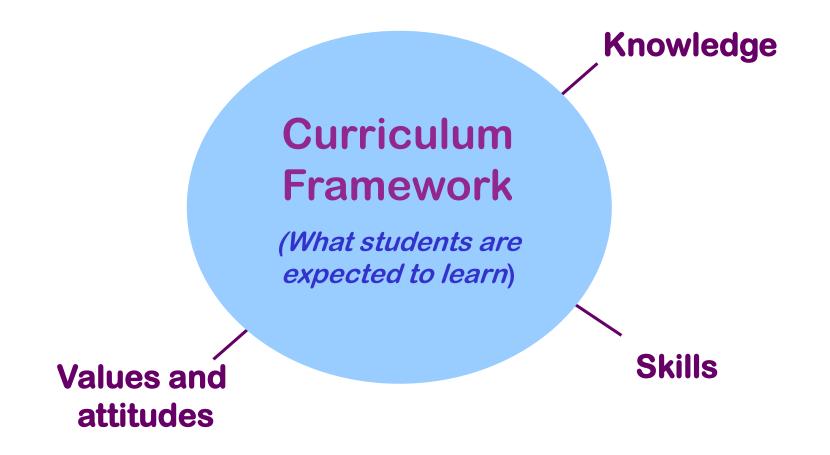
Assessment for Learning: Territory-wide System Assessment 2024

Primary 3 (English Language)

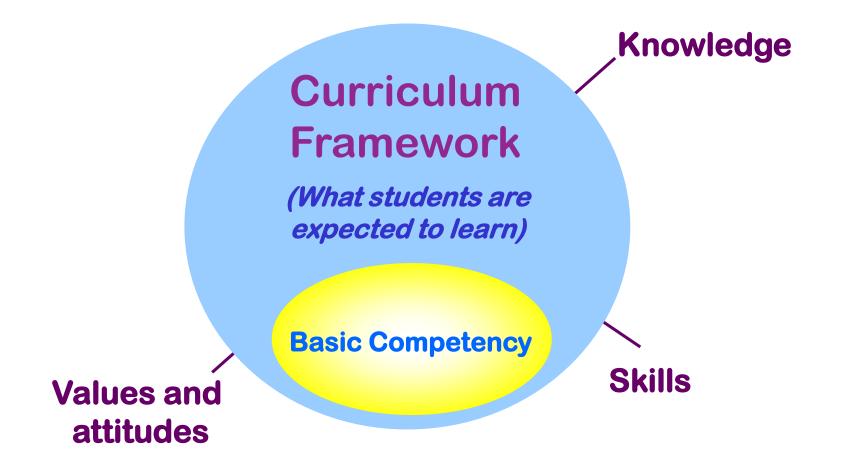
Learning and Teaching Support Sharing

English Language Education Section, CDI, EDB 9 December 2024

The Relationship between the Curriculum Framework and Basic Competency (BC)



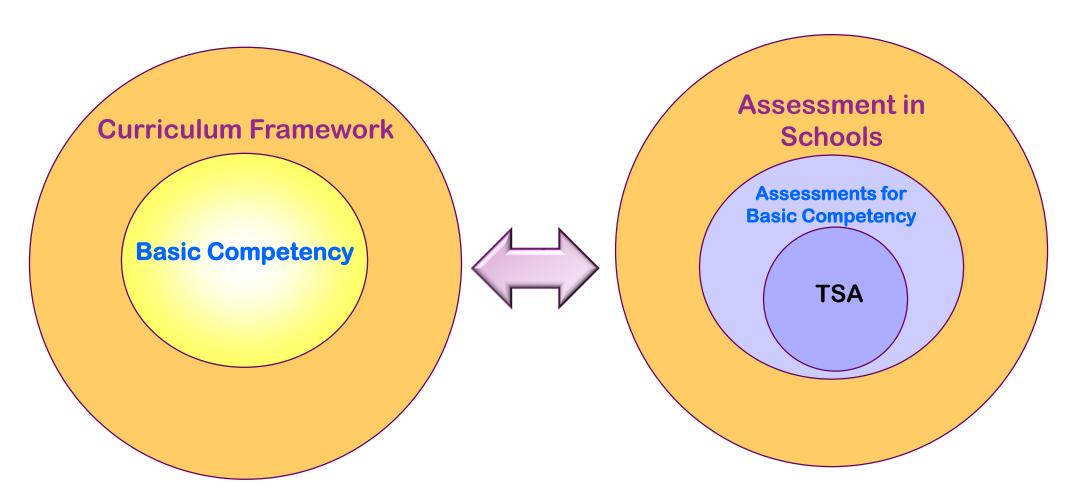
The Relationship between the Curriculum Framework and Basic Competency (BC)



