A stylized, light-colored illustration of a plant with several leaves and small, round buds or flowers, positioned on the left side of the slide.

EFFECTIVE ASSESSMENT PRACTICES IN THE ENGLISH LANGUAGE CURRICULUM

**English Language Education Section
Curriculum Development Institute
EDB**

Objectives

Discussing the role of assessment in the LTA cycle

Raising awareness of strategies for implementing formative assessment

Exploring effective strategies for implementing assessment FOR and AS learning to enhance self-directed learning

Providing hands-on activities on designing assessment activities to promote AaL

Rundown

Part 1: Key Concepts

Part 2: Strategies for implementing AfL & AaL—
Reading Assessment

Part 3: Strategies for implementing AfL & AaL —
Writing Assessment

Part 4: Consolidation

Part 1: Key Concepts

Key factors/conditions for bringing about improvement in student learning

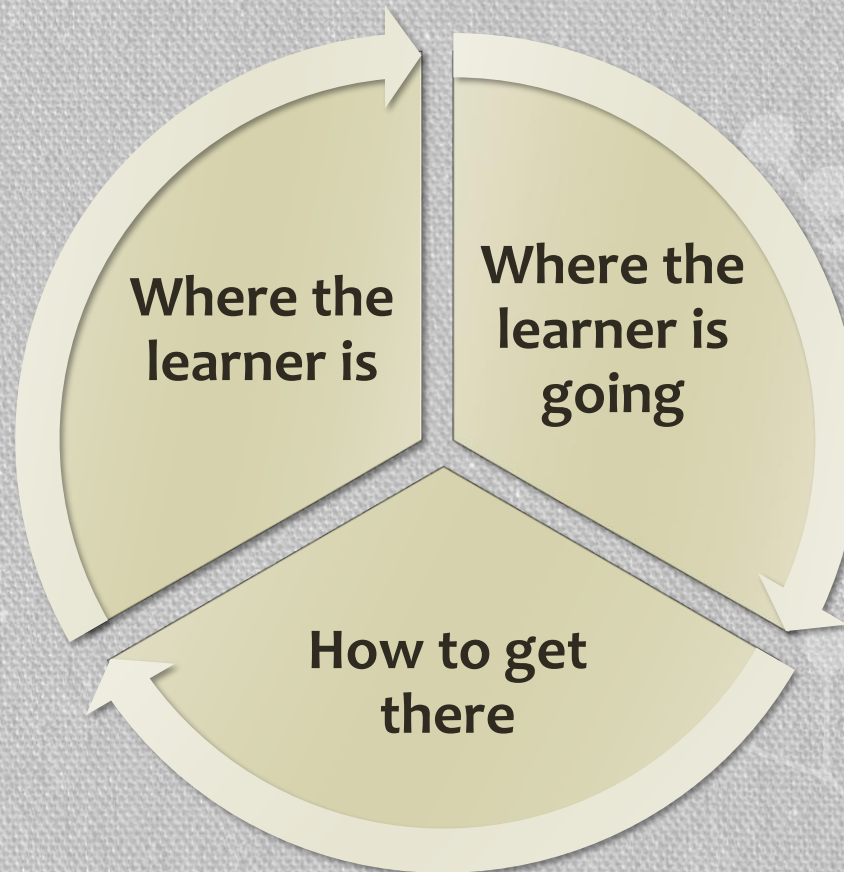
According to Black & Wiliam (1998) and Hattie (2009) **several categories of “High-impact formative assessment practices”** have been identified in research:

- **Diagnostic assessment:** Use of classroom discussions, classroom tasks, and homework to determine the current state of student learning/understanding, with action taken to improve learning/correct misunderstandings
- **Feedback:** Provision of descriptive feedback, with guidance on how to improve, during the learning process
- **Peer and self-assessment:** Development of student self- and peer-assessment skills

Extending from AfL to AaL -- Empowering students to monitor & evaluate own progress

Summative	AoL	<ul style="list-style-type: none"> • describes the level students have attained • shows what they know/can do over a period of time • gives an overview of previous learning for reporting purposes
Formative	AfL	<ul style="list-style-type: none"> • integrates assessment into learning & teaching • assists students to understand what they are learning, what they have attained, what is expected of them • helps teachers collect learning evidence to provide timely feedback & refine teaching strategies
	AaL	<ul style="list-style-type: none"> • engages students in reflecting on & monitoring their progress of learning • involves students in regulating the learning process, evaluating their own performance against the learning goals & planning for the next step in learning

What are the indispensable conditions for improvement in student learning?



Where the learner is going

Strategy 1: Provide a **clear & understandable vision** of the **learning target** (enabling strategy)

Strategy 2: Use examples and **models of strong and weak work** (enabling strategy)

Where the learner is

Strategy 3: Offer **descriptive feedback** during the learning process (enabling strategy)

Strategy 4: Teach students **to self-assess and set goals** for the next steps (destination)

How to get there

Strategy 5: Use **evidence of student learning needs** to determine next steps in teaching (floaters)

Strategy 6: Design **focused instruction**, followed by **practice with feedback** (floaters)

Strategy 7: Provide opportunities for students to **track, reflect on, and share** their learning progress (destination)

Part 2: Strategies for implementing AfL & AaL— Reading Assessment

A Reading Comprehension Task – Empty Shop Project

- The Empty Shops Project is a community project which puts to use shops which are currently empty for a temporary period. When these shops lie empty for a period of time, the Empty Shops Project supports volunteers to take over the shop space temporarily and uses the space to provide a creative project for the public. Many of these projects have supported the arts, e.g. by setting up art galleries, or art and craft workshops for the general public. To facilitate this scheme, the government or local industries provide funding which helps the shop landlord give permission for the empty shop to be used temporarily, and helps volunteers to set up their community project. Hundreds of Empty Shop Projects have been set up in many countries including UK, Spain and Brazil, with each Empty Shop Project lasting about 3 months, before returning to its standard shop status.

1. Who benefits from these projects?
2. What kind of projects is organised?
3. Who funds these projects?
4. How long does each project last?

Refined learning objectives
& outcomes of learning:

Where the learner is going

- **Strategy 1:** Provide a clear & understandable vision of the learning target (enabling strategy)

Performance Goals \neq Learning goals

- **Familiarise** students **with** the **learning targets**
- **Communicate concepts of progression** in language skills
- Make **learning objectives/outcomes** of learning **explicit & visible**
- Use **student-friendly language**
- **Link** learning **objectives of different lessons**

How to get there

Strategy 5: Use evidence of student learning needs to determine next steps in teaching (floaters)

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

What kind of projects is organised? →

What projects are organised? / What project is organised?

T: Select answers you think are incorrect & explain why they are wrong.

1. What kind of **community projects** is organised?
2. What kind of **Empty Shop Project** is organised?
3. What kind of **creative projects** is organised?
4. What kind of **arts projects** is organised?

A. Empty Shop Project

B. Creative projects

C. Arts projects

D. Art galleries, art & craft workshops

How to get there

- **Strategy 6:** Design focused instruction, followed by practice with feedback (floaters)

T: How do the details relate to the main ideas?

T: Let's find out the relations between the “community project”, “creative project”, “arts project” and “art galleries & craft workshops”.

Apply strategy 6: Give focused instruction. Provide feedback:

T: “_____.”

