

Assessment for Learning: Territory-wide System Assessment 2024

13 December 2024

Secondary 3 – ENGLISH LANGUAGE

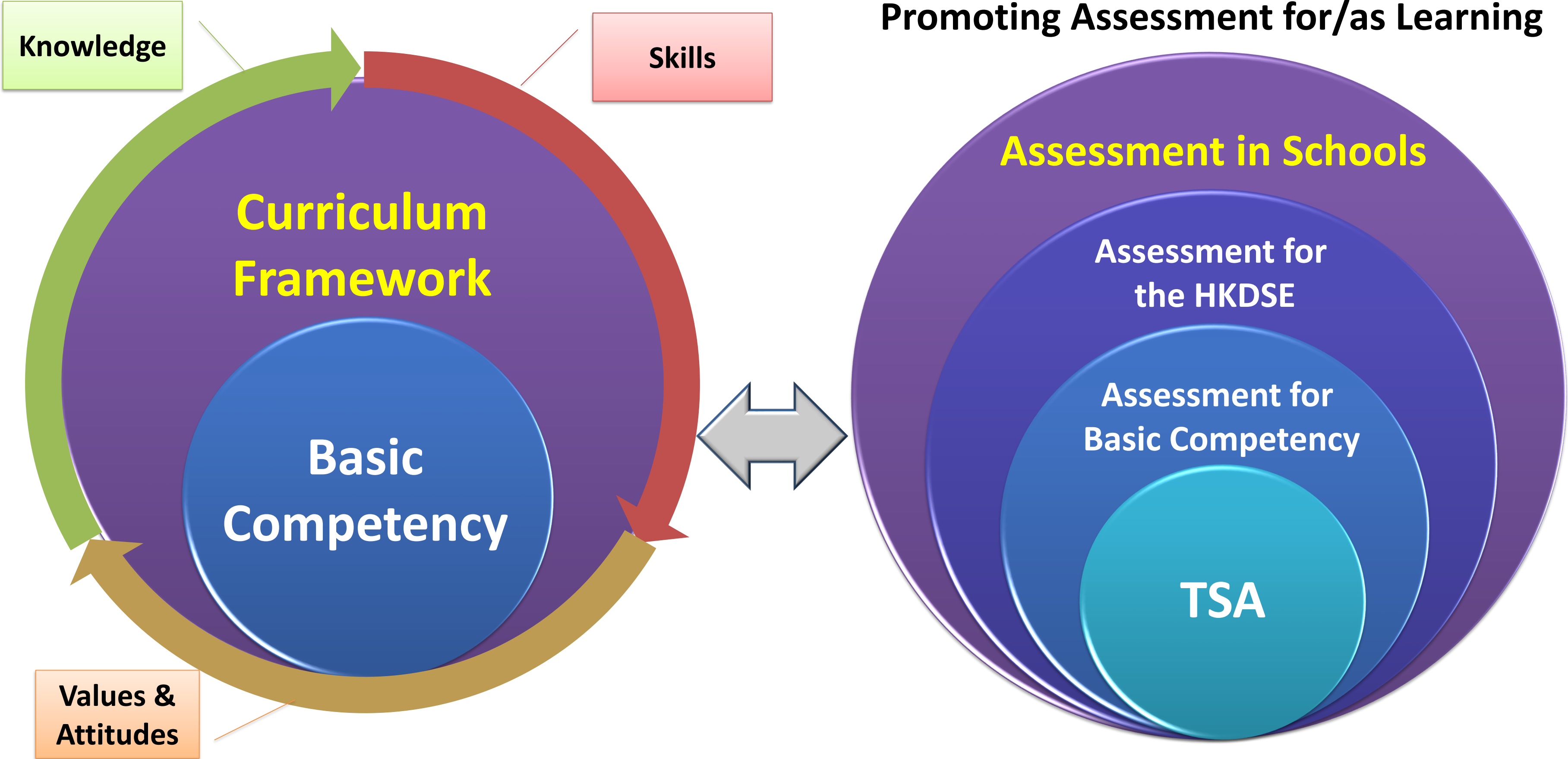
Learning and Teaching Support Sharing

English Language Education Section,
CDI, EDB

Curriculum Framework and Assessment



Curriculum Framework and Assessment



Ongoing Renewal of the School Curriculum

Life-long
Learning



Self-directed
Learning

An ongoing
metacognitive
experience

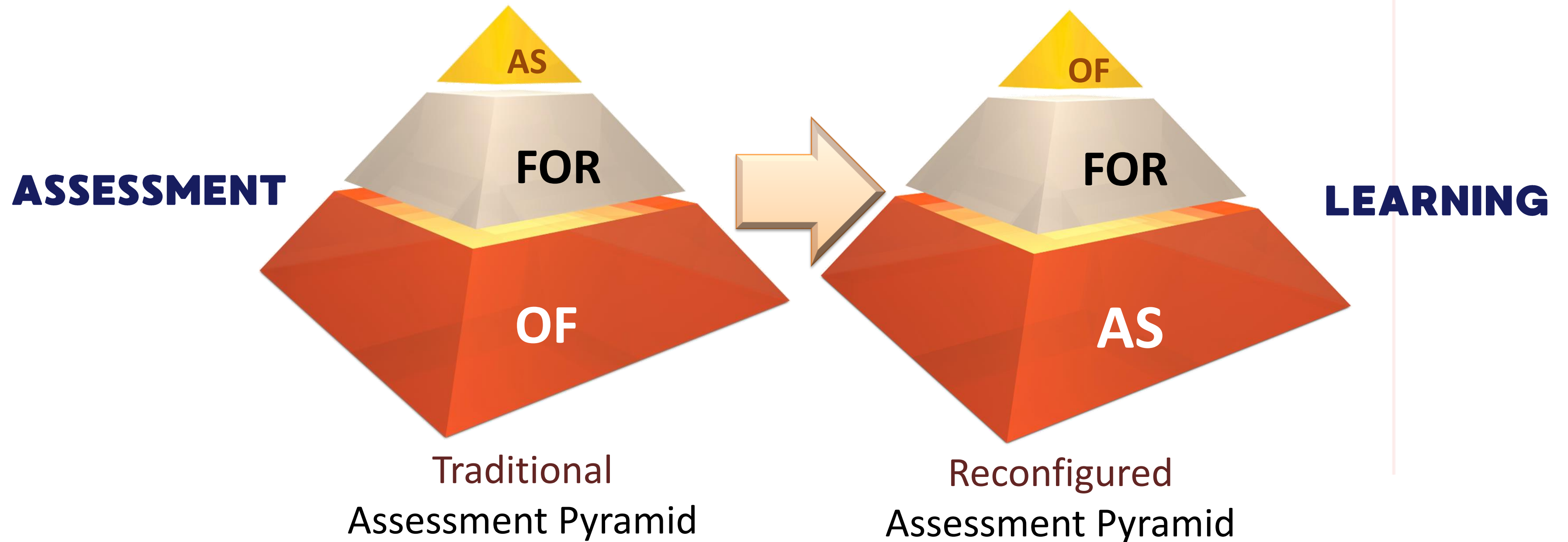
Developing
a habit of mind to
continually

- review their learning progress
- make improvement

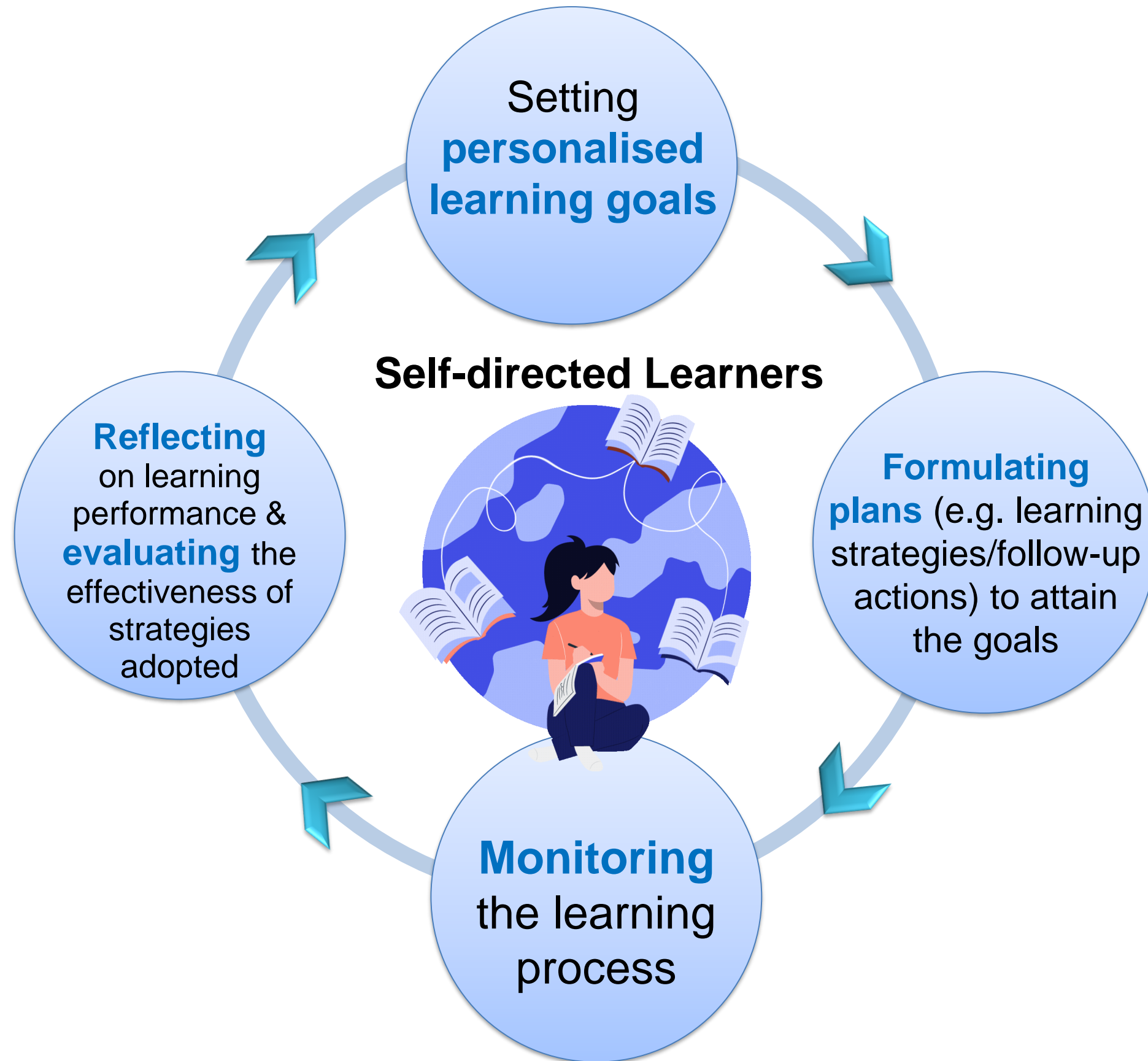
Taking
ownership of their
own learning
gradually

