

NSS Assessing Student Learning for the History Curriculum: Workshop on how to set assessment tasks in progression for the S4-S6 History curriculum (New) Part 2

Identifying students' learning difficulties in tackling essay-type questions

NG Hing-hung, Grace
Curriculum Development Officer
Course No: CDI020111460

24 September 2011

Why is it necessary to identify students' learning difficulties?

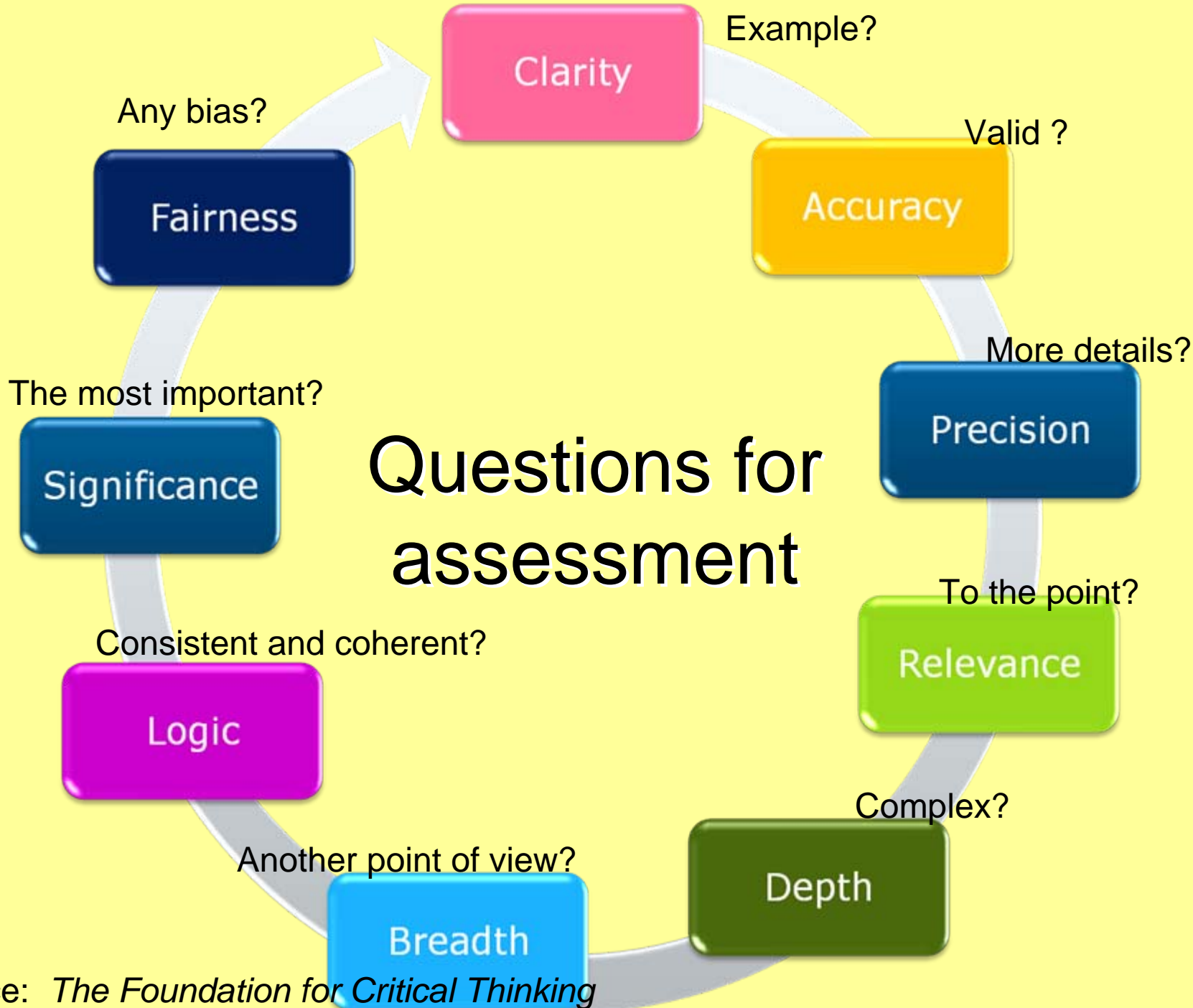
It is important to know where they are.

How to identify students' learning difficulties in tackling essays ?

Assessment



- Do they understand the question ?
- Do they know how to answer it?
- Do they have the skills to tackle it?
- Do they have good time management?



