

Perfecting mode of assessments: Changes of views towards assessment in English Teaching and Learning

Our Lady of the Rosary College
QSIP-CEAL Secondary School
Dissemination Session
(January 26, 2019)



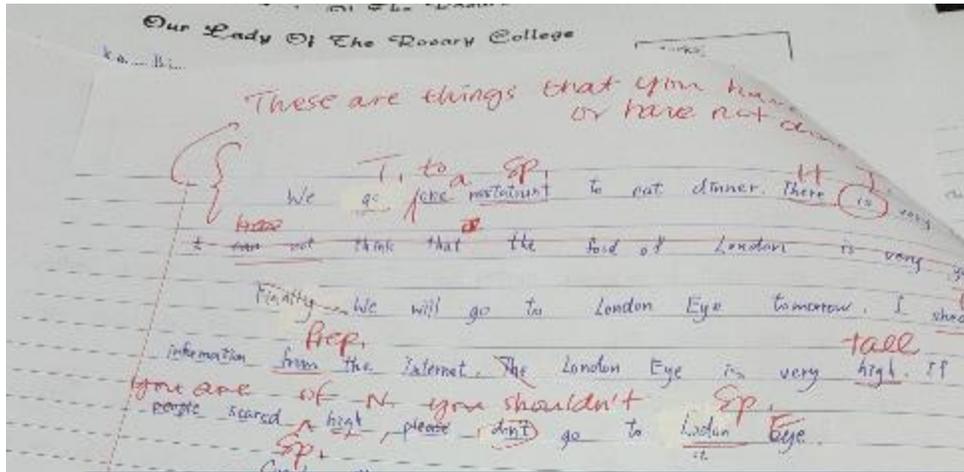
Prepared by Annie Chan and
Freddie Kwong

STRUCTURE OF PRESENTATION

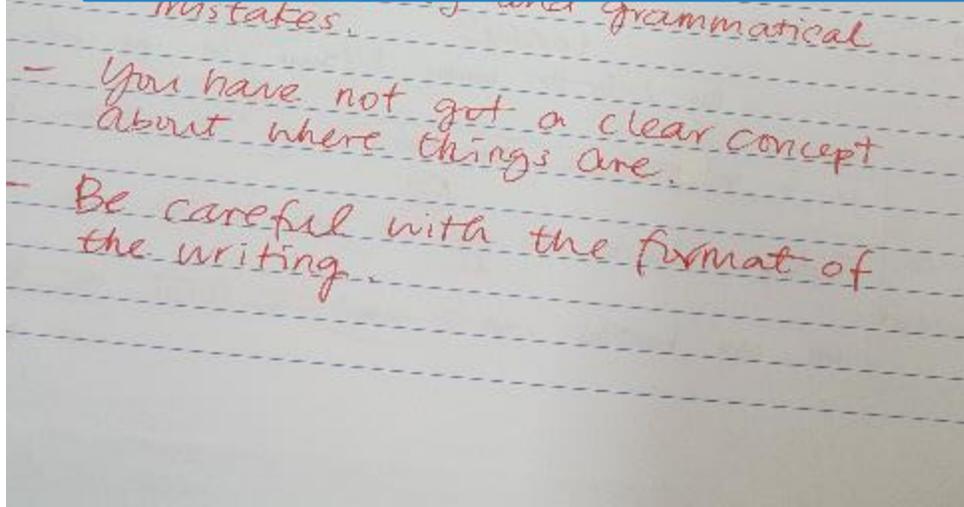
1. Background of OLR
2. General changes of assessment mode in English teaching and learning (*Classroom level*)
 - ① Introduction of peer and self-assessment activities (Writing)
 - ② Other formative assessment strategies
3. Changes in Panel policies (*Departmental level*)
 - ① Curriculum modification
 - ② Item analysis for reading paper across all forms
 - ③ Reading paper analysis form
4. Changes of *teachers' views* towards assessment
5. Projection to the future

HOW DO WE USUALLY ASSESS STUDENTS' LEARNING?

- ◆ Tests and exams?
- ◆ Vocab quizzes? Grammar quizzes?
- ◆ Writing? Composition? News clippings?
- ◆ Project? Portfolio work?



Is there a more effective and efficient way of carrying out assessment to enhance Teaching and Learning?





OUR LADY OF THE ROSARY COLLEGE



A Catholic girls' school founded by the Sisters Announcers of the Lord in 1971

Purity and Charity

- Catholic girls' secondary school
- Band 1 intake; dutiful, well-behaved learners; passive at times

Objectives:

- ✓ To enhance students' confidence and sense of responsibility in learning
- ✓ Students attain good results in DSE

■ **Curriculum features:**

- Drama lessons
- English Literature
- Phonetics
- News journal, short writing, presentation, letters to the editor
- Portfolio work, reflection, live culture performance review
- In-class debates and discussion

- **Co-curricular activities:** Wednesday English activities, Public Speaking Competition, Battle of the Books, Debate team, etc.

