

# Learning~in~Action Seminar

28 March 2015

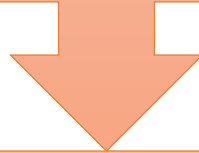
**Tasting the assessment soup: making  
formative use of summative assessments**

**SKH Mung  
Yan Primary  
School**



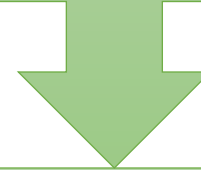
**Carmen HO**  
(Curriculum Leader)  
**KK KEUNG**  
(English Panel Head)

**Lok Wah  
Catholic  
Primary  
School**



**Della NG**  
(Curriculum Leader)  
**Lisa YEUNG**  
(English Panel Head)  
**Connie WONG**  
(English Panel Head)

**Hong Kong  
Southern  
District  
Government  
School**



**Edmond HO**  
(Curriculum Leader)



# 聖公會蒙恩小學

## S.K.H. MUNG YAN PRIMARY SCHOOL

地址:新界屯門景峰徑一號 電話:24573432 24598909 傳真:24521214 電郵:skhmungyan@gmail.com







# 樂華天主教小學

Lok Wah Catholic Primary School



- ◎ To develop a learning organization in which the teachers learn from one another through co-planning, experience sharing and lesson observations
- ◎ To develop school-based English Language curriculum which is in line with the Core English Language curriculum and at the same time suits the needs of the students
- ◎ To enhance the students' interest in learning and maximize their participation in lessons through having diversity of interactive activities in lessons







# 香港南區官立小學

## Hong Kong Southern District Government Primary School

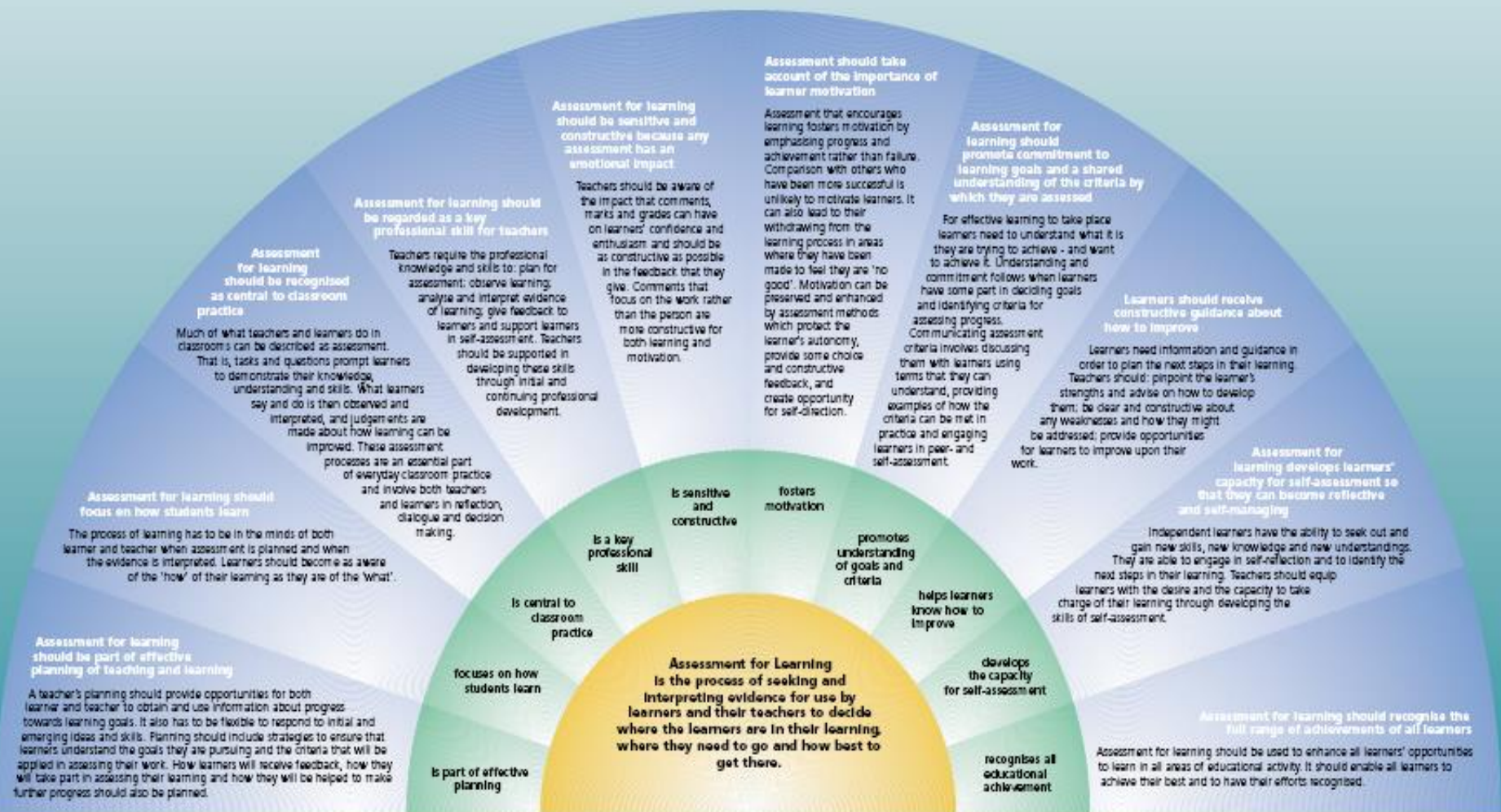
### 校訓 - 「積極人生 盡我所能」



英語活動很有趣







Research-based principles of assessment for learning to guide classroom practice

# Assessment for Learning

*"When the cook tastes the soup, that's **formative assessment**; when the customer tastes the soup, that's **summative assessment**."*

David Hopkins (OCED Conference, 2006)

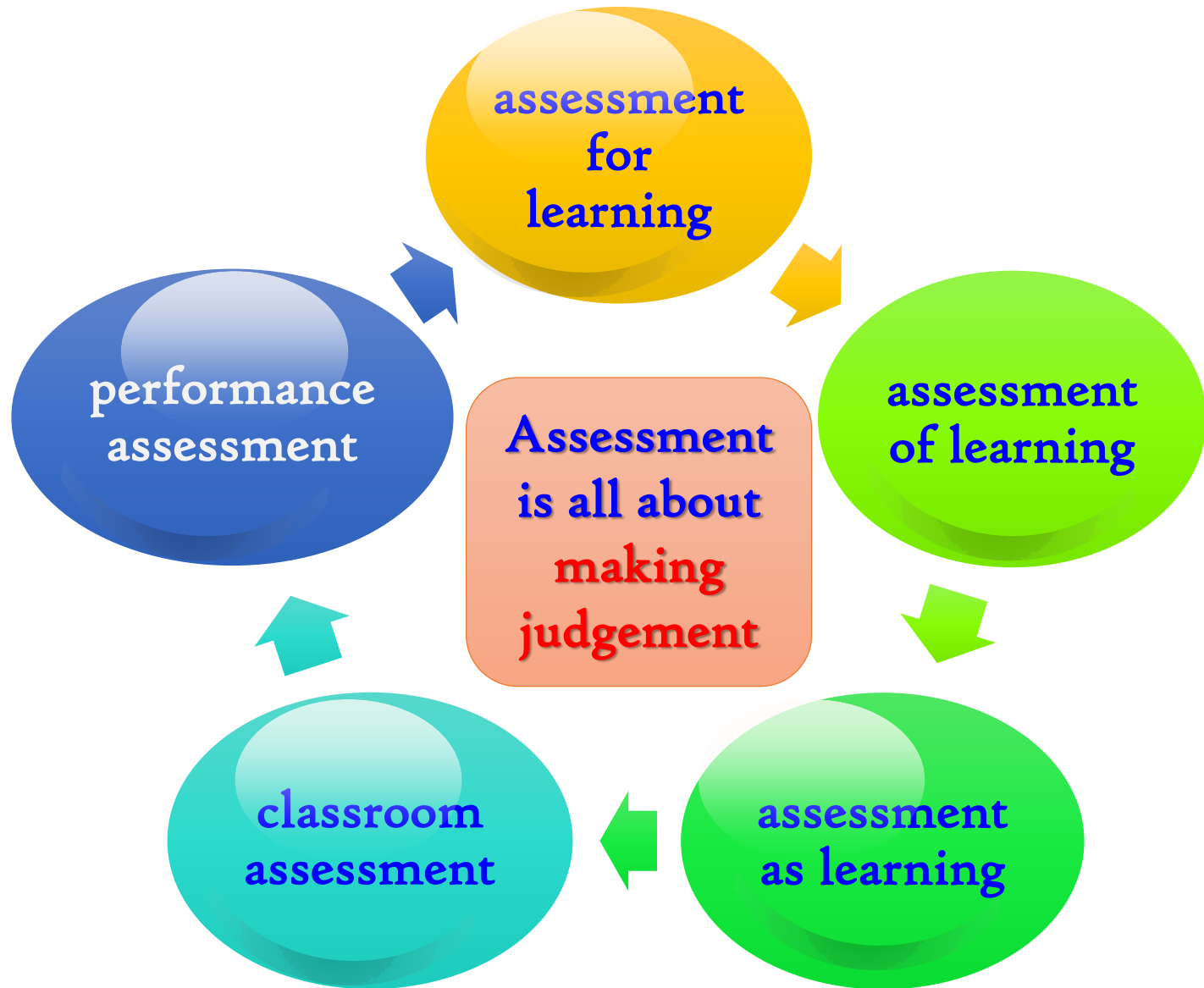
*You need to sample the soup to see if it needs more salt or pepper!*