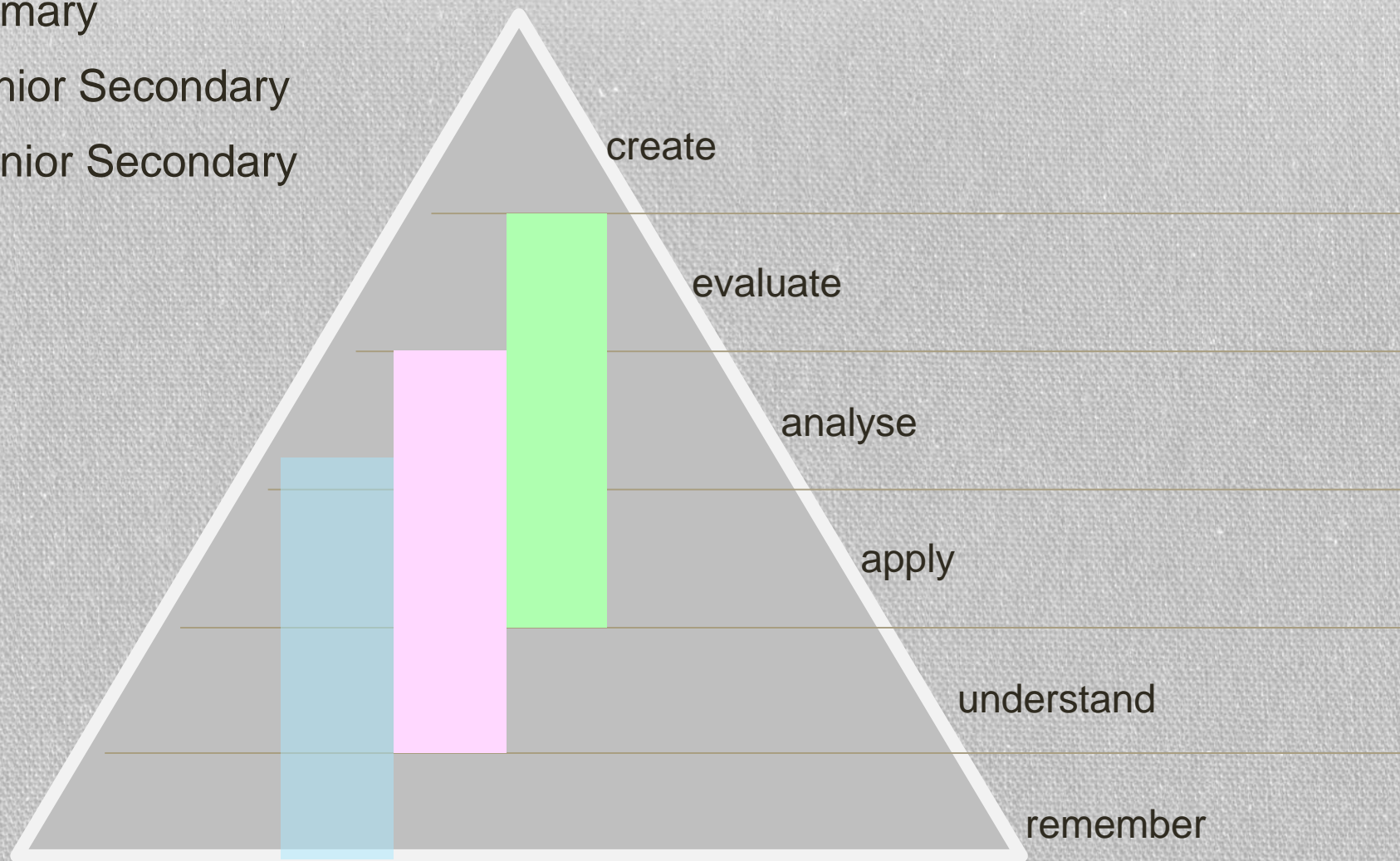
Where the learner is

- **Strategy 3:** Offer descriptive feedback during the learning process (enabling strategy)

Descriptive feedback:

- directs attention to the intended learning, **pointing out strengths** & **offering specific information to guide improvement**
- **occurs during learning** and allows time for students to act on
- addresses **partial understanding**
- **does not do the thinking for the student**
- limits corrective information to what **students can act on**

- Primary
- Junior Secondary
- Senior Secondary



**KS1&2: Understand the conventions of written English,
Construct meaning from texts, Locate information & ideas**

KS3: Understand, interpret & analyse different written & multimodal texts

KS4: Understand, interpret & analyse a variety of written & multimodal texts

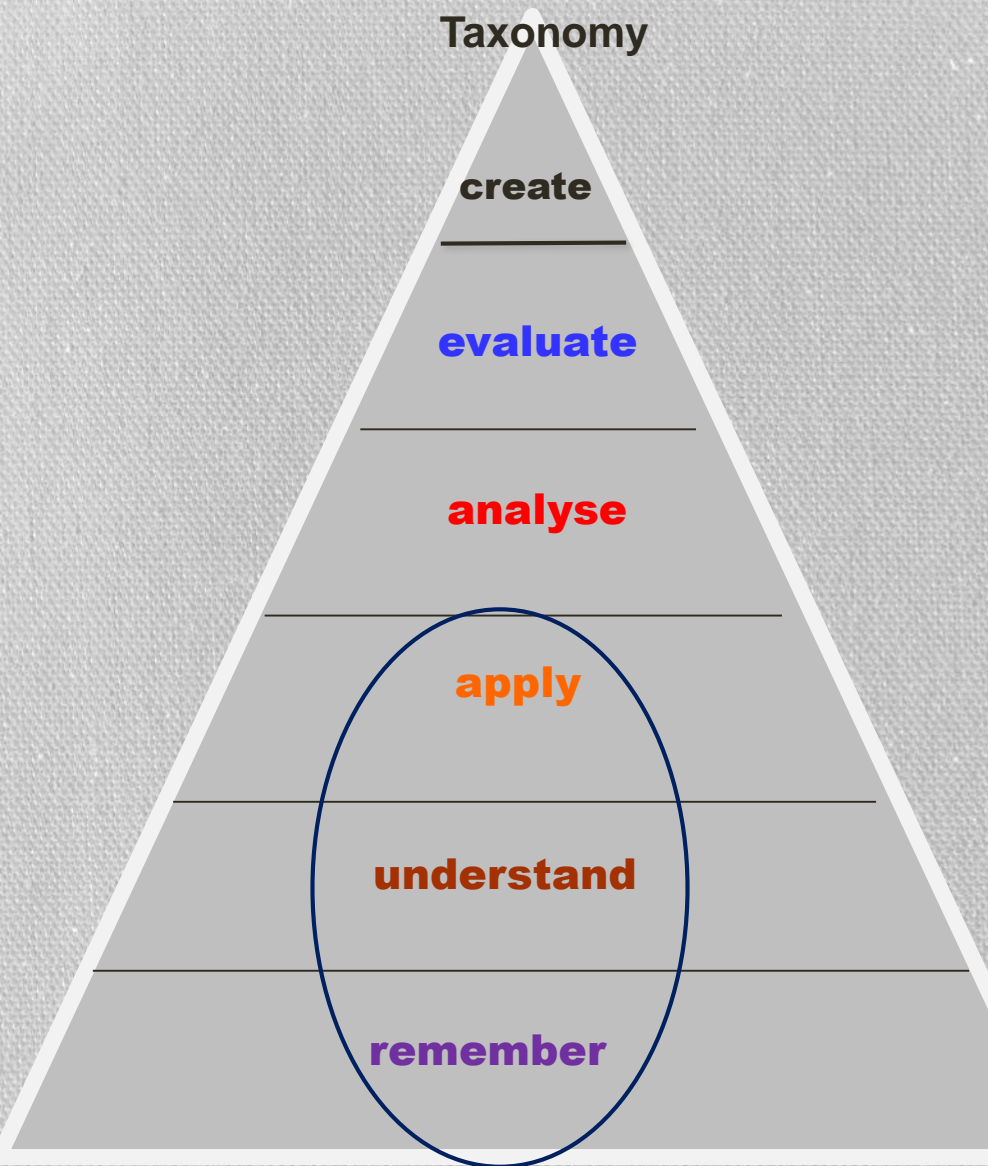
The Learning Progression Framework

Strategy 1: Provide a clear & understandable vision of the learning target (enabling strategy)

- Supports schools in implementing AfL
- Provides concrete **descriptions of students' attainment**
- Facilitates plans for **helping students progress to the next level of achievement**
- Enables teachers **to guide students to:**
 - understand and **monitor own learning performance**
 - **identify** areas of **strengths and weaknesses**

[illegible]

Bloom's Taxonomy



Primary KS1-2

APPLY: Scan a text to locate specific information by using strategies

APPLY: Make predictions about stories, characters and topics of interest

APPLY: Use known parts of words, contextual clues or pictorial cues or word association to work out the meaning of unknown words or parts of words

UNDERSTAND: Use knowledge of basic letter-sound relationship to read aloud a variety of simple texts

