# **Optimising English Learning and Teaching Through Effective Assessment Practices**

School-based Curriculum Development (Primary) Section Curriculum Support Division Education Bureau 9 December 2024

# **Curriculum Directions and Recommendations**

## English Language Education

Key Learning Area Curriculum Guide (Primary 1 – Secondary 6)

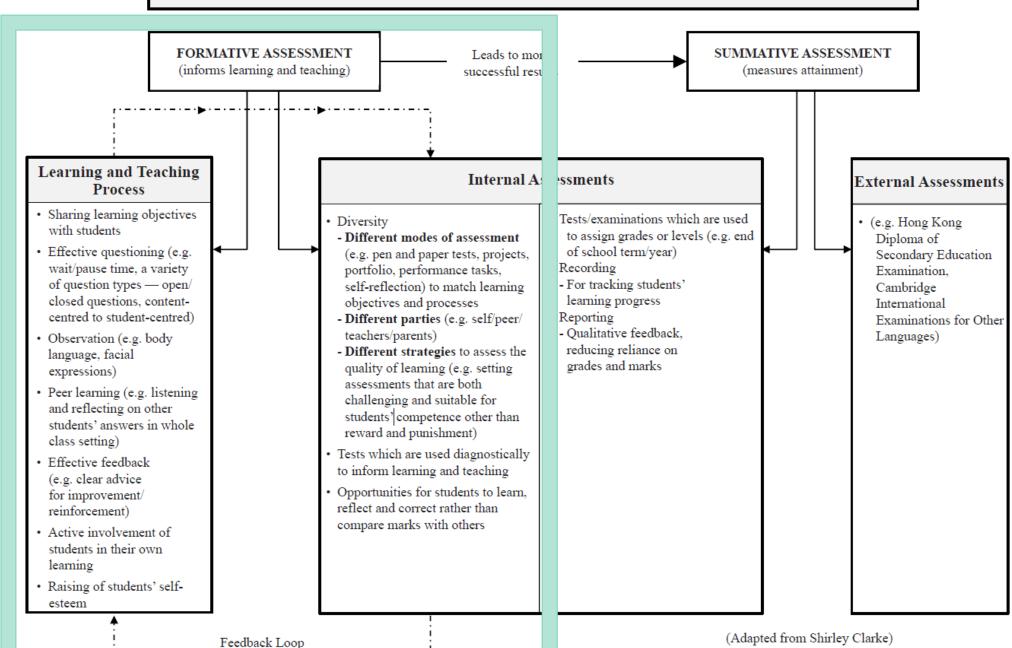


English Language Education Key Learning Area Curriculum Guide (Primary 1 – Secondary 6) (2017)



Primary Education Curriculum Guide (2024)

#### A FRAMEWORK OF SCHOOL ASSESSMENT PRACTICES



A School's Journey of Curriculum Renewal at the Interface Between Key Stage One and Key Stage Two

## Support foci:

- 1. optimising learning-teaching-assessment cycles
- 2. creating space for effective assessment practices
- 3. providing students with opportunities to be exposed to, and use, English authentically and purposefully



Let's focus on a learningteaching-assessment cycle in Primary Three to highlight the integral role of assessment in enhancing English learning and teaching.



#### KS1 P3 Module: Caring and Sharing (Textbook: Longman Leap)

**Curriculum Planning** (Pre-instruction Stage) Curriculum Implementation (While-instruction Stage)

**Evaluation** (Post-instruction Stage)

- Set learning objectives covering:
- language forms and communicative functions;
- language skills and language development strategies;
- -values and attitudes; and
- -generic skills.
- Designed and sequenced learning tasks inside and outside the classroom
- Embedded assessment strategies into everyday classmate practices

- Consolidated students' learning of the simple past form **through games and singing**
- Fostered student learning through assessment tasks designed for incremental scaffolding

word level  $\rightarrow$  sentence level  $\rightarrow$  paragraph level

- Facilitated an authentic diary-keeping experience by guiding students to maintain a diary over a set timeframe
- Designed a collaborative task where students worked in groups to write about the events of a given school day, with strategies embedded for peer support and learning

Module-end Writing Task: A Diary Entry

- Analysed assessment data (i.e. student work, in-class performance) and reviewed learning and teaching effectiveness to determine if students achieved the learning objectives
- Refined teaching strategies and teaching design
- Prepared a new round of learning, teaching, and assessment





