

Tracking Student's Learning through Comprehensive Enhancement of Assessment Literacy (QSIP – CEAL)

CCC Kei Wa Primary School

15th June, 2018



Our missions

- Strengthen the alignment of learning, teaching and assessment
- Brush up classroom assessment techniques
- Turn student participation as a learning and assessment (Assessment for & as learning)



Background information

- Primary 4
- Students are streamed
 - Class 4A → 4B → 4C → 4D
- Unit 5 Healthy Tips

• Identify sicknesses
• Give advice using 'should & shouldn't'

L. Nicole's friends are sick. Give her some advice to help them in about 60 words. 10%

Read the letter.

Dear Peter,

How are you? I want to tell you about our school picnic day yesterday.

We bought some fish balls, meat and sausages for the barbecue. When we were having the barbecue, it suddenly rained. May got wet because she didn't bring an umbrella. Then, she started to have a runny nose and a sore throat at night.

The sporty boys played volleyball in the afternoon. John and Paul ran to catch the ball at the same time. John fell down and broke his arm. We sent him to a hospital at once.

Most of us didn't enjoy the picnic day. I am worried about my friends. I hope my friends will get well soon.

Love,
Nicole

You are Peter. Write a reply to Nicole. The following questions may help you.

- What's the matter with May and John?
- What should / shouldn't May and John do? (Give at least 3 pieces of advice to each friend.)

Dear Nicole,

I am fine, thank you. I am sorry you did

Unit 5 Healthy tips

- Names of sicknesses
- Things people should / shouldn't do when they suffer from a certain kind of sickness

Objectives of the unit

Level 1

1. Write sentences with the modal 'should' using the base form of verbs.
2. Differentiate what people should / shouldn't do when they come across different sickness.

Level 2

1. Identify the problems and give appropriate advice.



Teaching steps & Objectives

| | Teaching Steps | Objectives |
|-----|---|---|
| 1. | Cooperative learning activity | Assessment for learning |
| i. | Ss took turns to give advice on different health problems with the modal 'should'. (S1 was asked to start writing) | To check whether <ul style="list-style-type: none">- students could identify the sickness and give appropriate advice, and- students could use the modal 'should' and the base form of verb correctly. |
| ii. | Each student used a different colour pencil | <ul style="list-style-type: none">- To make sure every student participated- T could quickly check if every student participated in the activity. |



Classroom assessment – Group work

Reasons for cooperative learning

- Most of the students enjoyed peer learning.
- Ss helped each other to apply the target learning. Work quality was enhanced through peer editing.
- Less stressful, especially for less able students. Groupmates' work served as a model to follow.



The 3 different problems

Peter ran across the road and was hit by a car.
He had a broken arm.

What should / shouldn't he do?

Jane forgot to bring an umbrella and she got wet.
She had a temperature and a runny nose.

What should / shouldn't she do?

Sam ate 3 packets of chilli potato chips. He had
a sore throat and a stomach ache.

What should / shouldn't he do?

Classroom assessment - Group work

Group: E

Sam ate 3 packets of chilli potato chips. He had a sore throat and a stomach ache.

What should / shouldn't he do?

1. He shouldn't eat too many chips. ✓
2. He shouldn't speak loudly. ✓
3. He shouldn't eat spicy food. ✓
4. He should go to a clinic to see a doctor. ✓
5. He _____
6. _____

Group: B

Jane forgot to bring an umbrella and she got wet.

She had a temperature and a runny nose.

What should / shouldn't she do?

1. She should see a doctor. ✓
2. She should cover her nose with tissue. ✓
3. She should take a rest at home. ✓
4. She should wear a mask. ✓
5. She shouldn't go to school. ✓
6. She should drink plenty of water. ✓
7. She should eat healthy food. ✓

Group: H

Peter ran across the road and was hit by a car.

He had a broken arm.

What should / shouldn't he do?