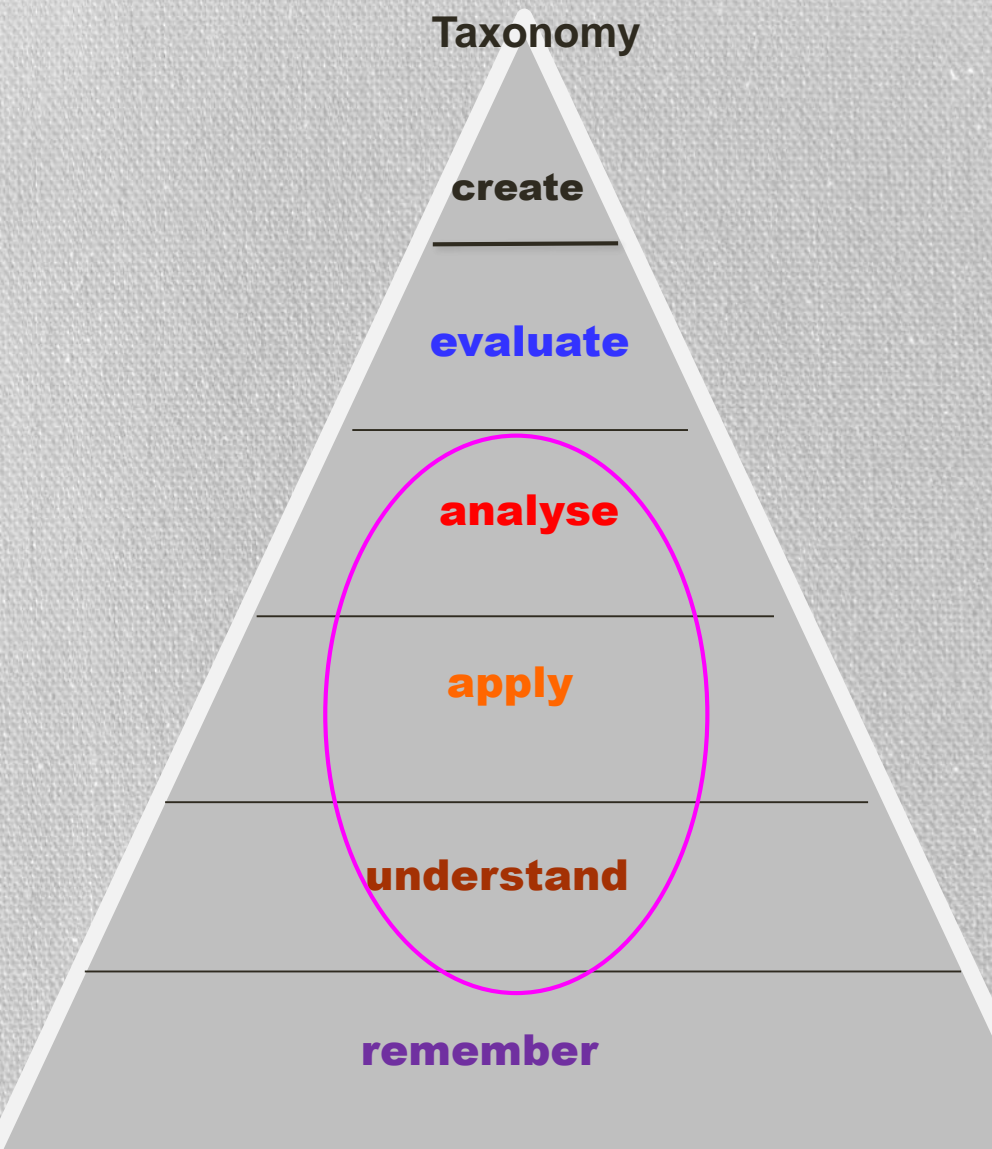
UNDERSTAND: identify details that support the main idea of the text

UNDERSTAND: understand information provided on the book cover

REMEMBER: sight read a wide range of common phonically irregular words

REMEMBER: Recognise the format and language features of a variety of text types

Bloom's Taxonomy



Junior Secondary KS3

ANALYSE: Identify implied meanings through inferencing

APPLY: Make use of knowledge of the world to make sense of the written text

APPLY: Understand how sentences and parts of a sentence relate to each other

APPLY: Recognise how writing conventions affect meaning and cohesiveness

APPLY: Acquire, extract and organise information relevant to specific tasks

APPLY: : Know what a word or phrase refers to in the previous or subsequent context

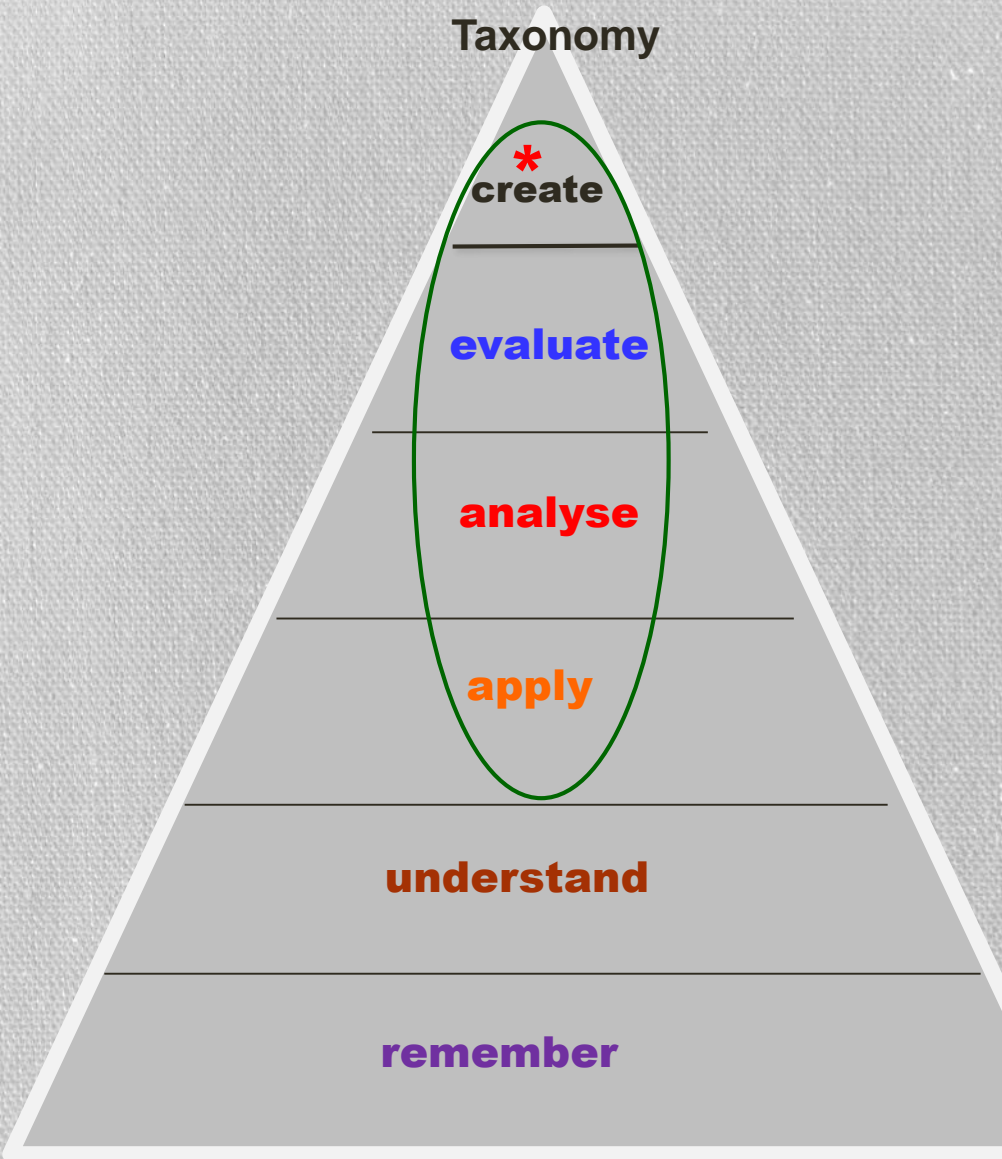
UNDERSTAND: Understand the use of discourse markers

UNDERSTAND: Relate facts, opinions and information

UNDERSTAND: Understand different feelings, views and attitudes

UNDERSTAND: Differentiate facts from opinions

Bloom's Taxonomy



Senior Secondary KS4

EVALUATE: Follow and evaluate the development of a point of view or argument

EVALUATE: Understand hidden intentions of the writer

EVALUATE: Understand and appreciate the mood of the writer and the tone of the his/her writing

EVALUATE: Detect faulty or misleading arguments

EVALUATE: Evaluate critically views and attitudes

ANALYSE: Distinguish different points of view and arguments

ANALYSE: Appreciate the stylistic variations between text-types

ANALYSE: Interpret how linguistic and structural devices achieve certain effects

APPLY: Use linguistic and contextual clues and general knowledge to determine the meaning of the written text

How to get there

Strategy 2: Use examples and models of strong and weak work (enabling strategy)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

- **Scaffold with selected response** to identify reasoning deficiency
- **Use multiple choice distractors** as teaching tools to show faulty reasoning, misconceptions, partial understanding
- Use **wrong answers as weak examples in contrast with the correct one** to facilitate understanding of learning targets
- Use **graphic organisers as teaching tools to provide a visual representation** of the learning targets **and a strategy** to unpack text structures
- Guide the **practice of strategy use** for **independent application**

Where the learner is

- **Strategy 3:** Offer descriptive feedback during the learning process (enabling strategy)

Techniques for checking answers

A. Starting a conversation with a broader topic, then asking students to identify the question related to this topic (rather than just checking answers one by one)

B. Asking students for evidence in the text to support their answers and listing them on board with the line numbers

C. Asking students to close their eyes and picture an important scene in the text

D. Asking students to hold up traffic light cards to demonstrate how confident they are with an answer

E. Asking students to think of reasons why the answer might be correct – reasons which are not found in the text, but require the student to think for themselves

F. Requiring students to paraphrase when they speak, not read out a passage straight from the text

G. Asking students to imagine they are the characters in the text when they answer certain questions

H: Acknowledging what a student has actually understood about the topic even though it is not the answer directly responding to the question

Show your partner where in the transcript you found examples of the feedback strategies. Discuss why each strategy may be useful to the teacher and students.