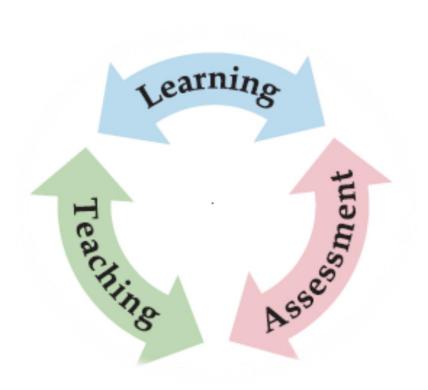
Curriculum and Assessment

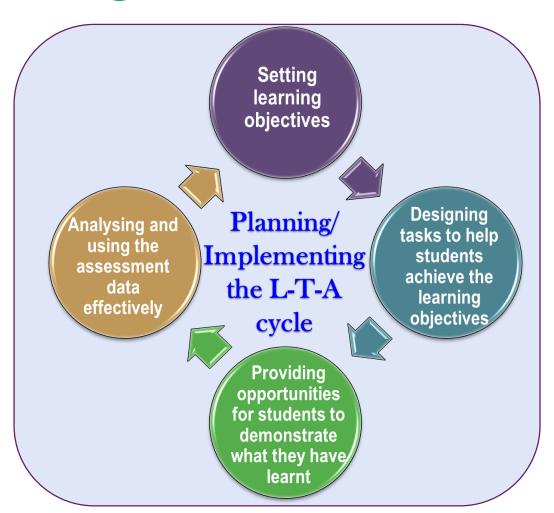
Curriculum Framework

Assessment for/as Learning



The Relationships between Learning, Teaching and Assessment





- Evaluate students' performance against the success criteria
- Identify students' strengths and weaknesses
- Analyse the underlying causes of students' learning difficulties
- Review teachers' expectations on students
- Modify teaching strategies
 - > Explore ways to help students improve
 - Design activities to address students' problems
- Revise the school curriculum design/ content
- Make use of various assessment tasks/activities to gauge students' performance
- Share the learning intentions and taskspecific success criteria with students
- Observe students' performance
- Use effective questions to elicit students' responses
- Provide students with quality feedback on how to improve (linked to success criteria)
- Collect evidence of student learning

