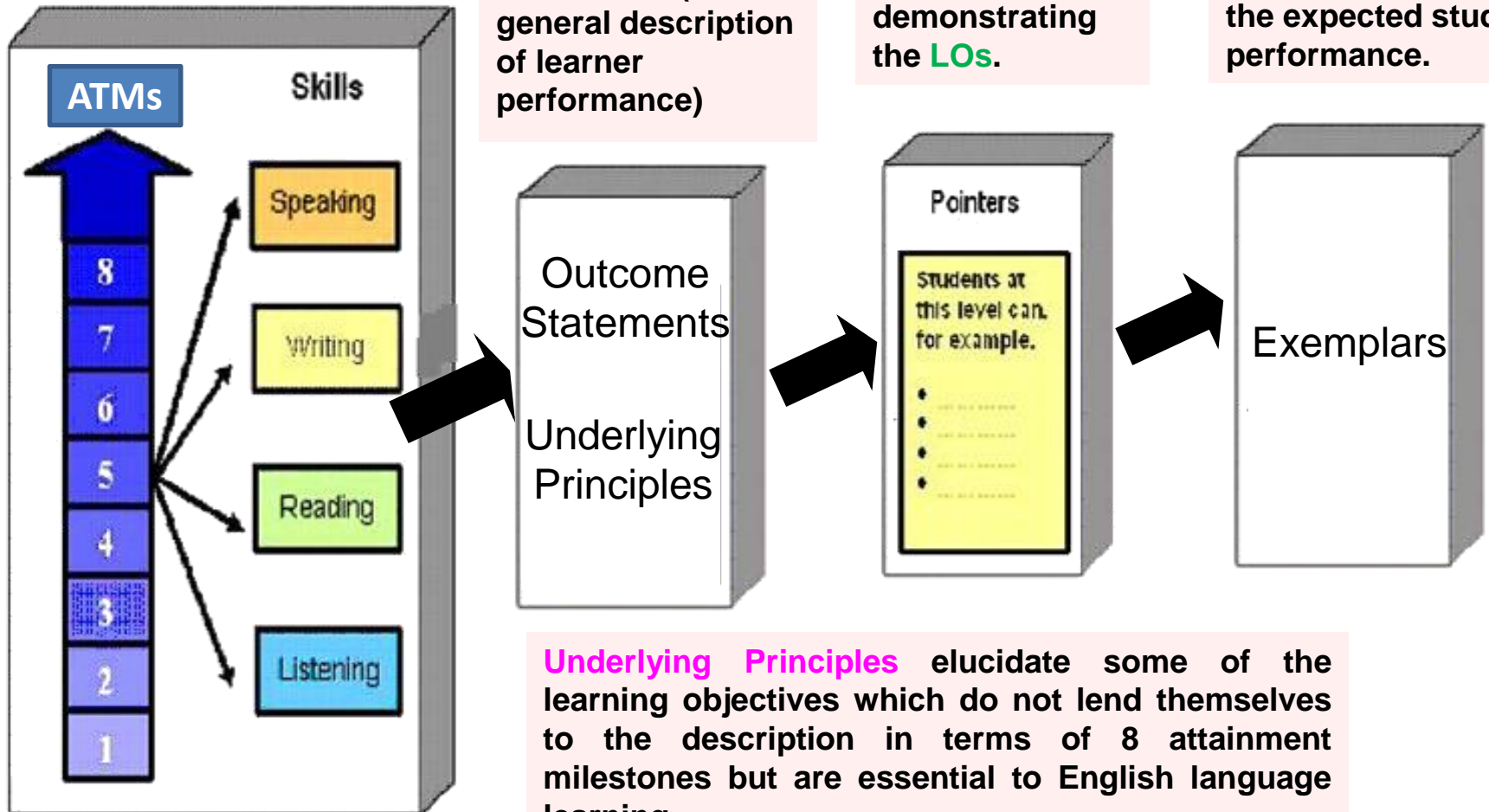
ATM	Learning Outcomes
8	·········
7	·········
6	·········
5	·········
4	·········
3	·········
2	·········
1	·········
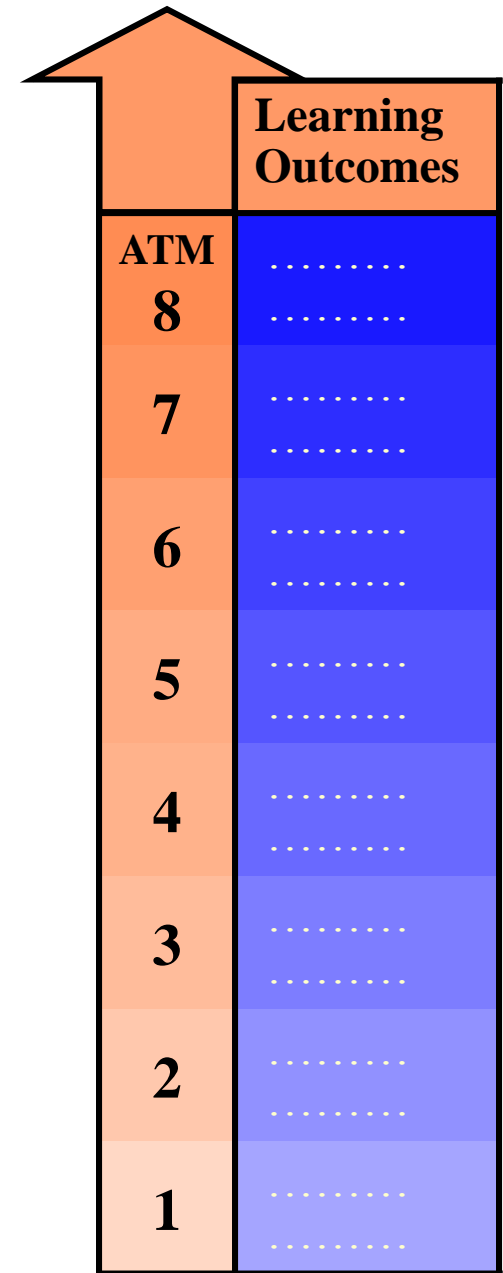
Figure Illustrating the Structure of the LPF for English Language

