



Designing Quality English Language Papers to Enhance Learning, Teaching and Assessment

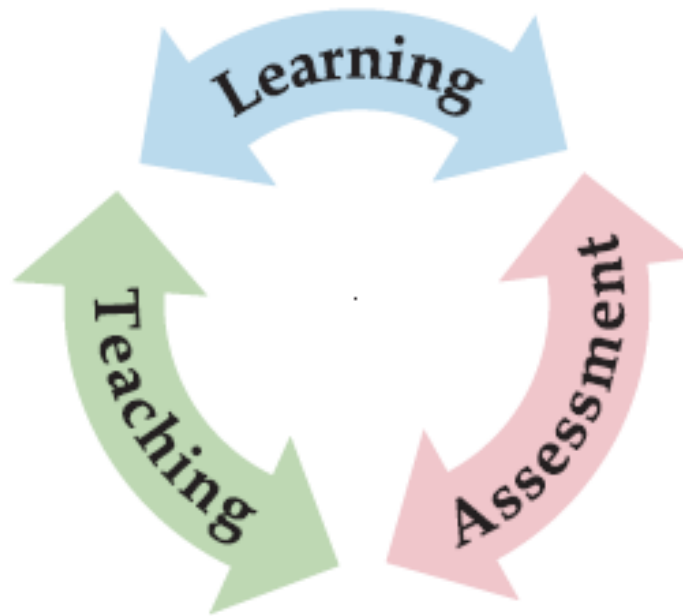
Curriculum Development Institute
Education Bureau
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OBJECTIVES

At the end of this workshop, you should know more about:

- the relationship between learning, teaching and assessment
- the design of quality English Language papers for internal assessment
- the design of quality assessment items

THE RELATIONSHIPS BETWEEN LEARNING, TEACHING AND ASSESSMENT



Learning-teaching-assessment Cycle

Learning and Teaching

A) Task-based approach

Assessment

- Designing tasks with familiar topics/ contexts to relate to students' learning/ personal experiences
- Designing tasks to help students see the meaningful use of language in context

Observation

- Familiar contexts used, e.g. students asked to process or produce texts on familiar topics in the GE, Listening and Speaking papers
- Not always providing contexts for meaningful and purposeful use of English for communication

B) Coverage of a variety of text types

Assessment

- Widening students' exposure to different text types and including different text types in reading and writing papers

Observation

- Familiar text types, including both **information and narrative** texts covered in the GE papers
- Lack **holistic curriculum planning** to ensure exposure to a wide range of text types
- **Limited text types** in writing

Learning and Teaching

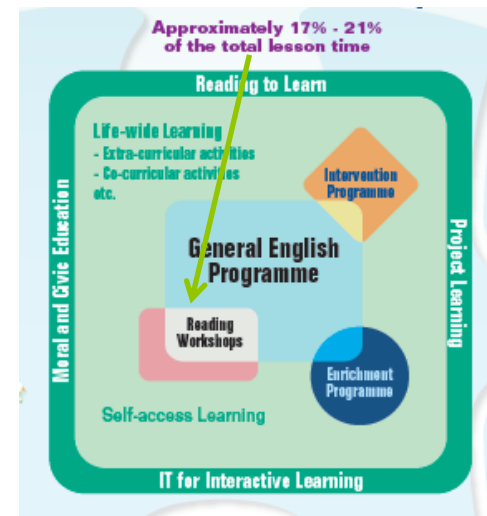
C) Progressive Development of Reading Skills

Assessment

- **KS1 Reading Skills**
e.g. identifying specific information; identifying pronoun reference; guessing meaning of unfamiliar words; making predictions
- **KS2 Reading Skills**
e.g. skimming a text to obtain the main idea; making inferences through contextual clues; understanding intention, attitudes and feelings through choice of language
- **Suitable weighting** between assessment of reading skills and other aspects of English language learning, e.g. grammar

Observation

- Reading comprehension part often modelled on the TSA papers, e.g. MC questions
- Some basic reading skills covered, but little assessment of in-depth reading skills



D) Development of Thinking Skills

Assessment

- Setting **open-ended questions** to stimulate students' thinking and facilitate **integrative and creative use** of English

Observation

- Some open-ended questions in the **reading comprehension** part, though some quite ambiguous
- Students asked to talk about themselves or their personal experience in the **Speaking** papers

E) Catering for Diverse Learning Abilities

Assessment

Adopting **various assessment activities**, e.g. oral presentations to allow students to demonstrate their speaking skills

Observation

- All students asked to attempt the **same assessment papers**
- **Optional items** included for bonus marks to challenge the more able students
- Special arrangements provided for the students with **Special Educational Needs**, e.g. assessment items read aloud by teachers, longer time allowed