1. He should not run fast. ✓
2. He should take a rest at home. ✓
3. He should stay in bed. ✓
4. He should not wet the plaster. ✓
5. He should not do too much exercise. ✓
6. He should drink more milk. ✓
7. He should not carry heavy things. ✓

Writing: S1 → S2 → S3 → S4 → S1...

Peer check (Proofreading)

Instructions clearly stated

- Pass the paper to S2.
- Take turns to **read aloud** the sentences.
- **Circle** the sentence number after reading aloud the sentence.
- **Check and correct** the mistakes.



Teaching steps and tasks objectives clearly stated in the lesson plans and communicated with students.

| | Teaching Steps | Objectives |
|----|---|--|
| 2. | Peer check (Proofreading) | Assessment as learning |
| | i. Ss took turns to read aloud and check their groupmates' sentences. (S2 was asked to do the peer check first.) | <ul style="list-style-type: none"> - To let students read what their groupmates had written. - To provide students with opportunities to practise pronouncing and listening to the target vocabulary again. |
| | ii. Ss had to circle the sentence number after reading it aloud. | <ul style="list-style-type: none"> - To make sure students DID read the sentences aloud |
| | iii. Ss used their own colour pencils to check / correct mistakes. Students were reminded to check: <ul style="list-style-type: none"> - the use of base form of verbs - the plural/ singular/ uncountable nature of nouns - the relevance of the advice | <ul style="list-style-type: none"> - To improve students' accuracy of writing through peer reviewing and editing - To help students develop proofreading habits |

Classroom assessment - Group work

Group: F

Jane forgot to bring an umbrella and she got wet.

She had a temperature and a runny nose.

What should / shouldn't she do?

1. She should take a rest at home. ✓
2. She should see a doctor. ✓
3. She should wear a mask. ✓
4. She should drink more water. ✓
5. She should wear a jacket. ✓
6. She should eat some congee. ✓
7. She should do some exercise. ✓
8. _____

Group: D

Peter ran across the road and was hit by a car.

He had a broken arm.

What should / shouldn't he do?

1. He should drink more milk. ✓
2. He should be careful for a ~~cross~~ ^{be careful} ~~exercise~~ ^{exercise} the road. ✓
3. He should not do more exercise. ✓
4. He should not run across the road. ✓
5. He should eat more eggs. ✓
6. He should take a rest at home. ✓

Group: C

Sam ate 3 packets of chilli potato chips. He had

a sore throat and a stomach ache.

What should / shouldn't he do?

1. He shouldn't eat many chilli potato chips. ✓
2. He should take a rest. ✓
3. He should drink some water. ✓
4. He should eat healthy food. ✓
5. He shouldn't eat dirty food. ✓
6. He should wear a mask. ✓
7. _____

Peer check : S2 → S3 → S4 → S1 → S2...

Classroom assessment - Group work

Group: G

Jane forgot to bring an umbrella and she got wet.

She had a temperature and a runny nose.

What should / shouldn't she do?

1. She should see a doctor. ✓
2. She shouldn't go to school. ✓
3. She should do a lot of exercise when she get well. ✓
4. She should wear a mask. ✓
5. She should cover mouth when she has a runny nose. ✓
6. She should

Group: A

Peter ran across the road and was hit by a car.

He had a broken arm.

What should / shouldn't he do?

1. He should have more calcium. ✓
2. He should take a rest ^(at) home. ✓
3. He shouldn't ~~carry heavy things~~. ✓
4. You should drink more milk. ✓
5. You shouldn't do too much exercise. ✓
6. You should not wet the ^p _(plaster). ✓
7. _____

Teaching steps & Objectives

| | Teaching Steps | Objectives |
|----|--|---|
| 3. | Presentation + Q & A session | Assessment for + as learning |
| | i. Ss presented their groupwork in front of the class. | - To let everyone listen and get to know the advice for different sickness |
| | i. All Ss (the audience) jotted notes while their classmates were presenting. | - To let students practise note-taking , which is an essential skill for self-directed learning - To make sure audience show respect and pay attention to the presenters - It was found that Ss jotted notes in their own ways, e.g. keywords, symbols, pictures, first letters, ticks and crosses for should and shouldn't. |
| | i. Q & A session T checked the understanding of the class by asking what the presenting students said. Ss made use of their notes to answer teacher's questions. | - To let students process the ideas again and listen to new advice |

Assessment as learning – Students' notes

Group: C

Sam ate 3 packets of chilli potato chips. He had a sore throat and a stomach ache.