LOs organised & presented under the four language skills

LOs for each language skill expressed in the form of **Outcome Statements** (a general description of learner performance)

Pointers provide specific examples of what learners are able to do in demonstrating the **LOs**.

Exemplars illustrate the expected student performance.

ATMs

Skills

Speaking

Writing

8

7

6

Reading

5

4

Listening

3

2

1

Outcome Statements

Underlying Principles

Pointers

Students at this level can, for example.

Exemplars

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

Aspects of Progression shown in the Productive and Receptive Skills

Speaking	**Productive Skills**	**Writing**

The outcome statements show the progression in terms of:

• Content, Organisation and Communication Strategies • Language • Pronunciation, Stress, Rhythm and Intonation	• Content • Organisation • Language and Style

Underlying Principles	Underlying Principles

Reading	**Receptive Skills**	**Listening**

The outcome statements show the progression in terms of:
- Depth of processing information, ideas and feelings
- Text complexity
- Range and application of strategies

Underlying Principles

Sources of Texts

- Textbook
- TSA/BCA/Pre-S1 past papers
- Other exercise books

etc.

How about readers?

How to Have a Green Day

Connecting learning experiences between GE Programme & Reading Workshops (KS2 Module: Taking care of our earth)

Highlights of the book:

- broad cross-curricular content knowledge that allows students to link their learning experiences from English to General Studies
- students could learn about the text type features of an information book and learn to become an independent reader with the help of glossary

Suggested activities:

KS1: Poster/signage design

KS2: 'Bring Your Own Bag' Campaign (Canvas bag design)

Green tips are organised in chapters according to time and settings.

Sample Teaching, Learning and Assessment Sequence

- The following teaching sequence requires you to participate in the capacity of both a KS2 teacher and student. I'll tell you when to switch your role.

Student Role:	**Teacher Role:**
Completing the lesson activities based on a TSA reading text and task	Critically examining the lesson activities
	Designing activities based on a new text

Pre-Reading

- 'Firing up' the reading text for our learners

Using the LPF to Promote AfL in Reading
Demo: 2016-TSA-ENG-6ERW2 Part 2
Trip to Hong Kong

Step 1:

Let's form groups of three to four.

Step 2:

We're going to watch a short video. With your group members, jot down as many of the following as you can while watching it:

- Places to go
- Activities to do
- Food to eat
- Things to buy

https://www.youtube.com/watch?v=L4Q2cqrSuDs

> 1 min to discuss with your partners

> What do you think is the video about? Who do you think is the video produced for? Why?

Rationale and Criteria for Using Videos in the Teaching Sequence

- multimodality of meaning expression
- videos as texts for building target language tasks
- potential for catering for learner diversity

Task for teachers:

Can you suggest a possible video (type) for leading in the text 'How to have a green day'. What task you'd suggest to go with the video text chosen?

How about this one?
https://m.youtube.com/watch?v=vZvDkYoI3HU

FROM: franky@tsaeaa.com
TO: danny@tsaeaa.com
SUBJECT: Trip to Hong Kong

REPLY

Above is the first part of a text we're going to read.

- What is the **text type** of the text?

- What is this text about?

- Who writes the text? To whom? What do we know about them?