***Formative Assessment** is when you taste the soup as it cooks to determine whether you need to adjust your recipe!*

# Reality Check

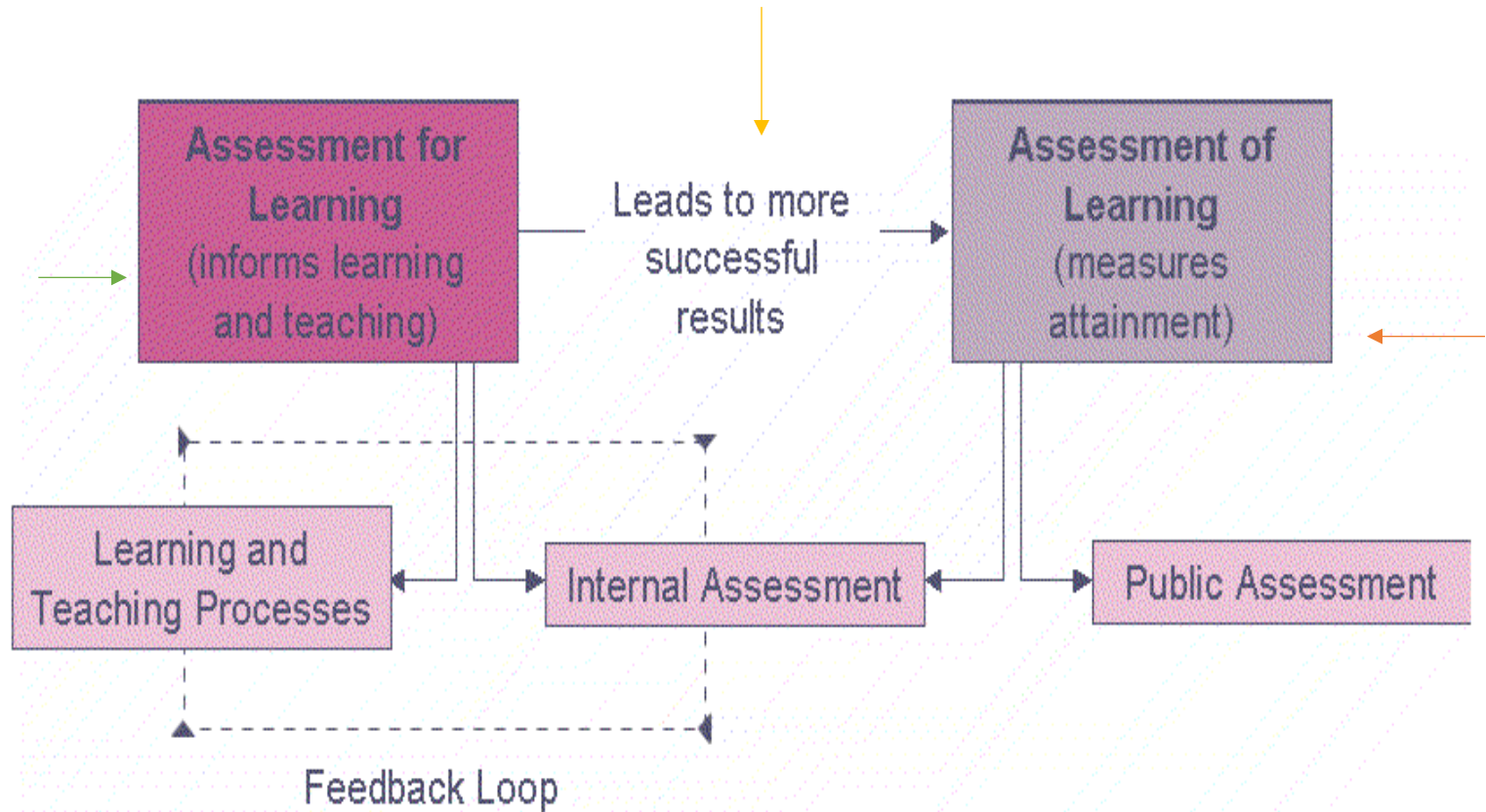
- Do you use formative assessment in your teaching? How?
- Could formative assessment make an impact on student learning?





# Subject Knowledge and Skills (Learning Targets and Objectives)

Generic Skills



Positive Values & Attitudes

### Evaluation of student performance in English Language Assessment

1. Student Performance in Reading (30%), Usage (30%), Writing (20%), Listening (10%), Speaking (10%)

Reading Score	Class A	Class B	Class C	Class D
26 – 30%	15	10	5	0
21 – 25%	10	10	5	0
11 – 20%	0	5	5	15
below 10%	0	0	10	10
No. of students	25	25	25	25

Writing Score	Class A	Class B	Class C	Class D
15 – 20%	20	10	0	0
11 – 16%	5	15	15	0
6 – 10%	0	0	10	15
below 5%	0	0	0	10
No. of students	25	25	25	25

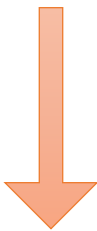
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21 – 25%	10	10	5	0
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No. of students	25	25	25	25



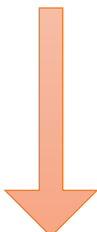
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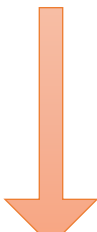
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No. of students	25	25	25	25



2. Strengths of students

Students were familiar with the adverbs of frequency. Students were good at language usage and able to master the grammar items.

3. Weaknesses of students

Students were unable to answer open questions. They copied sentences directly from the reading passage. They were weak in reading skills.

4. Follow up

- ☐ more supplementary exercises
- ☐ more explanation in class
- ☐ more group work
- ☐ other \_\_\_\_\_

# Analysis of P3 students' performance

Items	students not achieving targets	Reasons	Follow-up
<u>Overall performance</u> <ul style="list-style-type: none"> <li>Passing rate at 40% with highest score of 76 and the lowest score of 15 out of 100</li> </ul>		<ul style="list-style-type: none"> <li>a challenging paper for most of the students</li> </ul>	
<u>Focus grammar items</u> <ul style="list-style-type: none"> <li>use of interrogative pronouns 'what' and 'which'</li> </ul>	majority	<ul style="list-style-type: none"> <li>unable to differentiate to find out time, persons and preferences in questions</li> </ul>	✓ to be worked out in co-planning
<u>Generic grammar items</u> <ul style="list-style-type: none"> <li>use of subject/object pronouns</li> <li>use of tenses</li> <li>use of prepositions</li> </ul>	generally on par with only the less able students, mostly the SEN	<ul style="list-style-type: none"> <li>mixed up the form of the subject/object pronouns</li> <li>concept of using tenses to express time lapse being mixed up</li> </ul>	✓ SEN students should be given focus attention on pronouns first – from 1 <sup>st</sup> person to third person singular
<u>Reading strategies</u> <ul style="list-style-type: none"> <li>locate specific information</li> <li>inference skills</li> </ul>	half of the students	<ul style="list-style-type: none"> <li>unable to make connection between ideas</li> <li>unable to use cohesive devices to infer meaning</li> </ul>	✓ use the reading text (course book) to teach inference skills and make connection between ideas explicitly
<u>Writing skills</u> <ul style="list-style-type: none"> <li>give supporting details to elaborate the main ideas</li> </ul>	majority	<ul style="list-style-type: none"> <li>directly describing what was in the picture without using Wh-Q to provide details beyond</li> </ul>	✓ show supporting details in the reading text clearly ✓ peer correction with students on common errors



## Little Red Riding Hood (reading text)

Little Red Riding Hood is in the forest. Her grandma is sick. She is going to grandma's house and visit her. She meets a big bad wolf on the road.

