

CDC Key Learning Area Committee on English Language Education 2002-2003
Minutes of the Third Meeting

Date: 26 March 2003

Time: 4.30 p.m.

Venue: Rm 1023B, 10/F Wu Chung House, Wan Chai, Hong Kong

Present: Mr Stephen CHAN (Chairperson)
Ms CHAN Wai-ming (Vice-Chairperson)
Mrs FUNG Sin Lai-wan
Mr KUAN Yuk-kin
Mrs LIU LU Lee-Ching
Dr Angela MOK
Dr Gordon SLETHAUG
Mr Simon THAM
Mr Derek TOO
Mr Raymond NG (Secretary)

Apologies: Ms CHENG Woon-kai
Mr CHEUNG Man-biu
Mrs Shirley DUTHIE
Mrs Christina LEE
Ms MOK Fung-yee, Emily
Mr Lindsay MILLER
Mrs Catherine LI
Professor William LITTLEWOOD
Ms Truely SIU
Ms WAN Koon-Har

In attendance: Mr Graham KENNEDY, Hong Kong Examinations and Assessment Authority
Ms Cindy CHAN
Mrs Sheila Anne IP

Documents tabled:

- Revised meeting agenda
- Printed copy of Powerpoint slides on the relationship between LOF and BC
- Proposed Learning Outcomes (LOs) Levels 1-4 (Tryout Version 1)
- Learning Outcomes and Basic Competencies for KS1 and 2 (coloured papers)
- Restricted documents related to English Language Curriculum Guide (Primary 1-6) including:
 - Outline
 - Template for Project learning
 - Template for Developing and Conducting an Intervention Programme
 - An Exemplar Teaching Plan for a Primary 3 Intervention Programme

1. **Confirmation of Meeting Minutes**

The minutes of the meeting held on 26 November 2002 were confirmed.

2. **Matters Arising from the Minutes of the Previous Meeting**

The Secretary informed members that the suggestions they made were all adopted in revising the "Proposed Descriptors of Learning Outcomes (LOs) and Basic Competency (BCs) at the end of KS3 (S3) and KS4 (S5) (Tryout Version 1)". He further reported that the Tryout Version 1 descriptors were submitted to the Hong Kong Examinations and Assessment Authority on time before the end of December 2002, and thanked members for their invaluable contribution.

With reference to paragraph 4.1 on Knowledge Fair, the Vice-Chairperson encouraged members to watch out for details on the CDC website concerning the briefing sessions to be held on 12 April 2003 on the English Language Education Collaborative Research and Development ("Seed") projects for 2003-04.

3. **Relationship between the Learning Outcomes Framework (LOF) and Basic Competency (BC) Descriptors**

3.1. The Vice-Chairperson referred to the printed copy of Powerpoint slides tabled at the meeting in explaining their relationship between LOF and BC. The following points were noted:

Learning Outcomes Framework (LOF)

- LOF is made up of Learning Outcomes (LOs) which are derived from the learning targets and objectives in the English Language Education curriculum framework.
- The LOF describes on a continuum the knowledge, skills and strategies in the order in which students typically develop them; it provides a framework of reference for describing students' levels of achievement and for monitoring individual learning progress.
- The main functions of LOs are to inform teachers, students and parents on:
 - the students' current levels of achievement in relation to the curriculum targets;
 - the kinds of knowledge and skills typically associated with each of the levels; and
 - the progress made by the students over time.
- Teachers are not supposed to use LOs as a starting point in their teaching and attempt to assess students against each of the LOs.
- Teachers should apply an on-balance judgement as to students' level of achievement, as the latter do not need to demonstrate they have met the requirements of every descriptor within a certain level.
- There are altogether 8 levels of LOs (with the more demanding LOs placed at the upper levels), and these levels have no direct relationship with the Key Stages.

- LOs are NOT
 - a description of the path that all students follow as they learn (e.g. students may jump levels);
 - a curriculum or a sequence of learning activities (vs the learning targets); or
 - based on the assumption that a student will demonstrate all knowledge and skills below their estimated level of achievement

Basic Competency

- The Basic Competencies (BCs) are identified from the LOs and are also derived from the learning targets and objectives in the English Language Education curriculum framework
- BCs are a tool for assessing students' progress in learning; they describe the essential knowledge and skills that students are to achieve in order to move on to the next Key Stage.
- They indicate the "sufficiency", i.e. the extent, of achievement at the end of a particular Key Stage.
- Both the BCs and LOs need to be tried out in schools and validated.