Purposes of Assessment

🌱 Shifting the Balance



Promoting Assessment for/as Learning

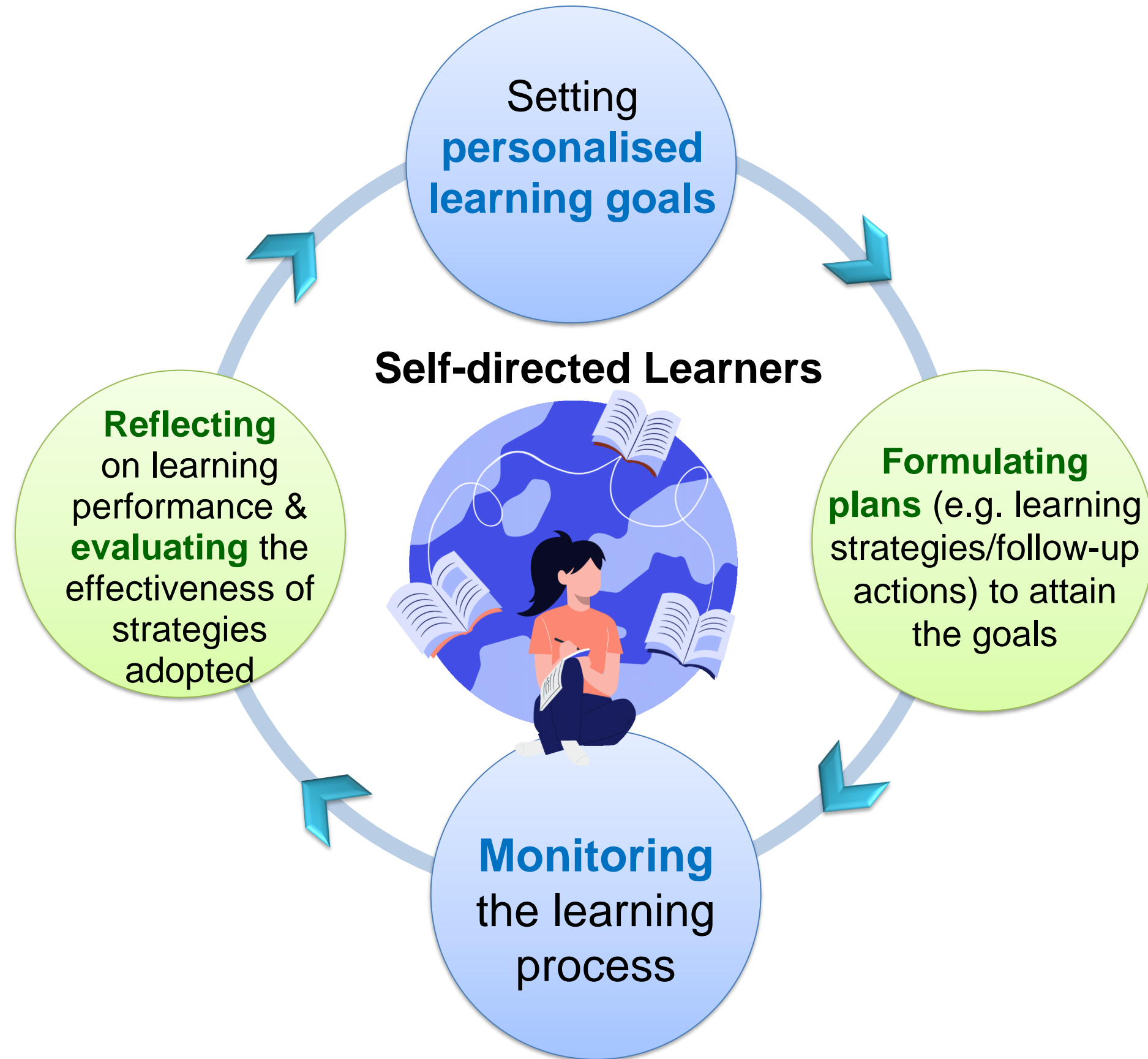


Q WHAT?

Teachers' Role?



Promoting Assessment for/as Learning



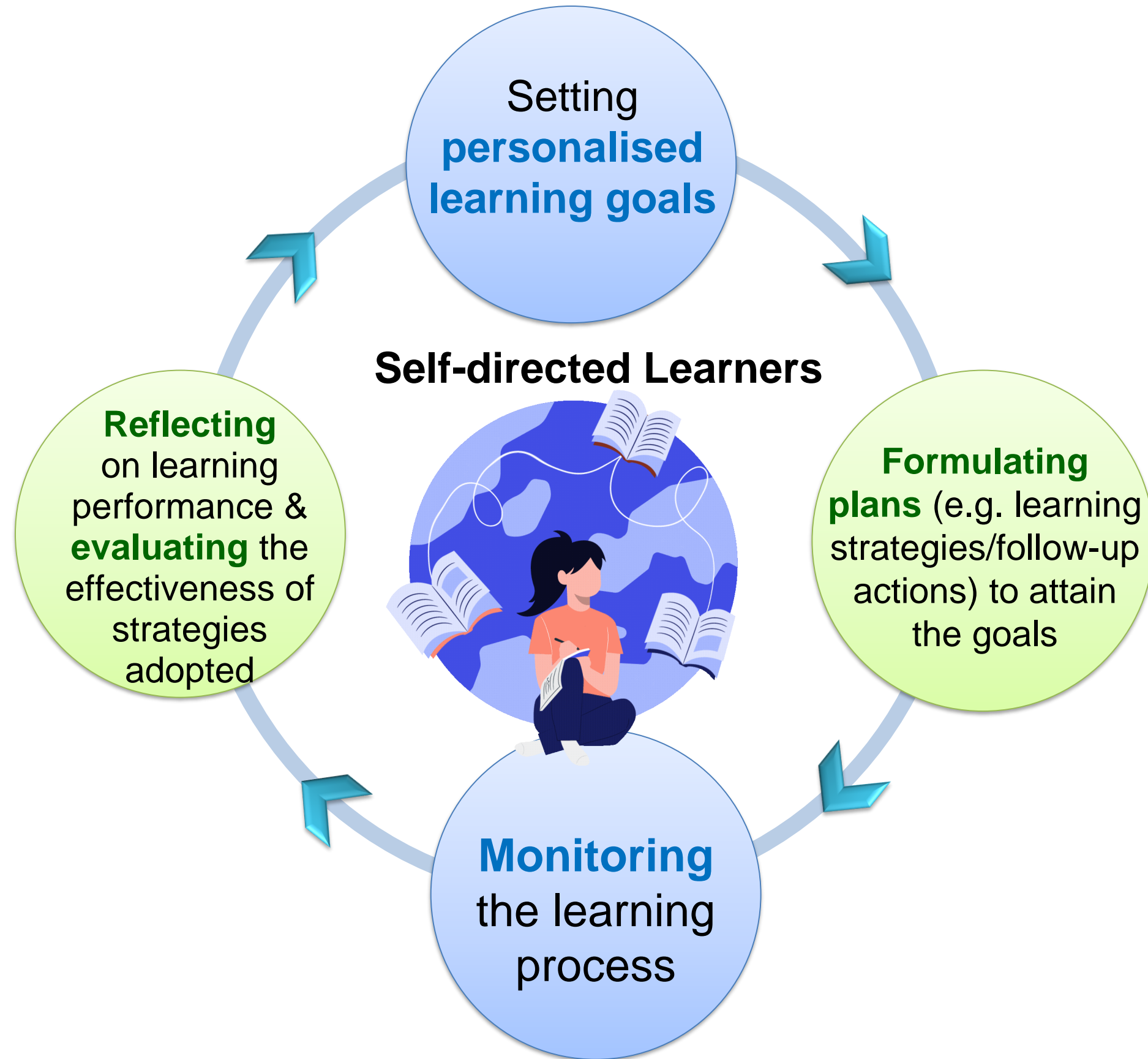
🔍 WHAT?

Teachers' Role?