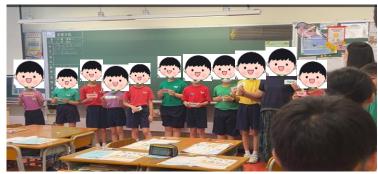
...provide opportunities for children to learn the language through multisensory exploration and expose them to pleasurable and age-appropriate English activities

(e.g. games, songs) rather than teach it formally ... '

(ELE KLA CG, 2017)









## **Past Tense Song**

(a collaborative activity)

listen, listen<u>ed;</u> stay, stay<u>ed;</u> jump, jump<u>ed;</u> play, play<u>ed;</u> talk, talk<u>ed;</u> look, look<u>ed</u>. Please add 'e-d'.

chat, cha<u>tted;</u> clap, cla<u>pped;</u> skip, ski<u>pped;</u> hop, ho<u>pped;</u> pat, pa<u>tted;</u> stop, sto<u>pped</u>. Add 't' or 'p' and 'e-d'.

tidy, tid<u>ied</u>; dry, dr<u>ied</u>; try, tr<u>ied</u>; fry, fr<u>ied</u>; study, stud<u>ied</u>; cry, cr<u>ied</u>. Change 'y' to 'i-e-d'.

give, <u>gave</u>; <u>sing</u>, <u>sang</u>; <u>drink</u>, <u>drank</u>; <u>swim</u>, <u>swam</u>; <u>draw</u>, <u>drew</u>; <u>ride</u>, <u>rode</u>. You need to change the vowel.

> Source: Longman Leap, 3B Tune: Skip to my lou

'...appreciate the beauty of the language through enjoying singing English songs and reading simple rhymes...'

#### (ELE KLA CG, 2017)





Observing students' performance in this activity serves as a valuable assessment tool. Through the task of singing the past tense song with peers from different classes, teachers could assess students' level of engagement, and collaboration skills.

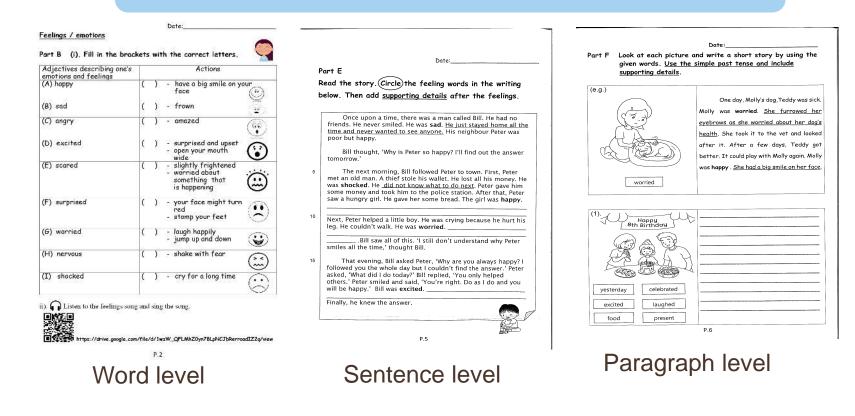


'...teachers need to conduct appropriate pre-task, while-task and post-task activities to engage students in constructing knowledge actively and progressively, as well as to provide appropriate support and scaffolding to facilitate students' successful completion of the tasks...'

(ELE KLA CG, 2017)