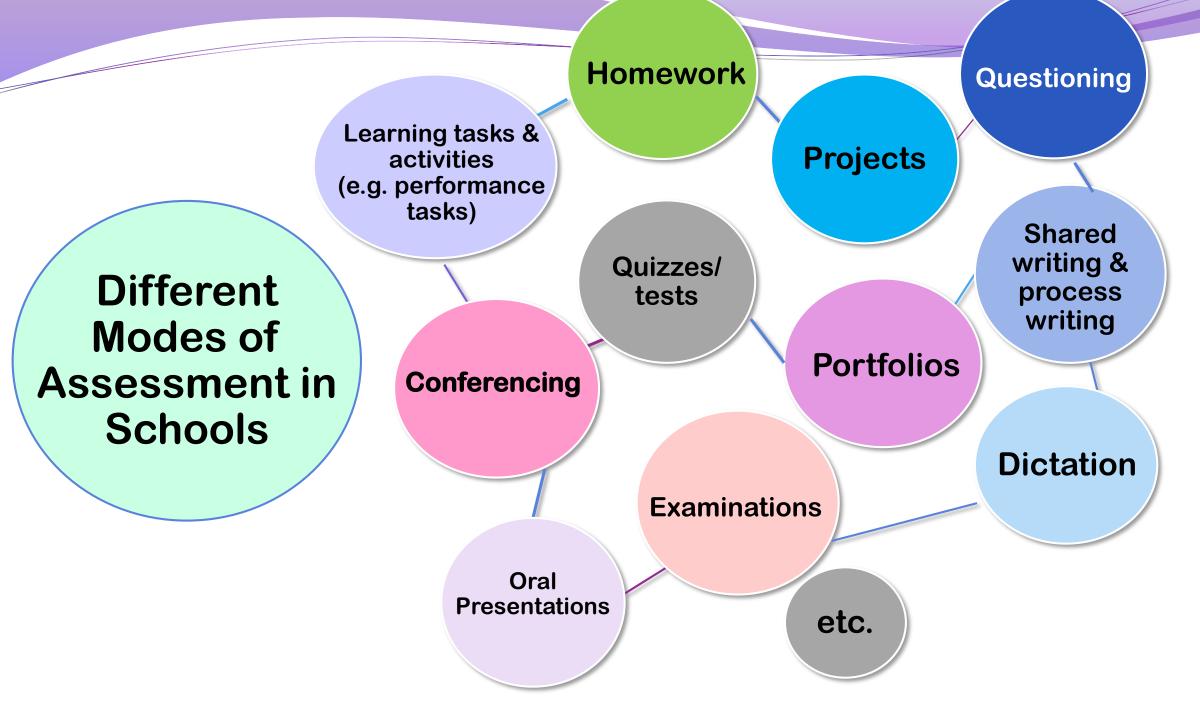
Aim for a balanced and comprehensive coverage
 Take the following into consideration:

 what students can do currently;
 what we should expect our students to

be able to do next?

Setting learning objectives Designing Planning/ Analysing and tasks to help using the **Implementing** students assessment achieve the the L-T-A data learning effectively cycle objectives **Providing** opportunities for students to demonstrate what they have learnt

- Think about how we can help students achieve the target learning objectives (appropriate input, various modes, scaffolding, support...)
- Think about appropriate/effective teaching strategies



Considerations when Designing Quality Homework and Learning, Teaching and Assessment Tasks/Activities

Have clear assessment objectives

Decide on appropriate quantity and frequency to create space for promoting WPD

Cater for learner diversity

Use e-learning to promote AfL and AaL

Provide quality feedback

Provide follow-up work

Incorporate different modes

Involve different stakeholders

Strengthening Assessment for Learning (AfL):

- Adopt diversified modes of assessment
- Make use of various assessment tools
- Make effective use of assessment data

Promoting
Assessment
for/as
Learning

Extending from AfL to Assessment as Learning (AaL):

- Greater involvement of students in LTA process
- Enhance students' selfdirected learning capabilities through introducing metacognitive strategies

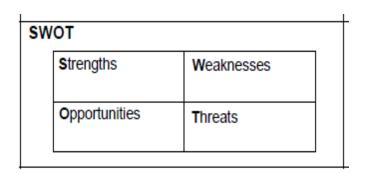
Strategies to Promote Assessment as Learning

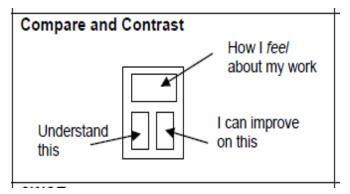
Identify expected learning outcomes	Create criteria of good practices with students	Guide students to set goals
Teach enabling skills (e.g. phonics skills, vocabulary building skills)	Model learning strategies (e.g. note-taking skills) through think-aloud	Provide opportunities for students to practise the skills
Discuss student work and provide constructive feedback	Use different kinds of assessment forms to facilitate self-reflection	Guide students to keep track of their own learning

