

Experience in using e-resources to promote assessment for learning and assessment as learning

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Primary School



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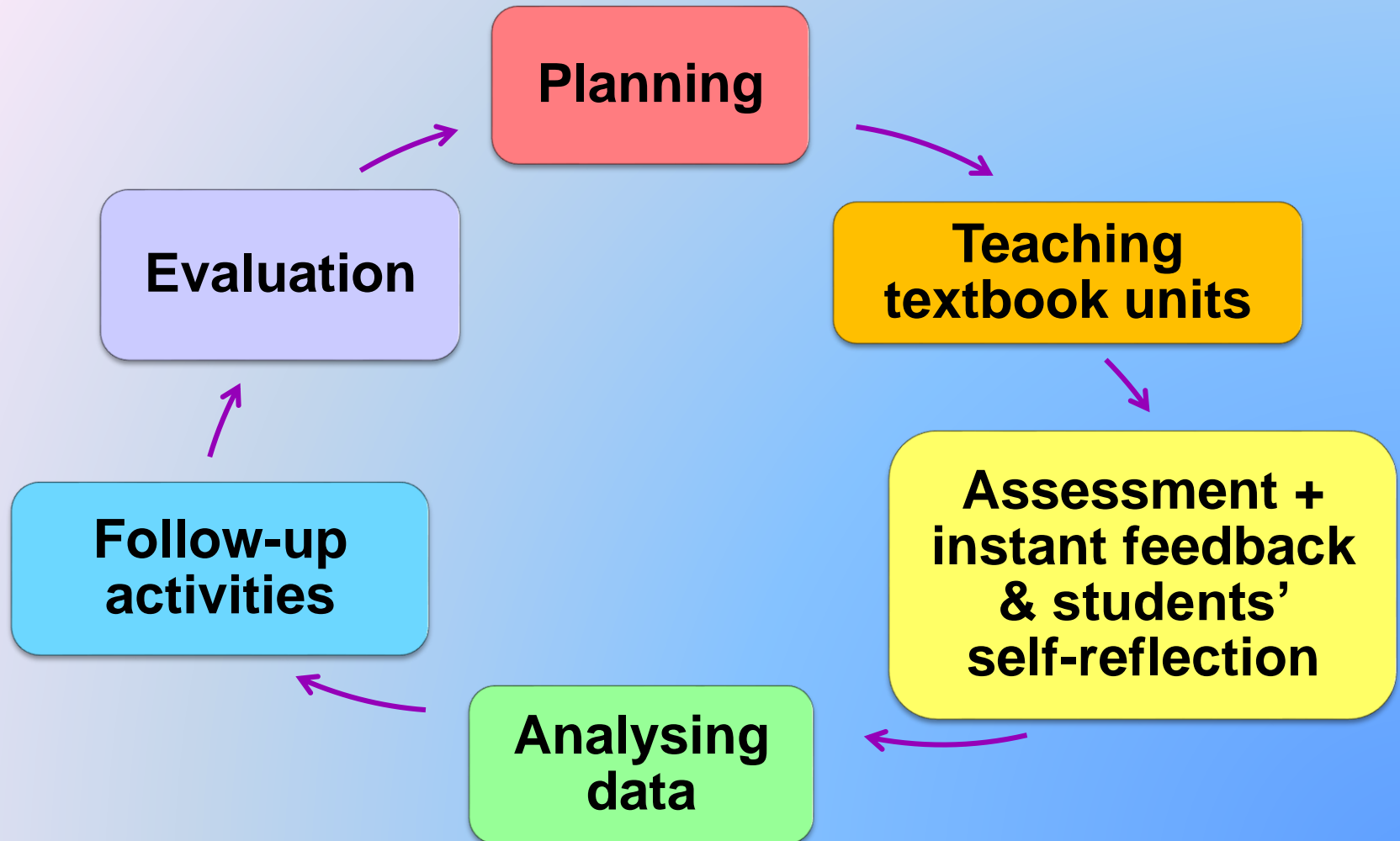
Background information

- **Level: P.3**
- **Class: 6 classes (P. 3A-3F)**
- **Venue for completing online tasks:**
 - **School : desktops and tablets**
 - **Home**

Objectives of the project

- To use assessment data to promote **assessment for learning** and **assessment as learning**
- To bear in mind specific learning targets when **selecting assessment tasks**, i.e. reading strategies
- To engage students in **self-directed learning**

The Learning-Teaching- Assessment cycle

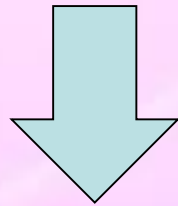


Schedule of the project

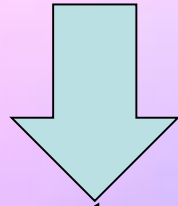
Time	Assessment Level (Class)	Purpose	Teaching point	Follow-up
Nov 2016 (Assessment 1)	A1 Medium (all classes)	Diagnosis (of students' strengths & weaknesses)	<ul style="list-style-type: none"> ● Locate specific information 	Integration into everyday teaching
Jan 2017 (Assessment 2)	A2 Low (4 classes) Low + Medium (2 classes)	Evaluation (Keeping track of students' learning progress)	<ul style="list-style-type: none"> ● Locate specific information 	Timely feedback + Adjustments in teaching
May - Jun 2017 (Assessment 3)	A3 Low (4 classes) Low + Medium (2 classes)	Evaluation (Gauging students' performance)	<ul style="list-style-type: none"> ● Locate specific information ● Use letter sounds to decode words ● Recognise repeated patterns for making predictions 	Timely feedback + Self-directed learning + Teaching points in P4 curriculum