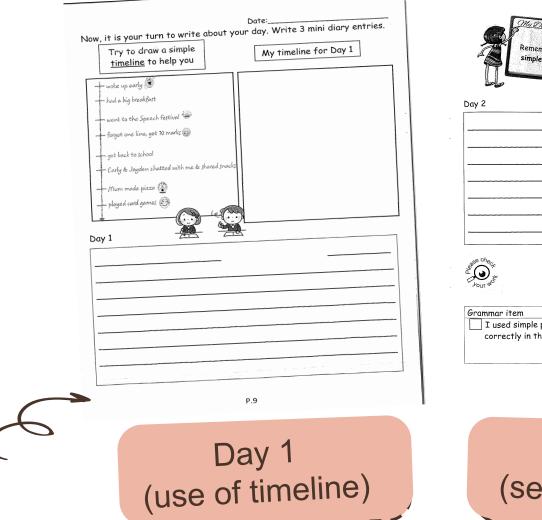


#### Language Focus: Feeing words and supporting details

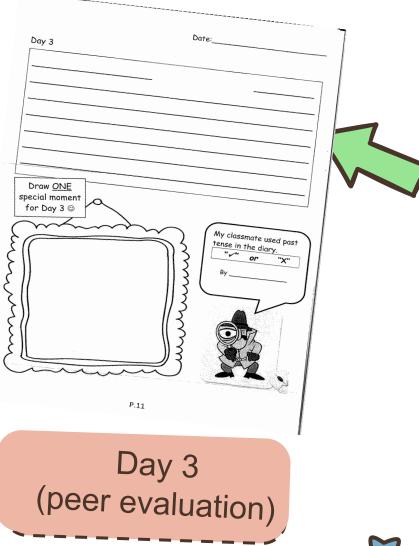




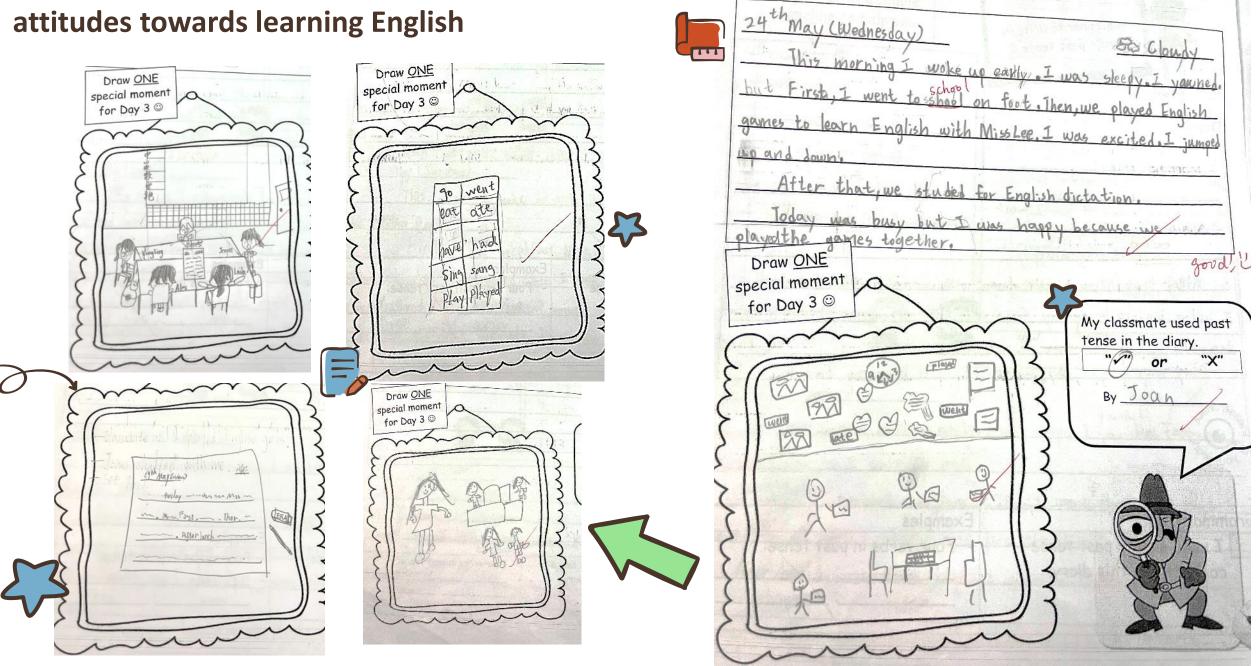
#### **Mini-writing activities & cumulative learning**



Date: Day 3 emember to write in simple past tense 😊 Examples I used simple past tense Four verbs in past tense: correctly in this diary. P.10 Day 2 (self-evaluation)



### Gauging students' language production and their attitudes towards learning English



Day 3

Designing a group assessment task that connected language learning and teaching to real life

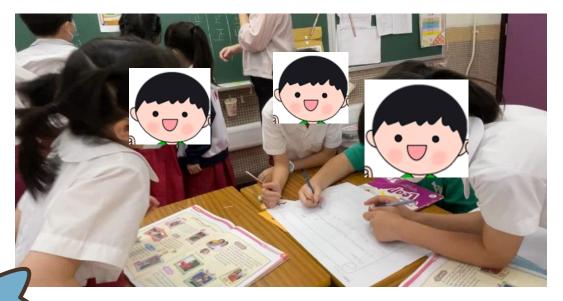
Group Writing Task: What happened last Thursday?