Equipping students with the learning strategies

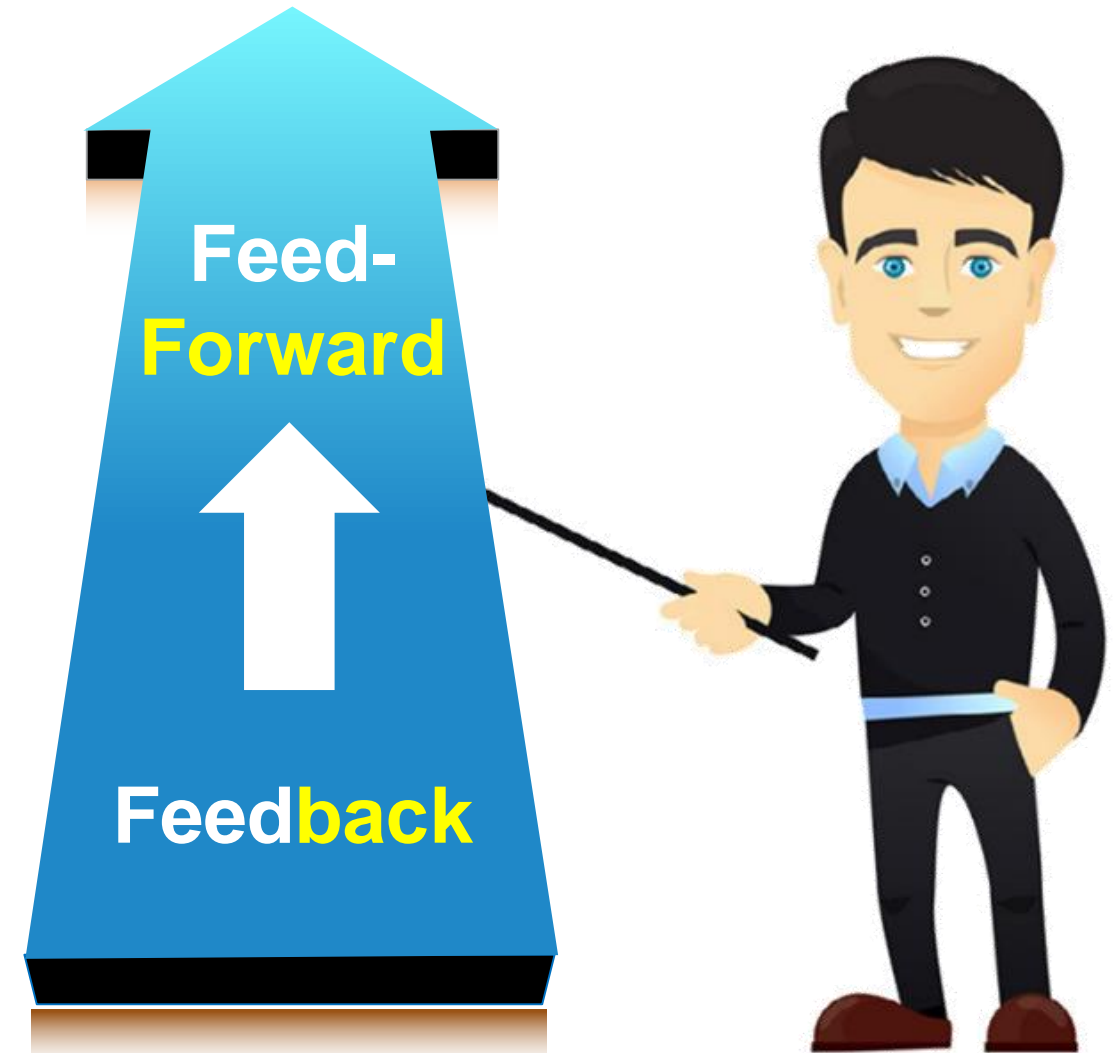


Promoting Assessment for/as Learning

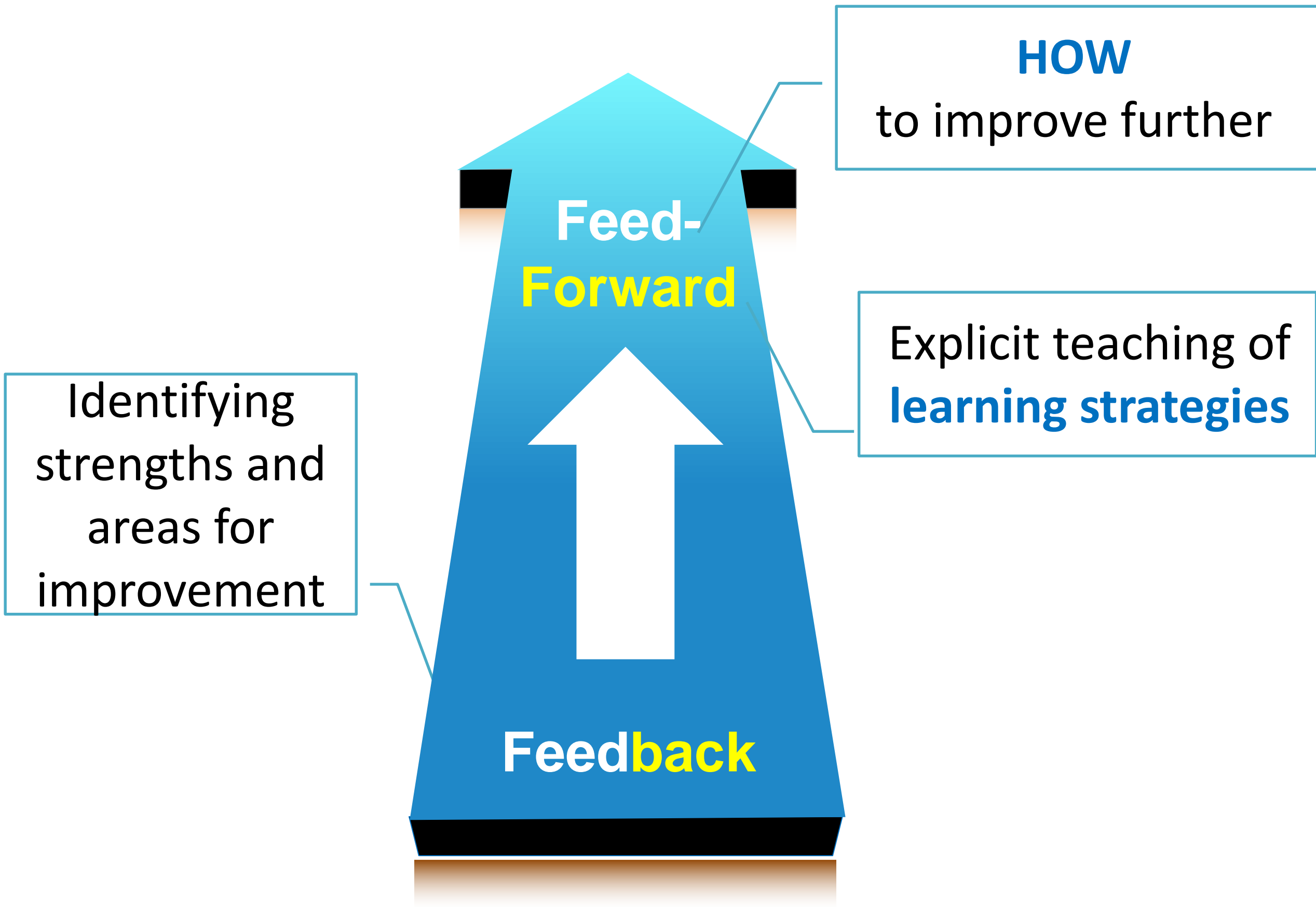


🔍 HOW?

Teachers' Role?



Promoting Assessment for/as Learning



🔍 **HOW?**

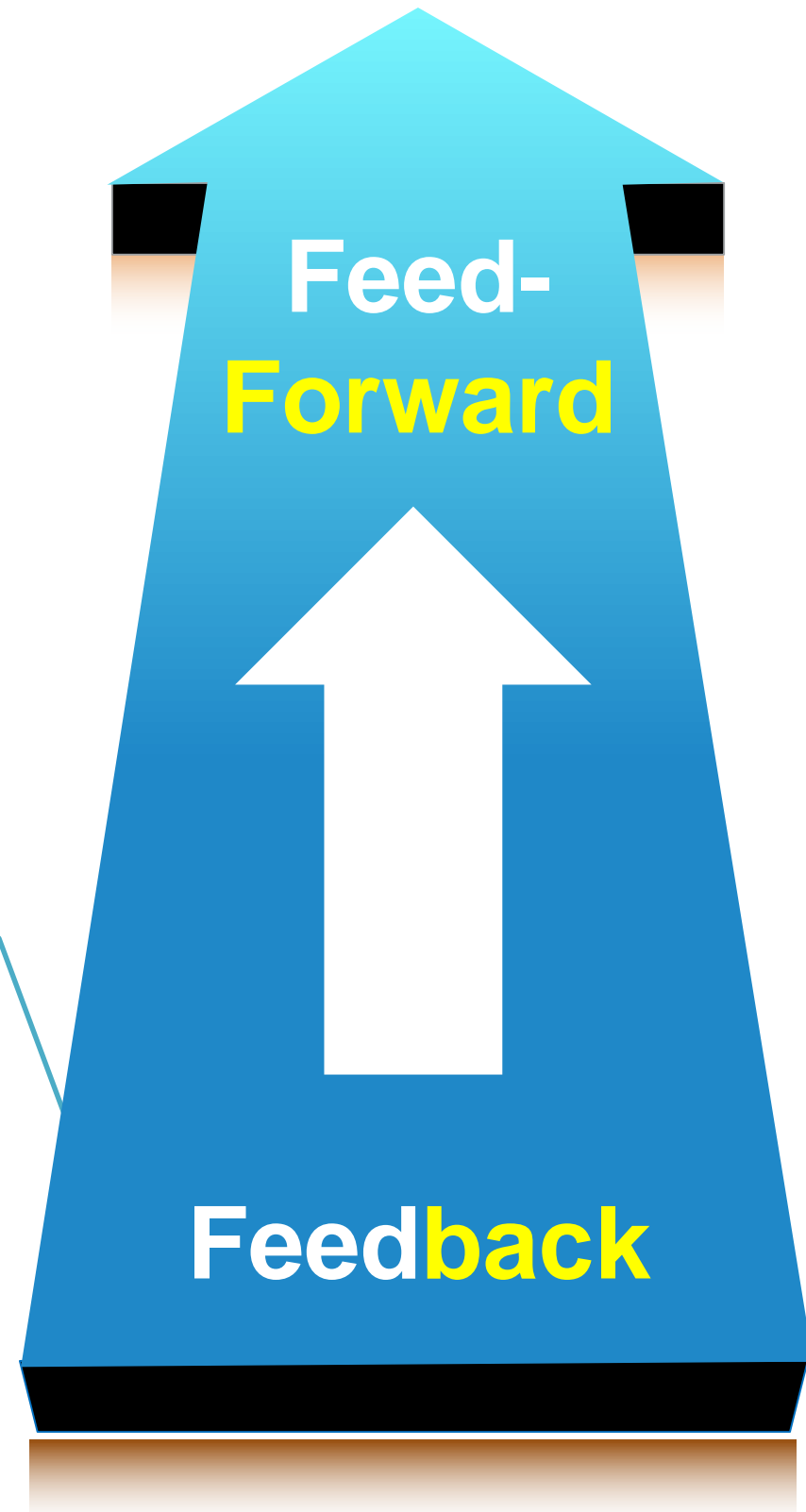
Teachers' Role?