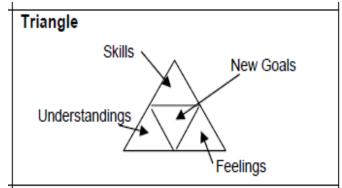
Some Reflection Strategies

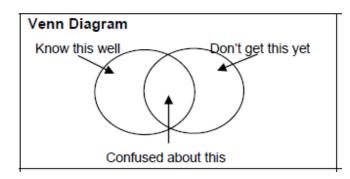
3-2-1 Summariser

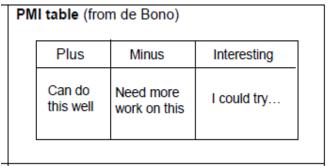
- 3 Examples of sentences written in the present perfect tense in the book/worksheets.
- 2 Differences between 'yet' and 'already' $_{ ilde{-}}$
- Activity you found the most interesting.

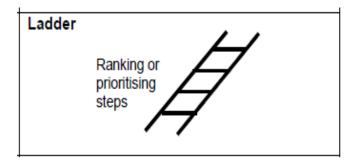












Students' results in tests and/or exams (scores/grades)

Students' performance when completing learning activities/tasks

Students' responses in the learning activities/tasks

How students use target language items in class

How students interact during group work

The mistakes made by students

Assessment Data

Evidence of Student Learning

in terms of Knowledge, Skills and Values and Attitudes

Analysing Assessment Data

◆ Find out areas for improvement in designing assessment tasks/papers

- Is it too easy?
- Is it too tricky/difficult?
- Is it necessary to allow more flexibilities when marking open-ended questions?

- ◆ Identify students' strengths and weaknesses
- Which parts do they do well?
- Which parts are challenging to students?
- Why do they make those mistakes?

- ◆ Review learning objectives and teaching strategies
- What can be done to strengthen students' learning?
- What are the follow-up learning activities?

Read the story.

Joe is reading a story.

PS 13A 2024 SERVV

A Big Kiss



Today is Lisa's birthday. Lisa is sad because no one remembers her birthday. Her parents are busy. Mum does the housework all morning. Dad works in many places like Canada, France and Korea. Now, he works in Japan.

At noon, Mum asks Lisa to go to buy eggs and fruit. When she gets back home, she sees her friends. They wear party hats and hold balloons. There are birthday cards, sandwiches and drinks on the table, but there is no cake.

Then, Lisa's friends sing a birthday song to her. They also give her gifts. But she feels <u>down</u>. She misses Dad and starts to cry.

The doorbell rings. Lisa opens the door. She go birthday cake from a man. The man wears sunglasses mask. He then takes <u>them</u> off. Lisa shouts, "It's Dad!' gives him a big kiss. Everyone claps happily.

Following the pronoun references

7. Read line 15. The word 'them' refers to



ı €

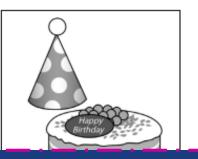
Analysing students' performance:

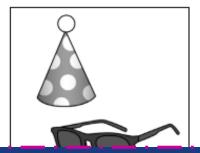
• To get the right answer, students had to understand that the pronoun "them" refers to the objects "sunglasses and a mask".

) A.



В.





Setting learning objectives:

It is necessary to further strengthen students' reading skills in making pronoun reference (e.g. stories) through activities, e.g. circling pronouns.

Example





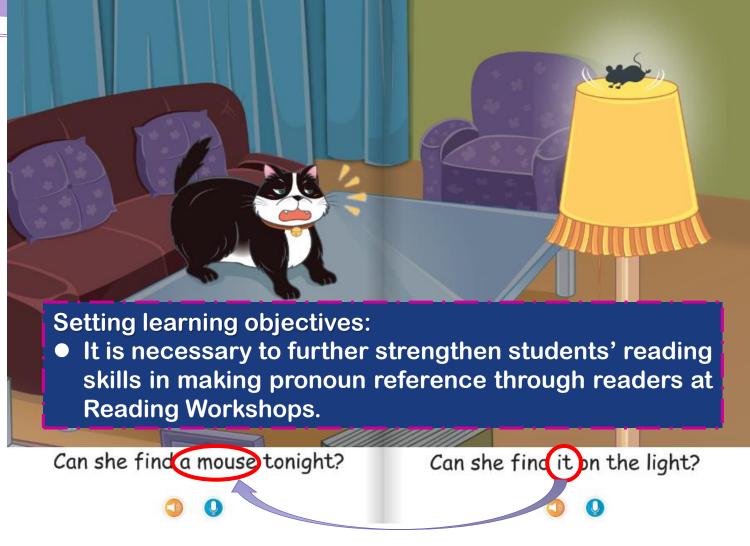
Acknowledgements:

Information and images/pictures in this slide are taken from the following resource:

• Reader *Can Coco Catch a Mouse?* from Space Town Go! developed by the Native-speaking English Teacher Section

https://nets.edb.hkedcity.net/spacetowngo/web/index.php





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Part 3

Joe is reading a story.

P3 TSA 2024 3ERW1 Part 3

Read the story.



Billy Saves the Dolphins



Billy works at a beach. He sells toys, swimsuits and sunglasses, but not food. Many people go to the beach. Their favourite activity is watching dolphins.

Some pink dolphins like to swim close to the beach. When they are near, the people there are very happy. Some people follow the dolphins with boats. But the boats sometimes hit them. The dolphins swim far away because they do not feel safe.

Billy is sad. He wants to help the dolphins. He makes a <u>huge</u> rubber duck. The size is very large He also makes three sma rubber duck. He paints their bodies yellow and their tails rea and green. Then he pulls them out to the sea.

The ducks are cute. Many people come to take photos of the ducks. They feel excited and forget about the dolphins. The dolphins are now safe. Billy is happy.

Reading

Predicting the meaning of unfamiliar words using contextual clues

5 Read line 11 The word 'huge' means very

Analysing students' performance:

• Students found the item challenging, as they might not be able to use the sentence "The size is very large." as the contextual clues to predict the meaning of the word "huge".

Setting learning objectives:

- It is necessary to further strengthen students' reading skills in working out the meaning of unfamiliar words in daily learning and teaching, e.g. providing opportunities for them to work out the meaning in context.
- The concept of synonyms, e.g. "small" and "little", can be introduced to students to expand their range of vocabulary.

P6 TSA 2023 - 6ERW3 Part 3

Reading

Amy is reading a news report in a newspaper.

Read the news report.

SING WAH NEWSPAPER

5 June 20XX

XXXX

A fire yesterday injured four people and destroyed three houses in Silver Village, Yuen Long.

The fire broke out at noon. A woman knocked over a stove in her house while she was cooking. Her husband rushed out of the bedroom to help her. They tried to put out the fire but failed. Therefore, they left the house with their daughter and called the police.

The fire spread to the nearby trees and houses. The firemen found it difficult to reach the houses because the only path to get there was very narrow. It was blocked by old furniture and boxes. The Government Flying Service dropped water bombs. The fire was finally put out at about 6pm.

The family of three <u>inhaled</u> a lot of smoke. They had problems breathing A man in anoth r house was hurt when he tried to <u>break</u> a window to escape. They were all sent to Diamond Hospital.

This was the third fire in Yuen Long in five months.

Predicting the meaning of unfamiliar words using contextual clues

In line 12, the word 'inhaled' means

Analysing students' performance:

 Students found the item challenging, as they might not be familiar with the topic about a fire accident. The contextual clues, such as "smoke" and "had problems breathing", were missed.

Setting learning objectives:

 Students should also be introduced to different themes and text types to widen their exposure, boost their confidence in reading and expand their range of vocabulary.

Tips for Developing and Assessing Students' Reading Skills

- Identify students' strengths and weaknesses using data obtained from different assessment activities
- Include simple and straightforward questions to cultivate students' confidence, and open-ended and reasonably challenging questions to stretch their abilities
- Introduce reading skills explicitly and progressively using various teaching strategies for reading in Reading Workshops to help students construct meaning from texts

P3 TSA 2023 3E1/2 Part 1B

Part 1B

Clara is talking to her teacher Mr Chan at school.

Listen to the conversation.