Involving pupils in their own assessment ... the rewards ... are in the obvious potential for self-direction in learning

- Self-directed learning (SDL) refers to the skill that a learner, who takes the initiatives and responsibility for learning with or without the assistance of others, possesses.
- A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning.
- SDL enhances students' sense of agency or control and metacognitive skills.
- SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.

Where the learner is

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

- *In the context of reading...*

Understanding Your Reading Difficulties:	Which of the solutions do you think are most useful. Add yours.
“I lose concentration while reading.”	“Mark the text every time you notice you’ve lost concentration.”
“I don’t understand the sentence even though I know most/ all of the words in the sentence.”	“Go back and re-read the sentence before the difficult sentence.”
“I read too slowly.”	“Don’t worry so much about unknown words. Circle them and keep reading.”

Where the learner is

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

Developing self-assessing abilities to develop ownership of responsibility for improving:

In the context of reading...

provide comprehension monitoring instruction to help students to:

- be aware of **what they do understand**
- identify **what they do not understand**
- raise awareness of **textually explicit or implicit information** with Question-Answer Relationship (QAR) strategy when assessing own question tackling strategies

Understanding
reading
difficulties

How to get there

Strategy 7: Provide opportunities for students to **track, reflect on**, and share their **learning progress** (destination)

Self Tracking & Reflection Activities on learning process / progress / product:

- Application of reading & fix-up strategies — **reflecting on process**
- Use of portfolios, journals and the Learning Progression Framework — **reflecting on progress & product**
- Design of **self-directed** reading tasks — metacognitive reflection

Source:

Fix-up strategies -- <https://thisreadingmama.com/>

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress (destination)

Reflecting on learning process: fostering independent application of reading strategies

Colour-Coded Reading

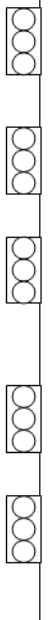
1. This week, locals on the High Street in **Bidlington** have been noticing something strange. For several
2. months the previously popular independent cafe, Ren's Coffee, has sat empty - another victim of the rising
3. rent prices in the town which has resulted in one in twelve shops sitting empty for over 3 months. But this
4. week, shoppers have found the closed-down coffee shop's doors open again, and found the place filled
5. with over 100 paintings, drawings, photographs and sculptures. This is not a new art shop. It's a pop-up
6. gallery, one of the new community projects organized through Empty Shops Project which has enabled
7. hundreds of shops lying empty, to open their doors for temporary community projects on the premises. .

8. More than 120 amateur artists have turned up to hang their work in this pop-up gallery so far. Engineers,
9. professional artists, cleaners, musicians, and school children have been among some of the art enthusiasts
10. who have brought their own artwork to hang in this gallery for the public to view. This is a bring-your-own
11. gallery, with no experience required and no vetting of the artworks - a genuinely open gallery, and an
12. opportunity for people who have never before had the chance, to display their work for all to see. .

13. Budding artists have not been the only ones to take advantage of this economic downturn. Elsewhere in
14. **Bidlington**, an old office block has been transformed into film-making workshops held by local film-makers
15. on a voluntary basis, and even a temporary film set has been set up for filming projects in a disused
16. warehouse. In another empty shop at the end of the High Street has become a temporary library where
17. anyone and everyone have been depositing their old books, magazines and music, for others to borrow for
18. free. Volunteers give up their time to manage, organize and promote the library. And this library has been
19. so popular, that the volunteers are now seeking funding to buy a second-hand van to use when the
20. temporary library is handed back to the landlord. The volunteers plan to paint the van up and stock it with
21. the library's books, and drive it around the town - so that the library will come to your door, even after the
22. Empty Shop Project comes to an end. .

23. Anish **Stran**, cultural projects manager at the **Bidlington** Art Community which supports the volunteers says
24. "these empty shops are being transformed into something that everyone can benefit from, something that
25. brightens up the high street, something that is positive and inclusive, **something** that is inspiring for all those
26. who have been set back by the closures on the high street. We hope to continue to support our fantastic
27. community of volunteers and find new avenues for creative projects in our town." .

28. Most landlords must continue to pay full business rates on properties, even when they have been empty for
29. months, but by opening them to non-profit organizations and charities, they are exempted of 80% of the full
30. rate. Therefore the landlords find financial relief by taking part in this scheme, and volunteers are granted
31. permission to occupy the property for free until viable new tenants are found. Despite this, hundreds of
32. landlords remain reluctant to take part in what they see as a risky, temporary and unaccountable scheme
33. which they have little control over. Nevertheless, the **Bidlington** Art Community hopes to raise awareness of
34. the value these projects brings to the community. "It gives ordinary people the chance to try something they
35. wouldn't usually get the chance to do, and to work together with people from different industries, as well as
36. benefitting the landlords financially. It's a win-win for everyone." says **Stran**. .



- Model self-monitoring reading behaviour with Traffic Light Reading strategy
- Provide opportunities to practise repairing comprehension independently

Red = I need help with this

Orange = I'm not sure but I can try

Green = I'm confident with this

- Strategy 7:** Provide opportunities for students to track, reflect on, and share their learning progress (destination)

Reflecting on learning progress: reading portfolio




1 thing I did
well:



3 words/expressions
I've learned from the
article:



2 strategies I've
learned well:



4 things I want to
find out now
about the topic:

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress (destination)

Reflecting on learning progress: The Learning Progression Framework

- Facilitates plans for **helping students progress to the next level of achievement.**
- Enables teachers **to guide students to:**
 - understand and **monitor own learning performance**
 - **identify** areas of **strengths and weaknesses**

Reading - ACT 1	Reading - ACT 2	Reading - ACT 3	Reading - ACT 4	Reading - ACT 5	Reading - ACT 6	Reading - ACT 7	Reading - ACT 8
<p>Information</p> <p>Identifying information and ideas in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Information</p> <p>Identifying, summarizing, and synthesizing relevant short simple texts, using those reading strategies as appropriate</p>	<p>Information</p> <p>Identifying information and ideas, and synthesizing a range of simple text of simple texts, using those reading strategies as appropriate</p>	<p>Information</p> <p>Identifying, summarizing, and synthesizing a range of simple texts, using and integrating reading strategies as appropriate</p>	<p>Information</p> <p>Identifying information, ideas, and synthesizing a range of texts, using and integrating a range of reading strategies as appropriate</p>	<p>Information</p> <p>Identifying information, ideas, synthesizing and summarizing a range of texts, using and integrating a range of reading strategies as appropriate</p>	<p>Information</p> <p>Identifying information, ideas, synthesizing and summarizing a range of texts, using and integrating a range of reading strategies as appropriate</p>	<p>Information</p> <p>Identifying information, ideas, synthesizing and summarizing a range of texts, using and integrating a range of reading strategies as appropriate</p>
<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Process</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>
<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>	<p>Strategies</p> <p>Using your reading strategies to identify the main ideas and details in texts that are relevant to your topic, using your reading strategies to appropriate</p>

The reading strategies included in a set of pointers provide examples of how these strategies can help learners develop reading and interpret texts. They are not merely descriptive or prescriptive. They are useful pointers to consider in planning and developing plans for the learning-teaching-learning cycle.

[illegible]

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress (destination)

Self Tracking Task

I've just read
about...

One difficulty I
had was...

**Now I think
I should...**

I thought it was...

Something I didn't
understand was...

Something I did
better than I expected
was...