Assessment 1

Assessment for diagnostic purpose



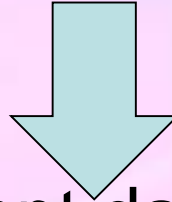
Studying assessment data



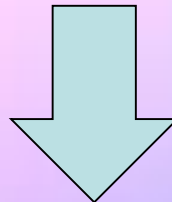
Reinforcing the teaching of target teaching point(s) in daily teaching

Assessment 2

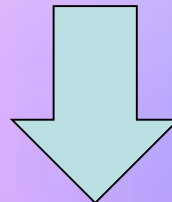
Assessment for keeping track of students' learning progress



Analysing assessment data and identifying items which students did not perform well



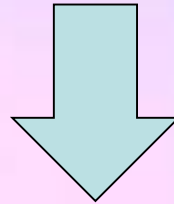
Giving timely feedback



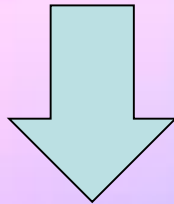
Reinforcing the teaching of target teaching point(s) in daily teaching

Assessment 3

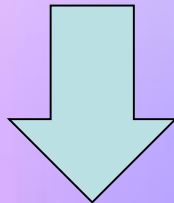
Assessment for gauging students' performance



Analysing assessment data and reconfirming students' strengths and weaknesses













Giving timely feedback



Reinforcing the teaching of target teaching point(s) and devising the teaching plan for the coming year

Schedule of implementation (2016-17)

	T's observation	Assessment 1	Assessment 2	Assessment 3
ATM pointers	1.7	1.7 	1.7 	1.2 
	2.4	2.4 	2.4 	1.4 
			1.2 	1.7 
			1.4 	1.3 

ATM 1.2 Decode words by using knowledge of letter-sound relationships

ATM 1.3 Process simple sentences by using knowledge of basic conventions of written English

ATM 1.4 Follow predictable texts by recognising the repeated use of sentence patterns

ATM 1.7 Locate specific information by recognising simple formats

ATM 2.4 Locate specific information by identifying key words

Features of the project 1-2

1. Using assessment information to set teaching objectives

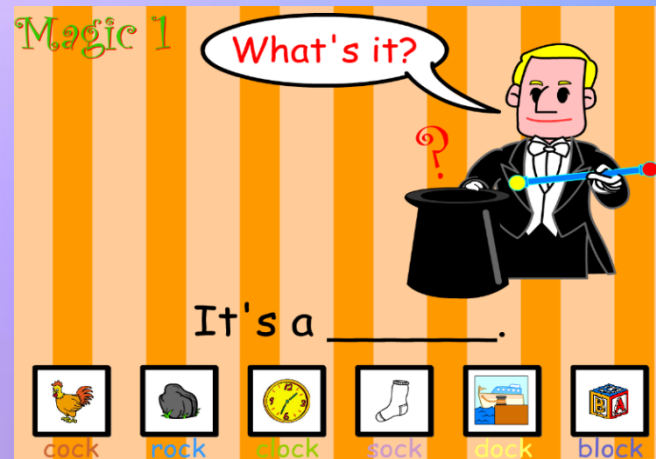
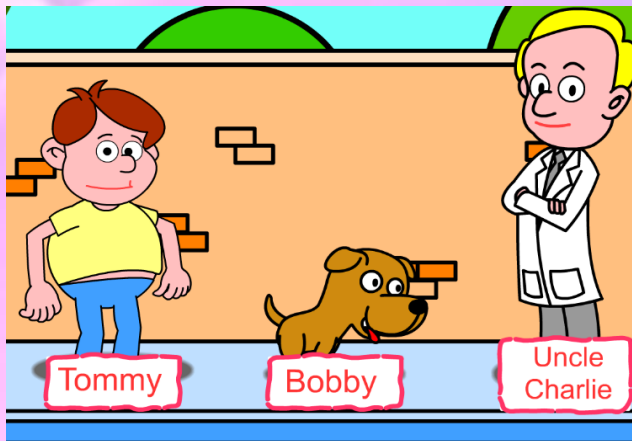
2.1 Giving timely feedback for remediation

2.2 Providing extended practices for progression

Features of the project 3

Promoting self-directed learning

Web-based Learning and Teaching Support
(WLTS) wlts.edb.hkedcity.net/



Features of the project 4

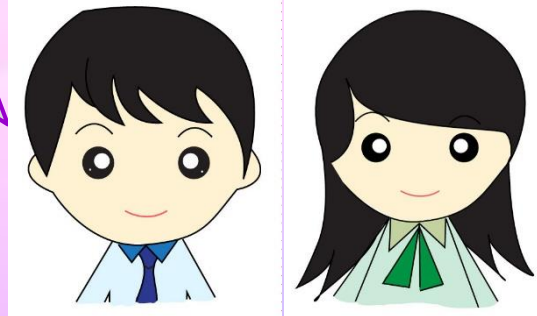
Catering for learner diversity

- Texts and questions for students of **low** ability
- Texts and questions for students of **average** and **high** ability

Students' feedback

We like doing online assessment!

The STAR platform can help me realise how many items I have done.



We like WLTS as the activities are interesting!

Our teacher helped us recap useful reading strategies soon after doing each online assessment.

Impact on assessment literacy

Making reference to assessment information in lesson design

Aligning learning and teaching with assessment

Designing assessment items with specific question intent

Paying more attention to individual students' progress

Adopting appropriate teaching strategies

Giving timely feedback

Making good use of L/T resources



THANK
YOU