What should / shouldn't he do?

1. He shouldn't eat many chilli potato chips. ✓
2. He should take a rest. ✓
3. He should drink some water. ✓
4. He should eat healthy food. ✓
5. He shouldn't eat dirty food. ✓
6. He should wear a mask. ✓

7

X dirty food

- ✓ milk
- ✓ exercise
- ✓ egg
- ✓ rest

| | |
|-----------|----------|
| C | D |
| ✓ t a r | ✓ d m m |
| x e m c p | x d m e |
| ✓ d s w | x r q |
| ✓ e h f | ✓ e m e |

| | |
|----------|-------------|
| F | G |
| ✓ t a r | ✓ s a d |
| x s a d | x g t s |
| ✓ w a m | ✓ d a l o e |
| x d m w | ✓ w a m |
| ✓ e s c | |

| |
|-----------|
| H |
| ✓ n r f |
| x t a a h |
| ✓ s i b |
| ✓ d m m |

Lydia

Assessment as learning – Students' notes

| | |
|-----------------|--------------|
| ✓ eat many ○ | ✓ see doctor |
| ✓ take a rest | x school |
| ✓ drink water | ✓ w a mask |
| ✓ healthy food | ✓ ta rest |
| ✓ wear mask | x exercise |
| ✓ milk | ✓ milk |
| x exercise | |
| ✓ take a rest | |
| ✓ ↑ take a rest | |
| ✓ see doctor | |
| ✓ wear a mask | |
| ✓ do exercise | |

| | |
|------------|--|
| C | rest |
| Should | owe □, healthy food, wear a mask |
| Should not | eat □, dirty food |
| should | drink more milk, more egg, take rest |
| Should not | more excise wear a mask a |
| G | see doctor, a lot excise get bell |
| Should | cover his mouth when he has runny nose |
| Should not | go to school |
| H | run fast, sat in bed, drink more milk |
| should | do to mach excise, carry heavy thing |
| not | |

Assessment as learning – Students' notes

~~C~~ eat chip
 X take rest
~~A~~ healthy food
 milk
 egg
 take a rest
~~F~~ take a rest
 wear a mask
 water
 see a doctor
 X school
 wear a mask
 H. take a rest

| | | | |
|-----|---|---------|------|
| 1. | ✓ | healthy | milk |
| 2. | ✓ | rest | egg |
| 3. | ✓ | water | rest |
| 4. | ✓ | doctor | |
| 5. | ✓ | egg | |
| 6. | ✓ | | |
| 7. | X | dirty | |
| 8. | X | | |
| 9. | X | | |
| 10. | X | | |
| 1. | ✓ | doctor | rest |
| 2. | ✓ | doctor | bed |
| 3. | ✓ | | milk |
| 4. | ✓ | | |
| 5. | X | school | run |
| 6. | X | | |
| 7. | X | | |
| 8. | X | | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Assessment as learning – Students' notes

Group: C

Sam ate 3 packets of chilli potato chips. He had a sore throat and a stomach ache.

What should / shouldn't he do?