**Next time I
want to...**

Strategy 7: Provide opportunities for students to track, reflect on, and share their learning progress (destination)

**Self-directed Reading:
Metacognitively reflecting on content of reading**

Evaluating own performance as independent readers:

- Observing,
- Questioning
- Critiquing
- Evaluating
- Comparing / contrasting

Daily Teaching Tools

<https://www.dailyteachingtools.com/free-graphic-organizers.html>

Adapted from **Increasing Reading Engagement: How to Use self-Directed Reading in Your Lesson Plans**

<http://lessonplanspage.com/increase-reading-engagement-how-to-use-self-directed-reading-in-your-lesson-plans/>

How to get there

Strategy 7: Provide opportunities for students to track, reflect on, and **share** their learning progress (destination)

A gap-closing strategy because of its impact on motivation & retention

Benefits of collaborative learning activities

...in the context of reading

- Motivate deep **discussion on important discoveries (product / process / progress)**: author's voice, point of view, values, own critical thinking or concerns with a text
- Promote **academic achievement**
- Increase **retention of content** learnt & reinforce **use of strategies**
- Enhance **satisfaction** with learning experience
- Develop skills in **oral communication**
- Promote **self-esteem**
- Promote finding of **connections of different texts** read by classmates

Part 3: Strategies for implementing AfL & AaL— Writing Assessment

Sharing of writing assessment practices

1. Do you believe practice makes perfect - the more compositions students write, the better they write?
2. What pre-writing activities do you usually do with students before they do compositions?
3. Do you do process writing with students? Why or why not?
4. Do you spot or correct all errors in students' compositions? Do you think grammar and accuracy come first when it comes to marking compositions.
5. How do you ask students to do composition corrections?

Where the learner is going

- **Strategy 1: Provide a clear & understandable vision of the learning target (enabling strategy)**

(1) Map out and present to students the writing skills and text-types to master over a period of learning time

(2) Analyse the topic to understand task requirements

Pre-writing: Identifying key elements in the writing topic:

- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?

The 3 Ws Approach

Highlight keywords in the writing topic

Who? (Your role + audience)

Why? (Purpose)

What? (Text-type + topic / content)

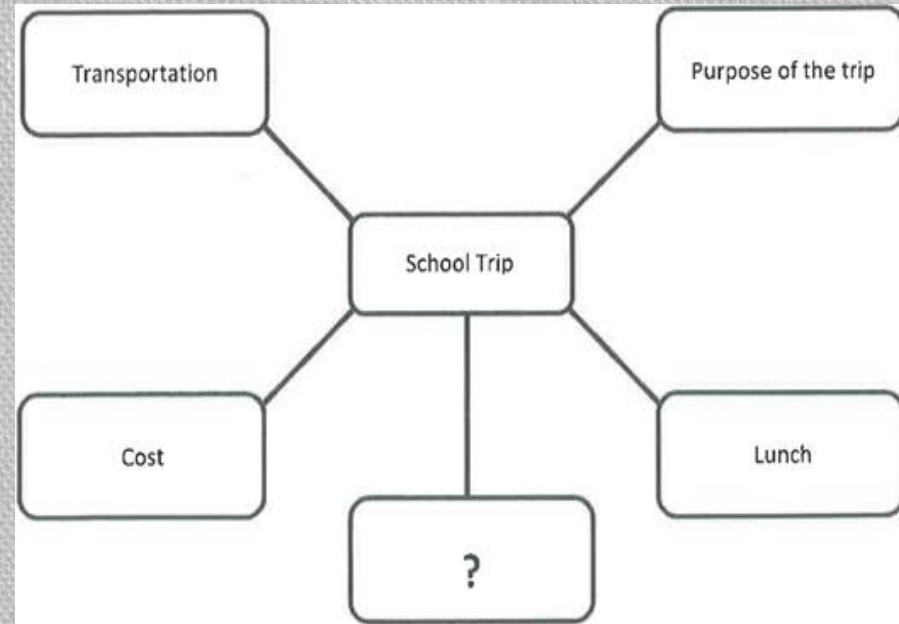
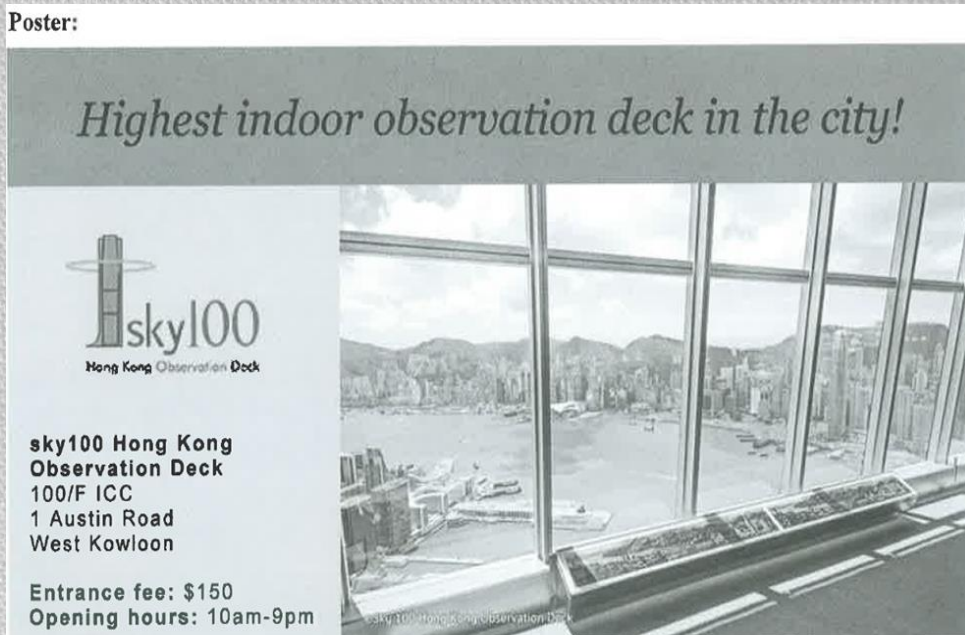
Use the 3Ws approach and highlight **the keywords**:

2018 HKDSE English Language Paper 2 Question 1

You are Chris Wong, the class teacher of 6A. You will be taking your class on a school trip next month to sky100, show in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mind map to help you write the letter.

Poster:



Writer's role

Target reader

You are **Chris Wong**, the class teacher of 6A. You will be taking your class on a school trip next month to *sky100*, show in the poster below.

Write a letter to parents giving them the necessary information about the trip. You may use the mindmap to help you write the letter.

Text-type

Content / topic

Purpose of writing

Tone & Register: Formal and polite

Where the learner is going

- **Strategy 1:** Provide a clear & understandable vision of the learning target (enabling strategy)

Question 3 -- 2018 HKDSE English Language Paper 2

(2) Analyse the topic to understand task requirements

Pre-writing: Identifying key elements in the writing topic:

- Who am I?
- Who am I writing to?
- Why am I writing?
- What is the text-type?
- What am I writing about?
- What is the tone?

The 3 Ws Approach

Highlight keywords in the writing topic

Who? (Your role + audience)

Why? (Purpose)

What? (Text-type + topic / content)