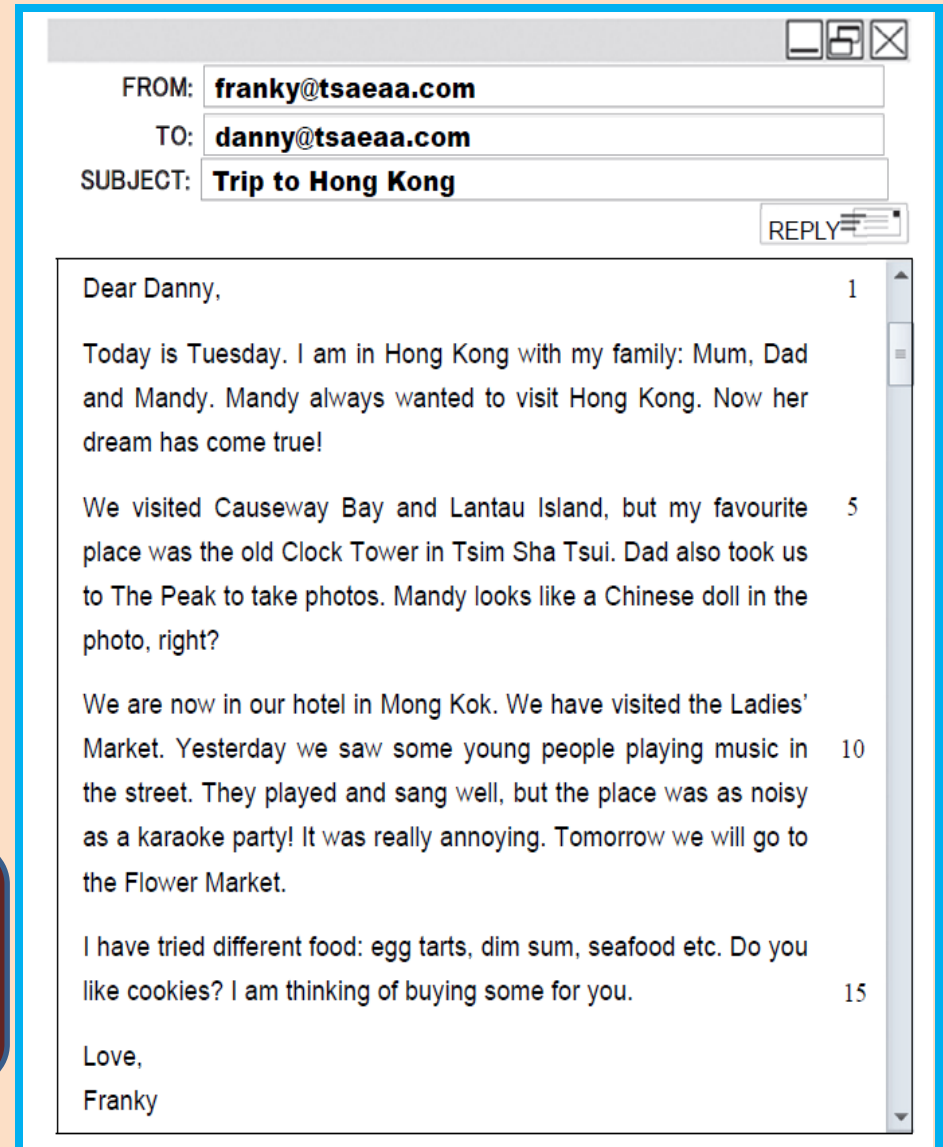Now read the text quickly and circle any items that you've jotted down on your list just now.

You'll have 1 min.

Do NOT go for details!

What tenses are used in the text? Why?

Why can it be important to make the students aware of the tenses?

Text Grammar

FROM: franky@tsaeaa.com
TO: danny@tsaeaa.com
SUBJECT: Trip to Hong Kong

REPLY

Dear Danny,   1

Today is Tuesday. I am in Hong Kong with my family: Mum, Dad and Mandy. Mandy always wanted to visit Hong Kong. Now her dream has come true!

We visited Causeway Bay and Lantau Island, but my favourite   5
place was the old Clock Tower in Tsim Sha Tsui. Dad also took us to The Peak to take photos. Mandy looks like a Chinese doll in the photo, right?

We are now in our hotel in Mong Kok. We have visited the Ladies' Market. Yesterday we saw some young people playing music in   10
the street. They played and sang well, but the place was as noisy as a karaoke party! It was really annoying. Tomorrow we will go to the Flower Market.

I have tried different food: egg tarts, dim sum, seafood etc. Do you like cookies? I am thinking of buying some for you.   15

Love,
Franky

16

Some Food for Thoughts

Pre-reading Strategies:

- 'Firing up' the reading text and task (engaging students with the task) with multi-modal means

- Facilitating the subsequent reading process by…

  - Activating students' schemata of /providing support for both content and language they are going to encounter in the reading text

  - Familiarising the students with the target genre of the text, and its typical language features

Hands-on Task 2: 'Firing up' the Text

- Read pages 6-10 of the book 'How to have a green day'. What type of text is it and what is its purpose?