PREVIOUS ASSESSMENT PRACTICES AND STUDENTS' PERFORMANCE

	Previous assessment practice	Students' performance
Assessment tools	<ul style="list-style-type: none"> Teachers' observation Questioning, written and verbal feedback (teachers reveal answers to students) Marking of tests and exams, assignments, writing (Internal assessments) DSE result analysis, statistical reports (External assessments) 	<ul style="list-style-type: none"> Dutiful learners, good at factual questions Used to be spoon-fed Weak in high-order thinking skills (inferencing, tone and register, logical development of ideas, etc.)
Responsibility of learning	Teachers push students to learn → passive learners	<ul style="list-style-type: none"> Lack understanding of what they are doing/learning
Beliefs and views of our students	Teachers view students by impression and observation.	<ul style="list-style-type: none"> Make the same mistake over and over again

S1 Reading



2. Find a verb in paragraph 1 that means 'like'. fund ~~Fancy~~ (1 mark)
3. What is the minimum age of applying for a working visa to Australia? _____
4. Which country does Sophie Schmitt come from? French ~~France~~ (1 mark)
5. Write jobs Sophie Schmitt did in Australia. (2 marks)

S1 Writing

forget for the whole day.

I found a chinese book which is about writing. Why I found this type of book because I am bad on writing so I want to be better. I opened the book. I was special because there have why so many words inside. I really want to The reason

2.1 CHANGES IN ASSESSMENT MODE: WRITING

S1 Writing

◆ 3 double lessons

◆ Composition: Writing a story:

‘A Experience on the MTR’

S1 English – Amazing Experiences

Composition 3: Writing a story

Name: _____ Class: _____ () Date: _____

Question:

The school is organising a story writing competition:

Submit the story to our website!

Content guidelines:

We're looking for stories about a remarkable experience taking the MTR. It can be something that really happened to you or you can use your imagination - just make it seem like a real story!

Your story should have:

- An eye-catching title
- Detailed description of the setting
- Problem / conflict and its solution

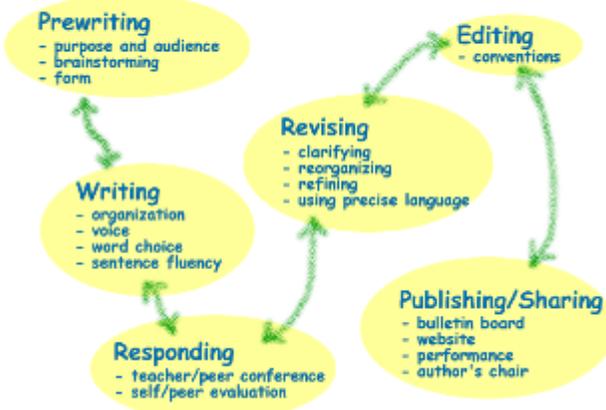
Since you take the MTR every day, you want to participate in the competition. Write the story.

Teacher writes the topic on the blackboard
and students start writing

Using scaffolding to teach writing

Process writing

The Writing Process



NEEDS ANALYSIS - STUDENTS' 'PROBLEM'

RECOUNT VS STORY

Writing A Recount



Title



Orientation

Who?

When?

What?

Where?

Why?



Events in Order



Ending



A Personal Opinion

Setting

Characters

Problem*

Solution

Point of view



- *students create a plot together with a resolution 'the woman was sent to the hospital'*
- *teacher discusses with student what a good opening should be*

- *students write an opening together in groups*

- *Teacher gives comments*
- *Students rewrite their second draft*

- *Peers give comments*
- *Students rewrite their third draft*

- *Final version (Focus marking on the introductory paragraph and the use of adjectives)*



Collaborative writing

Creating success criteria with students

Collective feedback time

First draft (group-writing)

Teachers comments

Students' final draft (individual work)

Focus marking



Collaborative writing



[back](#)

Creating success criteria with students

What makes a good opening?

'It was 7 minutes after midnight. The dog was lying on the grass in the middle of the lawn in front of Mrs Shears' house. Its eyes were closed. It looked as if it was running on its side, the way dogs run when they think they're chasing a cat in a dream. But the dog was not running or asleep. The dog was dead. There was a garden fork sticking out of the dog.'