Use of Assessment Data (TSA) to Inform Learning, Teaching & Assessment



Data from the TSA Report



Identifying strengths and areas for improvement

Promoting Assessment for/as Learning

... students still found it difficult to understand the meaning of unfamiliar words and expressions ...

[Reading: 2019, 2023, 2024]

A lack of topic specific vocabulary hindered some students from expressing their ideas logically and/or fluently and they relied predominantly on the picture prompts provided...

[Writing: 2019, 2023, 2024]

Vocabulary Challenges

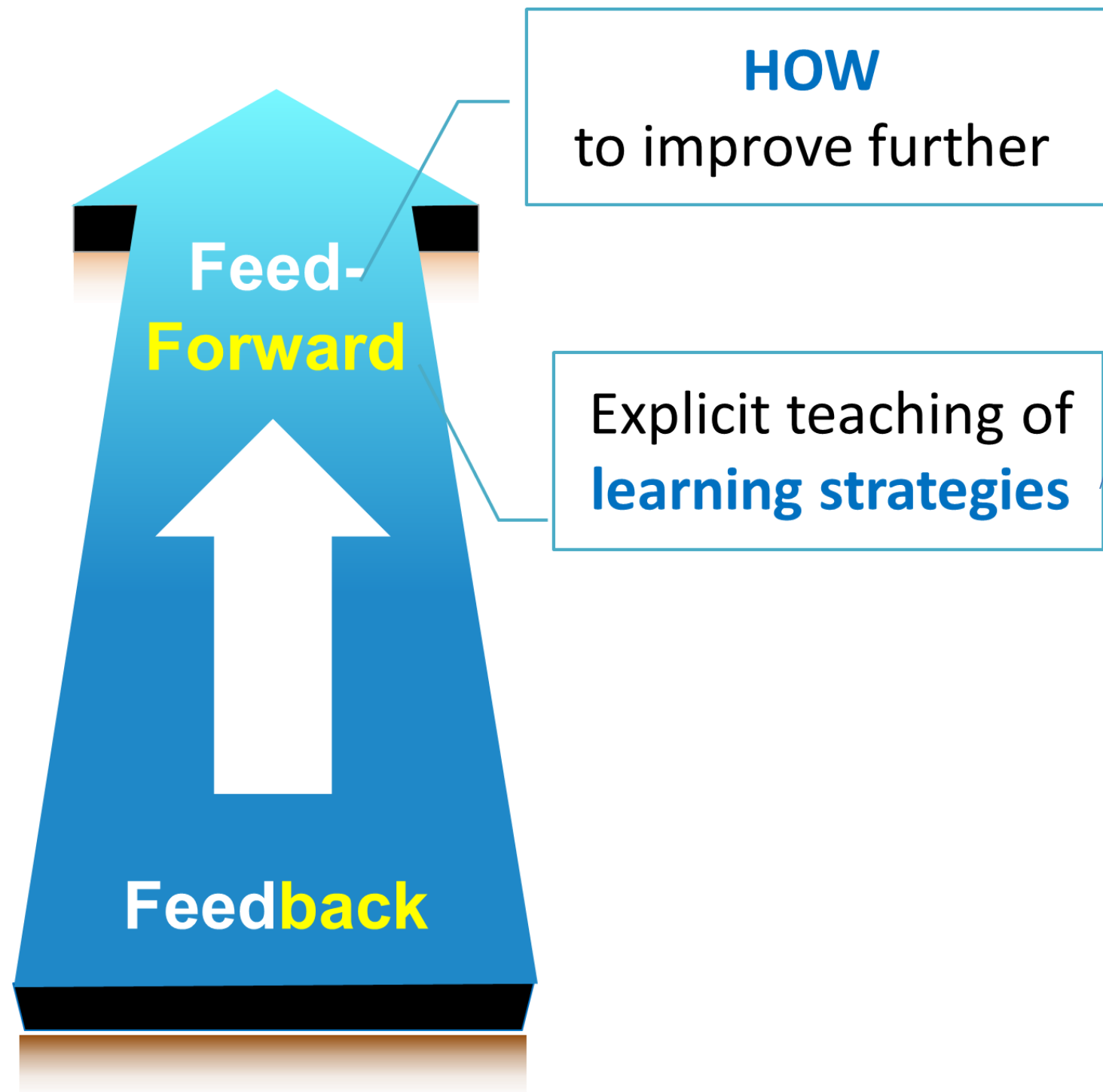
Students lacked the knowledge to work out the pronunciation of unfamiliar words.

[Speaking: 2019, 2023, 2024]

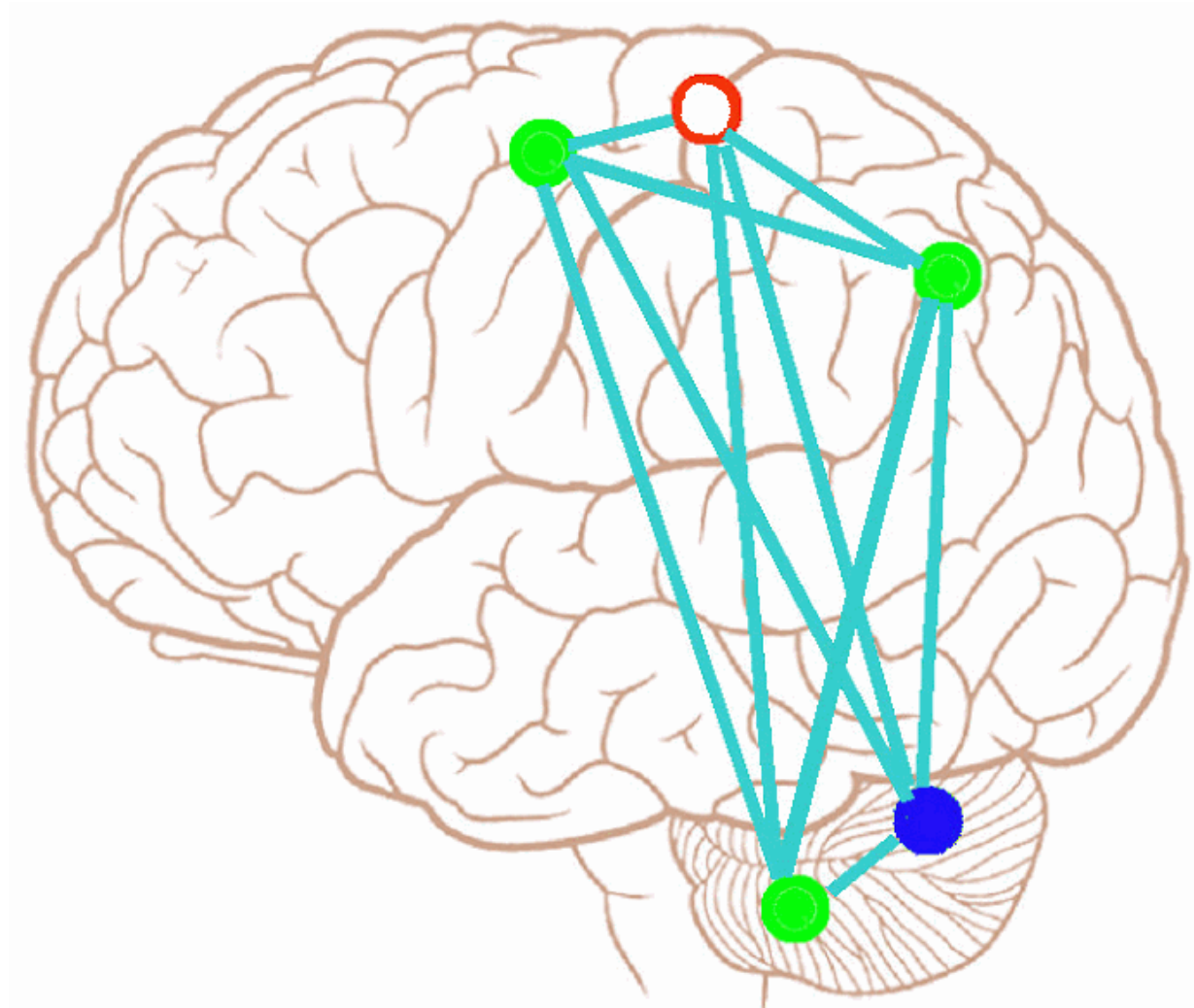
Spelling of simple vocabulary and numbers is an issue. Students were not able to spell simple vocabulary in the notes...