1. He shouldn't eat many chilli potato chips. ✓
2. He should take a rest. ✓
3. He should drink some water. ✓
4. He should eat healthy food. ✓
5. He shouldn't eat dirty food. ✓
6. He should wear a mask. ✓

7

Handwritten notes on a piece of paper, organized into columns labeled C, D, F, and G. A red circle highlights the 'C' column.

| C | D | Anna |
|---|--|------|
| <input checked="" type="checkbox"/> eat chilli potato | <input checked="" type="checkbox"/> milk | |
| <input checked="" type="checkbox"/> rest | <input checked="" type="checkbox"/> careful | |
| <input checked="" type="checkbox"/> water | <input checked="" type="checkbox"/> run | |
| <input checked="" type="checkbox"/> healthy food | <input checked="" type="checkbox"/> exercise | |
| <input checked="" type="checkbox"/> dirty Food | <input checked="" type="checkbox"/> egg | |
| <input checked="" type="checkbox"/> mask | <input checked="" type="checkbox"/> rest | |

| F | G | H |
|--|---|---|
| <input checked="" type="checkbox"/> rest | <input checked="" type="checkbox"/> congee | <input checked="" type="checkbox"/> mask |
| <input checked="" type="checkbox"/> see doctor | <input checked="" type="checkbox"/> exercise | <input checked="" type="checkbox"/> cover mouth |
| <input checked="" type="checkbox"/> mask | | <input checked="" type="checkbox"/> run |
| <input checked="" type="checkbox"/> water | | <input checked="" type="checkbox"/> rest home |
| <input checked="" type="checkbox"/> jacket | <input checked="" type="checkbox"/> see doctor | <input checked="" type="checkbox"/> stay bed |
| | <input checked="" type="checkbox"/> go school | <input checked="" type="checkbox"/> exercise |
| | <input checked="" type="checkbox"/> exercise well | <input checked="" type="checkbox"/> milk |
| | | <input checked="" type="checkbox"/> carry heavy |

Homework – Individual assessment

- Ss had to write a reply on the 3 different kinds of sicknesses mentioned in a letter.
- Ss had to make use of what they had learnt / what they had heard in class.



Sandy got a letter from her cousin Rose. Read the letter.

Dear Sandy,

How are you? I want to tell you about our class camp last weekend.

Before we started off, everyone was excited. We prepared some seafood, meat and vegetables for the barbecue. We also bought plenty of crisps and chocolates to share.

The sporty boys played football in the afternoon. After that, Peter ate three cups of ice cream to cool himself down. He also finished most of the snacks we brought. Then, he started to have a cough and a sore throat at night. He coughed so badly that he could not sleep.

Harry had a stomach ache at night. He said he was very hungry at the barbecue. He ate plenty of food quickly. He might have eaten some uncooked food.

The next morning, Sam rented a bicycle and cycled along the river. He cycled fast. He said 'hi' to us when he saw us. Not long after, he bumped into a tree and broke his leg. It was so painful that he could not stop crying. Poor Sam!

Most of us didn't enjoy the camp. I am worried about my friends. I hope my friends will get well soon.