Choose the best answer by blackening the circle.

Discriminating vowel sounds

- 1. Clara's favourite aunt is Aunt
 - O A. Mana
 - O B. Mena
 - O C. Mina
 - D. Mona

Analysing students' performance:

 Students might have mixed up the pronunciation of different vowel sounds, e.g. "a", "e", "i" and "o".

Setting learning objectives:

• It is necessary to expose students to a wider range of vowel sounds and raise their awareness through conducting various phonics activities.

Mr Chan: Clara, what are you going to do this Saturday?

Clara: I'll meet Aunt Mona. She's my favourite aunt. // (beep)(8-second pause)

Example 1

Awareness raising activities

Short a e.g. <u>a</u>pple, bl<u>a</u>ck, c<u>a</u>p

VS

Long a e.g. d<u>ay</u>, n<u>a</u>m<u>e</u>, m<u>ai</u>l

B I N G O

black hat plain mail pain

cap apple grain brain quail

wait snake Space fail cake

cat train map aim fan

snail rain trail day lake

Read the poem and put the words into two groups, i.e. **short a** and **long a** sounds:

Meet Kate

Kate wears a hat.

Kate has a cat.

Kate likes black.

Kate reads a map.

Kate likes rain.

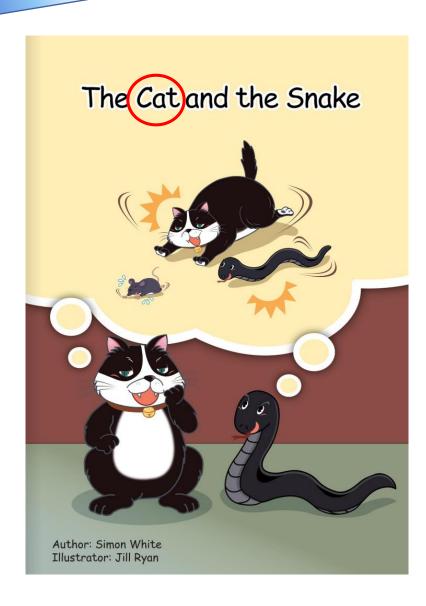
Kate takes a train.

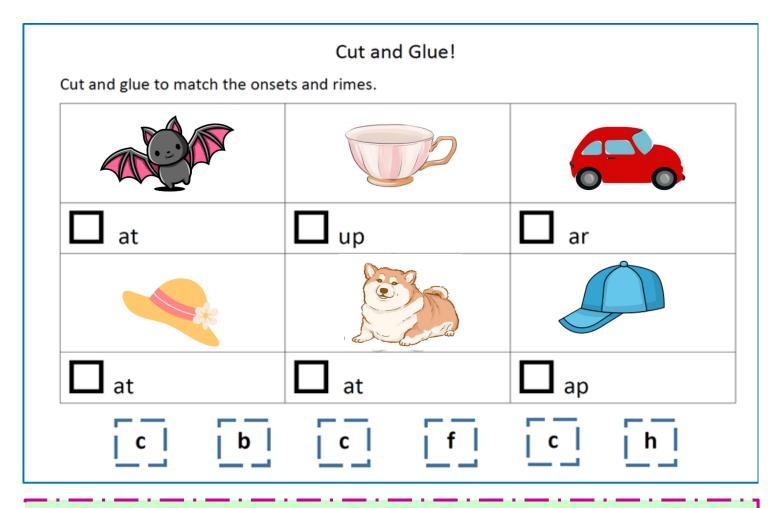
Kate eats a cake.

Kate meets a snake.