Where the learner is going

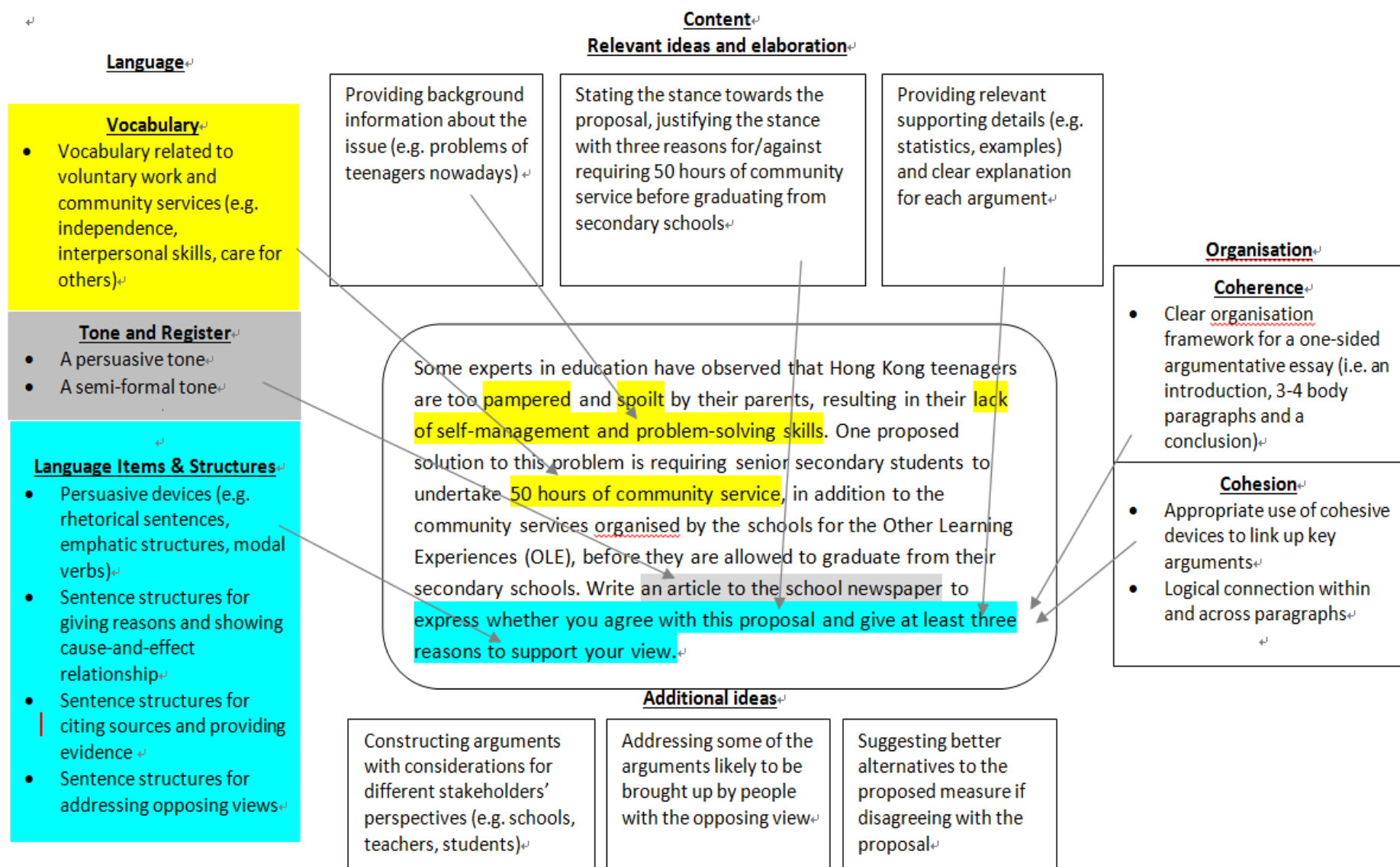
- **Strategy 1:** Provide a clear & understandable vision of the learning target (enabling strategy)

(3) Feed forward – present expected learning outcomes (or success criteria) with reference to the topic

Example

Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.

Establishing Success Criteria with Reference to Task Requirements



List success criteria in a task-specific assessment form

Date:					
Task:	Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before students are allowed to graduate from secondary school.				
Text Type:	A school newspaper article (one-sided argumentative article)				
Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Presenting at least three valid reasons to support one's stance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and refuting them to strengthen one's arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Organisation					
1. Five to six paragraphs, each with a clear focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three arguments/reasons, and a conclusion to summarise one's arguments and reiterate one's stance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where the learner is going

(3) Feed forward – present expected learning outcomes (or success criteria) with reference to the topic

Question 3 -- 2018 HKDSE English Language Paper 2

To complete the task successfully, what are students expected to demonstrate in the following aspects?

Select two criteria for each aspect to focus your students' attention on.

Content	Organisation	Language

Where the learner is going

- **Strategy 2: Use examples and models of strong and weak work (enabling strategy)**

- (1) Show sample model texts from textbooks or teachers
- (2) Show peer's work (discuss strengths & ways to improve)

Modelling

A Sample Argumentative Essay

Are Hong Kong Parents Over-protective?

When some Hong Kong students were stranded in London Heathrow Airport because of a snowstorm last December, we were all stunned by their selfish behaviour and poor self-management skills. Little did they do except whining about the flight cancellation and poor arrangements of the airlines. They even made up stories of their parents' death in order to board the first flight home. It is obvious that these Hong Kong children are spoilt. Yet, who is to blame for their "prince / princess syndrome"? You will know the answer when you see their doting parents, who joined in the complaints and urged the SAR government to charter flights to bring the kids home. Such over-reaction is typical of Hong Kong parents, who are, in my opinion, mostly over-protective.

Introduction

Central Argument

Many Hong Kong parents take care of every detail in their children's life. They rush to their rescue when their children face any difficulties. Madeleine Levine, an American clinical psychologist, coined the term "helicopter parents" to describe parents who hover over their children, even when they are already adults. These parents dote on their children so much that they do everything for them. In some extreme cases, I have seen parents accompany their children to universities and help them tidy up their dorm rooms. While these parents may argue that they just want to express their concern for their children, what they do not realise is that their excessive care may hamper their children's development of problem-solving skills.

Body

Topic Sentence

Supporting details -
Expert opinion.

Supporting details -
Cases/examples.

Opposing viewpoint & refutation.

Topic Sentence

Hong Kong parents are also over-involved in their children's school work. They dedicate much of their energy and time to preparing their children for tests and examinations. Some even help their children to finish projects and assignments. A study conducted by the Society for Child Development indicates that over half of the parents interviewed have experienced anxiety over their children's school work, and 75% of them are willing to offer any kind of assistance to ensure their children's academic success. The alarming figures prove parents' over-involvement in children's

Supporting details -
Statistics.

school work. Vicky Tuck, the principal of Cheltenham Ladies' College, warns parents that their over-conscientiousness and constant supervision may prevent their children from growing into responsible and independent learners.

Supporting details -
Expert's opinion.

Hong Kong parents are over-tolerant of their children's misbehaviour. As most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money but forget the importance of disciplining them. It is common to see children running around or shouting on public transports while their parents do nothing to stop them. As the old saying goes, "spare the rod and spoil the child." Parents' unreasonable forbearance leads to children's lack of respect for authority. This explains why discipline problems are on the rise in Hong Kong schools.

Topic Sentence

Supporting details -
Cases/ examples.

Conclusion

Clearly, it is the over-protective Hong Kong parents who create the over-pampered "Hong Kong kids". To fix the problem, parents must change their mindset. They should bear in mind that their children will have to grow out of their protective cocoon and stand on their own feet one day. Over-protection only encourages unhealthy reliance, which definitely does more harm than good to the children's personal development. Children need guidance, not indulgence. It is time that Hong Kong parents reflected on their mode of parenting.

Reiteration of stance

Here are some sentence structures used to add strengths to the arguments and enhance persuasiveness:

	Examples
Inversion	<ul style="list-style-type: none"> • <u>Little did</u> they <u>do</u> except whining about the flight cancellation and poor arrangements of the airlines.
Rhetorical questions	<ul style="list-style-type: none"> • Yet, who is to blame for their "prince / princess syndrome"?
Cause-and-effect structures	<ul style="list-style-type: none"> • These parents dote on their children <u>so much that</u> they do everything for them. • <u>As</u> most families in Hong Kong nowadays have few children, parents tend to lavish the kids with care and money. • Parents' unreasonable forbearance <u>leads to</u> children's lack of respect for authority.
Emphatic structures	<ul style="list-style-type: none"> • Clearly, <u>it is</u> the over-protective Hong Kong parents <u>who</u> create the over-pampered "Hong Kong kids". • Children need guidance, <u>not</u> indulgence. • <u>It is time that</u> Hong Kong parents <u>reflected</u> on their mode of parenting.

Where the learner is

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

Sample Script with Teacher's Feedback⁴³

Topic: Some experts in education have observed that Hong Kong teenagers are too pampered and spoilt by their parents, resulting in their lack of self-management and problem-solving skills. One proposed solution to this problem is requiring students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before they are allowed to graduate from secondary school. Write an article to the school newspaper to express whether you agree with this proposal and give at least three reasons for your view.⁴⁴

Student's Work:⁴⁵

Many people comment that students in Hong Kong are only good at studying and have no life skills. Some experts have found that students in Hong Kong are poor at self-management and problem-solving skills because of the over-protection by their parents. Children are provided all they want, no matter whether it is necessary. Under this situation, some people have proposed that students should be required to undertake 50 hours of community service before they are allowed to graduate from secondary school. Can this proposal improve the current situation?⁴⁶

Effective use of a rhetorical question.

In my opinion, the proposal is not a good solution to the problem. First, as Hong Kong students have little experience in social service, they may not know how to do it. If they just do it because they want to meet the requirement but without the heart of learning from this, they will not change much after the 50 hours of work. Their self-management and problem solving skills will still be the same. People may argue that this is still better than nothing and students may gain some experience from the process, but I think there are more effective ways to develop students' skills than this. If the government insist on implementing this policy, the whole spirit of voluntary work will be gone as students are not willing to do it with the aim to serve

True! I agree that forcing students to do voluntary work defeats the purpose.

Nice recap of the key argument.

Your opening contains too much 'directly copied' information from the question. Could you come up with a more creative opening to show the importance of the issue? You may use dialogue, findings or some vivid descriptions to build the scenario.