Love,
Rose

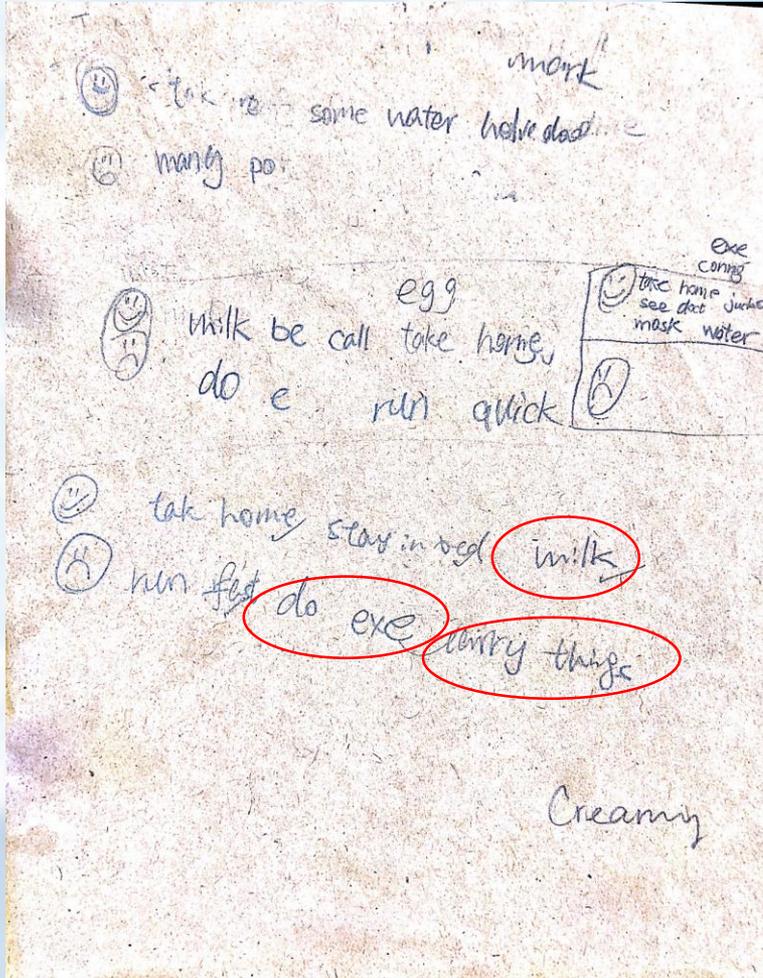


Give some advice to Rose's friends.

| | Problems | What should / shouldn't they do? |
|-------|--------------------------|--|
| Peter | a cough a sore throat | <p>7. He should cover his mouth or wear a mask. ✓</p> <p>1. He shouldn't speak loudly. ✓</p> <p>2. He should take some medicine. ✓</p> <p>3. He shouldn't eat cold food. ✓</p> <p>4. He shouldn't drink soft drinks. (soft drinks) ✓</p> <p>5. He should see a doctor. ✓</p> <p>6. He should do more exercise when he get ^(gets) well. ✓</p> |
| Harry | a stomach ache | <p>1. He should eat congee. ✓</p> <p>2. He shouldn't eat uncooked seafood or meat. ✓</p> <p>3. He shouldn't eat dirty food or food from hawkers. ✓</p> <p>4. He should wash the vegetables before he cook ^(cooks) them. ✓</p> <p>5. He should wash his hands before meals. ✓</p> |
| Sam | a broken leg | <p>1. He should have more calcium. ✓</p> <p>2. He should stay in bed. ✓</p> <p>3. He should eat more eggs and drink more milk. ✓</p> <p>4. He shouldn't run. ✓</p> |

Homework of Group G S4

Notes of Group G S4



You are Sandy. Write a reply to Rose in about 60 words. Give her some advice to help her friends.

Dear Rose,

I am fine, thank you. I'm sorry to hear that you did not enjoy the camp and your friends are sick. I want to give you some advice to help your friends.

Peter has a cough and a sore throat. He should wear a mask. He should cover his mouth when he coughs. He shouldn't speak loudly. He should drink more water. He should see a doctor.

Harry has a stomach ache. He should wash his hands before meals. He shouldn't eat dirty food. He shouldn't buy food from hawkers. He shouldn't eat plenty of food quickly. He shouldn't eat uncooked seafood and meat.

Sam has a broken leg. He should take a rest at home. He should stay in bed. He shouldn't do too much exercise. He shouldn't carry heavy things. He should drink more milk. Milk is rich in calcium. Milk is good for bones. He shouldn't wet the plaster. He shouldn't run fast.

I hope my advice will help your friends. I hope

Homework of Group G S4

You are Sandy. Write a reply to Rose in about 60 words. Give her some advice to help her friends.

Dear Rose,

I am fine, thank you. I'm sorry to hear that you did not enjoy the camp and your friends are sick. I want to give you some advice to help your friends.

Peter has a cough and a sore throat. He should wear a mask. He should cover his mouth when he coughs. He shouldn't speak loudly. He should drink more water. He should see a doctor.