# What happened last Thursday?

Promotion of pupil participation and peer learning through group activities (i.e. writing circles and group presentations)





Learning to write a diary entry was made fun and authentic by allowing students **to give expression to real-life experiences**, while also serving as **a meaningful assessment tool** for teachers to gauge students' writing skills, learning of the simple past form, and ability to organise ideas.

## **Evaluation** (Post-instruction Stage)

#### 1<sup>st</sup> term Writing 1 <u>It is a sunay day. Toby gees to a too thall pitch. Toby pays foot ball</u> <u>with his friends. They kick the ball. They are so excited.</u> <u>The weather changes suddenly. It is a cloudy. They do not</u> <u>Khow.</u> <u>It is a raine heavily. They do not have unb rellos. They</u> <u>all get wet. Toby says, Ohnollet's rung to the tree.</u> <u>In the end</u>, Toby runeto supermarket. Toby is hopping <u>After a while</u>, back mer. Toby so hungry. <u>They</u>

2<sup>nd</sup> t

#### 1<sup>st</sup> term Writing 2 <u>A New School Event</u> <u>Book Week is on the thirteenth of October. It is for everyone</u> <u>Students and teachers. I lavee Book Week because I want everyone</u> <u>their</u> <u>to read more books in their tree time.</u> <u>During that week</u> <u>Stories</u> <u>On that day we can read books and tells to everyone. We</u> <u>share books with bury students in the school. we feel excited</u> <u>I</u> <u>Book Week is great because I like reading books.</u>

## Content quantity of output & willingness to communicate

Writing Task—My Mother's Day i) Use the timeline to think of some ideas. ii) Write a diary entry for your Mother's Day with the help of the timeline.

				14
term Writ	ing 3	3 ( Sunday)		Sunny Q=
1	I gots	up before Mumber	weelt was Mother	's Day. I wanted to
giv	In the mo	surprised. Mumorial	went to KFC.	Num and I ate
bi	eak fast .	We had First, eq	as sorande Mice	and Sandwiches ?
M	um was	happy because had	a big smile on	your face.
		ne afternoon, Hen	~	
N O	s big. I	bought a purse a	nd a towel for N	uma Mum was
ha		use she liked a red	purse,	h bene je
	# L	ent to home budde	Mum give m	e abig hugged #11**
an		Ne ate a yummy	4. ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
000	d! I gan	e her a card . F		e happy.
~	~ livit	was happy becaus	e I liked my fot	her's Day So
mo	cha.			

## **Evaluation** (Post-instruction Stage)

### Supporting details for feelings

Consistent use of simple past form

Use of time phrases (to promote textual cohesion)

## Language & Organisation uptake of the target vocabulary and structures

	,
14th May (Synday)	Rainy (
Iday was Mother'	s Day. I had a great time
VUICH VIC WILLIM	
In the morning.	I woke up early Then.
I had a breakfast. It in	as very delicious, After that,
I played games with Mu	m. It was fun. I was happy.
I had a big smile on my	face, Then, I went to a
park and did exercise,	Vext I went back home and
moide Mum Lunch.	
In the afternoon, I	made a courd for Mum and
	elt good. Next. T played
with Mam again because i	
	I T I I I I I
I had a nap, Hext, I was the	Pehed TV.
At night I was sur	prised because Mum made
a delicious pizza, We a	te it. I was really happy.
	ssed Mum. After that I chatted
with her and did puz	zles. Finally, I went to bed.
Today was such an	1

Let's take a brief glimpse at the assessment practices trialled in **Primary Four**.