Short a	Long a
e.g. hat	rain
•••	•••
•••	•••

Example 2





Acknowledgements:

Image/picture of the story book is taken from the following resource:

 Reader The Cat and the Snake from Space Town Go! developed by the Native-speaking English Teacher Section

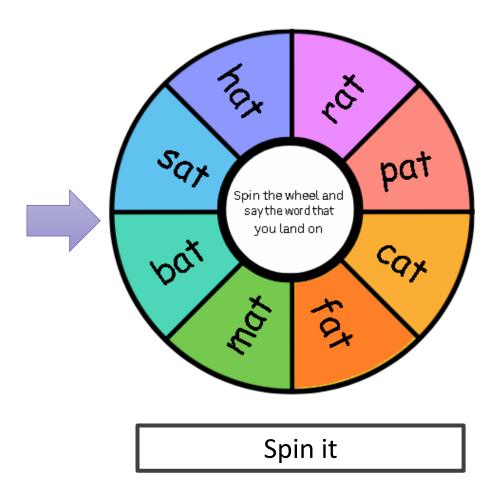
https://nets.edb.hkedcity.net/spacetowngo/web/index.php



Read aloud the sentences and draw pictures for them.

- 1. A cat sat on the hat.
- 2. A rat sat on the flat mat.
- 3. The cat ran after the rat.
- 4. The cat gave the hat to the rat.

Interactive Games with online spinners



P3 TSA 2023 3E3 Part 1B

The price for 10 eggs is ______

Discriminating sounds of numbers

- O A. \$10
- **B**. \$15
- O C. \$20
- O D. \$50

Analysing students' performance:

• Students might have mixed up the pronunciation of the sounds "teen" and "ty" in numbers.

Setting learning objectives:

• It is important to raise students' awareness in differentiating the sounds of a range of numbers through designing some awareness raising activities.

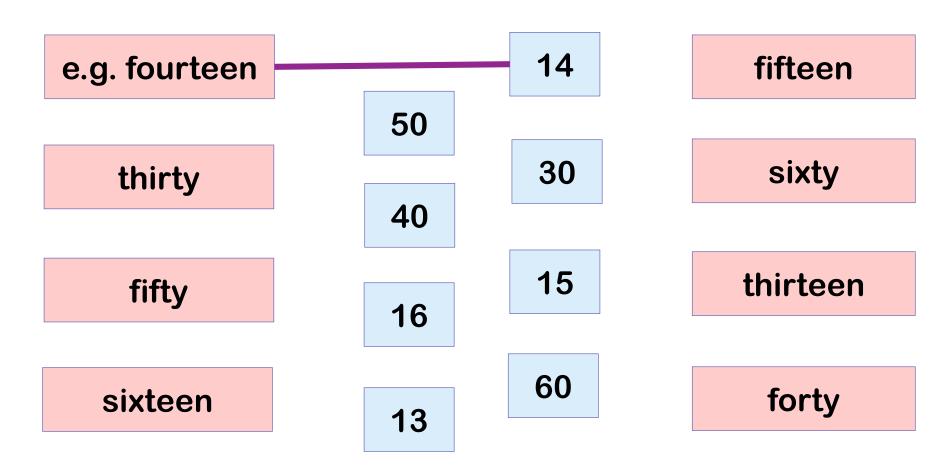
Clara:

Here they are, \$15 for 10 eggs.



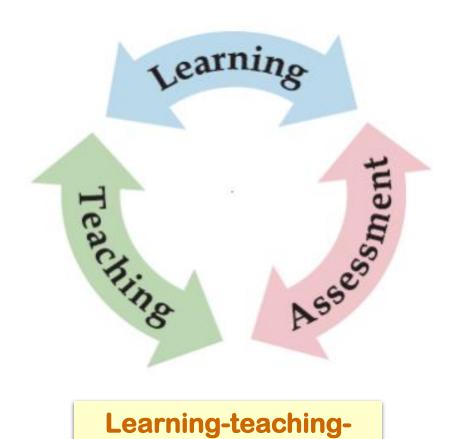
Awareness raising activities

Listen and draw a line to match the correct number.



Tips for Developing and Assessing Students' Listening Skills

- Identify students' strengths and weaknesses using data obtained from different assessment activities
- Set reasonable learning objectives to develop students' listening skills
- Design awareness raising activities in lessons and provide opportunities for students to learn and practise phonics skills in context



assessment Cycle

Help students progress to the next level of learning



Plan strategically for effective learning, teaching & assessment



Identify students' strengths & weaknesses

Thank you!