Harry has a stomach ache. He should wash his hands before meals. He shouldn't eat dirty food. He shouldn't buy food from hawkers. He shouldn't eat plenty of food quickly. He shouldn't eat uncooked seafood and meat.

Sam has a broken leg. He should take a rest at home. He should stay in bed. He shouldn't do too much exercise. He shouldn't carry heavy things. He should drink more milk. Milk is rich in calcium. Milk is good for bones. He shouldn't wet the plaster. He shouldn't run fast.

I hope my advice will help your friends. I hope your friends will get well soon. Write back soon.

Love

Sandy

Exam of Group G S4

L. Nicole's friends are sick. Give her some advice to help them in about 60 words. 10%

Read the letter.

Dear Peter,

How are you? I want to tell you about our school picnic day yesterday.

We bought some fish balls, meat and sausages for the barbecue. When we were having the barbecue, it suddenly rained. May got wet because she didn't bring an umbrella. Then, she started to have a runny nose and a sore throat at night.

The sporty boys played volleyball in the afternoon. John and Paul ran to catch the ball at the same time. John fell down and broke his arm. We sent him to a hospital at once.

Most of us didn't enjoy the picnic day. I am worried about my friends. I hope my friends will get well soon.

Love,
Nicole

You are Peter. Write a reply to Nicole. The following questions may help you.

- What's the matter with May and John?
- What should / shouldn't May and John do? (Give at least 3 pieces of advice to each friend.)

Dear Nicole,

I am fine, thank you. I am sorry you did not enjoy the picnic day. I want to give your friends some advice.

May has a runny nose and a sore throat. She shouldn't speak loudly. She should cover her nose. She should wear a mask. She should take some medicine. She should drink more water.

John has a broken arm. He should stay in bed. He should take a rest. He shouldn't wet his plaster. He should eat more egg. He shouldn't carry heavy things. He should drink more milk. He should see a doctor.

I hope your friends will get well soon. Write back soon.

Love

Peter

Learning from peers (between groups)

Peers' group work (Gp. A & F)

- ③ He shouldn't ~~carry heavy things~~. ✓
- ④ You should drink more milk. ✓ →
- ⑤ You shouldn't do too much exercise. ✓
- ⑥ You should not wet the p ✓
(plaster) ✓
7. _____

- ② she should see a doctor. ✓
- ③ she should ~~wearing~~ a mask. ✓
- ④ She should drink more water. ✓
- ⑤ She should ~~wear~~ a jacket. ✓ →
- ⑥ She should eat some congee. ✓
7. she should do some exercise. ✓

Homework of Group E S1

Peter has a cough and a sore throat. He should see a doctor. He should cover his mouth when he cough, too. He shouldn't go to school. He ~~go to school~~ will infect other classmates. He shouldn't eat spicy food. Spicy food is bad for his throat.

Harry has a stomach ache. He should wash his hands before he eats. It ~~prevent~~ ^{protects} him from ~~he eats~~ some bacteria. He should take a rest. He should eat some congee. Congee can clear his stomach. He shouldn't eat seafood and meat.

Sam has a broken leg. He should stay in bed. He should drink more milk. Drink Milk is good for bones. He shouldn't carry heavy things. He shouldn't do too much exercise when he ~~is~~ ^{has} not ~~rehabilitation~~ ^{recovered yet}.

I hope my advice can help your friends.

Homework of Group E S1

Peter has a cough and a sore throat. He should see a doctor. He should cover his mouth when he coughs, too. He shouldn't go to school. He ~~go to school~~ will infect other classmates. He shouldn't eat spicy food. Spicy food is bad for his throat.

Harry has a stomach ache. He should wash his hands before he eats. It ~~prevent~~ ^{protects} ~~him from~~ ~~he eats~~ some bacteria. He should take a rest. He should eat some congee. Congee can clear his stomach. He shouldn't eat seafood and meat.