#### KS2 P4 Module: Changes (Textbook: Longman Leap)

**Curriculum Planning** (Pre-instruction Stage) Curriculum Implementation (While-instruction Stage)

**Evaluation** (Post-instruction Stage)

- Set learning objectives covering:
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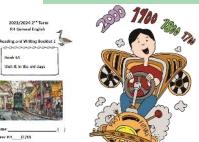
- Moved beyond traditional textbook reading comprehension to provide students with a dynamic, multimodal reading experience
- Created opportunities for students to practise
  Assessment as Learning through a KWL chart (with research component)

 Collaborated with the subject of General Studies to promote life-wide and crosscurricular learning

Designed assessment tasks that highlighted and celebrated **the PVA of "peseverance'** in the context of old Hong Kong

> Module-end Writing Task: A Time Travel Journal

- Analysed assessment data (i.e. student work, in-class performance) and reviewed learning and teaching effectiveness to determine if students achieved the learning objectives
- Refined teaching strategies and teaching design
- Prepared a new round of learning, teaching, and assessment



## Moving beyond traditional textbook reading comprehension



#### **Passage** in the textbook



There were some game stalls in the park too. They were very simple but everybody enjoyed them. I won a toy elephant!

The rides were fun. I also enjoyed feeding Tino!

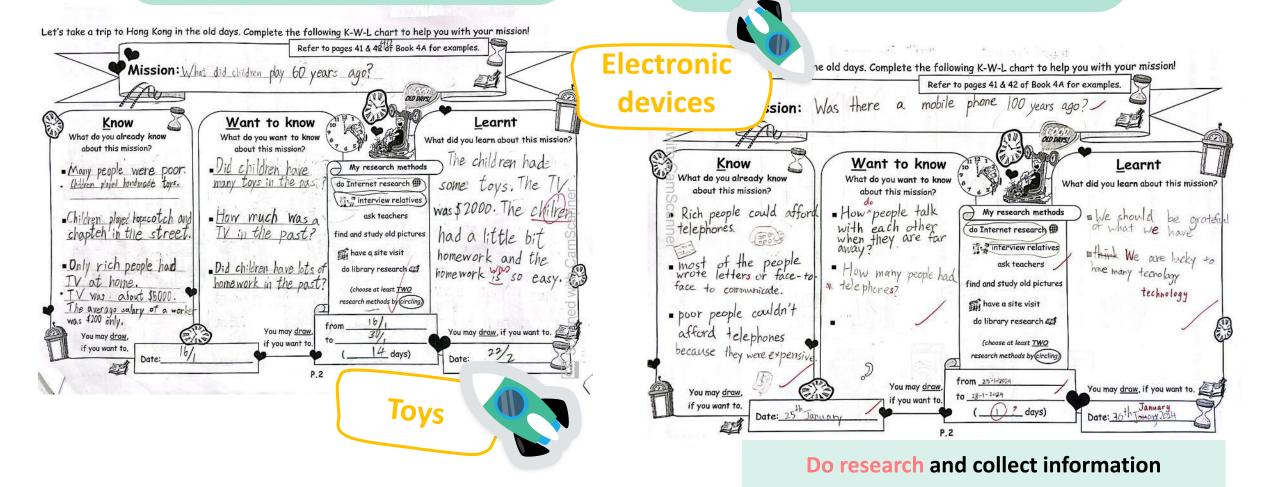
Supplemented with CoSpaces (a virtual reality, multimodal experience)



'...teachers can integrate e-learning in the design of <u>learning</u>, teaching and assessment activities to complement the traditional mode of learning, enhance learning and teaching effectiveness, and accommodate the diverse needs of students....' (ELE KLA CG, 2017)

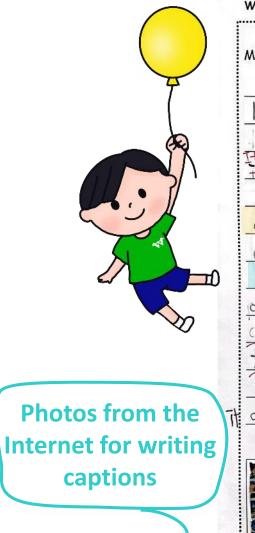
## Creating opportunities for Assessment as Learning

Set missions for the time travel journal entry based on students' personal interests Encouraged students to take ownership of their learning through self-directed learning