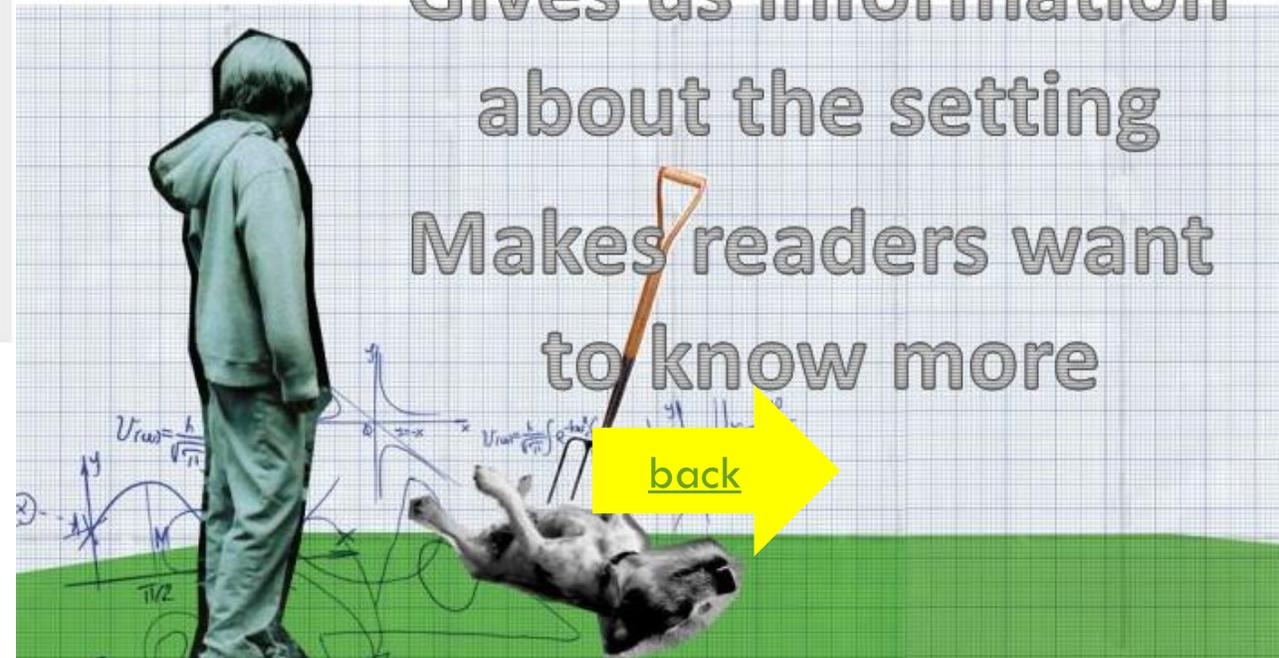


*The Curious Incident of the Dog
in the Night-time (2003)*

A good story opening

Gives us information
about the setting

Makes readers want
to know more



Collective feedback time

Focus on learning objectives

Allow students to be active learners

A platform to involve students in their learning

Create a positive atmosphere

[back](#)



Allowing students to rewrite

Give students space to **evaluate
their own work
(whether they have achieved the
learning objectives**

Safeguard for less able students

[back](#)



In the evening of a working day something happened in Admiralty station. The station was very crowded and the people were close to each other. At that time, "Ah!!!" The sound of the woman was very terrifying. She was pumped by a man.

(A tragic experience.)
In the evening of a working day, if not something tragic happened in Admiralty station, it will be a normal evening. Since the station was very crowded, they were closed to each other and they were jostling to get in the MTR. Suddenly, the sound of a woman's scream "Ah!!!" was very terrifying. She was pumped by a man. ~~Amant who~~ ~~took~~ (strange and mysterious)

Opposite, Question, Speech.

An excellent opening!
It's very effective as it gives reader information about the setting.
The use of 'crowded', 'jostle' also helps us readers visualize the picture.
Good use of opposite and speech!
Looking forward to finding out what happened next!



Group work

Students' second draft

Teacher's comments (aligned with learning objectives)

Students who have
not achieved the
learning objectives
YET

Using students' work as an assessment
Students learn through their own work

Teacher gives
comments or even
samples for guided
writing (very weak
students)

A touching experience on the MTR.
In a sunny Friday evening, a young woman
(...Adj.)
and her son went home. When they arrived Kowloon
Tong Station, ^a touching story happened on the way they
went home. ~~Sudden~~ The MTR station service system ^{suddenly} ~~was~~ broke.

E.g.

opposite. { It was a rainy evening
Something touching happened on
the way when

It should have been an ordinary
evening if not for a touching
incident.

[back](#)

Adelightful experience in M

The work of a weak student

I was proud and delighted because I have just saved a life! A few hours ago, it was

4 minutes before midnight, I was on the last train of that day, I was late because I joined my

sister's wedding. It was very quiet as there were only a few people around. I was playing mobile because

was hearing, I saw a woman ~~that~~ ^{who} touching her belly and she ~~was~~ ^{look} look painful. I ignored her

reactions because I ought her ~~to~~ ^{just have} a small problem. Corrections

W.W Suddenly, I heard a big "Pong" sound. I saw that the woman ~~was~~ ^{fall} fall to the ground

He went to help her immediately. She said that she was very dizzy and

staff for help. He help me to call 999 and sent her to hospital. She had said

she sent to hospital. I felt delight because I help someone and she respect me

Corrections () () ()

Interesting story with an effective opening. Corrections

pay attention to tense (use past tense)

C 4.13

Focus marking
-opening
-tense

Focus marking allows students' deep learning

Focus marking and focus correction

Name... Kelly Z
Class No. ... 31

Class No. ... 31

escape, yo
My mind
the game
happening n
who create
join his g
do you kn
my eye ...
Edwara 4) ← When
I w to me. She
What do you mean? What
and saw
of us, "Yo
to me the door in
How my heart. I
asked hands, "It

Sincere name... please?
para 5) Vivian para 7) Tears came do
nothing asleep, ever ev
appeared I have just k
What I was sad,
"Take- me, accompaire
Vivian, my sister, th
press th I was down.
now, th my eyes. Th
they ar said, " Vivian
para 6) We the forget you. Y
Corrections laughin to save me
insert i I will never
para 8) The man who
caught nose. He said
are you Correctio
you... wrong. Your

...31... Form ...15... Date ...11...
...very very important."
strangers and me to the
train. When I woke up, I already arrived at home.
I knew that I have got a valuable lesson. That
will go into my heart, ever ~~ever~~ forever ^{and}.

A very interesting story with
a lot of details. It's very
enjoyable reading your story!
Good use of dialogues!
Good attempt using a variety
of adj. and adv.

Checklist

Please check that your composition fulfils the following criteria and tick the boxes.

You need to submit this checklist together with your composition.