- What language feature(s) does the writer use to fulfil such a purpose?

- Is/are that/those feature(s) found in the subsequent pages?

- Text Type: Procedural
- Language features:
  - Imperatives
  - Conditionals If/When…, imperative
  - etc.

While-Reading

- Integrating the teaching, learning and assessment of reading by means of understanding reading questions critically

Let's read the text in detail and answer the questions together.

1. How many people from Franky's family are visiting Hong Kong?

A. 2

B. 4

C. 6

D. 8

What are the keywords in the question?

Are the keywords found in the text?

Why not 3?

Today is Tuesday. I am in Hong Kong with my family: Mum, Dad and Mandy. Mandy always wanted to visit Hong Kong. Now her dream has come true!

Please refer to the Reading LPF and find out…

1. How many people from Franky's family are visiting Hong Kong?

A. 2

B. 4

C. 6

D. 8

Which LPF pointer(s) is/are targeted in this item?

- locate specific information by identifying key words (ATM 2), i.e. my family
- process simple sentences by identifying meaningful chunks (ATM 2), i.e. the SVC structure

2. Mandy is Franky's _____.

A. sister
B. friend
C. classmate
D. teacher

What do we know about her?

Today is Tuesday. I am in Hong Kong with <u>my family: Mum, Dad and <u>Mandy</u>. Mandy always wanted to visit Hong Kong. Now her dream has come true!
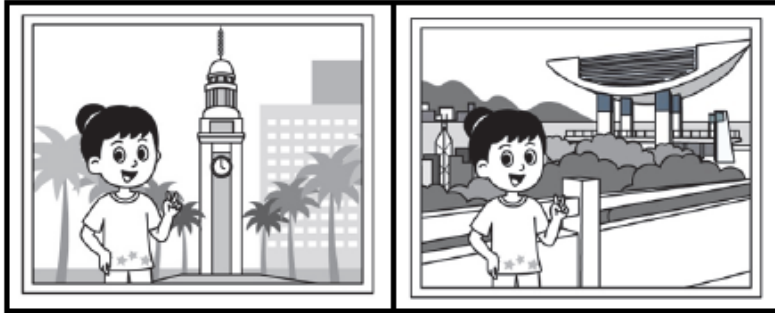
2. Mandy is Franky's _____.

A. sister

B. friend

C. classmate

D. teacher

- infer information, ideas and feelings by using clues in close proximity (ATM 3)

- deduce information and ideas by using semantic and syntactic clues (ATM 4), i.e. the relationship between 'family', 'mum' and 'dad'

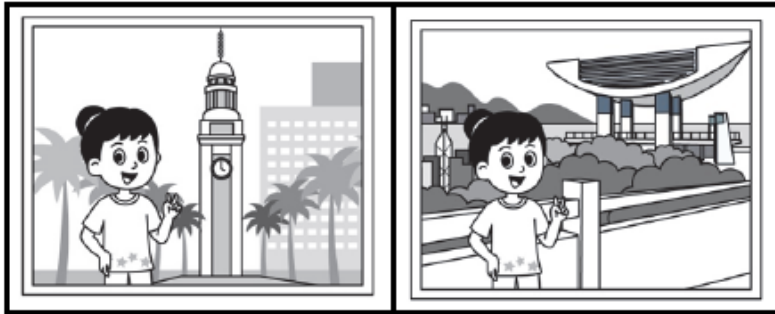# 3. Which photo did Dad take of Mandy?

○ A.   ○ B.

○ C.   ○ D.

place was the old Clock Tower in Tsim Sha Tsui. Dad also took us to The Peak to take photos. Mandy looks like a Chinese doll in the photo, right?

3. Which photo did Dad take of Mandy?

○ A.   ○ B.

○ C.   ○ D.

- locate details which support the main ideas from different parts of a text(ATM 4)
- process some compound and complex sentences (ATM 3)
- identify simple stylistic features (i.e. simile) (ATM 3)

4. Paragraph 3 is mainly about _____.
A. Tsim Sha Tsui
B. Lantau Island
C. Causeway Bay
D. Mong Kok

Which sentence should we read to get the main idea of a paragraph?

Any other clues suggesting Mong Kok being the answer?

We are now in our hotel in Mong Kok. We have visited the Ladies' Market. Yesterday we saw some young people playing music in the street. They played and sang well, but the place was as noisy as a karaoke party! It was really annoying. Tomorrow we will go to the Flower Market.