Basic Competency Assessment (BCA): Student Assessment and System Assessment

- The Hong Kong Examinations and Assessment Authority (HKEAA) has been commissioned to develop BCA, which comprises both Student Assessment and System Assessment. The Student Assessment of BCA is low-risk and diagnostic in nature. It consists of Web-based assessment tasks and open-ended tasks for teachers and students to download. However, schools are encouraged to carry on with the other forms of assessment that they use to promote learning (e.g. project work, oral presentation, class discussion) and should not just rely on the Web-based BCAs.
- The System Assessment of BCA is low-stake and administered on a sampling basis, providing information on whether schools have attained the basic standards in key learning areas. It serves to reflect the overall standards of all students in Hong Kong rather than the performance of individual school or students.

3.2. The Vice-Chairperson shared the Chairman's view that both the schools and the public should get the correct message that BCA is low-stake. She stressed that teachers would need to decide when to use the Student Assessment of BCA and how to use it to help students improve. She further remarked that for System Assessment, there would not be any league table disclosing individual school results, and that school heads would be consulted for their views on how the System Assessment results should be reported.

4. Proposed Learning Outcomes (LOs) Levels 1-4 (Tryout Version)

4.1. The document presented in coloured papers, "Proposed Learning Outcomes (LOs) Levels 1-4 (Tryout Version 1), a revised version of the "Proposed Descriptions for Quality Criteria (QC) and Basic Competency (BC) at the End of KS1 (P.3) and KS2

(P.6)" (Tryout Version 1), was discussed. The following points were noted:

- Four levels of LOs (including BCs) have been worked out for KS1 and 2.
- The LOs in the revised version are more comprehensive than the Quality Criteria (now replaced by the term, Learning Outcomes) in Tryout Version 1 in that one LO sometimes covers several BCs/QCs of the Tryout Version.
- More examples and footnotes have been provided in the revised version to help teachers understand the LOs and BCs better.
- The strands/dimensions are now subsumed under the skills of reading, writing, listening and speaking, with some of the skill descriptors covering one strand and the others covering all three strands, e.g. "Using some of the common punctuation marks and capitalization accurately (KD)" and "Writing and/or responding to short and simple texts with appropriate **information and ideas** (including personal experiences and imaginative ideas) with the help of cues or based on models (ID, KD, ED)".
- Some BCs that were originally identified for a particular level are revised and/or moved to a higher level in the revised version. For example,
 - P3-QB-KL-4, "Recognizing the connection between ideas supported by appropriate time markers or simple connectives", has been moved up and incorporated into the BC, "Identifying some of the main information/ideas in simple spoken texts with the help of cues/realia (ID, KD, ED), at KS2 level 3.
 - P3-QB-ES-1, "Expressing imaginative ideas and personal experiences in simple terms with teacher support", and P3-QB-ES-2, "Participating the re-telling of short simple stories including a short pictorial sequence of events", have been moved up and incorporated into the BC, "Expressing personal experiences and imaginative ideas in simple terms with the help of cues (ED)", at KS2 level 3.
 - P6-B-KS-2, "Conveying meaning clearly and coherently using connectives or time markers with teacher support", has been revised and presented as a BC under KS2 level 3, "Providing and/or exchanging simple information on both familiar and less familiar topics, and attempting to provide some elaboration on ideas" (ID, KD). Here the focus of the revised descriptor is on elaboration of ideas whereas that of the previous one is on use of discourse markers.
 - P3-QB-KS-2, "Asking and answering questions on topics that are familiar", has been split into two BCs with its first part on asking questions revised and put under KS2 level 3 as "Providing and/or exchanging simple information on both familiar and less familiar topics, and attempting to provide some elaboration on ideas (ID, KD)", and the second part on answering questions rewritten and placed in KS1 level 2 as "Providing short answers to short and simple questions about familiar topics (ID, KD, ED)".

The reason for the change is that students at KS1 are better at answering questions than asking questions, the latter of which is to them a comparatively demanding skill.

candidates. A CDC-HKEAA Committee would soon be set up for the task of developing such an examination and a combined curriculum and assessment guide.

6.2. English Language Curriculum Guide (Primary 1-6)

The Chairperson of the Ad Hoc Committee on English Language Curriculum Guide (Primary 1-6) informed members of the work that had been undertaken with regard to the Guide's development, explaining the related documents tabled including the outline of the Guide, the templates for project learning and for developing and conducting an intervention programme, and an exemplar teaching plan for a Primary 3 intervention programme.

6.3. Members were requested to forward any comments and suggestions regarding the draft documents that they might have to the Secretary by 2 April 2003. They were also informed that drafts of the following would be considered and discussed at the next CDC KLA Committee on English Language Education meeting tentatively scheduled for 12 May 2003:

- Draft chapters of the English Language Curriculum Guide (Primary 1-6), and
- Parts of the LOF for levels 5-8.

6.4. There being no other business, the meeting adjourned at 4.30pm.

Confirmed on: _____

Mr Stephen CHAN
(Chairperson)

Mr Raymond NG
(Secretary)