The wolf asked her, 'Can I come with you to visit your grandma?' 'Sure. My family are waiting for me under the big tree over there. Let's go!' Little Red Riding Hood waves hand to her parents. The wolf sees them. He asks, 'Do you have any brothers or sisters?' 'No, I have no brothers or sisters. I am the only child in my family. I live with my parents.'

Little Red Riding go on to tell the wolf about her parents. My mother is housewife. She looks after Dad and me. My father is a hunter. He catches animals with his big axe. The wolf is afraid. He runs away quickly.

# Questions

## locate information

- Where does Little Red Riding Hood meet the wolf?
- Where are Little Red Riding Hood's parents?
- What is the job of Little Red Riding Hood's father?
- Who takes care of Little Red Riding Hood?

## reference & inference

- Why does Little Red Riding Hood go to grandma's house?
- How many people are there in Little Red Riding Hood's family?
- Why is Little Red Riding Hood the only child in the family?
- What does the underline pronouns and adjectives refer to?

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## Little Red Riding Hood (reading text)

big bad wolf

Little Red Riding Hood

The wolf asked her, 'Can I come with you to visit your grandma?' 'Sure. My

family are waiting for me under the big tree over there. Let's go!' Little Red Riding Hood

Little Red Riding Hood's parents

waves hand to her parents. The wolf sees them. He asks, 'Do you have any brothers or

sisters?' 'No, I have no brothers or sisters. I am the only child in my family. I live with

my parents.'

Little Red Riding go on to tell the wolf about her parents. My mother is

Little Red Riding Hood's mother

Little Red Riding Hood

Little Red Riding Hood's father

housewife. She looks after Dad and me. My father is a hunter. He catches animals with

his big axe. The wolf is afraid. He runs away quickly.

big bad wolf



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### Speakers

**Carmen HO** (Curriculum Leader)

**KK KEUNG** (English Panel Head)

# Parts of a sentence

subject – person or thing that does something (Noun)

I like apples. She likes oranges.

verb – a word that tells what the subject does (Tenses)

I like apples. She likes apples.

object – person or thing that get the action of a verb

I like apples. She likes oranges.



# Word order

## Subject + Verb + Object

John reads books. I play football.

## Subject + Verb

Jenny reads. They play.

## Subject + Verb + Adjective (tells more about the Noun)

Tom and Mary are happy. Mary is tired.



The diagram shows two red boxes: one around 'Tom and Mary' and one around 'Mary'. A red arrow points from the first box to the word 'are', and another red arrow points from the second box to the word 'is'.

## Subject + Verb + Adverb (tells more about the Verb)

They are here. They are playing happily.



The diagram shows two red boxes: one around 'are' and one around 'are playing'. A red arrow points from the first box to the word 'here', and another red arrow points from the second box to the word 'happily'.

**How to expand a sentence**



Start with ...

**WHERE?**

**WHEN?**

**WHO?**

**WHAT?**

**WHY?**

**HOW?**

action verb

Run.



action verb

Run.

Mary  
runs.

+ subject

action verb

Run.

Mary  
runs.

+ subject

+ object

Mary runs with  
Tom.

action verb

Run.

Mary  
runs.

+ subject

Mary runs with  
Tom.

+ object

Mary runs with Tom  
in the garden.

+ where?



action verb

Run.

Mary  
runs.

+ subject

+ object

Mary runs with  
Tom.

+ where?

+ when?

Mary runs with Tom  
in the garden.

Mary runs with Tom in  
the garden every day.

action verb

Run.

Mary  
runs.

+ subject

Mary runs with  
Tom.

+ object

Mary runs with Tom  
in the garden.

+ where?

+ when?

Mary runs with Tom in  
the garden every day.

Mary runs quickly with Tom in  
the garden every day.

+ adverb

action verb

Run.

Mary  
runs.

+ subject

Mary runs with  
Tom.

+ object

Mary runs with Tom  
in the garden.

+ where?

+ when?

Mary runs with Tom in  
the garden every day.

Mary runs quickly with Tom in  
the garden every day.

+ adverb

+ adjective

Mary runs quickly with smart Tom in  
the garden every day.

subject

adverb

verb

adjective

place

Mary runs quickly with smart Tom in the garden  
every day.

time

# Declarative Sentences

Declarative (+ / -) sentence  
for example:

- ♦ tells something
- ♦ ends with a full stop (.)

The weather is fine today.

It is not raining now.

Tom and Mary are going to school.



# Interrogative Sentences

Interrogative (?) sentence  
for example:

- ♦ asks something

- ♦ ends with a question mark (?)

Is the weather fine today?

Is it raining now?

Are Tom and Mary going to school?

# Exclamatory Sentences

Exclamatory (!) sentence  
for example:

- ♦ shouts at something
- ♦ ends with an exclamation mark (!)

Wow, the sun is shining brightly in the fine weather!

Oh, it is raining again!

Hurray, we do not have to go to school!

# Instructions / Commands

Instructions / Commands for example:	♦ give directions
	♦ ask people to do something
Open your book.	
Close the window.	
Stand next to your friend.	