Sam has a broken leg. He should stay in bed. He should drink more milk. Drink Milk is good for bones. He shouldn't carry heavy things. He shouldn't do too much exercise when he ~~is~~ ^{has} not ~~rehabilitation.~~ ^{recovered yet.}

I hope my advice can help your friends.

Exam of Group E S1

Dear Nicole,

I am fine, thank you. I am sorry to hear that your friends are sick. I want to give you some advice to help them.

May has a runny nose and a sore throat. She should see a doctor. She should cover her nose with a tissue. She shouldn't go to school. She shouldn't eat spicy food. Spicy food is bad for her throat.

John has a broken arm. He should drink more milk. Milk is good for his bones. He should stay in bed. He shouldn't carry heavy things. He shouldn't do a lot of exercise.

I hope my advice can help your friends and them will get well soon. Write back soon.

Love,

Peter



Assessment as learning – Ss are learning from one another

Homework of Group A S4

Group: A

Peter ran across the road and was hit by a car.

He had a broken arm.

What should / shouldn't he do?

- S1**
- ①. He should have more calcium. ✓
 - ②. He should take a rest ^(at) home. ✓
carry heavy things.
 - ③. He shouldn't ~~carry heavy things~~. ✓
 - ④. You should drink more milk. ✓
 - ⑤. You shouldn't do too much exercise. ✓
 - ⑥. You should not wet the ^p ✓
(c) plaster
 7. _____

He shouldn't eat uncooked seafood or meat. They will ^{cause} make his stomach ^{aches} pain. He shouldn't eat food from hawkers. The food ^{is} are dirty. ✓

Sam has a broken leg. He should stay in bed. Don't run. He also should eat more eggs. Eggs are rich in protein. They are good for tissues and ^{muscles}. I think he should drink more milk, too. Milk is rich in calcium. It is good for bones. ✓

Homework of Group E S1

ne Luyis.

Harry has a stomach ache. He should see a doctor. He should eat ~~slowly~~. He should take some medicine. He shouldn't eat uncooked seafood or meat.

Sam has a broken leg. He should drink more milk. Milk is rich in ^{calcium} calcium. Milk is good for bones. He shouldn't do ~~more~~ ^{too much} exercise. He should stay in bed. He should take a rest at home.

Homework of Group H S2

Harry has a stomach ache. He should see a doctor and drink plenty of water. He shouldn't eat plenty of food quickly and he shouldn't eat uncooked seafood.

Sam has a broken leg. He should eat more food with calcium. He shouldn't do a lot of exercise, wet the plaster and carry heavy things.



Catering for learner diversity - Pair work for Class 4D



see a doctor

go to school

take a rest

take some medicine

eat too many sweets

Catering for learner diversity - Pair work for Class 4D (less able Ss)

New Magic Chapter 5

Name: Ricky, Abby, _____ Class: P.4

Emma has a temperature. What should / shouldn't she do?
Give her two advice.

1. She should drink more water.

2. she shouldn't eat too many sweets.

* she should see a doctor.

New Magic Chapter 5

Name: Mickey, Lamchi Hin, _____ Class: P.4

Holly has a runny nose. What should / shouldn't she do?
Give her two advice.

1. she should see a doctor.

2. she should drink more water.

* she should wear more clothes.

New Magic Chapter 5

Name: Winnie, Marco, _____ Class: P.4D

Holly has a runny nose. What should / shouldn't she do?
Give her two advice.

1. Holly should bring some tissues.

2. Holly should wear a mask.

* Holly should see a doctor.

4. Holly should cover ^{her} mouth and nose.



Level 1 task in final exam (Class 4D)

I. Billy is sick. Nicole is writing a note to him. Complete the note with 'should / should not'. 8%

should / should not

take more rest / play outside
eat ice cream / drink more water

1. He should take more rest. ✓
2. He should not play outside. ✓
3. He should not eat ice cream. ✓
4. He should drink more water. ✓

I. Billy is sick. Nicole is writing a note to him. Complete the note with 'should / should not'. 8%

should / should not

take more rest / play outside
eat ice cream / drink more water

1. You should drink more water. ✓
2. You should not eat ice cream. ✓
3. You should not play outside. ✓
4. You should ~~take~~ more rest. ✗



Conclusion

- **Assessment for learning**

- The group work and writing homework were used to collect evidence of student learning and provide feedback to enhance learning and teaching.