Source: *The Foundation for Critical Thinking*

Different assessment tasks

e.g. One-minute essay

Concept map

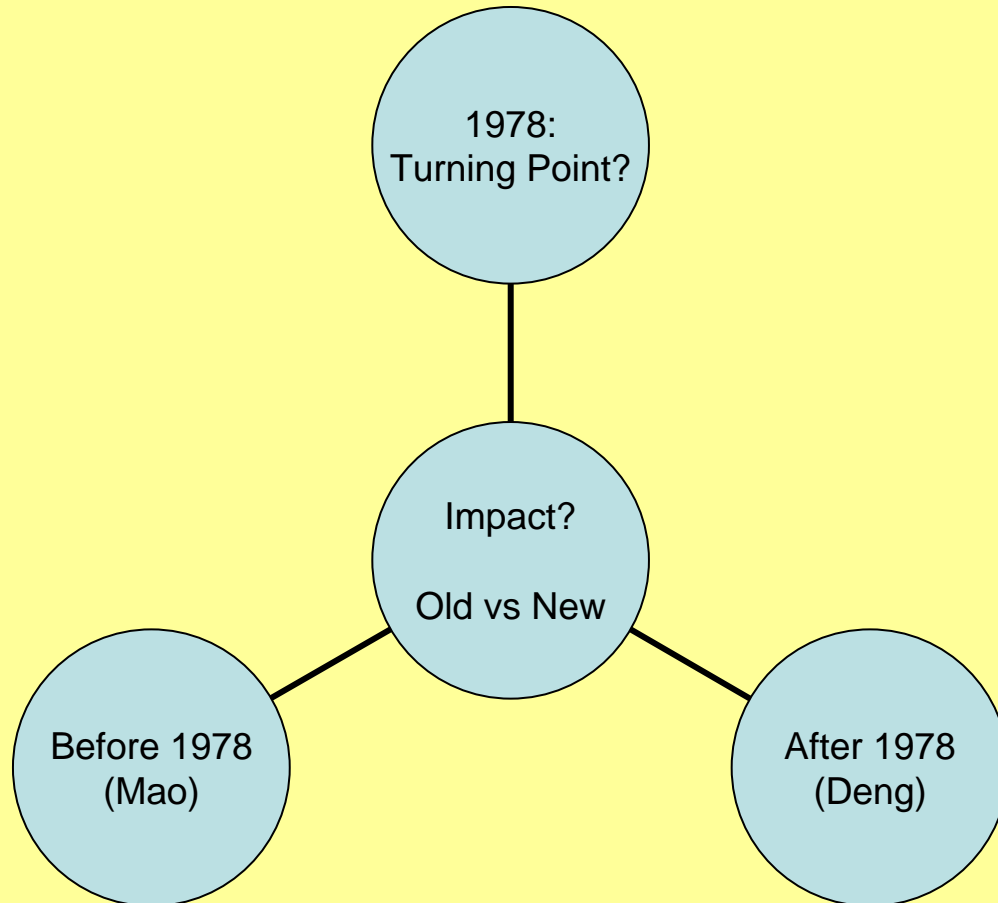
Peer assessment

One-minute essay

- short, clear and **focused**
- with a special goal
- check understanding/provide feedback
- e.g. (?) minute essay on
 - introduction
 - topic sentence
 - conclusion

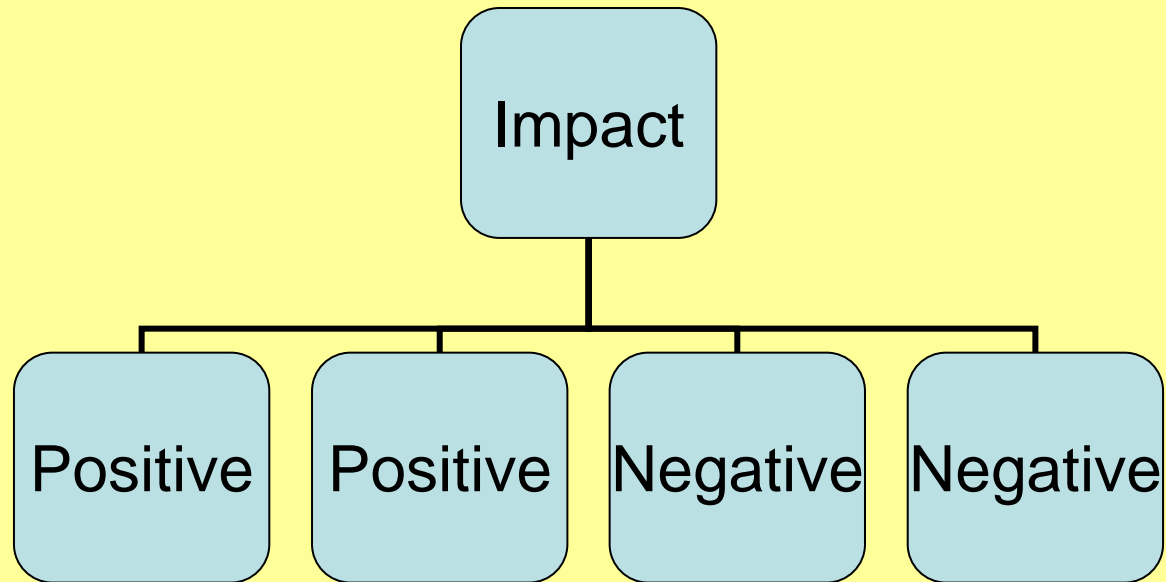
e.g. Do you agree that the year 1978 was a turning point in the modern history of China? Explain your answer.

Elements of Thought for an introduction:



Concept Map for essay writing

e.g. What was the impact of Reform and Opening-up on China



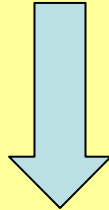
Peer assessment

- students follow the rubrics given by teacher
- students point out the strengths and weaknesses of sample assignments (show different level of ability)
- teacher give feedback to students

Follow-up

e.g. S4 First Term Examination

Make adjustment based on the findings of students' learning difficulties.



- coverage of period
- question types
- question words