4. Paragraph 3 is mainly about _____.

A. Tsim Sha Tsui

B. Lantau Island

C. Causeway Bay

D. Mong Kok

Which LPF pointer(s) is/are targeted in this item?

- locate details which support the main ideas from different parts of a text(ATM 4), i.e. the relationship between the topic sentence and the remaining sentences of the paragraph
- follow ideas by recognising simple text structures and understanding the use of cohesive devices(ATM 4), e.g. now, yesterday, tomorrow

5. Read lines 11-12: '…but the place was as noisy as a karaoke party!'
   This means _____.
   A. Franky likes noisy places
   B. Franky likes going to karaoke parties
   C. the young people played loud music in the street
   D. the young people sang at a karaoke party

What does the structure 'as…as…' suggest?

For the two things compared, are we more interested in the first or the second?

What is a karaoke party like?

What is compared to a karaoke party?

Market. Yesterday we saw some young people playing music in   10
the street. They played and sang well, but the place was as noisy
as a karaoke party! It was really annoying. Tomorrow we will go to

5. Read lines 11-12: '…but the place was as noisy as a karaoke party!'

This means _____.

A. Franky likes noisy places

B. Franky likes going to karaoke parties

C. the young people played loud music in the street

D. the young people sang at a karaoke party

- identify simple stylistic features (i.e. simile) (ATM 3)
- process some compound and complex sentences (ATM 3)

30

6. According to the email, Franky will visit _____ on Wednesday.

A. the Ladies' Market

B. the Flower Market

C. the Clock Tower

D. The Peak

Today is Tuesday.

as a karaoke party! It was really annoying. Tomorrow we will go to the Flower Market.

6. According to the email, Franky will visit _____ on Wednesday.

A. the Ladies' Market
B. the Flower Market
C. the Clock Tower
D. The Peak

- locate details which support the main ideas from different parts of a text (ATM 4)
- deduce information and ideas by using semantic and syntactic clues (ATM 4), i.e. the lexical link between today, Tuesday, and Wednesday
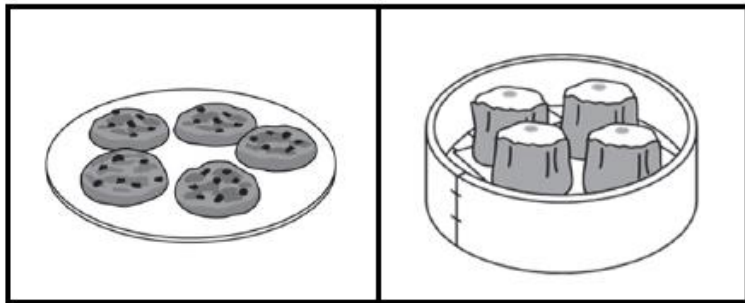
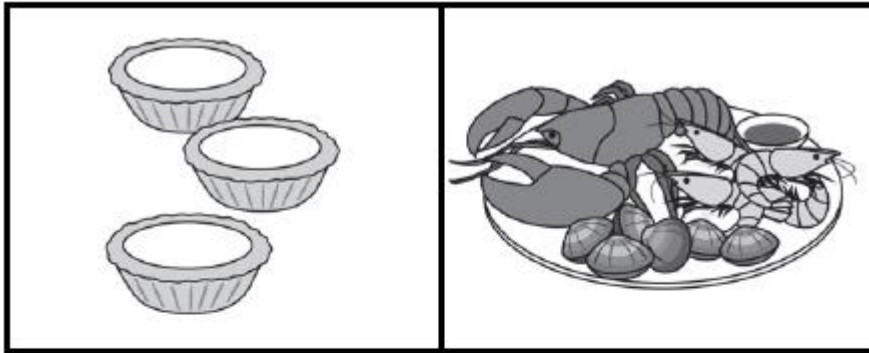7. What does Franky want to buy for Danny?
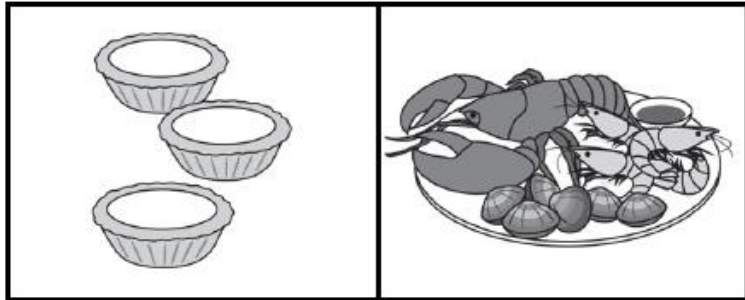
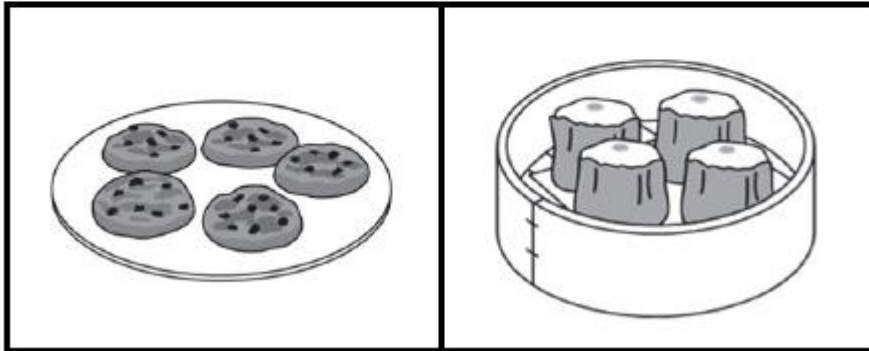○ A.   ○ B.