- **Assessment as learning**

- Ss read aloud, listened to and proofread their groupmates' work
- Ss jotted notes while the other groups were presenting.
- Skills for self-directed learning were strengthened.
- Ss recycled what they had heard and learnt in their group work and presentation and reproduced these items in their homework and examination.

- **Assessment of learning**

- Ss did quite well in both the level 1 'should / shouldn't advice task' and the level 2 writing task in the examination.
- Most Ss had a good grasp of the learning targets of the unit.

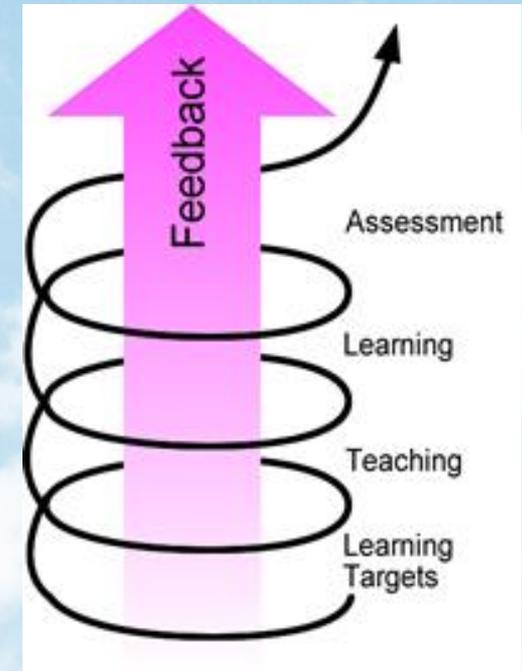
Conclusion

- **Diverse modes** of assessment activities were employed.
 - Ss took part in listening, speaking, reading and writing activities.
- Students were equipped with the essential knowledge for each forthcoming assessment task.
- There was close alignment of the learning tasks which included classroom assessment, peer assessment, individual assessment.
- These learning tasks got students well-prepared for the final exam.



Feedback to promote learning

- Most students demonstrated good understanding on giving appropriate advice with the modal 'should'.
- However, attention would have to be drawn to the **subject-verb agreement in simple present tense**.



To follow up –

subject-verb agreement

| | | | |
|-------|----------------|--|----------|
| | | 5. He should see a doctor. ✓ | (gets) ✓ |
| Harry | a stomach ache | 6. He should do more exercise when he get well. ✓ | |
| | | 1. He should eat congee. ✓ | |
| | | 2. He shouldn't eat uncooked seafood or meat. ✓ | |
| | | 3. He shouldn't eat dirty food or food from hawkers. ✓ | |
| | | 4. He should wash the vegetables before he cook (cooks) ✓ | |
| | | 5. He should wash his hands before meals, (them) ✓ | |

| | | | |
|-------|----------------|---|--|
| Harry | a stomach ache | 1. He shouldn't eat seafood and meat . (eats) ✓ | |
| | | 2. He should wash his hands <u>before</u> he eat . ✓ | |
| | | 3. He should take a rest. ✓ | |
| | | 4. He should eat more congee. ✓ | |

| | | | |
|-------|---------------|--|--|
| Peter | a cough | 1. He shouldn't eat too many snacks. ✓ | |
| | | 2. He should drink more <u>water</u> . ✓ | |
| | a sore throat | 3. He should cover his mouth when he cough (coughs) ✓ | |
| | | 4. He should wear a mask. ✓ | |

Way forward

- Teachers will be more conscious of the alignment of all teaching and learning activities.