Specifically designed for this writing task

2. The opening paragraph presents a conflict and grabs readers' attention.
3. There is a climax (the most exciting part) in the story.
4. I have resolved the story with an ending that deals with the conflict.
5. I described how the characters feel.
6. I used past tense and/or past continuous tense.
7. I used adjectives, adverbs, and dialogues to make the story interesting.
8. I used connectives and adverbs of sequence to show sequence of actions.

S1 English Language – Composition 3 **Writing a Story**

Content (7)	<p><i>The opening paragraph introduces the <u>setting</u> and <u>characters</u>. <input type="checkbox"/></i></p> <p><i>The opening paragraph presents a <u>conflict</u> and <u>grabs attention</u>. <input type="checkbox"/></i></p> <p><i>There is a <u>climax</u> in the story. <input type="checkbox"/></i></p> <p><i>The story is resolved with an ending. <input type="checkbox"/></i></p>
<p>Marking rubrics Closely aligned with their peer-evaluation checklist</p>	
	<p><i>The organization is logical and sensible. <input type="checkbox"/></i></p>
Total Mark (21)	Overall comments

Question 2

You went back to the school library with your friend to study for the mid-year exam. In the library, you experienced something that you could not forget for the whole day.

Write a diary entry about what you experienced in the school library. Write how you felt about what happened as well.

Looking in the mirror, the bandage on my head makes me ^{S1 Eng/Writing} remember what have happened today.

Part B: Writing (90%)

21st December (Friday) ~~Sunny~~

Today was a sunny day. The weather was great but there was something bad happened to me.....

**Formative assessment in classroom →
Summative assessment in exam**

CHANGE

Students learn / improve
through assessment

Students become more
responsible and involved
in their learning → self-
directed learning

Follow up – Constant practice fostering learning habits (Short writing tasks)

Revisiting learning objectives consciously.

Form 1A Date 28th November, 2018

A Recount of Life-wide Learning Day

life-wide learning day. I learned a little bit more about the
's history because the tour guide ~~talked~~ ^{told us} a lot about
most memorable event was feeding the ~~fishes~~. I haven't

A scary Halloween story 11th Novem

"Come on, Lucy! Don't be such a coward
is so exciting!" Bella cried. She was really th

"Shouldn't you think twice before going in
may be dangerous," Lucy hesitated. Bella h

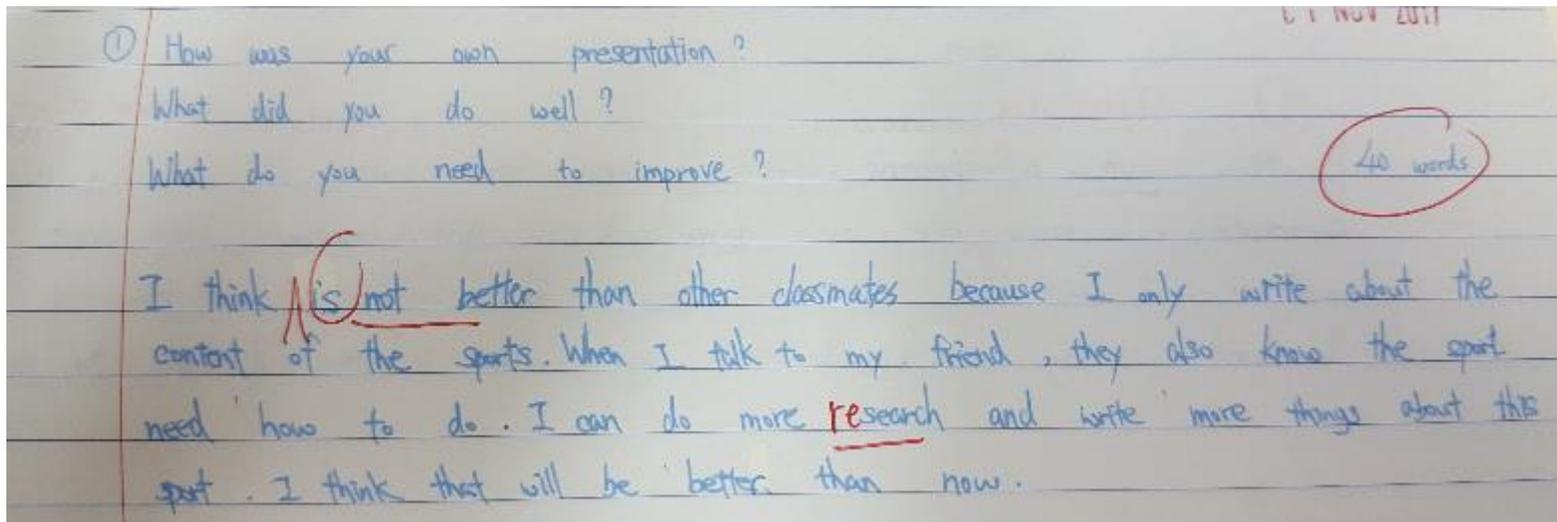
waited ^{for} ages to go into the haunted house

the corner of the street since last Hallow

2.2 OTHER FORMATIVE ASSESSMENT STRATEGIES

- ◆ Particularly effective in **reading** and **listening** lessons

(i) Demonstration stations (Pre-task)



- Needs analysis
- Check to see if we need to pre-teach certain vocabulary items
- Not all vocab included as some are reserved for vocab questions while teaching