○ C.   ○ D.

I have tried different food: egg tarts, dim sum, seafood etc. Do you like cookies? I am thinking of buying some for you. 15

7. What does Franky want to buy for Danny?

○ A.   ○ B.

○ C.   ○ D.

- locate specific information by identifying key words (ATM 2)
- locate specific information by recognising simple text structures (ATM 3), i.e. ellipsis of the noun after 'some'

What are some possible pedagogic implications from the above demo?

Assessment of/for/as Learning

While-reading Strategies:

- 'Teaching' Vs 'Assessing' students (assessment of learning)

- Apprenticing the application of specific reading LPF outcomes using the reading items as the context (e.g. identifying the semantic and syntactic clues) (assessment for learning)

- Actively involving the students in the reading process (i.e. not just the final product!) and in evaluating such process through scaffolding Q&As (i.e. realising the assessment as learning)

Post-reading

- Communication of quality feedback

Assessment for/as Learning

Post-reading Strategies:

- Providing constructive and specific feedback based on their performance in the reading task (assessment for learning)

- Actively involving the students in identifying their strengths and weaknesses in their grasp of the specific reading strategies (assessment as learning)

Hands-on Task 3:
Designing a LPF-informed Reading Task

- Read pages 6-10 of the book 'How to have a green day' again. Can you suggest setting some assessment items targeting the following reading foci: specific information, inferencing, main ideas? What syntactic and/or semantic clues would you identify in the text to guide the students to answer those questions? Share your plan with the rest of us!

Read P.6-7. These are tips on:

    A. Eating breakfast

    B. Watching TV

    C. Getting dressed

    D. Saving electricity

Reading skill targeted: **Main ideas**

Read P.9. Before bottles and jars are recycled, they need to be_____.

A. kept in boxes

B. wrapped with old newspapers

C. put on breakfast dishes

D. cleaned with water

Reading skill targeted: Specific information

What's wrong with a 'running' or 'dripping' tap (p.10)?

Reading skill targeted: <mark>Inferencing</mark>

Reading-to-Write Task:

You are Danny. You saw the following photo taken in Hong Kong on the Internet and you want to know more about the vehicle in it. Write a reply email to Franky and ask him to introduce that vehicle to you.