[Listening: 2019, 2023, 2024]

Helping Students Cope with Vocabulary Challenges



Explicit teaching of **Vocabulary Building Strategies**



The Mental Lexicon

To help students organise the words learnt and build associative networks in their minds effectively

Helping Students Cope with Vocabulary Challenges

Explicit teaching of Vocabulary Building Strategies

To help students organise the words they learnt and build associative networks in their minds effectively .

Syntagmatic Associations

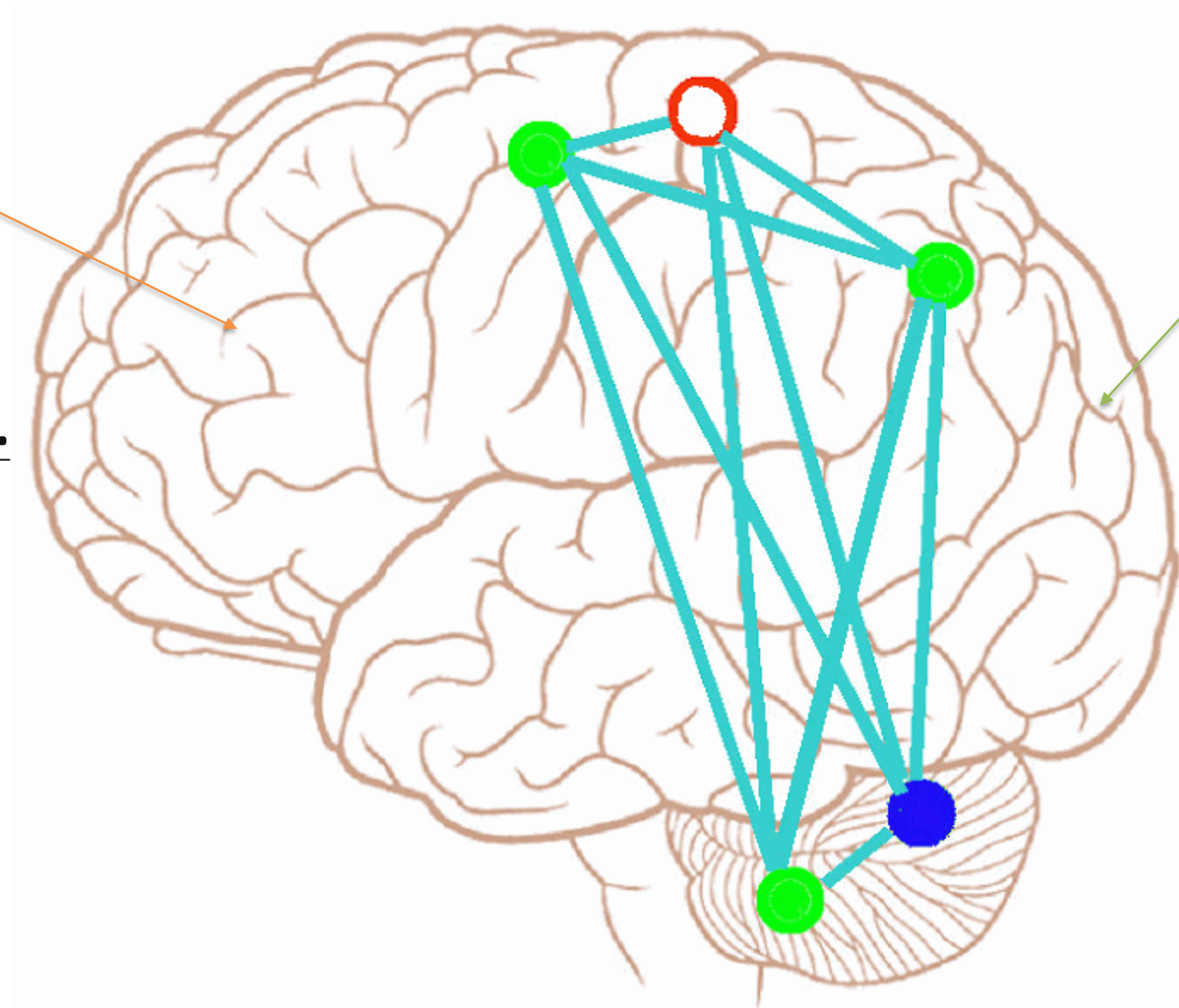
Focusing on word combinations, e.g.

- Collocation (lexical)
- Colligation (grammatical)
- Idioms

Paradigmatic Associations

Focusing on the semantic relationship, e.g.

- Word families
- Synonyms
- Antonyms



The Mental Lexicon

Helping Students Cope with Vocabulary Challenges



Explicit teaching of Vocabulary Building Strategies (Examples)

HOW
to improve further

Explicit teaching of
learning strategies

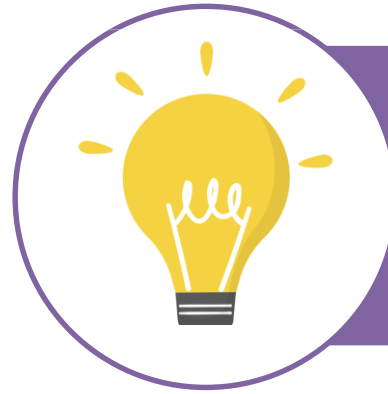
Making Use of Structural Information

Creating Associations

Applying Phonics Knowledge



Helping Students Cope with Vocabulary Challenges



Making Use of Structural Information

Examples of Word Formation

Knowledge of Word Formation	Examples
Affixation	<ul style="list-style-type: none">• <u>exhale</u> (prefix: “ex-”; meaning: away from)• <u>civilisation</u> (suffix: “-ation”; meaning: the process of)
Compounding	“test” + “tube” → “test tube”
Blending	“smoke” + “fog” → “smog”

Helping Students Cope with Vocabulary Challenges



Making Use of Structural Information

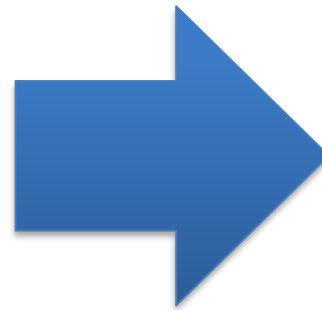
Examples of Nominalisation

Verb → Noun	Adjective → Noun
<ul style="list-style-type: none">• grow → growth• develop → development• starve → starvation	<ul style="list-style-type: none">• industrial → industrialisation• long → length• impure → impurity

Helping Students Cope with Vocabulary Challenges



Creating Associations



Syntagmatic relationships (Examples)

Play football

Go shopping

Film star

High performance



Musical Instrument

Drum

Violin

Guitar

Piano

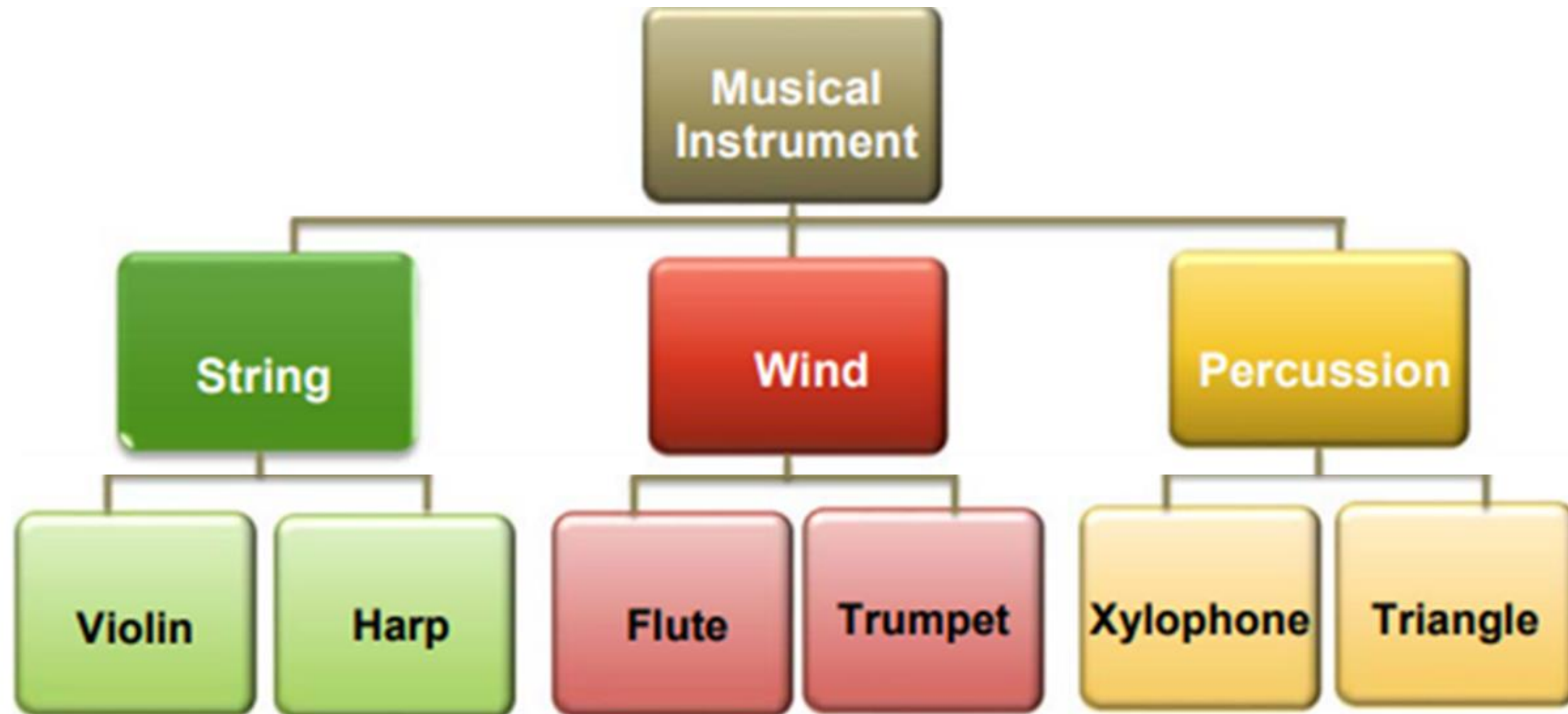
Paradigmatic relationships (Examples)

Helping Students Cope with Vocabulary Challenges



Creating Associations

An Example of Paradigmatic Associations



Helping Students Cope with Vocabulary Challenges



Applying Phonics Knowledge

Phonics Knowledge	Examples
Consonant digraphs	<ul style="list-style-type: none">• “ph” /f/ as in “<u>ph</u>armacy”• “ch” /k/ as in “<u>ch</u>aracteristics”
Syllables in multi-syllabic words	<p><u>A syllable consists of a vowel alone or a vowel and surrounding consonants</u></p> <ul style="list-style-type: none">• The word “computer” is made up of three syllables, “com/pu/ter”.