(ii) Vocab inventory

Vocabulary	Do you know this word?	Read the sample sentence from the textbook. What is the part of speech of this word? Check dictionary for meaning at home.
develop	✓	Verb to (cause something to) grow or change into a more advanced, larger, or stronger form
involve	X	Verb If an activity, situation, etc. involves something, that thing is a part of the activity, etc.
brainiac	X	
encourage	✓	
founder	X	
consume	X	
download	✓	
audience	✓	
(app) inventor	✓	
solve	✓	Verb To find an answer to a problem
hardware	X	Noun The physical and electronic parts of a computer, rather than the instructions it follows
program	✓	Noun A series of instructions that can be put into a computer in order to make it perform a task
Internet-connected device	X	Noun A router is a hardware device that allows you to connect several computers and other devices to a single Internet connection

Vocabulary	Do you know this word?	Read the sample sentence from the textbook. What is the part of speech of this word? Check dictionary for meaning at home.
develop	✓	Verb to (cause something to) grow or change into a more advanced, larger or stronger
involve	?	Verb If an activity, situation, etc. involves something, that thing is a part of the activity, etc.
brainiac	?	n a highly intelligent person
encourage	✓	Verb to make someone more likely to do something, or to make something more likely to happen
founder	?	n Someone who establishes an organization
consume	?	Verb to use fuel, energy or time, especially in large amounts
download	✓	Verb to copy or move programs or information into a computer's memory, especially from the internet
audience	✓	n a group of people together in one place to watch or listen to a play, film, someone speaking
(app) inventor	✓	n Someone who has invented something or whose job is to invent things
solve	✓	Verb to find an answer to a problem
hardware	?	n the physical and electronic parts of a computer, rather than the instructions it follows
program	✓	n a series of instructions that can be put into a computer in order to make it perform a task
Internet-connected device	?	n The equipment of internet to connected together

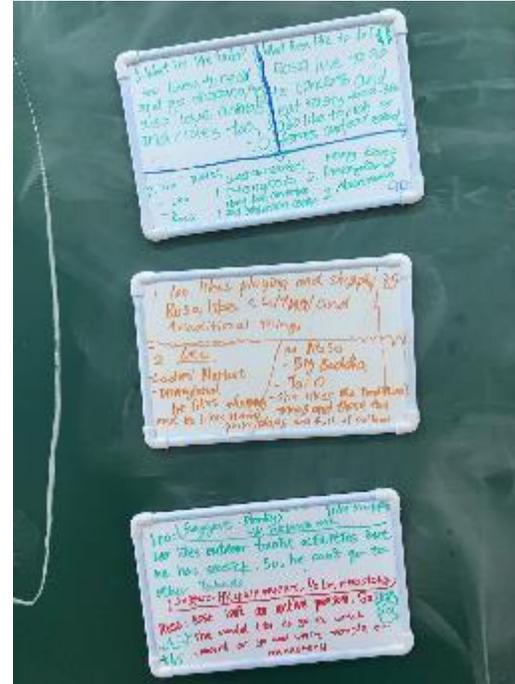
Do you know this word?
 ✓ / X / ?
 → A quick way of assessing their prior vocab knowledge.

Using whiteboards as an assessment tool:

- Work in pairs/groups → Discussion of inference questions is enhanced.
- Teacher can assess each student's work and give instant feedback. (Give points, competition mode, positive encouragement, etc.)
- Students can comment on each other's answers (whiteboard demonstration).

(iii) Using mini-whiteboards





Question 4: What does the speaker mean when she says her daughter 'does not have to wear the cape all by herself'?

Metaphor / Symbol

- I'll make sure she knows she does not have to wear the cape all by herself

Answer:

She means that her daughter does not have to be on her own whenever she does not get help from others.



Q7 What is the irony presented in the bullet point 'pushing the limits'? (20)

- Irony questions: 2 parts, opposite in meaning

The writer thinks doing the minimum in workplace must be good enough, **but** actually it is not good as this attitude will force the supervisor to take action and require the employee to do more.

- Figurative language: irony question (lg. U.3)

Pushing the Limits – I was once told that the minimum must be good enough, otherwise it wouldn't be the minimum. Those who live by that code, who do the absolute minimum to get by, know what the limits are and are always there. They track their attendance and always hit right at the minimum. This is quite **ironic** that this work attitude pushes the supervisor to the edge until the supervisor is forced to take action.

1. Vocabulary recap
2. One-sentence summary
(Assess students' grasp of the main idea)
3. Graphic organisers
4. Sentence-making challenge
(Main idea + revising grammar items learnt)
5. Writing tasks (informative article writing, promotion leaflets, letters to a friend introducing a place)

ass No. Form ...

Nouns

- brains
- students
- kitchen
- System
- home
- mobile phone
- apps
- hardware
- freeware

(iv) Writing tasks to check understanding

Vocabulary recap

Others

Adjective

- creative
- mindful
- lazy

One-sentence summary

Programming a app is not just for professionals. It also for young people or student, such as the mindful kitchen, All Success and LazyHome System's programmer.

Five - day course in Sai Kung!