Consider stating your position in the first paragraph.

This may not be relevant to the main idea expressed in the rest of the paragraph.

Could you rephrase this to express the idea more idiomatically? Consider words like "mindset" "intention".

Could you give an example of one of the effective ways?

others. Students cannot benefit from the social service and their time will be wasted.⁴⁷

Thoughtful of you to take possible counter-arguments into account and try to address them.

Nowadays, students in Hong Kong have to join a lot of extra-curricular activities such as music instrument classes, swimming courses and sports teams. These activities already occupy most of their free time. Students already feel that time is insufficient for coping with extra-curricular activities and their homeworks. If we take 50 hours more from their free time, which is supposed to be for entertainment and rest, students would be so tired and overloaded. Though we can ask students to do the voluntary work after their public examination at the end of S6, students should actually enjoy some fun and relax after a long long time of hard work. Force them to do social service exploit their rest and play time.⁴⁸

You need a better topic sentence to show the focus of this paragraph.

Chinglish. Try to rewrite using "...deprives (sb) of (sth)".

Moreover, self-management and problem solving skills will be acquired gradually as students grow up. When students enter society or job market, they have to deal with people and problems and think of solutions. It is not necessary for the government to take such strong action to fix the problem or push students to develop. When students graduate from secondary school and start working, they need to finish their duties and face the difficulties by themselves. They cannot depend on their teachers and parents anymore. This problem of poor self-management will not exist anymore.⁴⁹

Would it be too late to wait till students enter the job market to develop such basic skills? Can they develop them earlier at school or home?

You seem to be repeating what's already said. Add an example or quote from an expert to support your view.

The argument that the problem will cease to exist as students get a job may be too simplistic and weak.

A very concise wrap-up showing your line of argument clearly. Effective use of the parallel structure!

⁴³

In conclusion, the policy is ineffective, time-consuming and unnecessary. 50 hours of community service before graduating from secondary school should not be implemented.⁵⁰

Where the learner is

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

What is effective and quality feedback?

- **Informative** – helping students know where they are and what to do next to make improvement step by step
- **Concrete** and **focused** -- pointing out specifically what has been done well or not so well with examples
- **Student-centred** – taking into consideration students' existing ability and preferences
- **Motivating** and **confidence-building**
- **Engaging learners** in self-reflection and metacognitive skills development

Where the learner is

Strategy 3: Offer descriptive feedback during the learning process (enabling strategy)

For Teacher's Use ..

11.

Teacher Assessment Form ..

Date: ..
Task: .. Writing an article to the school newspaper arguing either for or against the proposal which requires students to undertake 50 hours of community service, in addition to the community services organised by the schools for the Other Learning Experiences (OLE), before students are allowed to graduate from secondary school..
Text Type: .. A school newspaper article (one-sided argumentative article) ..

Please tick: ✓	Unsatisfactory	Below Average	Average	Good	Excellent
A. Content					
1. Providing background information about the issue ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stating one's stance clearly ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Presenting at least three valid reasons to support one's stance ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supporting the reasons with appropriate details, (e.g. by introducing expert opinion, statistics and cases or examples) ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Including arguments from different perspectives ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Addressing the opposing arguments and critique them to strengthen one's argument ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Writing about 300 to 400 words ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Language and Style					
1. Adopting a semi-formal and persuasive tone to present one's views and arguments to the intended audience ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using suitable vocabulary related to the background of the issue, the proposal on compulsory community service ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using appropriate expressions and sentence structures to present different kinds of evidence (e.g. statistics, expert opinions) ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Use appropriate expressions and structures to give reasons and show cause and effect relationship ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Using appropriate expressions and sentence structures to address opposing views ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Using the simple present tense to present general facts ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Using rhetorical strategies to catch the reader's attention (e.g. rhetorical questions, imperatives, conditional sentences, inversions and other emphatic structures) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Using punctuation correctly and appropriately ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Spelling words correctly ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. Organisation					
1. Five to six paragraphs, each with a clear focus ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Using an organisational framework (i.e. an opening section to present the background information about the issue and one's stance, a body to support one's view with at least three arguments/reasons, and a conclusion to summarise one's arguments and reiterate one's stance) ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Using topic sentences effectively and providing relevant details to create logical development of ideas in a paragraph ..	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Using appropriate cohesive devices to establish connection between key arguments and paragraphs ..	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12.

D. Teachers' Comments ..

Chris, you have presented your view clearly and tried to support your stance with three reasons. Good job!

Your third reason may not be solid enough. I suggest you strengthen it with more supporting details (e.g. statistics or quotation) or replace it with a more convincing reason.

While thinking about a stronger point to replace your third reason, you may consider the issue from a wider perspective - focus not just on students but the impacts of the proposal on other parties (e.g. schools/teachers, parents, or community/society).

Read through my comments and try to address them in your revision. Keep up with the good efforts.

E. Students' Reflections ..

Taking into consideration the teacher's feedback and comments, I have identified some areas for further improvement and planned the follow-up actions: ..

Weaknesses / areas of improvement ..	Actions to be taken ..
e.g. I haven't got enough supporting details for my key arguments ..	e.g. I will search the Internet for statistics or quotations from experts such as social workers on students' poor self-management and problem-solving skills ..

I need to seek advice/assistance from my teacher on the following areas: ..

.....

.....

.....

.....

Where the learner is

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(1) Formulating directions for redrafting or rewriting

~~Write up your ideas and plans - keep up with the good efforts~~

E. Students' Reflections.
Taking into consideration the teacher's feedback and comments, I have identified some areas for further improvement and planned the follow-up actions:

Weaknesses / areas of improvement.	Actions to be taken.
e.g. I haven't got enough supporting details for my key arguments.	e.g. I will search the Internet for statistical data showing Hong Kong students' poor self management and problem solving skills and check if any experts in this field (such as social workers and psychologists) have made any comments on this.

I need to seek advice/assistance from my teacher on the following areas:

Where the learner is

Strategy 4: Teach students to self-assess and set goals for the next steps (destination)

(2) Setting goals for tracking progress in writing skills development in a set period of time (e.g. a term)

Appendix 19

Form for Promoting “Assessment as Learning” for Writing

Part 1 Self-reflection and Goal-setting

Reflect on your own writing performance with reference to the following:

- > the writing assignments completed in the previous school term
- > your English teacher's comments/feedback on your work
- > some good writing by your classmates or sample work provided by your teacher

Answer the following self-reflection questions:

1. What are my strengths and areas that need improvement in writing?

Strengths	Areas for improvement

2. What learning goals can I set to build on my strengths and improve my weaknesses by the end of this school term? What possible actions can I take to attain these goals?

Learning goals	Proposed actions
Goal 1 (Content)	
Goal 2 (Language and Style)	
Goal 3 (Organisation)	

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?

Goal 1	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□➡	□□□□□□□□➡
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□➡	□□□□□□□□➡

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□➡	□□□□□□□□➡
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□➡	□□□□□□□□➡

Goal 3	My progress in Assignment 1	My progress in Assignment 2
	□□□□□□□□➡	□□□□□□□□➡
	My progress in Assignment 3	My progress in Assignment 4
	□□□□□□□□➡	□□□□□□□□➡

How to get there

Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

How do you address problems identified in students' writing, especially problems related to content, style and organisation?

How to get there

Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

(1) Explicit strategy instruction

(2) Focused correction/rewriting for focused feedback

Examples

Problems identified in the task on “50 hours of compulsory community service”:

(1) Too much copying of the question in the introduction

(2) Weak and limited arguments

(3) Lack of valid supporting evidence

(4) Boring or abrupt ending

How to get there

(1) Explicit strategy instruction

(2) Focused rewriting/correction for focused feedback

Rewriting the Introduction

Effective Opening for Argumentative/Expository Writing

Strategies for writing more effective and engaging introduction

- Using rhetorical questions to involve the readers.
- Building a scenario to show the importance of the issue (e.g. using dialogue and vivid descriptions).
- Citing current news or recent findings to provide background information.

Read the different openings and identify the strategies the writers use to make the topic a matter of concern to readers and arouse their interest in reading.

Opening 1.

The computer is an indispensable learning tool for students in Hong Kong. Yet, a recent survey revealed that nearly 15% of families in Hong Kong cannot afford to have a computer at home. Students from these underprivileged families really deserve our attention and support. I believe that free computers should be provided to them.

Strategies used:

Opening 2.

Melamine in milk, sex hormones in baby formula, Sudan Red in eggs – these are among the most shocking food contamination scandals in China, not to mention the countless unreported cases involving the use of toxic chemicals or unhygienic ingredients in food production. Do we need tighter food safety controls? The answer is an absolute yes.