樂華天主教小學

Lok Wah Catholic Primary School



**Speakers: Della NG (Curriculum Leader)**

**Connie WONG (English Panel Head)**

**Lisa YEUNG (English Panel Head)**

**Formative use of TSA results to  
identify students' strengths and  
weaknesses with follow up work  
at KSi**



# What reading strategies are expected from KS1 students?



identify key words



identify the connection between ideas with cohesive devices



apply reference skills to obtain information



predict content from book covers and contents page



interpret unfamiliar word

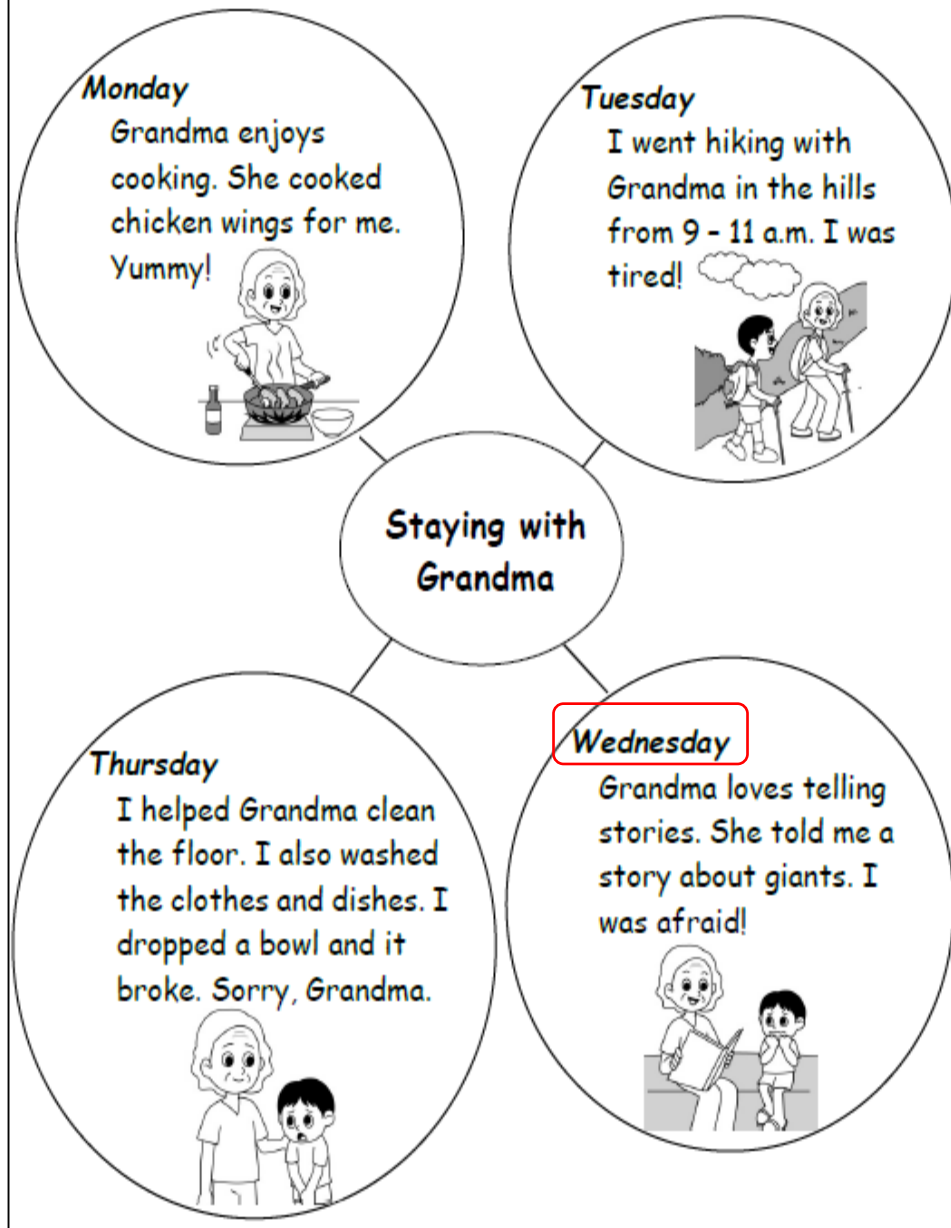


follow pronoun reference

### Part 3

Peter is doing a project about his summer holiday.

Look at his notes.



6. Grandma told Peter a story on \_\_\_\_\_.

- ☐ A. Monday
- ☐ B. Tuesday
- ☒ C. Wednesday
- ☐ D. Thursday

## Identifying key words

(Wednesday as a day)  
with **straightforward**  
**contextual cues**

## Part 2

*Peter is reading an invitation card from school.*

Read the card.

### Tin Tin Primary School

*We invite you all to our*

### School Open Day

24<sup>th</sup> October 2014, Friday (1 p.m. – 7 p.m.)

25<sup>th</sup> October 2014, Saturday (9 a.m. – 5 p.m.)

\*\*\*\*\*

**A fun day for you and your family  
COME and SEE**

- Drawings and photos by students in the Playground
- A Magic Show by old students in the School Hall
- A Dance Show by our school dance team in the Activity Room

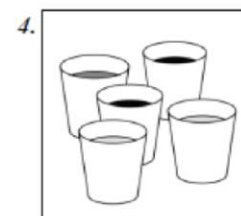
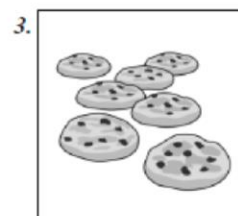
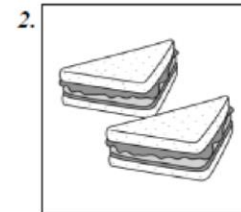
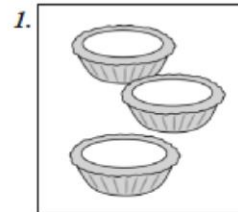
**and ENJOY**

**Cookies, sandwiches and drinks prepared by parents**

\*\*\*\*\*

Please visit [www.openday.ttps.edu.hk](http://www.openday.ttps.edu.hk) for more information

5. Parents are going to make \_\_\_\_\_ for the Open Day.



- ☐ A. 1, 2 and 3
- ☐ B. 1, 2 and 4
- ☐ C. 1, 3 and 4
- ☒ D. 2, 3 and 4

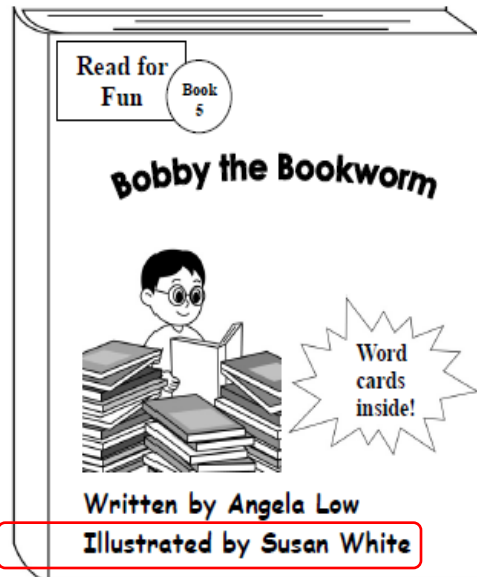
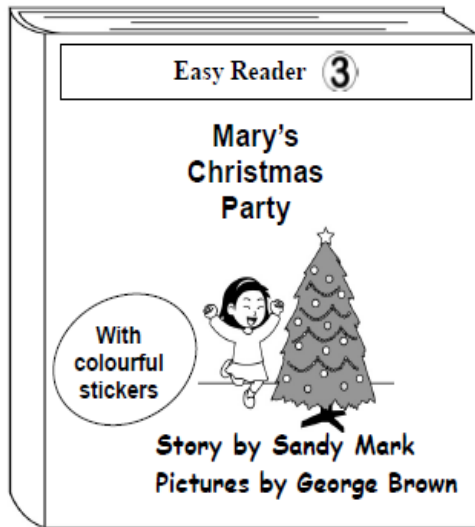
Identifying the  
connection between  
ideas

linked by cohesive  
devices (and)

Part 1

*Peter is looking at two book covers.*

Look at the book covers.



5. Susan White draws pictures for \_\_\_\_\_.

- ☐ A. 'Bobby the Bookworm'
- ☐ B. 'Mary's Christmas Party'
- ☐ C. Easy Reader books
- ☐ D. George Brown

## Identify key words from book cover

information provided on the **book cover**

illustrated by = draws pictures

### Part 3

Peter is doing a project about his summer holiday.

Look at his notes.

**Monday**

Grandma enjoys cooking. She cooked chicken wings for me. Yummy!



**Tuesday**

I went hiking with Grandma in the hills from 9 - 11 a.m. I was tired!



**Staying with Grandma**

**Thursday**

I helped Grandma clean the floor. I also washed the clothes and dishes. I dropped a bowl and it broke. Sorry, Grandma.



**Wednesday**

Grandma loves telling stories. She told me a story about giants. I was afraid!



7. Which book did Grandma use to tell the story?



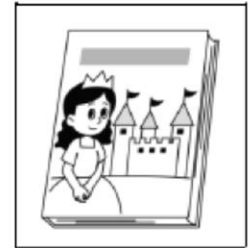
☐ A.



☐ B.



☐ C.



☐ D.

Identifying unfamiliar words

giants with contextual and pictorial cues

### Part 3

*Peter is reading a poster at school.*

Read the poster.

## Tin Tin Primary School



### ***Insects in Our Parks***

A talk by Mr James Ho

Member of Hong Kong Insects Club and  
Teacher at Chol Hung Primary School

Date: 15<sup>th</sup> March 2014 (Saturday)  
Time: 2:00 p.m. – 3:30 p.m.  
Place: School Hall



#### ***Key Points of the Talk***

Where insects live  
What insects eat and how **they** look

#### ***Tickets***

Go to Miss Judy Chan from 19<sup>th</sup> to 26<sup>th</sup> February for free tickets

#### ***For More Information***

Please contact Miss Mary Lo or Mr Tony Wong in the school office



5. Read line 11. The word 'they' refers to \_\_\_\_\_.

- ☒ A. insects
- ☐ B. free tickets
- ☐ C. key points of the talk
- ☐ D. James Ho and Judy Chan

### Pronoun reference

following pronoun of they in a poster

Students in general (territory-wide) have **problems in identifying the pronoun** in a poster, particularly when it is **not referring to people**.