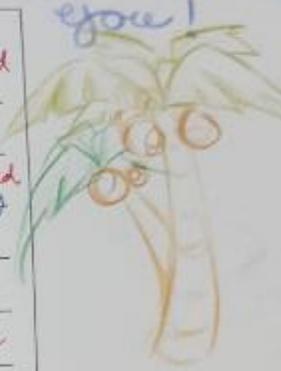
Place: Sai Kung

Who can participate: Student in Secondary 1

We are waiting for you!

What can the participants do in the course:

They will ~~have~~ ^{do} a trail walking, ropes climbing ^{and} camping in wood. ^{path of the} The trail walking's path is slippery so pay attention! ^{tried} If you have never tried something new and exciting, it is time for you to ^{climb} ropes climbing! Camping is a kind of team work. Work for yourselves for water, food and campsite!



Reflection of former participants:

I felt more confidence and proud ^{of myself} after joining this five-day course! It was amazing. It let me wanted to join more new and exciting! Quietly tell you, the girls and boys there are are so handsome and pretty... Ken Wong



This is very comprehensive and the pictures are well-drawn! Nice effort!

A-
27 DEC 2017



Do you want to challenge yourself?

Place: Sai Kung

Who can participate: climbing ropes

What can the participants do in the course:

The participants can ~~do~~ trail walking, climbing ropes, etc. like climbing ropes, you may be nervous at first but when you reach ^{memorable} the top, you will feel an unforgettable moment.

Not part of the introduction to the course, more like feeling

Reflection of former participants:

determined

<Track 28>

Exercise 2 Where do we go? (8 marks) 🎧

Listening lessons

Leo and Rosa are tourists from Spain. They are discussing the places they want to visit. Listen to their conversation. Put an 'L' to mark Leo's choices and an 'R' for Rosa's choices in the boxes.