Strategies used:

Opening 3.

Have you heard of King's Glory, Modern Education and Beacon College? I bet most Hong Kong students are familiar with these big names. As I know, every student in my class is taking tutorial classes outside school to prepare for the HKDSE examinations. While school teachers frown upon this practice, parents seem to support and students also consider this a key to success in public examinations. The issue of whether students should attend tutorial schools is one that divides many people and definitely deserves close examination.

Strategies used:

Re-writing 1 body paragraph

Enhancing the Strength and Quality of Arguments

(a) Considering the issue from multiple perspectives

List all the parties that the proposal (i.e. 50 hours of community service before graduation from secondary school) will affect and complete the following table:

Stakeholder group	How the proposal will affect them?

Discuss whether each of the parties are likely to support / oppose the proposal and which group(s) views or interest should be considered more when deciding whether to pass the proposal.

(b) Immediate and long-term consequences

Complete the flow chart to show the impact of the proposal on students.

Proposed action: Making 50 hours of voluntary work compulsory to secondary school students.
↓
Immediate/short-term effect:
↓
Medium-term effect:
↓
Long-term effect:

Rewriting the conclusion

(e) Effective Closing for Argumentative/Expository Writing

Strategies for writing more appealing conclusion

- recap / summarise the key points made.
- suggest solutions and appeal for action.
- express a wish.
- make reference to the opening.

Read the following closings and identify the strategies the writers use to appeal to the readers.

Closing 1.

Central argument: **The government should provide free computers for students in needy families.**

Computers play a vital role in students' daily life and study. They enable students to finish assignments, provide a rich source of information and are a common means of socialisation. It is therefore clearly evident that every needy family should be provided with a free computer.

Strategies used:

Closing 2.

Central argument: **The government should tighten food safety controls.**

The problem of food contamination should be addressed immediately. The government must take prompt actions and pass new laws to safeguard the health of the public. Only through implementing tighter controls on food safety can we ensure the food we eat is free from toxic substances and disease. I look forward to the day when I need not worry about the safety of the food I eat.

Strategies used:

Closing 3.

Central argument: **Whether students should attend tutorial schools depends on their motives behind.**

We strive for the best" is probably a motto shared by students, teachers, as well as the tutor kings and queens. Both secondary schools and tutorial schools aim at helping students to achieve excellence, though through different means. If students attend tutorial classes with an intention to extend their learning, rather than taking it as a shortcut to success in public exams, tutorial schools may not necessarily be an evil. No matter what, I still hope that students would value learning over exam results and owe their academic achievements not only to King's Glory or Modern Education but also their own schools.

Strategies used:

How to get there

Strategy 5: Use evidence of student learning to determine next steps in teaching (floaters)

Strategy 6: Design focused instruction, followed by practice with feedback (floaters)

(2) Focused correction and rewriting

Effective (High-impact / lasting-effect) Writing Correction

- ◆ Quality over quantity (selective and focused, first things first, less is more)
- ◆ Going beyond accuracy (error / sentence / paragraph level correction)
- ◆ Fostering learner awareness, independence and ownership
 - Allowing choice
 - Involving students in the thinking process
 - Encouraging inquiry / further exploration
 - Providing evidence for self-review and monitoring

How to get there

Explicit strategy instruction

Example: Writing short stories opening

Hands-on practice

2018 HKDSE English Language Paper 2 Question 9

Learning English through Short Stories

Imagine you are a pet bird in a cage. One day your owner left your bird cage open.

Write a story from the bird's point of view.



How to get there

Strategy 7: Provide opportunities for students to track, reflect on and share their learning progress (destination)

Self perception of Writing Habit and Competence

Self-reflection Form

To help you set appropriate goals on the development of writing skills for the coming school term/year, please reflect on your writing performance and habit and complete the following form by ticking the appropriate boxes.

Part 1) My writing performance		Please tick (✓)	
Do I consider the following my strengths or areas for improvement in writing?		My strength	My area for improvement
I. Content	a) Coming up with relevant ideas and information	<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) Providing elaborations and 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"/>
	k) Parts of speech (e.g. adjectives, adverbs, nouns)	<input type="checkbox"/>	<input type="checkbox"/>
	l) Using a variety of language structures and sentence patterns	<input type="checkbox"/>	<input type="checkbox"/>
IV. Others	a)	<input type="checkbox"/>	<input type="checkbox"/>
	b)	<input type="checkbox"/>	<input type="checkbox"/>
	c)	<input type="checkbox"/>	<input type="checkbox"/>

Tracking Progress on Goal Attainment

Appendix 19

Part 2 Self-tracking on the Attainment of Personal Goals

Colour your level of achievement for each of the goals set after each writing assignment in the following school term.

How far have I achieved my goals?

Goal 1	My progress in Assignment 1	My progress in Assignment 2
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
	My progress in Assignment 3	My progress in Assignment 4
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Goal 2	My progress in Assignment 1	My progress in Assignment 2
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
	My progress in Assignment 3	My progress in Assignment 4
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Goal 3	My progress in Assignment 1	My progress in Assignment 2
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
	My progress in Assignment 3	My progress in Assignment 4
	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>

Reflection on Progress over Time and the Way Forward

Appendix 19

Part 3 End of Term Evaluation

Look back and reflect on the process of working towards your personal goals. Complete the following thought bubbles:

Area that still need improvement

Achievements made

Goal 1: Content

My new goal for the next term

Area that still need improvement

Achievements made

Goal 2: Language

My new goal for the next term

A124

Part 4: Consolidation

Promoting AfL and AaL in Writing



Guide students to analyse writing topic and task requirement



Establish success criteria with learners and present them in student friendly language



Provide focused feedback to help learners understand their strengths and weaknesses



Teach writing skills/strategies explicitly and adopt effective correction practices



Offer advice when learners set goal, formulate plans/strategies to improve writing



Plan the writing curriculum carefully to provide opportunities for learners to practise, recycle and consolidate writing skills learned over time

Teacher's role

References

Accelreader: <https://accelareader.com/>

Alderson, J.C. (2000). Assessing reading. Cambridge: Cambridge University Press.

Black & Wiliam (1998). Assessment in Education: Principles, Policy and Practice, Vol 5, Issue 1

Booth, D., & Swartz, L. (2004). Literacy techniques: Building successful readers and writers (2nd ed.). Ontario, Canada: Pembroke Publishers Limited.

Han, Z. H. (2001) Fine-tuning corrective feedback. Foreign Language Annals, 34, pp.582-95.

Chappuis, J. (2009). Seven Strategies of Assessment for Learning. Assessment Training Institute, Inc Series, Allyn & Bacon.

Chappuis, J. (2017). Seven Strategies of Assessment for Learning: An Overview
<http://www.sdcoe.net/lls/assessment/Documents/Continuous%20Learning/Seven%20Strategies%20Chappuis%202017.pdf>

Daily Teaching Tools: <https://www.dailyteachingtools.com/free-graphic-organizers.html>

Fix-up Strategies- Repairing Comprehension: <https://thisreadingmama.com/>

Hattie, J. (2009). Visible Learning A Synthesis of over 800 Meta-analyses Relating to Achievement. Taylor & Francis Group

Harlen, W., & James. (1997). *Assessment and learning: Differences and relationships between formative and summative assessment*. *Assessment in Education: Principles, Policy & Practices*, Vol 4, Issue 3

Increasing Reading Engagement: How to Use self-Directed Reading in Your Lesson Plans
<http://lessonplanspage.com/increase-reading-engagement-how-to-use-self-directed-reading-in-your-lesson-plans/>

Lorna, M.L. (2003). *Assessment As Learning: Using Classroom Assessment to Maximize Student Learning*. Crown Press, Inc.

Online Mind Mapping
https://www.mindmeister.com/?gad_campaign=World&gclid=CjwKCAjwllvXBRBjEiwATWAQltp4hPPRMrImZWuSufUjH3YDKXYAF-Zl46oZ2odyeiVg4cHhnAX7eBxoCciEQAvD_BwE

QAR (Question-Answer Relationship) Strategy
https://www.nbss.ie/sites/default/files/publications/qar_strategy_handout.pdf

Stiggins, R. (2007). *Assessment for learning: an essential foundation of productive instruction*. In Douglas Reeves (ed.), *Ahead of the curve*. Bloomington, IN: Solution Tree

The Learning Progression Framework for English Language
Source: <http://www.edb.gov.hk/LPFenglish>

Zhang, L. (2001). Awareness in reading: EFL students' metacognitive knowledge of reading strategies in an acquisition-poor environment. *Language Awareness*, 10 (4), 268-288

Thank You