### Strategies to help students in regular teaching:

- make it a **regular practice** with reading text, particularly in course book text

# My classmate

Sam is my classmate. He sits next to me. He is tall and thin. His ears are small. Everyone likes him.

I like Sam because he is polite. He doesn't shout at me. He says 'good morning' to me. He is nice too. He looks after me and talks to me.

Sam's favourite subject is Computer Studies. He is good at using a computer. He goes to Cub Scouts every Saturday.

I am glad Sam is my classmate.

Pronoun reference

Who are in the story?

Sam and Tom

He / him / his ears refers to Sam

my classmates / me / I refers to Tom

by Tom



**Notice / Poster**  
**Invitation Card**  
**Advertisement / Coupon**



## Notice / Poster

🔔 give us **information about an event** (usually on the top with big letters) that is going to happen

🔔 invite parents to come to school for End-of-Year Student Activities

🔔 information usually have **activities, date, time or place**

🔔 to know more information, usually at the end of the notice by **calling, emailing or visiting website**

### Part 3

Grace and her mum are reading a notice from school.

Read the notice.

## **Peter Tong Primary School**

### End-of-Year Student Activities

### Come and Join Us!

17<sup>th</sup> June, 20XX

Dear Parents,

We invite you to join the following activities with your children:

Activity	Date	Time	Place
Games Day (P.1 - 6)	2/7	2 p.m. - 5 p.m.	Classrooms
Fun Fair (P.1 - 6)	3/7	9 a.m. - 4 p.m.	Playground
Magic Show* (P.1 - 3)	4/7	7 p.m. - 9 p.m.	School Hall
Music Show* (P.4 - 6)	5/7	8 p.m. - 10 p.m.	School Hall

\*Each student can get two tickets for his/her parents.

For more information:  
Call Mr Ken Ma or Mrs Candy Lau  
Phone: 3453 2911

Mrs Janet Yip  
Principal

## Part 2

*Peter is reading an invitation card from school.*

Read the card.

**Tin Tin Primary School**

*We invite you all to our*

**School Open Day**

24<sup>th</sup> October 2014, Friday (1 p.m. – 7 p.m.)

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**A fun day for you and your family  
COME and SEE**

- Drawings and photos by students in the Playground
- A Magic Show by old students in the School Hall
- A Dance Show by our school dance team in the Activity Room

**and ENJOY**

Cookies, sandwiches and drinks prepared by parents

\*\*\*\*\*

Please visit [www.openday.ttps.edu.hk](http://www.openday.ttps.edu.hk) for more information

**Invitation  
card**

# Advertisement

- persuasive text – wants you to do something like buying or eating
- eye-catching words or phrases in the text:
  - ✓ sale / big sale
  - ✓ buy one get one free
  - ✓ spend over \$\_\_\_\_, you will get \_\_\_\_\_
  - ✓ half price on \_\_\_\_\_
  - ✓ discounts for someone like students, children or people over 50 years old
  - ✓ lucky draw
  - ✓ special price for \_\_\_\_\_
  - ✓ free \_\_\_\_\_

## Part 2

Grace is reading an advertisement.

Read the advertisement.

**HAPPY MOTHER'S DAY**  
*Get a gift for Mum!*

**Sale**  
15/4 – 12/5

### GOOD GOOD DEPARTMENT STORE

 \$250	 <del>\$280</del> \$200	 <del>\$850</del> \$600
 \$180 Hong Kong Shop Only	 <del>\$300</del> \$240	 \$20 Buy 1 get 1 free

#### Hong Kong Shop

220 Queen's Road East, Wan Chai

Opening hours: 10 a.m. – 8:30 p.m.

Mondays – Fridays

9:30 a.m. – 10 p.m.

Saturdays and Sundays

#### Kowloon Shop

74 Nathan Road, Tsim Sha Tsui

Opening hours: 9:30 a.m. – 9:30 p.m.

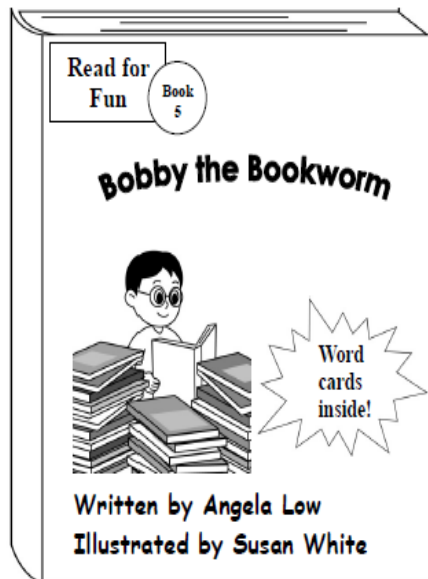
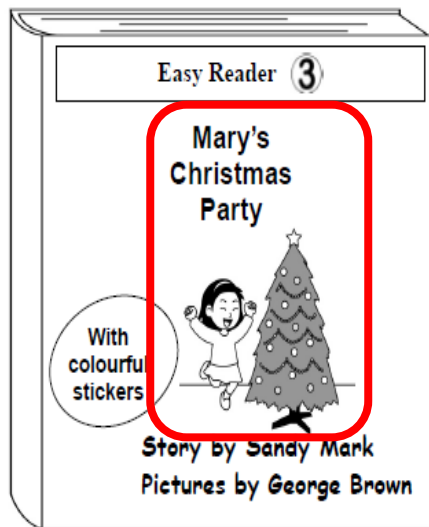
Mondays – Sundays

Spend over  
\$300 and get  
a teapot  
for free

## Part 1

*Peter is looking at two book covers.*

Look at the book covers.



Which picture can Peter see in 'Mary's Christmas Party'?



☐ A.



☐ B.



Reference skills  
predicting story  
content from  
book cover

Students **could predict** the content. This indicates that the strategy adopted to help students predict content works well.

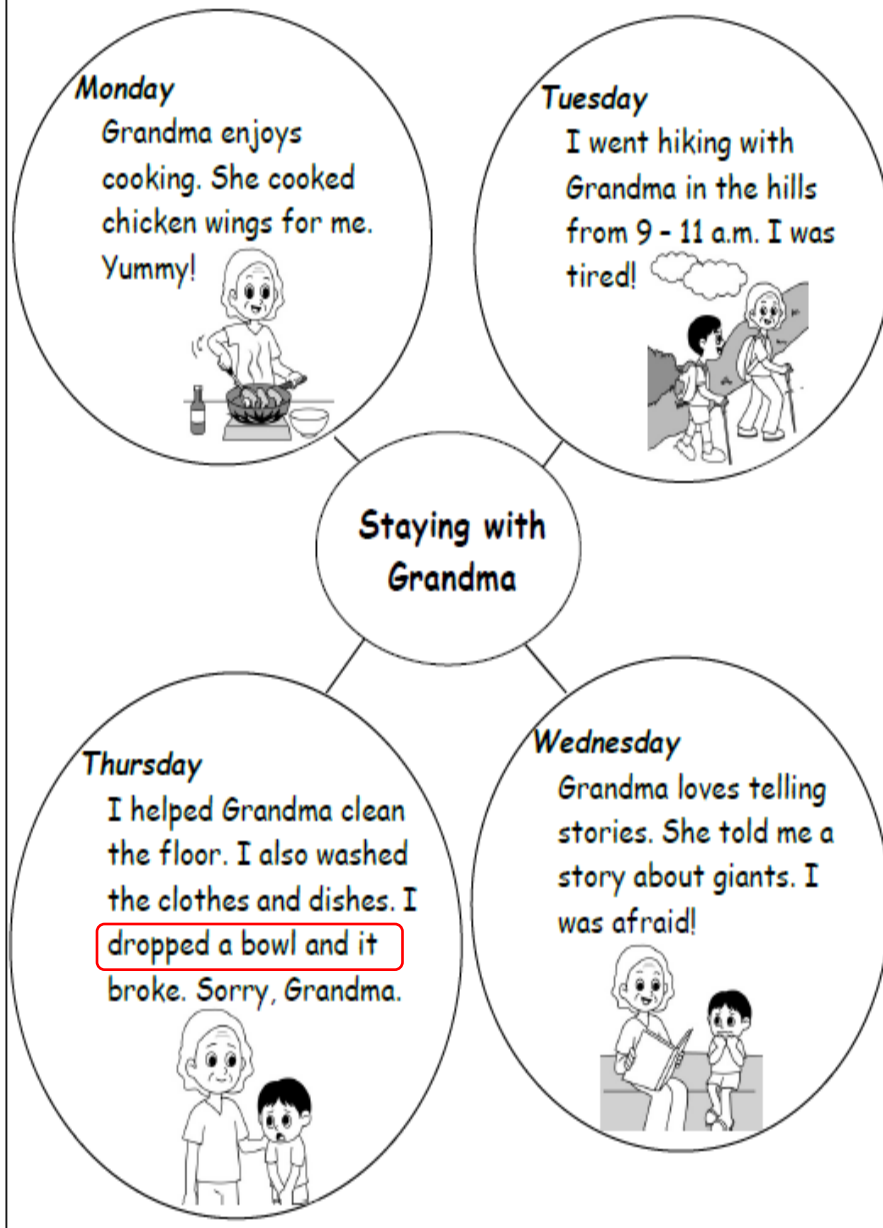
It is as follows:

- find **similarity** between the book cover and the picture
- use **library books** to predict content (guide

### Part 3

Peter is doing a project about his summer holiday.

Look at his notes.



5. Read Peter's notes for Thursday. What does 'it' refer to?

- ☒ A. the bowl
- ☐ B. the floor
- ☐ C. the clothes
- ☐ D. the hills

### Pronoun reference

following pronoun of it in the passage

More training is needed to identify the pronoun reference in the text.

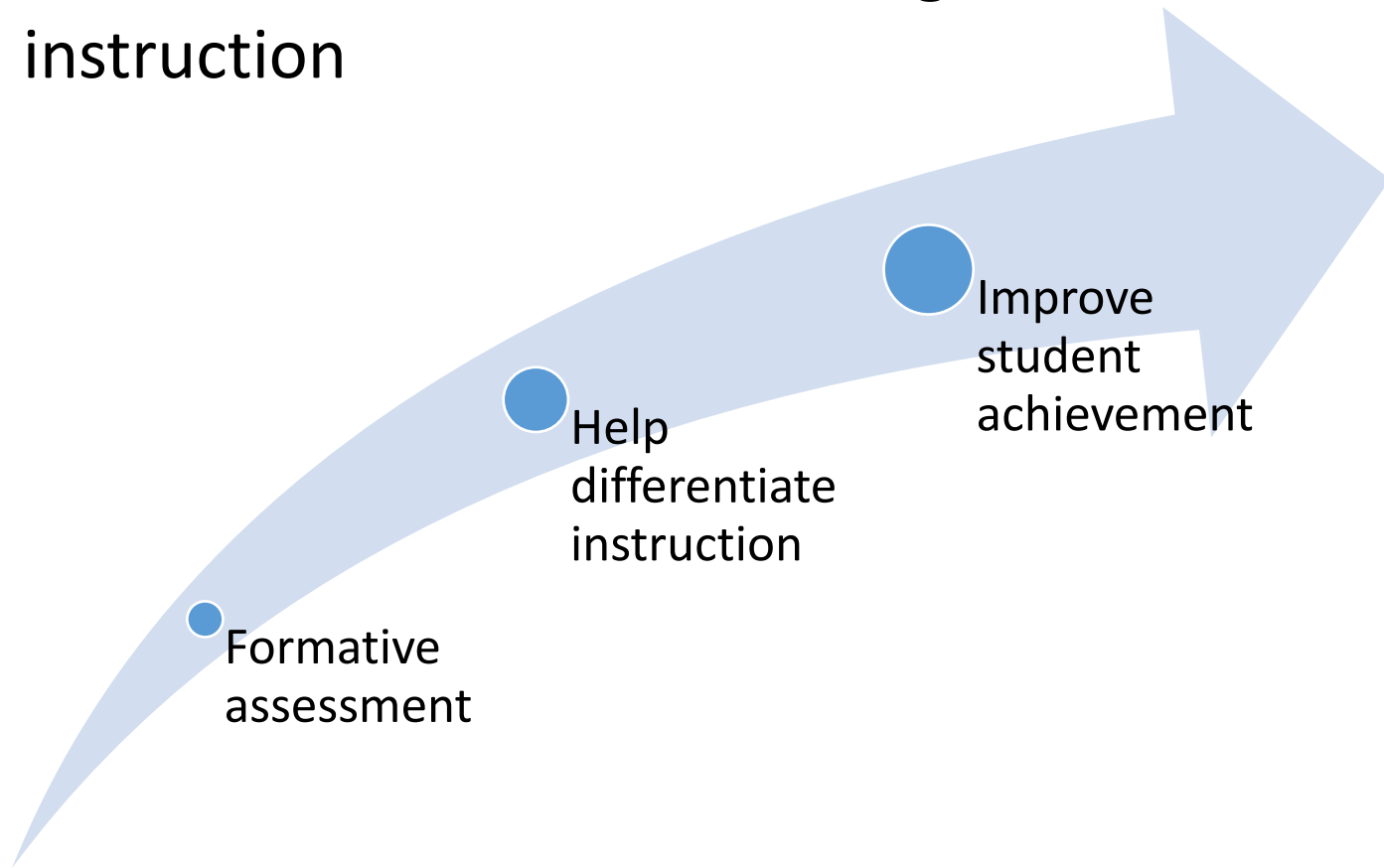
It is as follows:

- begin by associating pronouns with nouns in short passages
- increase difficulty and gradually fade teacher support

**Formative use of student work to  
develop students' writing skills  
(KS<sub>2</sub>)**

# Formative use

- Serve as practice for students
- Check students' understanding
- Provide feedback to students
- Guide teacher decision making about future instruction



# Longman Elect - P.5

- Ch. 3: The New Cinderella (Part 1)

## Vocabulary

- Body parts
- Accessories
- Objects
- Clothing items

## Language focus

- Use prepositional phrases, 'in' and 'with' to describe people
- Use 'who' to add information to a noun phrase

- Writing task: a blog entry about the Outstanding Causal Wear Competition

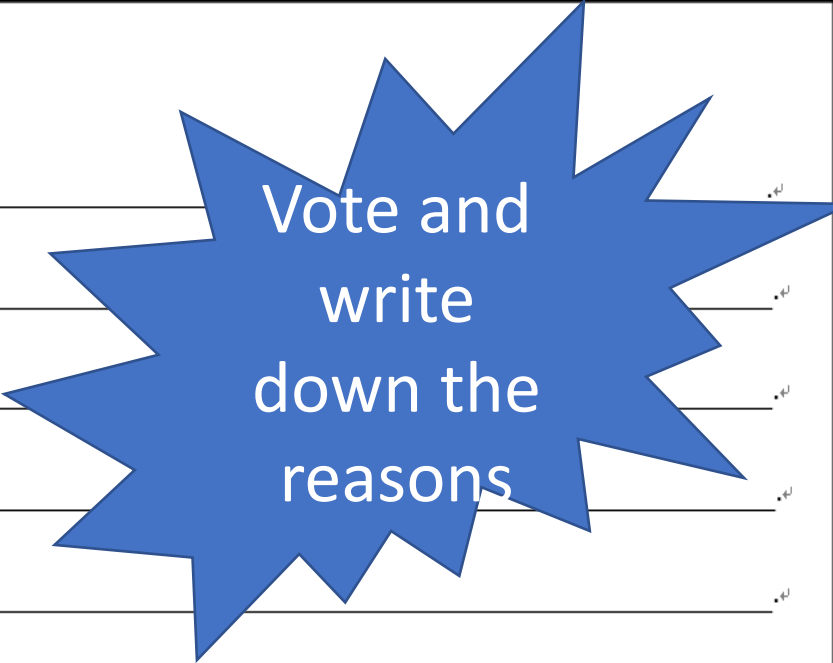


1. Authentic
2. Related Students' daily lives
3. High motivation



# Choose the Outstanding Casual Wear Boy / Girl

Fill in the blanks and write sentences.