Ocean Park

(1) L



Temple Street

(1) L



Ten Thousand Buddhas Monastery

(1) R



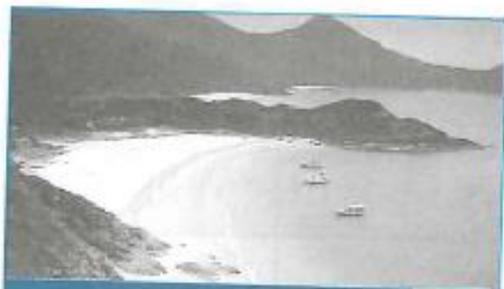
Lam Tsuen Wishing Trees

(1) L



Lamma Island

(1) R



Sai Kung

(1) L



Macau

(1) R



Hong Kong Cultural Centre

(1) R

One-sentence summary

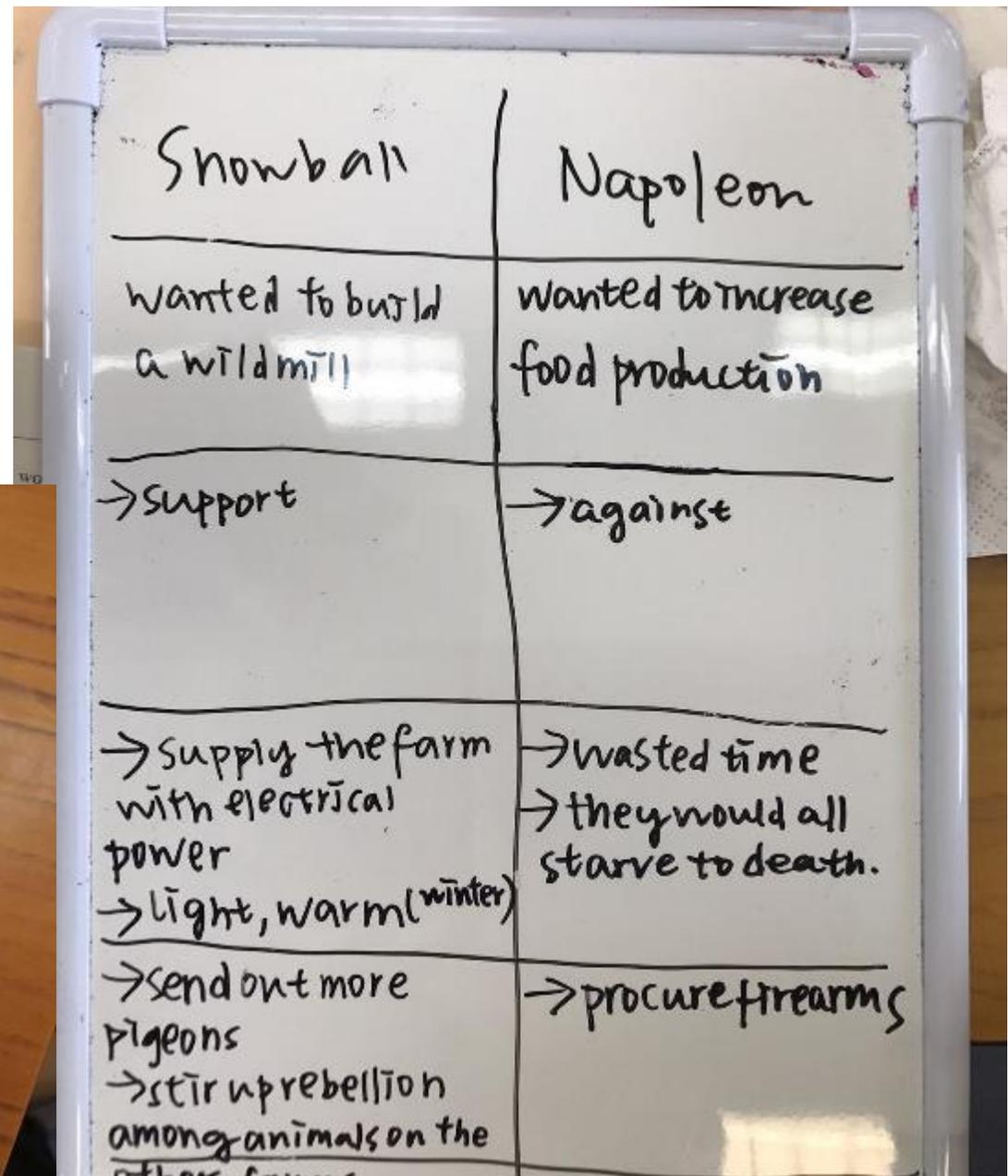
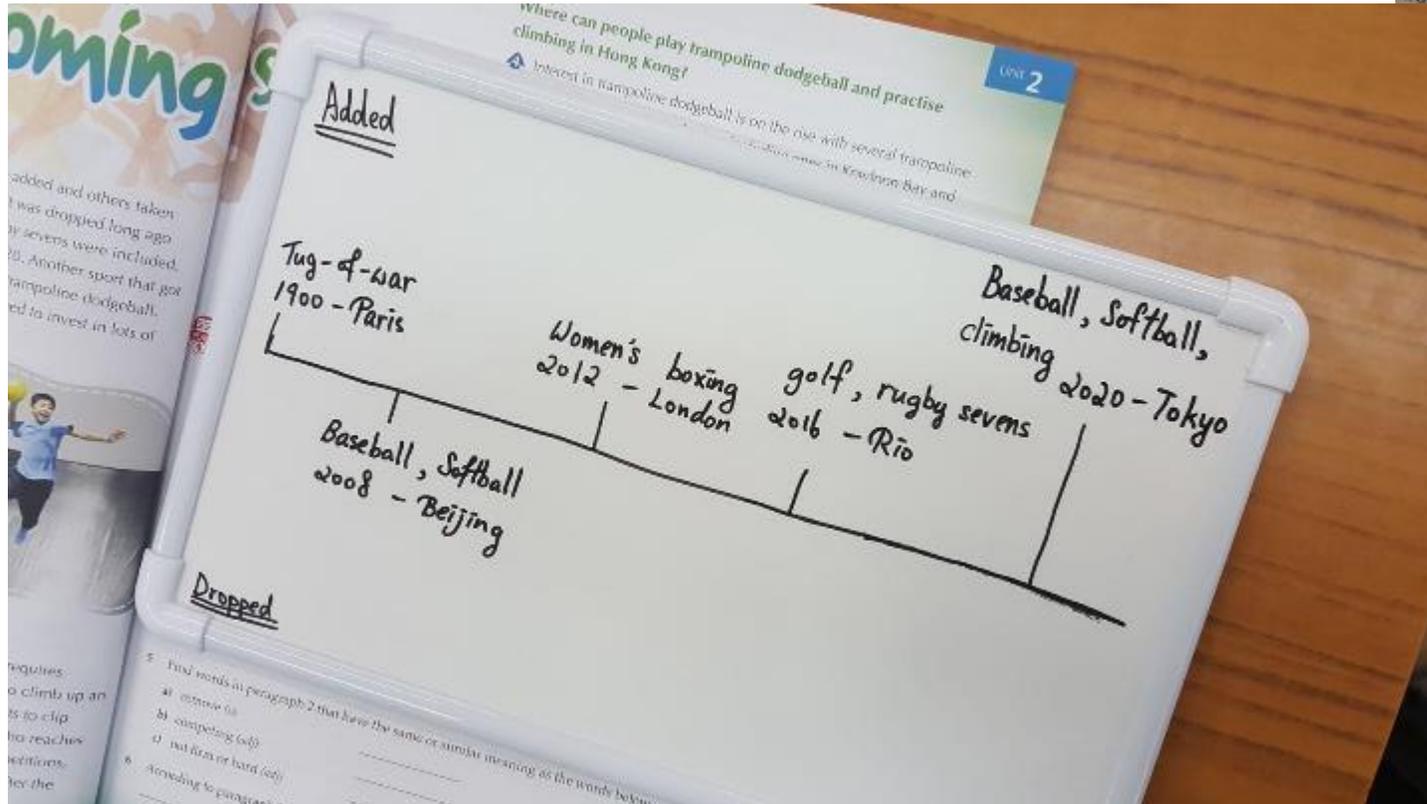
Leo will go to Lam Tuseng Wishing tree because he thinks it's interesting
 Rosa will prefer to go to Ten thousand Buddhas Monastery and Lamma Island
 Leo will go to Ocean Park because he enjoys riding exciting rides and seeing animals.

	Leo	Rosa
- interesting	<ul style="list-style-type: none"> ✓ Lam Tuseng Wishing tree ✗ Temple 	<ul style="list-style-type: none"> ✓ Ten thousand Buddhas Monastery (doesn't think will work)
exciting rides animals	<ul style="list-style-type: none"> ✓ Ocean Park 	<ul style="list-style-type: none"> ✓ Lamma Island (- nice, !: seasick)
	<ul style="list-style-type: none"> ✓ Sai Kung (relax, sunbathing, swimming) ✓ Temple street - explore more 	<ul style="list-style-type: none"> ✓ Tsui sha Tusi Cultural centre (performance, great concert) ✓ Macau (ferro) - egg tarts - famous building

Rosa will go to Tsui sha Tusi Cultural Centre because of the great concert. She will like to see the performance.

