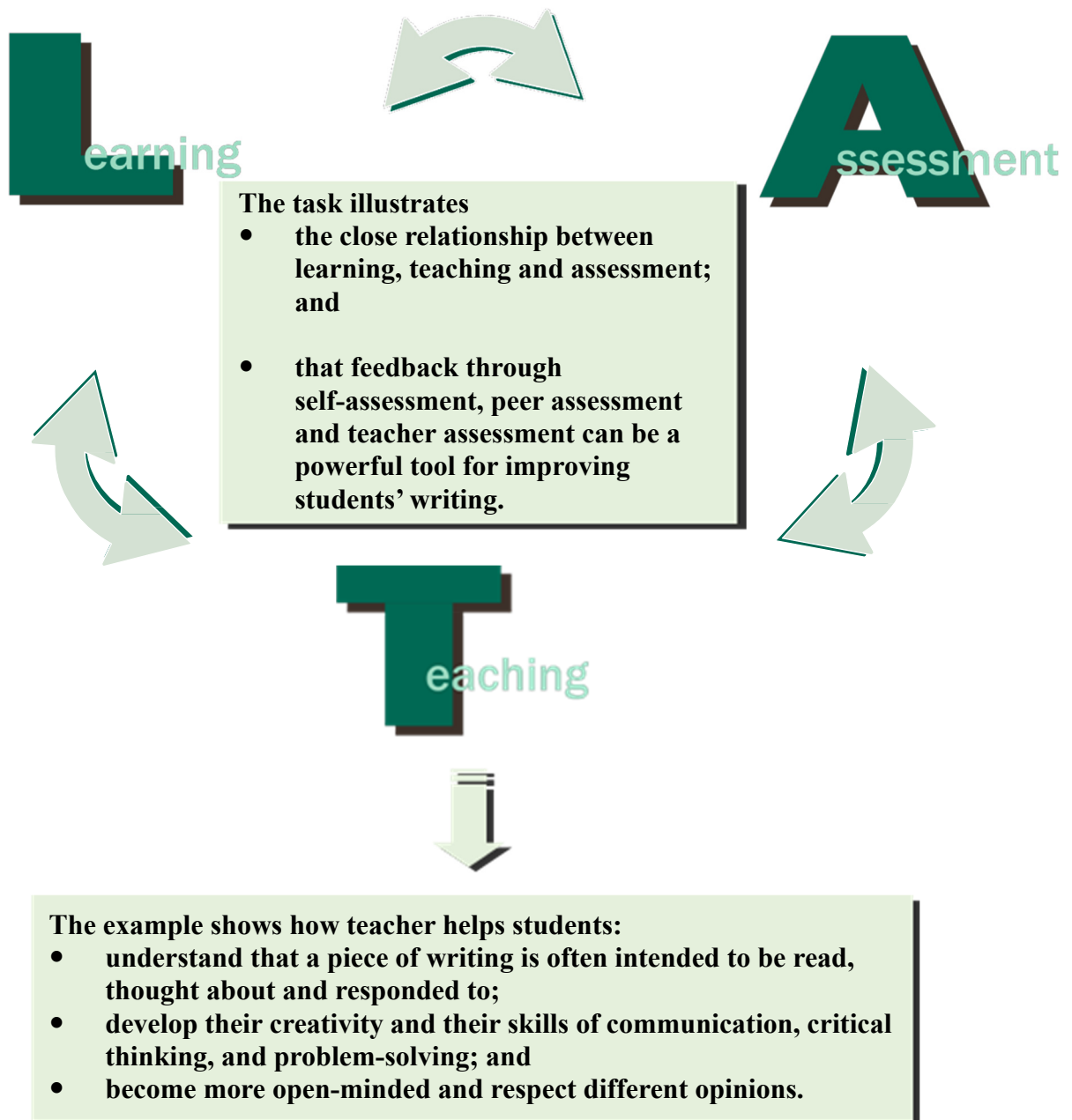


Using Process Writing to Promote Effective Learning, Teaching and Assessment: “The Christmas Party” (Primary 4-6)

Introduction

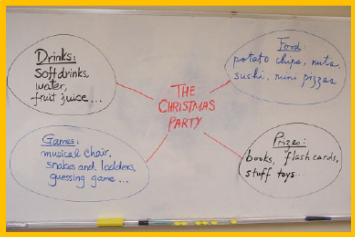
Assessment is often used by teachers to measure students’ performance in learning. It is generally associated with formal tests or examinations at the end of a school term or school year. This example offers a wider view of assessment. It shows that assessment can be conducted through the process of learning and teaching, involving both teachers and students.



Learning and Teaching Process

This task engages P4–6 students in the process of writing a letter to invite their headmaster and teachers to their class Christmas party.

Impact on Learning

	<p style="text-align: center;">Pre-writing</p> <ul style="list-style-type: none"> • Students bring to class information about group games and food and drinks for a party. • Students listen to a story that relates to the topic of their writing task. • In groups, students brainstorm and discuss ideas to be included in the letter. • Students report back and the teacher gives suggestions and guidance.
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- *Students' motivation is raised when they share information and actively brainstorm ideas.*
- *Students exercise their critical thinking and creativity in discussions.*
- *Through discussion and teacher support, students plan their writing in terms of tone, content and organisation.*



<p>Checklist for Peer Reviewing and Editing</p> <p>Reviewing</p> <ul style="list-style-type: none"> - Is your partner's letter clear? - Is your partner's letter interesting? - Has your partner put the ideas in the best order? - Is your partner's letter a polite one? <p>Editing</p> <ul style="list-style-type: none"> - Is your partner using the correct tense? - Is your partner using the singular and plural forms correctly? - Has your partner spelt all the words correctly? - Has your partner used the right punctuation marks? 	<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Individually, students write the first draft of the letter. • Students revise their own first draft based on a “Checklist for Peer Reviewing and Editing”. • In pairs, students comment on each other’s second draft using the checklist as a guide. • Students further revise their work and submit it for teacher feedback / assessment. • Students produce the final draft based on the teacher’s comments and suggestions.
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- *Self-directed learning takes place when students practise self and peer assessment.*
- *Students improve the content and language of their writing through self, peer and teacher assessment.*
- *Students develop their capabilities to clarify and revise their own writing with support from their teacher and classmates.*



	<p style="text-align: center;">Post-writing</p> <ul style="list-style-type: none"> • Individually, students copy the final draft onto letter paper and add decorative art work. • In groups, students decide on which letter to use for inviting the headmaster / teachers and explain their choice.
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- *Students develop their capabilities to use English to:*
 - *work with others in making choices and decisions; and*
 - *solve problems and explain the solutions.*