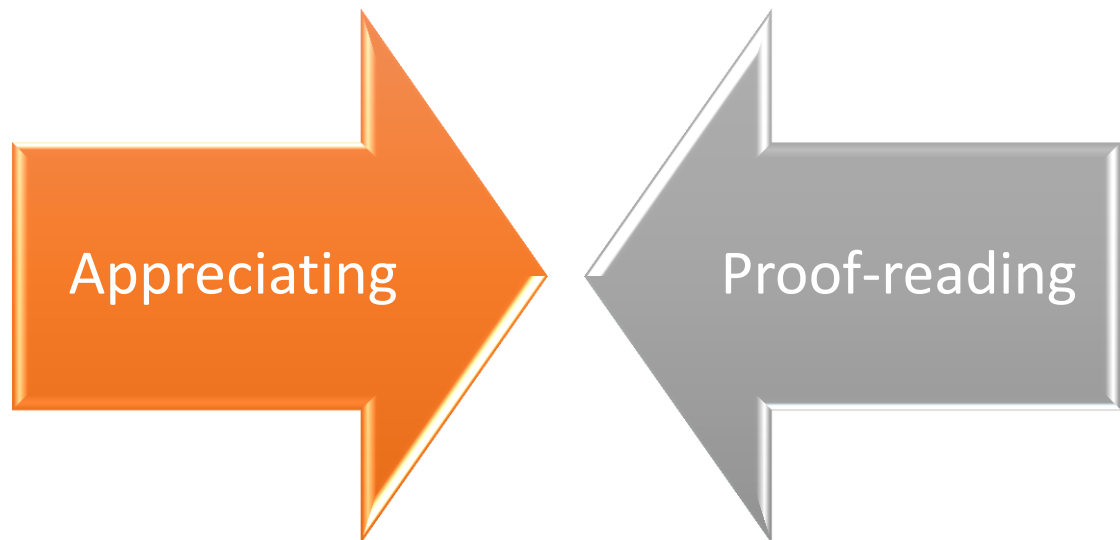
Girl: _____ (name)	
Appearance: _____	
_____	
_____	
Clothes: _____	
_____	

Time to Write

# Writing Conference

Aim:

1. To improve students' writing skills through encouragement and constructive feedback
2. To check student's understanding so as to differentiate the teaching strategies



## The Beautiful Dress Casual Day

Tuesday, 4:00 p.m., 30<sup>th</sup> September, 2014

Dress Casual Day was organized by Community Chest. All the money collected from the donation will be given to Community Chest. Students wore beautiful clothes. I joined this event at school. We also had an outstanding casual wear competition in my class.

I have pretty long hair with a ponytail. I have big eyes. For the competition, I wore purple glasses. I was in the pink T-shirt and brown trousers. Also, I wore white sneakers. But I was not the smartest casual wear girl in my class.

The smartest casual wear girl was Moon. She is the most beautiful girl in my class. She is short and thin but she is cute and lovely. She is about ten years old, with a long face and pretty long straight hair. She has a small mouth and a big nose. Today, she wore a blue tank top and white shorts with some purple flowers. Her casual wear made her look very pretty.

The smartest casual wear boy was Matthew. He is a handsome boy. He is also the cleverest boy in my class. He is tall and thin. He is about ten years old, with a long face and short straight hair. He wears brown glasses. He has bright eyes. He has a very big mouth but a small nose. He wore a grey T-shirt and grey trousers with sharks on them for the competition. He looked very smart.

### The Beautiful Dress Casual Day

Tuesday, 4:00 p.m., 30<sup>th</sup> September, 2014

Dress Casual Day **was organized** by Community Chest. All the money **collected** from the donation **will be given** to Community Chest. Students **wore** beautiful clothes. I **joined** this event in school. We also **had** an outstanding casual wear competition in my class.

I **have** pretty long hair with a ponytail. I **have** big eyes. For the competition, I **wore** purple glasses. I **was** in the pink sneakers. But I **was** not the smartest.

The smartest casual wear girl in my class. She **is** short and thin but she **is** very pretty. She has a long face and pretty long straight hair. She **has** a small mouth and a big nose. Today, she **wore** a blue tank top and white shorts with some purple flowers. Her casual wear **made her look** very pretty.

The smartest casual wear boy **was** Matthew. He **is** a handsome boy. He **is** also the cleverest boy in my class. He **is** tall and thin. He **is** about ten years old, with a long face and short straight hair. He **wears** brown glasses. He **has** bright eyes. He **has** a very big mouth but a small nose. He **wore** a grey T-shirt and grey trousers with sharks on them for the competition. He **looked** very smart.

1. Discuss and highlight the words / sentences that they like
2. Explain

### The Beautiful Dress Casual Day

Tuesday, 4:00 p.m., 30<sup>th</sup> September, 2014

Dress Casual Day was organized by Community Chest. All the money collected from the donation will be given to Community Chest. Students wore beautiful clothes. I joined this event in school. We had a casual wear competition in my class.

Sentence Pattern

I have pretty long hair with a ponytail. I have big eyes. For the competition, I wore purple glasses. I was in the pink T-shirt and brown trousers. Also, I wore white sneakers. But I was not the smartest casual wear girl in my class.

The smartest casual wear girl was Meen. She is the most beautiful girl in my class. She is short and thin but she is beautiful. She is about ten years old, with a long face and pretty long straight hair. She has a small mouth and a big nose. Today, she wore a blue tank top and white shorts with some purple flowers. Her casual wear made her look very pretty.

Tense

The smartest casual wear boy was Matthew. He is a handsome boy. He is also the cleverest boy in my class. He is tall and thin. He is about 1.5m tall with a long face and short straight hair. He wears brown glasses. He has big eyes and a very big mouth but a small nose. He wore a grey T-shirt and grey trousers with sharks on them for the competition. He looked very smart.

Language

## Appreciation of student work – Yuki Ho's Blog

### The Beautiful Dress Casual Day

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## Use of tenses

- ✓ consistent use of past tense for past events and present tense for general truths or everyday habits
- ✓ subject-verb agreement

## Sentence patterns

- ✓ use of connectors like 'and', 'but' and 'because' to link up ideas
- ✓ simple sentence structures
- ✓ apply the learnt preposition of 'in' and 'with' to write sentences about clothing

The Beautiful Dress Casual Day

Tuesday, 4:00 p.m., 30<sup>th</sup> September, 2014

### Language

- ✓ appropriate use of adjectives to describe different likes of clothing and the looks of the winners
- ✓ paragraphing – organize ideas clearly
- ✓ reflective ending – what the event brings about – charity work to help others

The smartest casual wear boy was Matthew. He is a handsome boy. He is also the cleverest boy in my class. He is tall and thin. He is about ten years old, with a long face and short straight hair. He wears brown glasses. He has bright eyes. He has a very big mouth but a small nose. He wore a grey T-shirt and grey trousers with sharks on them for the competition. He looked very smart.

I liked the Dress Casual Day very much because I could dress casually. I can also do charity work to help others.

## Follow-up on students' common mistakes on spelling, verbs, articles and Chinglish

### A. Spelling

1. She is a beatiful gril.

---

2. I liked the Dress Casul Day.

---

3. She has a small month.

---

4. She wore a bule tank top.

---

### B. Verbs

1. I has big eyes and short hair.

---

2. I join this event at school.

---

3. I didn't wear school uniform but I wear casual wear.

---

## Follow-up on students' common mistakes on spelling, verbs, articles and Chinglish

### C. Articles

1. She has small mouth and big eyes.

---

2. He has a small eyes.

---

3. He wore a shorts and T-shirt.

---

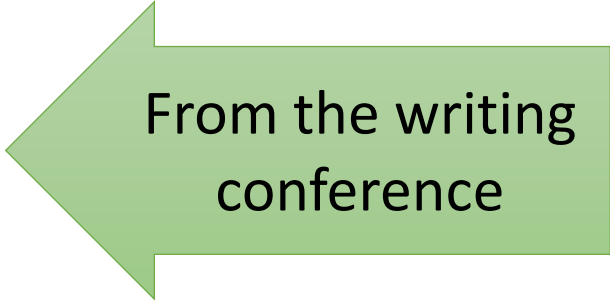
### D. Chinglish

1. I very liked the Dress Casual Day.


---

# Formative use

- Serve as practice for students ✓
- Check students' understanding ✓
- Provide feedback to students ✓
- Guide teacher decision making about future instruction