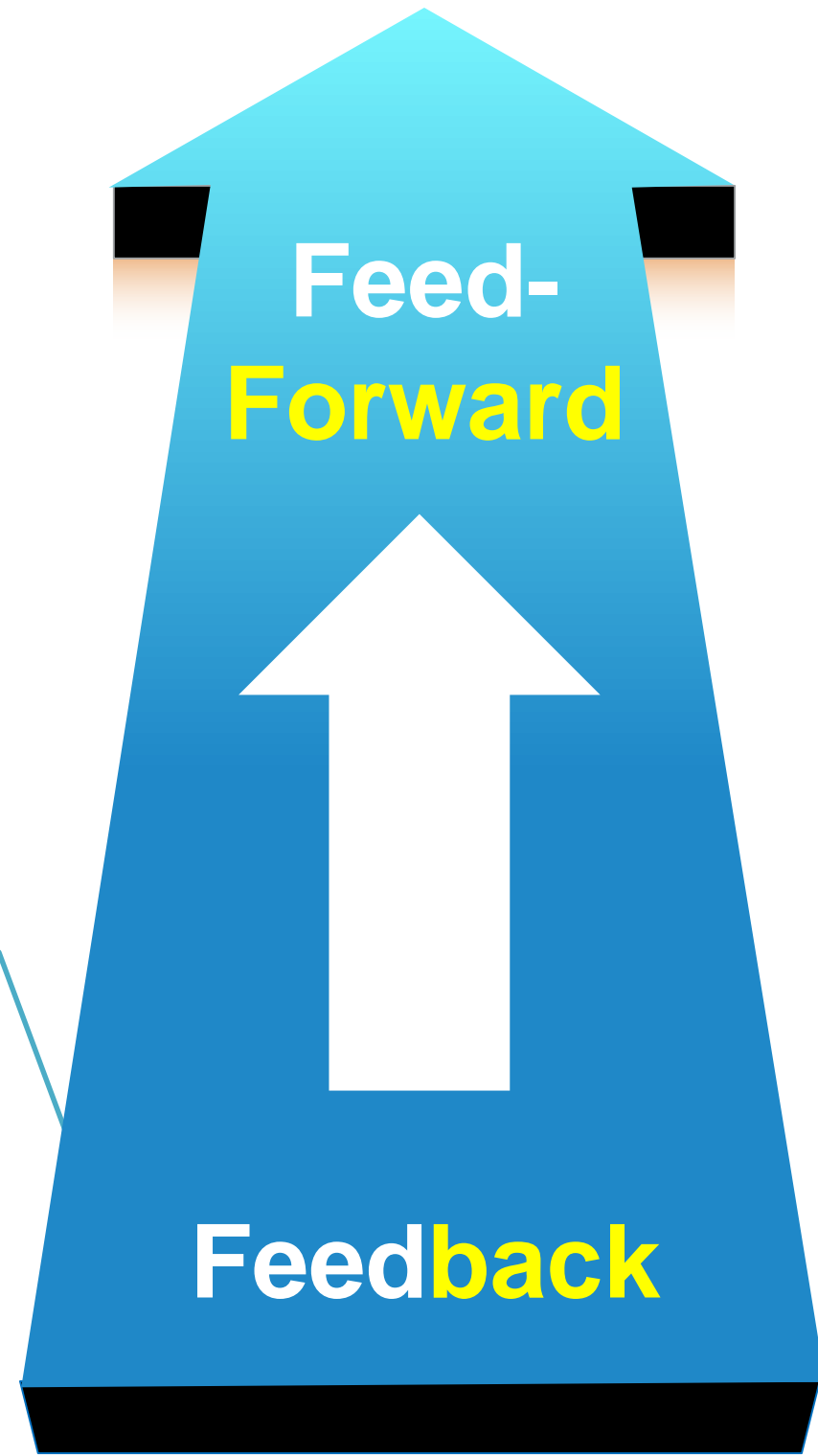
Helping Students Cope with Vocabulary Challenges



Applying Phonics Knowledge

Phonics Knowledge	Examples
Inflectional endings	<p><u>The “ed” at the end of verbs ending in “sh” makes a /t/ sound</u></p> <ul style="list-style-type: none">• “finished<u>ed</u>” <p><u>The ending consonant “s(e)” forms a syllable with “(e)s”</u></p> <ul style="list-style-type: none">• “increas<u>es</u>”
Prefixes and suffixes	<p><u>Prefix</u></p> <ul style="list-style-type: none">• “re-”, as in “<u>re</u>cycle” <p><u>Suffix</u></p> <ul style="list-style-type: none">• “-ation”, as in “acceler<u>ation</u>”

Data from the TSA Report



Identifying strengths and areas for improvement

Promoting Assessment for/as Learning

In “Individual Presentation”, some students relied heavily on the given prompts and could not elaborate on their ideas.

[Speaking: 2019, 2023, 2024]

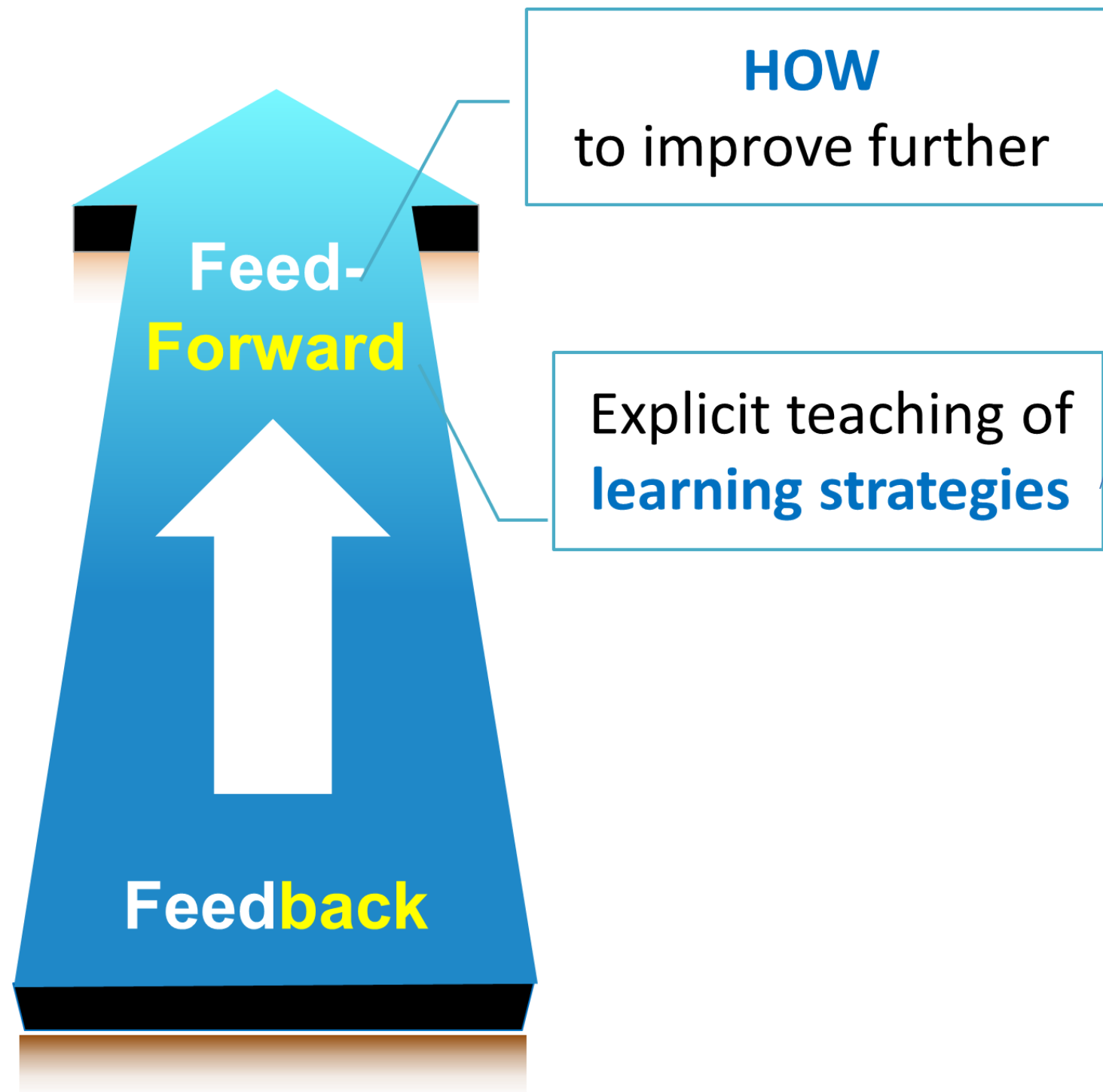
The length of some passages was too short and did not allow for much, if any, elaboration.