Hands-on Task 4:
Brainstorming Teaching Ideas for Writing

- With reference to the writing LPF, brainstorm some strategies to help your students attempt the writing task on the previous slide according to the three domains of content, organisation, and language and style.
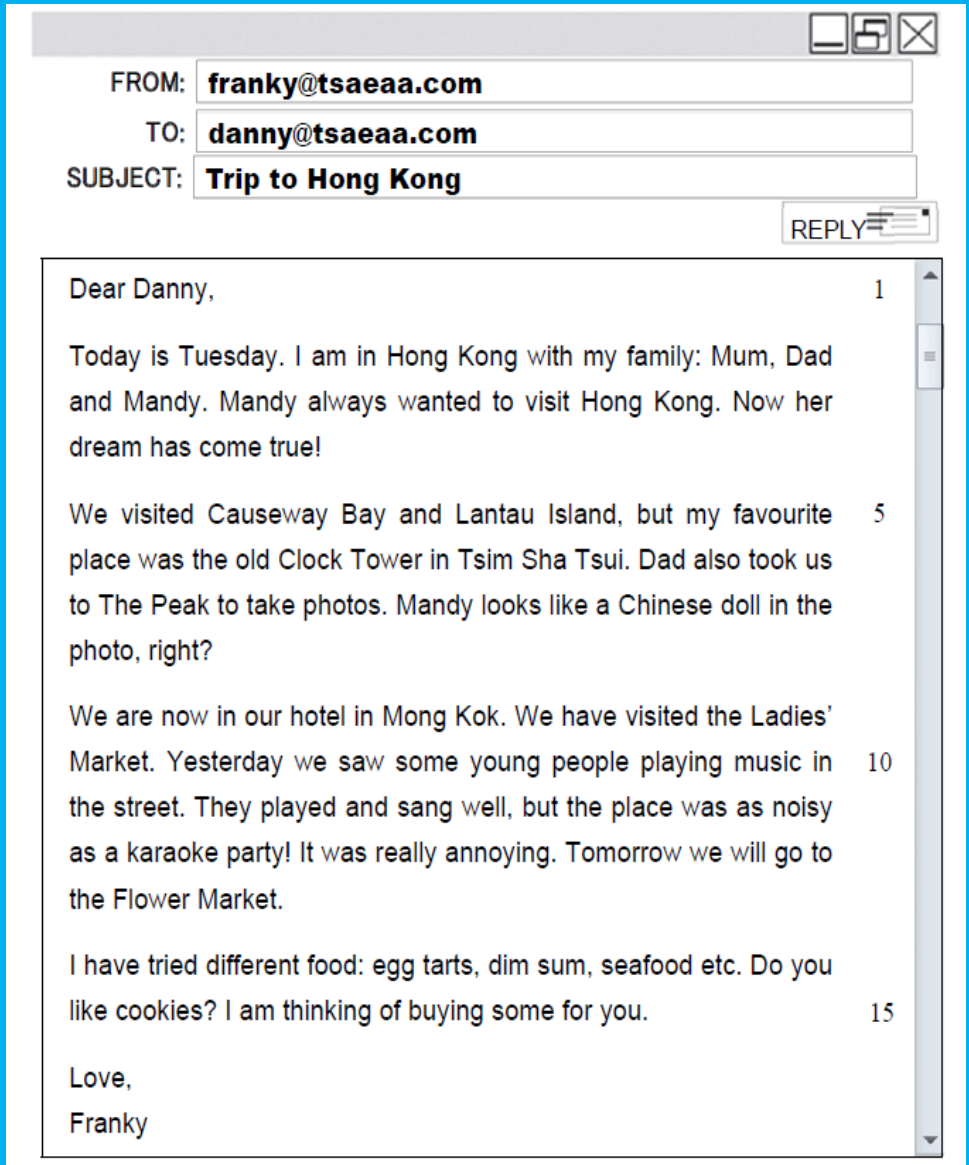
Pre-writing

- Helping learners to build content, organisation and language for the writing task

Assessment for/as Learning

Content:

1. Guiding the students to read the input text carefully and to identify what and how to respond to Franky.

E.g. Read Franky's email and underline anything you'd like to respond to in your reply. Where in your email would you include those points?

FROM: franky@tsaeaa.com
TO: danny@tsaeaa.com
SUBJECT: Trip to Hong Kong

REPLY

Dear Danny,   1

Today is Tuesday. I am in Hong Kong with my family: Mum, Dad and Mandy. Mandy always wanted to visit Hong Kong. Now her dream has come true!

We visited Causeway Bay and Lantau Island, but my favourite   5
place was the old Clock Tower in Tsim Sha Tsui. Dad also took us to The Peak to take photos. Mandy looks like a Chinese doll in the photo, right?

We are now in our hotel in Mong Kok. We have visited the Ladies' Market. Yesterday we saw some young people playing music in   10
the street. They played and sang well, but the place was as noisy as a karaoke party! It was really annoying. Tomorrow we will go to the Flower Market.