From the writing conference



Make some adaptation on the instruction when co-planning



香港南區官立小學

Hong Kong Southern District Government Primary School

校訓 - 「積極人生 盡我所能」



Edmond HO  
Curriculum Leader

# Assessment **for** / **of** / **as** Learning

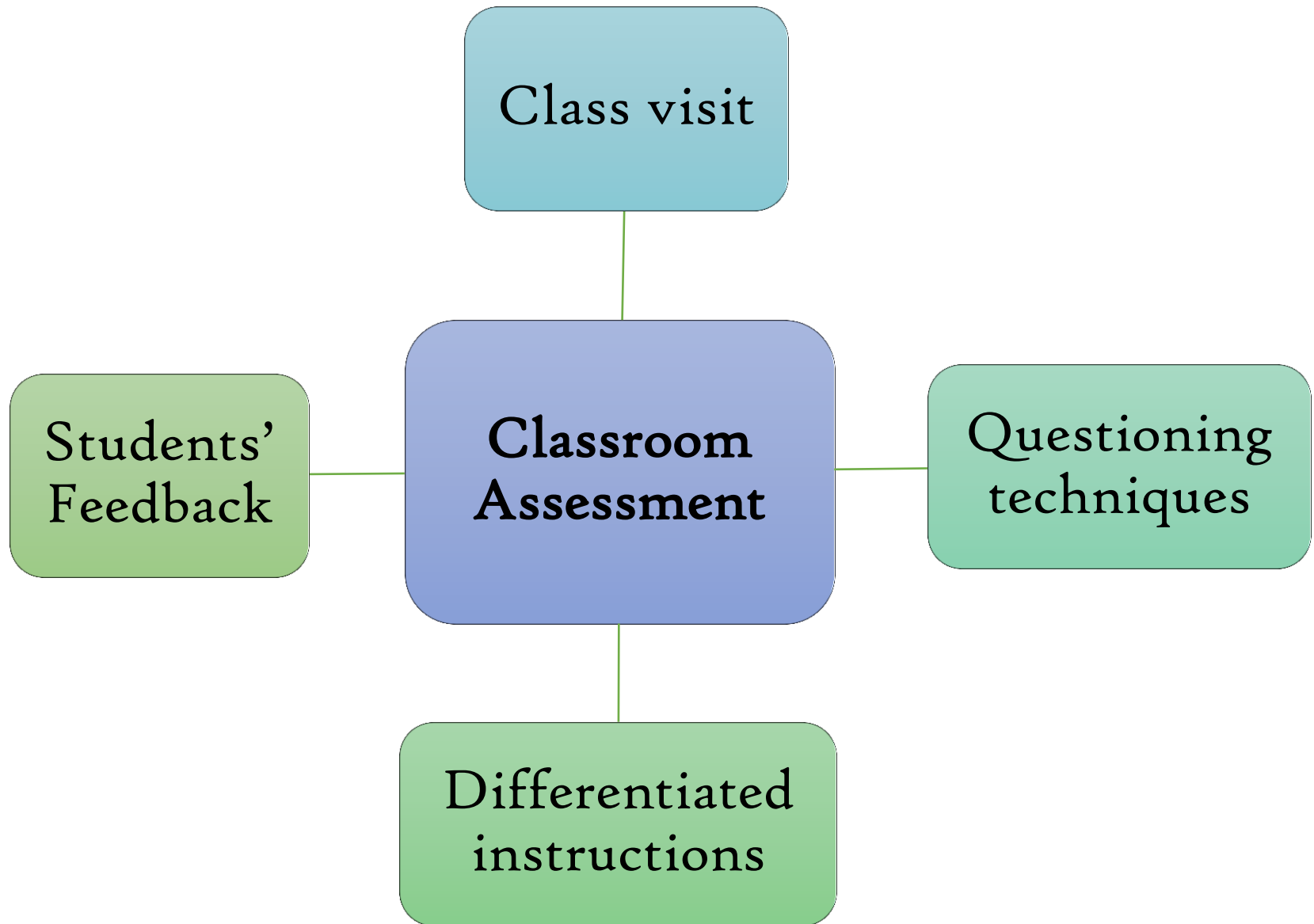
	Assessment for Learning	Assessment of Learning	Assessment as Learning
Teacher's role	facilitator	accountant	mentor
Purpose	<ul style="list-style-type: none"> <li>help students work towards the targets</li> </ul>	<ul style="list-style-type: none"> <li>collect data and report on student performance</li> </ul>	<ul style="list-style-type: none"> <li>help students reflect on their own learning</li> </ul>
Strategies	<ul style="list-style-type: none"> <li>use assessment data to inform student learning</li> <li>classroom assessment – feedback</li> </ul>	<ul style="list-style-type: none"> <li>analysis of student performance in assessment</li> </ul>	<ul style="list-style-type: none"> <li>self-directed learning</li> <li>learning log /journal</li> </ul>

## Exploring Classroom Assessment to improve student engagement and classroom learning

Classroom assessment is a kind of **formative assessment practice**, calling for deep changes both in teachers' perceptions of their role in relation to their students and in the classroom practice.

Black et al. (2003)





# Questioning Techniques

- ⌘ **wait time:** opportunity to think before answering
- ⌘ **hands down:** select students to answer
- ⌘ **wrong answer:** use to develop understanding, particularly when teaching grammar
- ⌘ **open questions:** opportunities for students to discuss

class visit  
prompts

Aspect / Area	Performance Indicator
Organisation of learning	<ul style="list-style-type: none"> <li>pre-requisites for learning are taken care of</li> <li>preparation with inspiring elements</li> <li>substantial learning content is meticulously prepared</li> </ul>
Teaching strategies	<ul style="list-style-type: none"> <li>balance between teacher-led and student-centred activities</li> <li>logical linkage between different learning activities</li> <li>effective communication skills e.g. paralinguistic features, gestures, judicious use of mother-tongue, if necessary</li> </ul>
Learning environment	<ul style="list-style-type: none"> <li>positive and purposeful atmosphere</li> <li>students on task</li> <li>language-rich resources available and well-used</li> </ul>
Learning process	<ul style="list-style-type: none"> <li>equal opportunities for student participation</li> <li>an awareness of using English for communication</li> <li>confidence in learning e.g. participate in learning activities, enjoy reading, respond to questioning</li> <li>demonstrate sensitivity towards language use</li> </ul>
Classroom interaction	<ul style="list-style-type: none"> <li>flexible use of pair work and group work</li> <li>use appropriate expression to converse about feelings and ideas</li> <li>express opinions and present information</li> <li>clarify information and seek correction</li> <li>work cooperatively with peers</li> </ul>
Questioning techniques	<ul style="list-style-type: none"> <li>ask a range of questions to checking understanding, e.g. from close-ended to open-ended, from easy to difficult</li> <li>give prompts and rephrase questions to help students think</li> <li>give appropriate wait time, if possible</li> </ul>
Feedback and follow up	<ul style="list-style-type: none"> <li>assess students' understanding to find out how to move them on through student feedback</li> <li>recap learning content and revisit difficult area</li> </ul>

ELT focus

## **What have been done?**

- Class visits with support officer were conducted at all levels, including the more able and less able class in May by English Panel Heads and Curriculum Co-ordinator
- Post visit discussions were conducted with the teachers to help them make reflection on how students were learning

# Evidence-informed practices

## Key Stage 1

- ✓ Sufficient language input prior to learning task is necessary to engage KS1 students
- ✓ Use of blackboard with neat and tidy arrangements to recap and consolidate the learning content could enhance learning, for SEN students in particular
- ✓ Use of reward system might need further deliberation

# Evidence-informed practices

## Key Stage 2

- ✓ Enabling skills such as note-taking could help students build a good vocabulary repertoire and sentence patterns
- ✓ Peer correction is a good start for editing and revising writing
- ✓ Reading strategies such as using contextual clues to identify specific information should be given more attention



## References

# Rethinking Classroom Assessment with Purpose in Mind

Assessment *for* Learning

Assessment *as* Learning

Assessment *of* Learning