[Writing: 2024]



Elaboration of Ideas

Equipping Students with Strategies for Making Elaborations



Providing **Reference Points** for the
Assessment Criteria Using **Models of Good Work**

• Analysing models of good work

• Highlighting the strategies adopted

• Applying the strategies in similar contexts

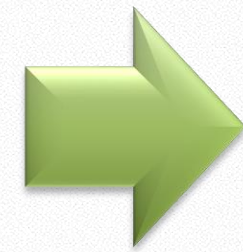
Equipping Students with Strategies for Making Elaborations



Providing **Reference Points** for the Assessment Criteria Using **Models of Good Work**

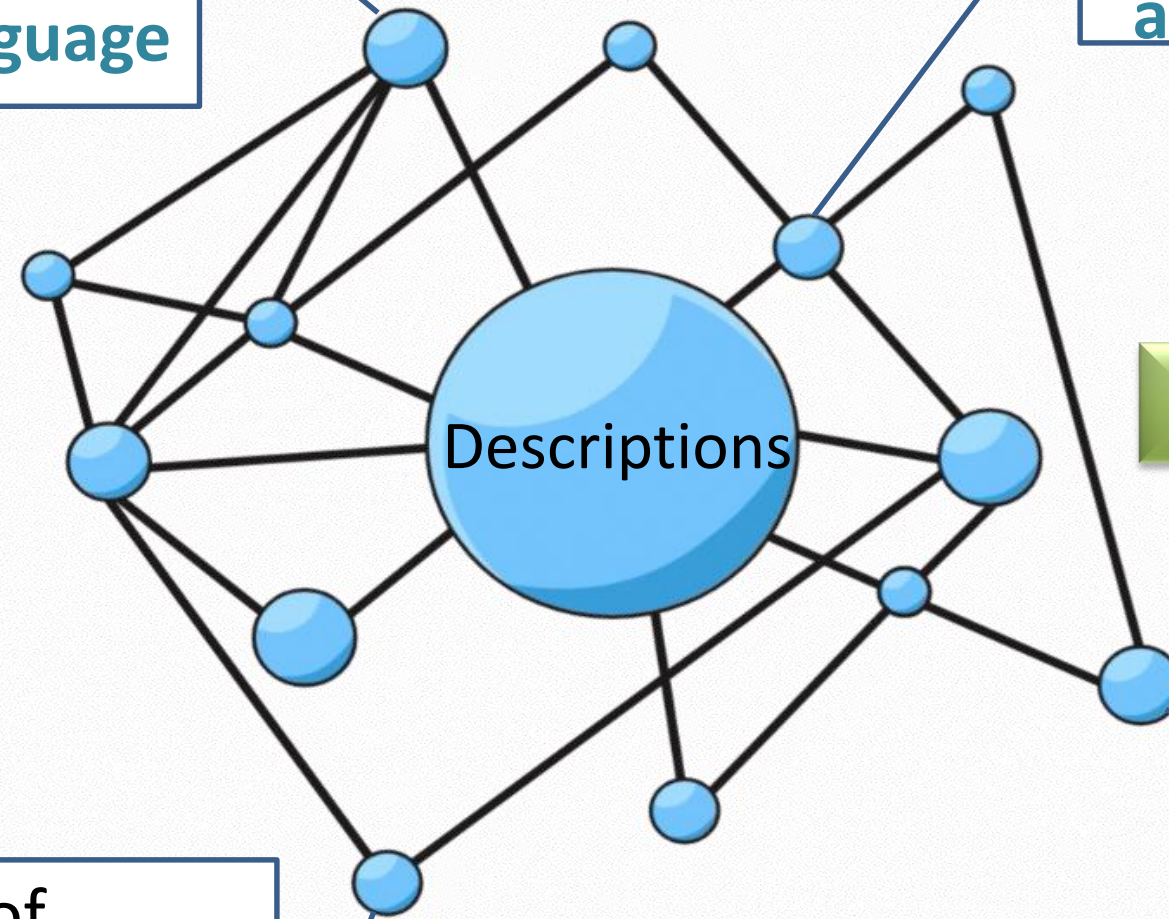
Highlighting the strategies adopted for making descriptions, e.g.

Applying the strategies in similar contexts



Use of **figurative language**

Use of **adjectives**



Use of **relative clauses**

Use of **prepositional phrases**



Analysing models of good work, e.g.

- authentic learning materials
- sample student work

Equipping Students with Strategies for Making Elaborations



Providing **Reference Points** for the Assessment Criteria Using **Models of Good Work**

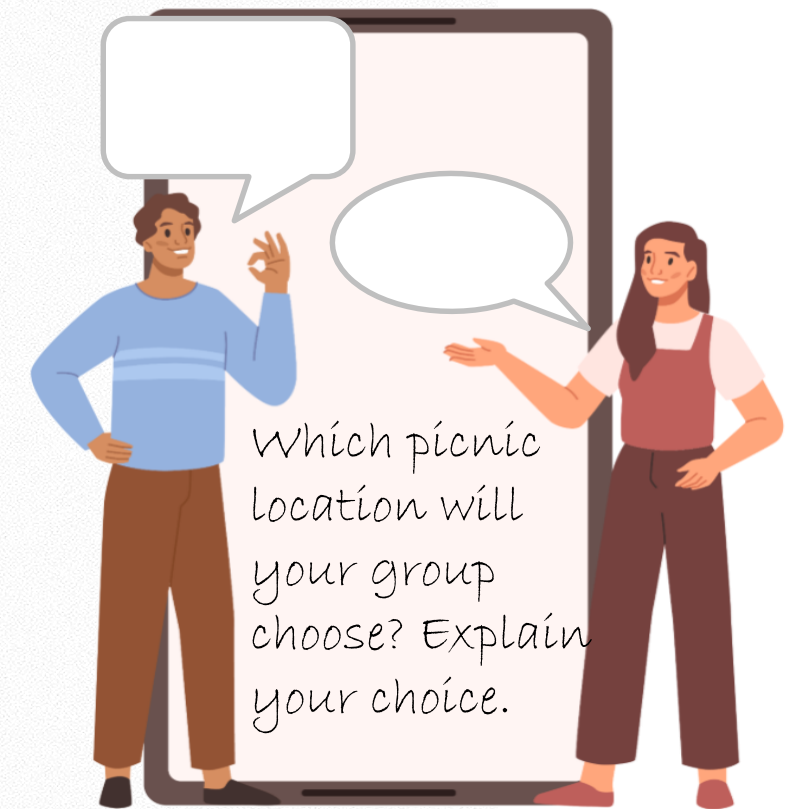
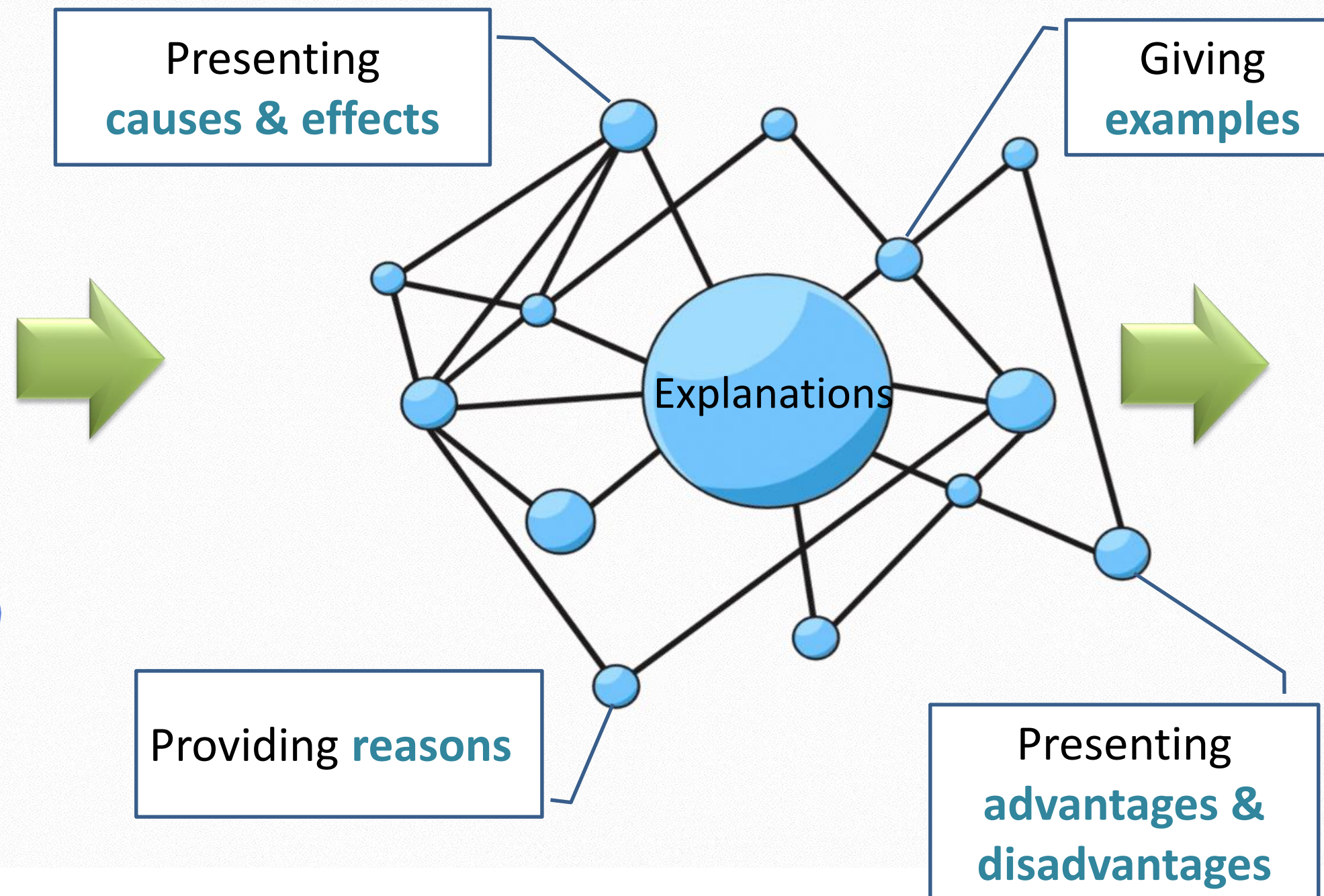
Highlighting the strategies adopted for giving explanations, e.g.