I have tried different food: egg tarts, dim sum, seafood etc. Do you like cookies? I am thinking of buying some for you.   15
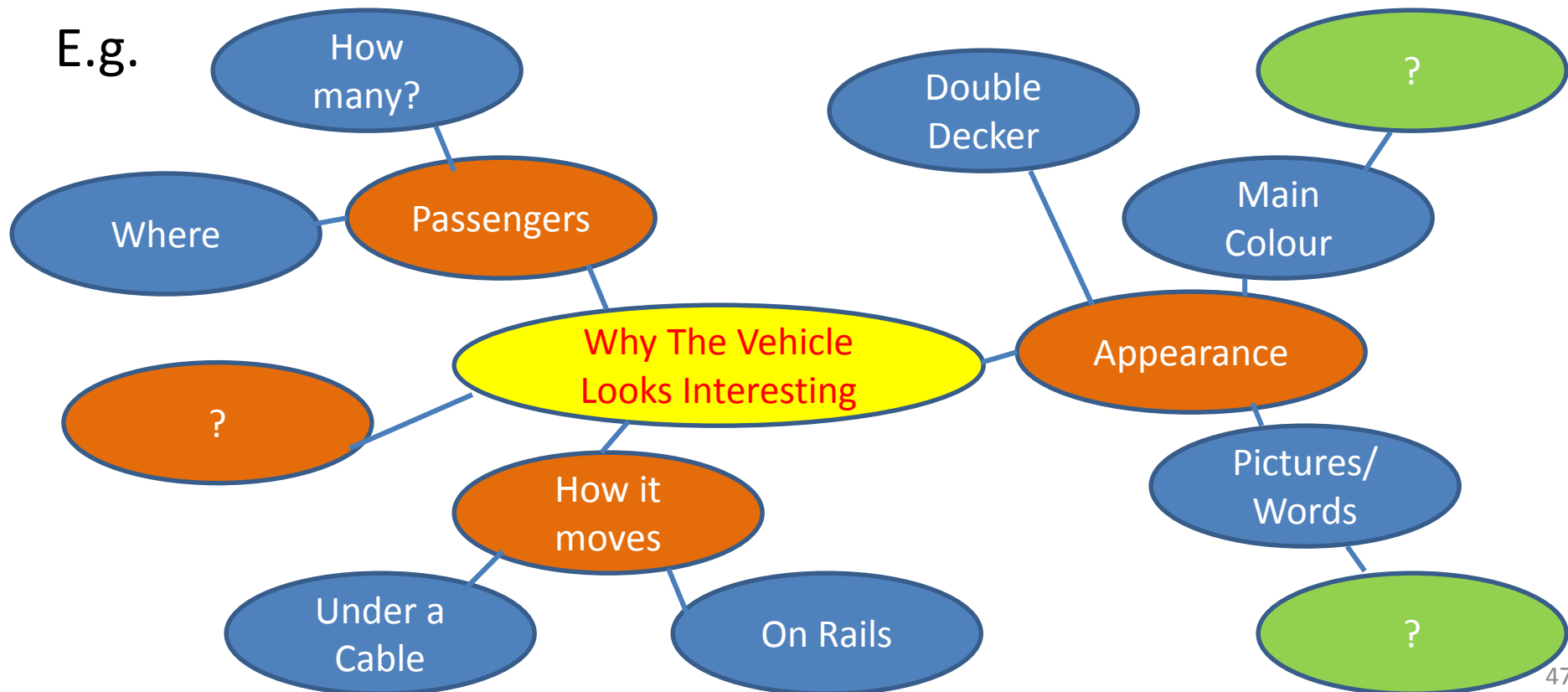
Love,
Franky

Assessment for/as Learning

Content:

2. Developing graphic organisers **WITH** the students.

E.g.

- How many?
- Where
- Passengers
- ?
- Double Decker
- ?
- Main Colour
- Why The Vehicle Looks Interesting
- Appearance
- How it moves
- Pictures/ Words
- Under a Cable
- On Rails
- ?

Assessment for/as Learning

Organisation:

1. Providing an appropriate writing frame

E.g.

Dear/Hi_____,   Function?

I'm happy that _____. Thanks for _____.
I _____.   Function?

By the way, I saw _____. It is _____
_____. Also, it is/there are _____
_____. Can you_____?   Function?

I hope _____. Let me know _____
_____.   Function?

Cheers,

_____   Function?

Assessment for/as Learning

Language and Style:

1. Use of 'sentence-making tables'

E.g.

Text Grammar Achieved!

Function:	Pattern:	Example:
Expressing feelings	I'm… to… I feel… …makes me feel	I'm happy to learn that you've had a good trip in Hong Kong.
Describing things	It is… There are…in/on…	There're many passengers in it.
Making requests	Can you…? Why don't you…?	Can you find out more about the vehicle for me?

While and Post-writing

- Quality assessment for and as learning

Assessment for/as Learning

Additional Strategy for AfL and AaL:

Providing quality and timely feedback through the 'Two Stars and a Wish' format:

Why not 2 Stars & 2 Wishes, 1 Star & 2 wishes etc.?

Hands-on Task 5: Designing a Reading to Write Task:

- With reference to the book 'How to have a green day', design a writing task appropriate for your KS2 learners, in which they can recycle their understanding of the reading text(s)?

- How would you apply the strategies introduced just now to guide the students to write their essay?

Assessment of Writing

Hands-on Task 6: Understanding the Writing Marking Criteria

1. With reference to the TSA Writing Marking Criteria, can you identify some specific aspects targeted in each of the domains?

2. Read the student exemplars and grade the students according to the criteria.

3. What can be some pedagogic implications for our building the learning-teaching-assessment cycle?

A Wrap Up

Possible Strategies to Establish a Learning-Teaching-Assessment cycle in Writing:

- Developing graphic organisers (e.g. mind-maps) with (not for!!) the students

- Use of writing frames

- Use of sentence-making tables

- Collaborative writing during which the students provide each other with qualitative feedback (i.e. assessment as learning)

E-resources for Building Learning-Teaching-Assessment Cycles

- E-books by publishers

- The Star Platform:

https://star.hkedcity.net/en/

Questions & Comments?

Thanks for joining the workshop!