## **Evaluation** (Post-instruction Stage)

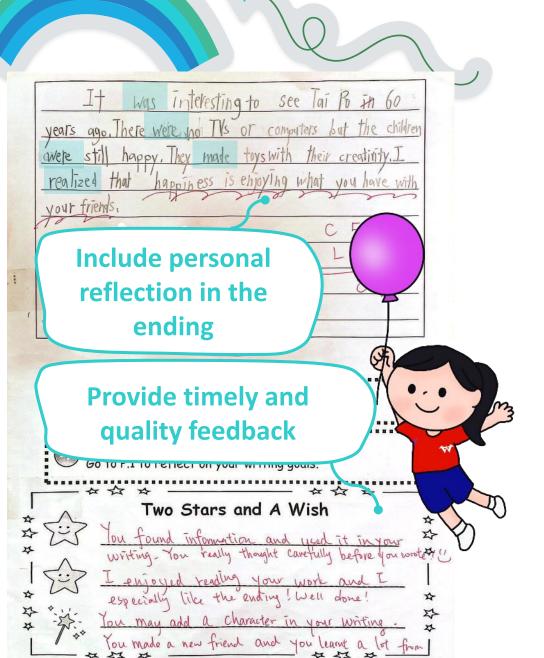
them very much!



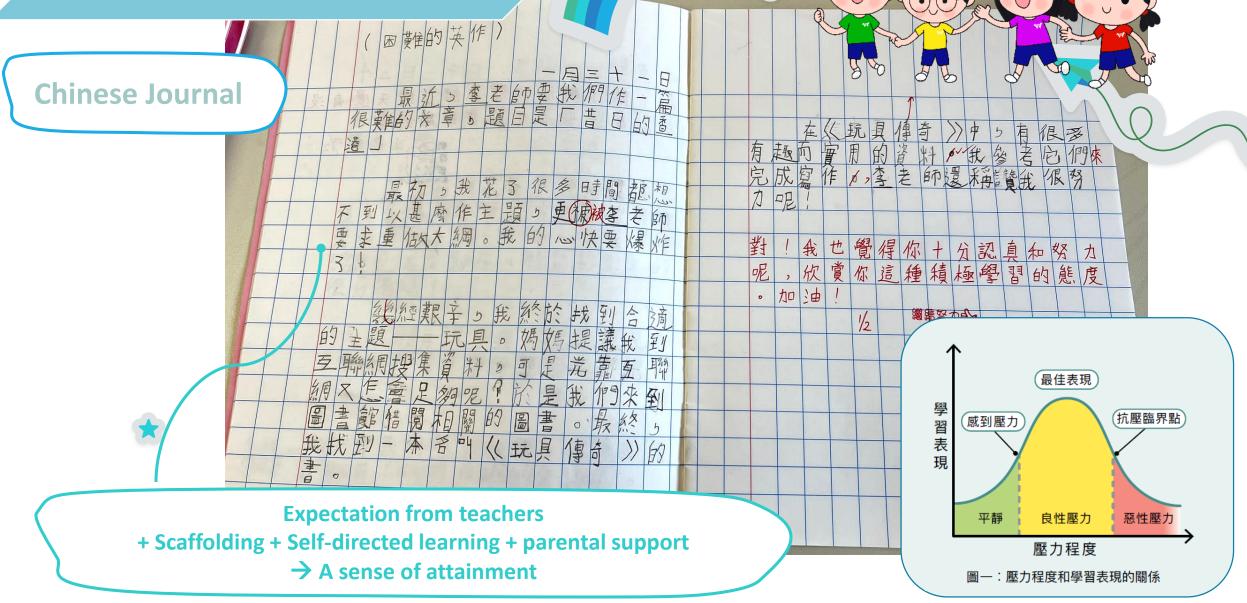
Write your time travel journal. Mission: What did children play 60 years ago? Today the time machine took me back to Tai Poin: 1964, I was surprised because Ton PO was so different 69 yeatsigo Evila saw a house It was the a a village, I could not believe my eyes! Went to a village, When I entered The Saw Torr playing together on the floor bot There were no children computers or TVs. There were only age few toys Alsos I could see three kinds of toy. They were flying chess beanbags cartaon papers. The cartoon papers looked cheap but the ildren treasures them very much and kept them safe in tion poxes. The children taught me how to play peakpags and we had a game, I lost but I empoyed a lot Children Treasul This goine when game AFE is his called for sharp eves

still

popular now!



## **Evaluation** (Post-instruction Stage)



# Synergy Between Assessment for Learning (AfL) and Assessment as Learning (AaL)



Assessment is an essential **part** of effective planning, learning and teaching. With effective assessment strategies and practices, schools can shape the assessment into positive learning experiences that promote self-efficacy and commitment to learning among students.

Source: ELE Section, CDI, EDB (2020)

# Thank you

For questions and professional exchange, please contact:

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