Applying the strategies in similar contexts



Analysing models of good work, e.g.

- authentic learning materials
- sample student work



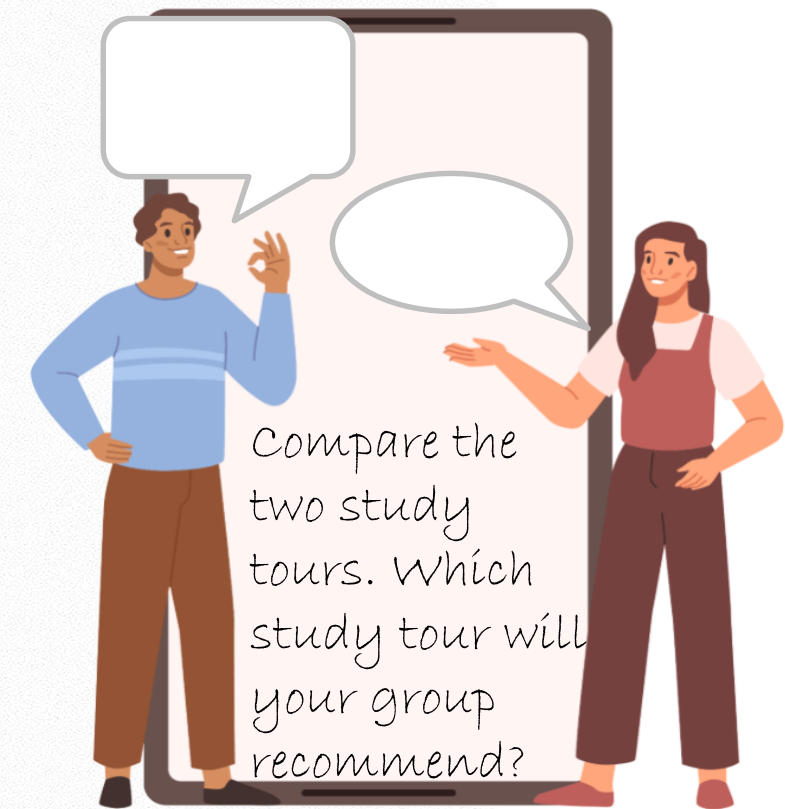
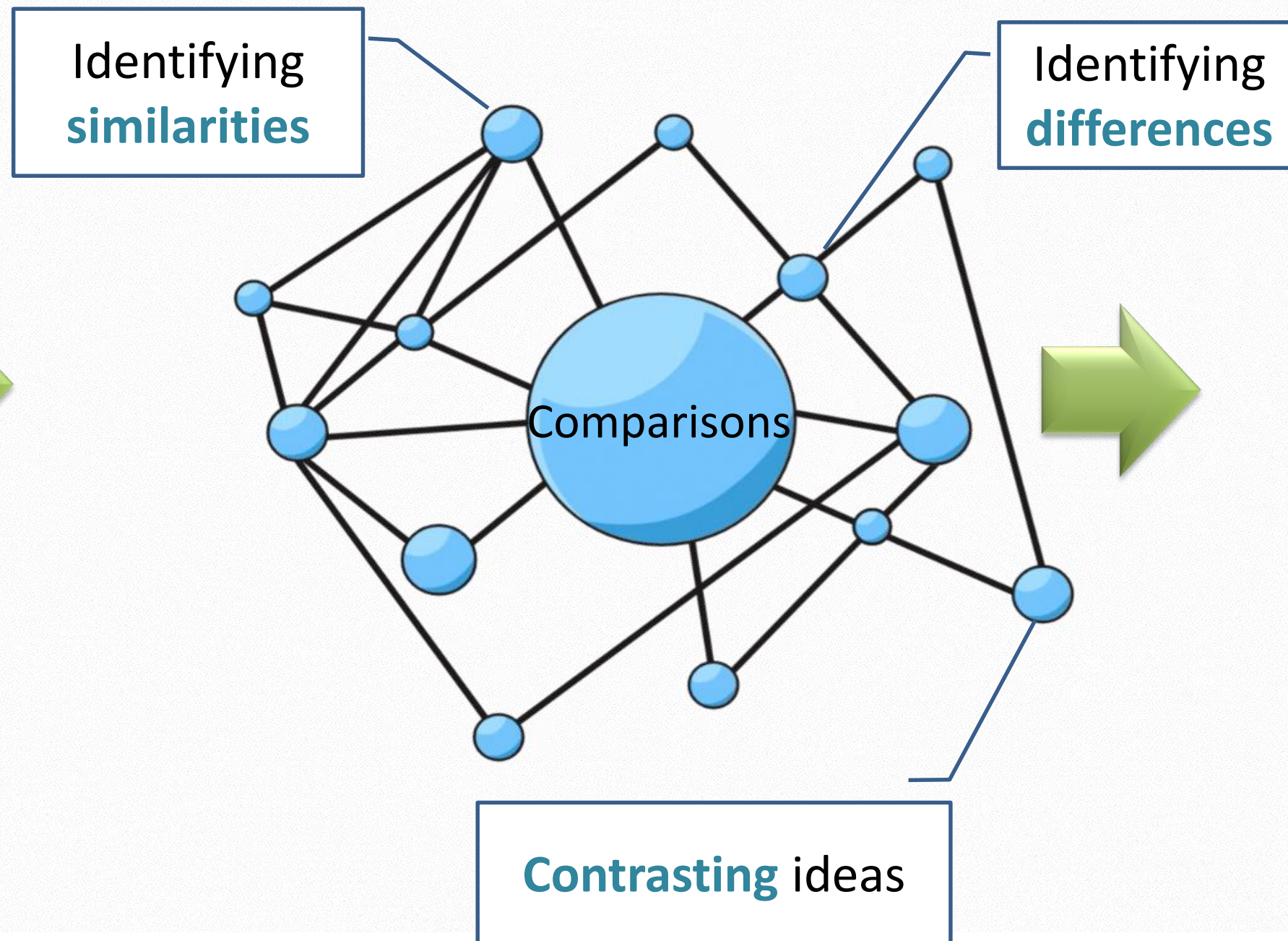
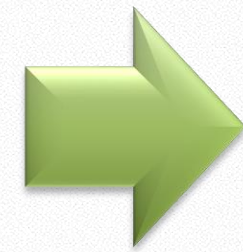
Equipping Students with Strategies for Making Elaborations



Providing **Reference Points** for the Assessment Criteria Using **Models of Good Work**

Highlighting the strategies adopted for making comparisons, e.g.

Applying the strategies in similar contexts



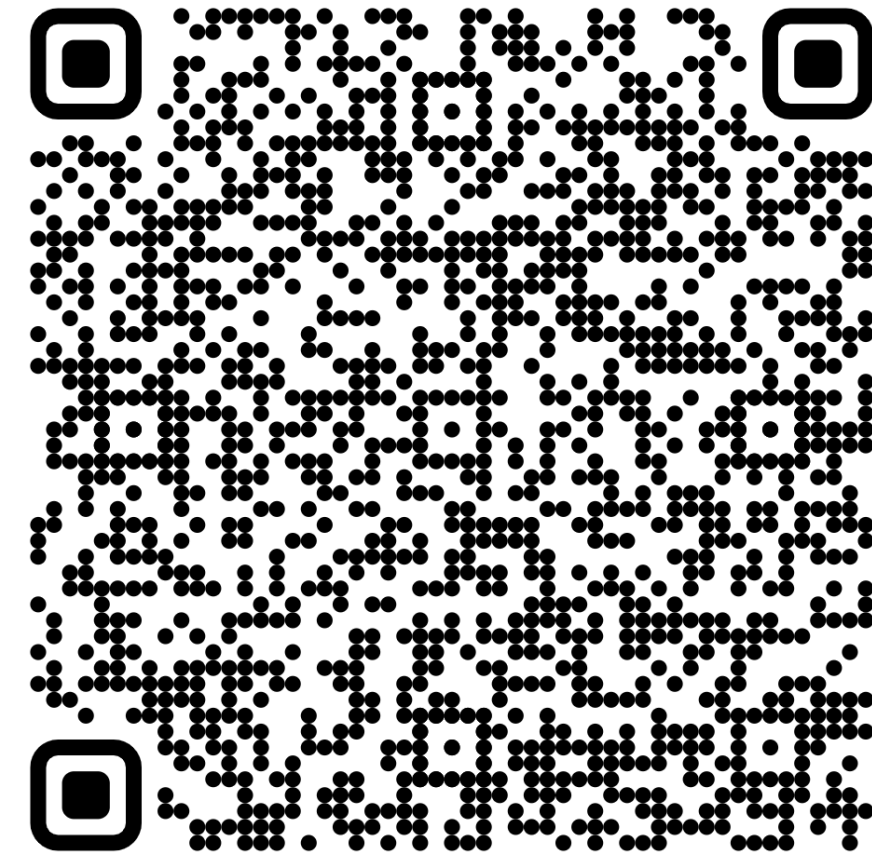
Analysing models of good work, e.g.

- authentic learning materials
- sample student work

Professional Development Programmes



References and Resources



ENGLISH LANGUAGE EDUCATION



THANK YOU.