PART 2
QUALITY ASSESSMENT PAPERS

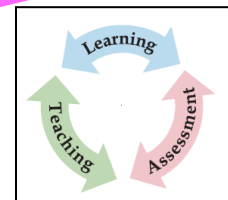
BASIC CONSIDERATIONS WHEN DESIGNING AN ASSESSMENT PAPER

Paper Design

- Selecting a **meaningful theme**
- Identifying an **organisation framework**

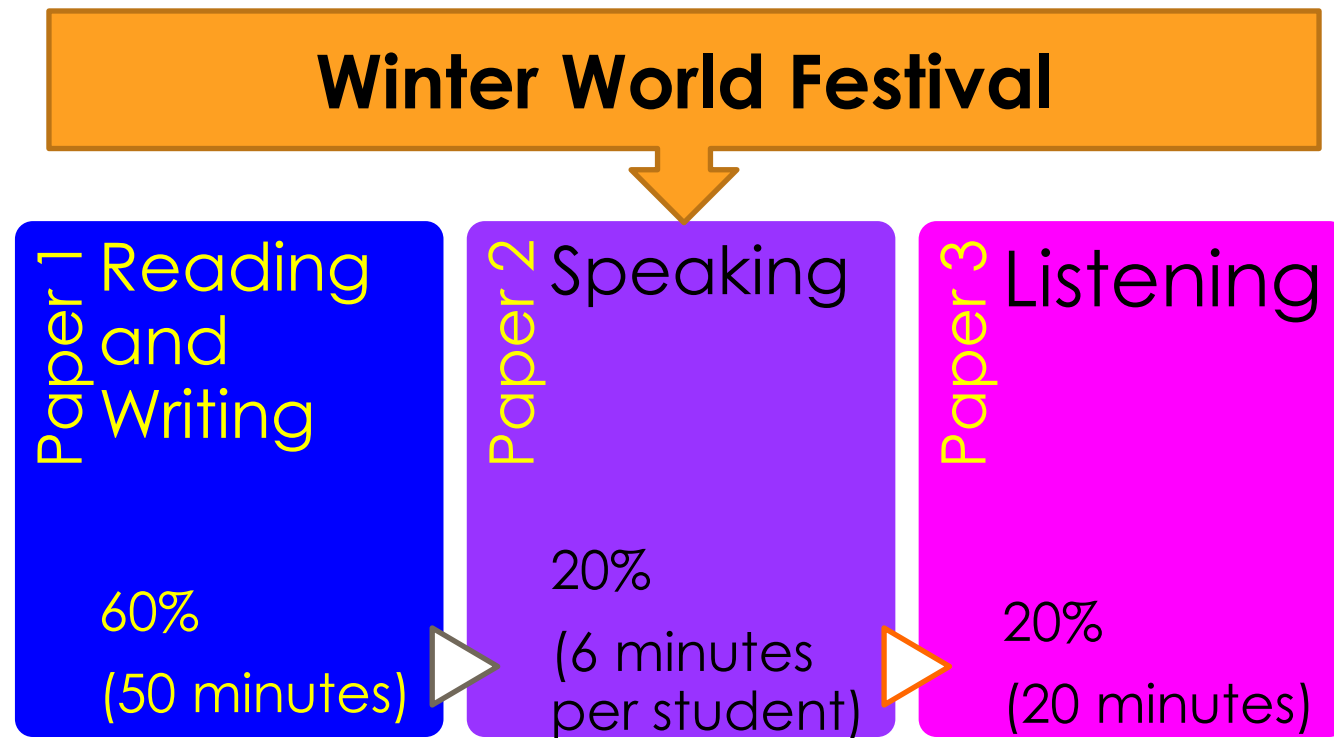
Item Design

- Assessing **language knowledge and skills**
- Setting the **question intents** based on students' prior knowledge and learning experience

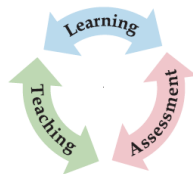


DESIGN OF INTERNAL ASSESSMENT PAPERS

- This set of assessment papers comprises **three sub-papers**: Reading and Writing, Speaking, and Listening, which are all linked through the theme of **“Winter World Festival”**.



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Paper 1



Reading & Writing Paper

60% (50 min)

- The reading paper provides a set of activities leading to the winning of two “free tickets” to the ***Winter World Festival***.
- It includes reading **four texts** about the festival and answering some comprehension questions in the form of a quiz.

Paper 2

Speaking Paper

20% (6 min)

This paper includes two speaking tasks:

Task 1:

- **Reading aloud** an extract of one of the three reading texts about the ***Winter World Festival***

Task 2:

- **Sharing the experience of the Winter World Festival** through answering some questions from the teachers

Paper 3

Listening Paper

20% (20 min)

- This sub-paper includes **a conversation** between an ice-cream chef and three children about some **fun facts about ice-cream**. Students are required to complete **a quiz** while listening to the conversation.
- To allow for the natural flow of conversation as in **authentic situations**, there will not be any 'beep' sounds throughout the recording.

Item Design – Assessment of Language Knowledge and Skills

Points to note when designing assessment items:

- Assess the full range of language knowledge and skills through **a variety of question intents**
- Emphasise the **application of knowledge** in a new but familiar context
- The questions set for reading tasks include **open-ended questions**, which can stimulate critical thinking and facilitate **integrative use of the language**.
- **Cater for students' diverse abilities** by setting questions with different language demand.

Development of Reading Skills

Depth of Processing



Cognitive processes involved in reading

<p>Understanding</p> <ul style="list-style-type: none">- Locating information- Working out meaning of words and phrases- Connecting ideas- Identifying main ideas and supporting details- Distinguishing facts from opinions- Organising information and ideas	<p>Inferring</p> <ul style="list-style-type: none">- Inferring feelings- Deducing information and ideas- Comparing information and ideas- Working out main ideas and themes	<p>Interpreting</p> <ul style="list-style-type: none">- Analysing information and ideas- Synthesising- Evaluating- Justifying
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Underlying principles

Activating prior knowledge and experiences in processing a wide range of texts for different reading purposes



Text complexity

- Abstractness
- Organisation
- Density of information



Range and application of reading strategies

Concluding Remarks

The general principle:

- Assessment is an **integral part** of the learning-teaching-assessment cycle. The assessment tasks/activities **connect** with **daily learning and teaching**.

Reflection on the learning & teaching strategies:

- Are the **assessment modes** limited by the design of TSA papers?
- Is the learning and teaching of grammar confined to the explanation of rules and drill-based practice? Is there any application of grammar items and structures for **purposeful communication**?
- Are there any tasks or activities to promote the use of **language skills integratively**?
- Are there enough opportunities for students to demonstrate the **range of language skills** and to express their **opinions and views**?