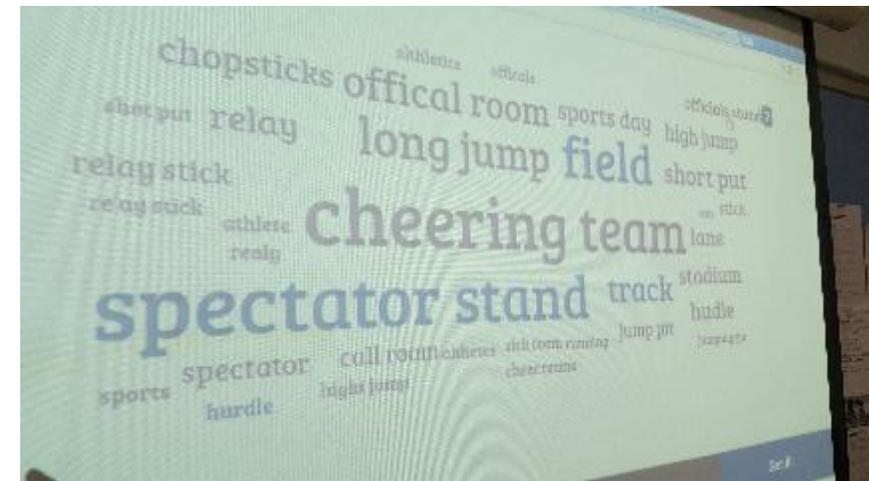
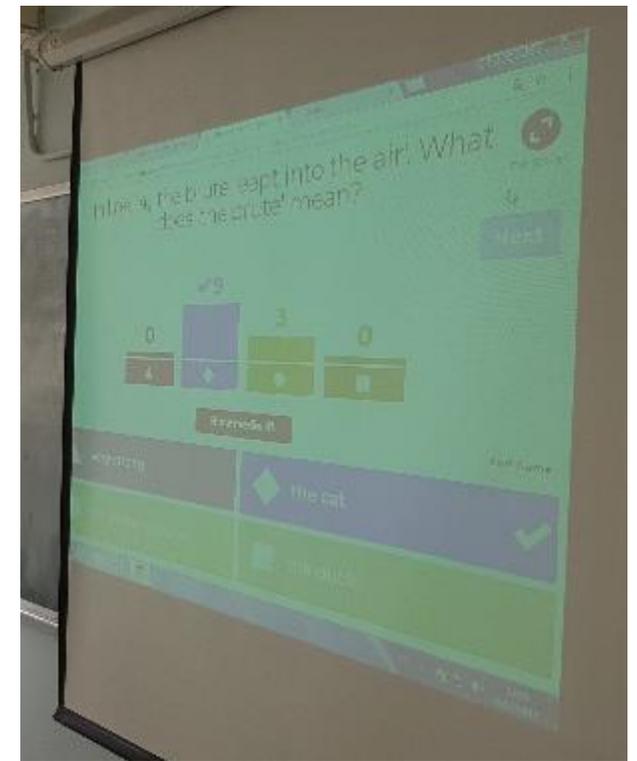
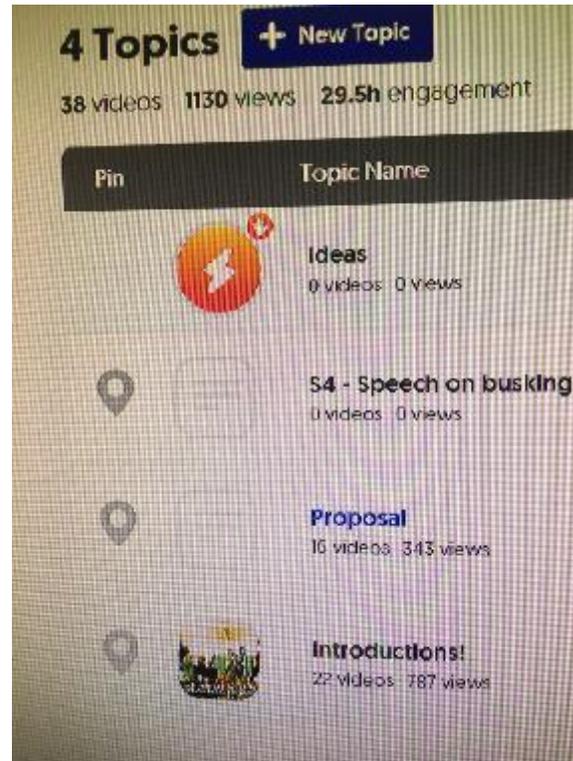
Graphic organisers

- It assesses students' understanding of the passage by asking them to summarise, organise, and paraphrase important information mentioned in the text.



(v) E-learning tools

Use e-learning tools to achieve assessment goals, NOT a must-have fun activity in classroom.



3. CHANGES IN PANEL POLICIES (DEPARTMENTAL LEVEL)

3.1. Curriculum Modification

- Cut (part of the) modules to make time for assessment activities
- Allow time for deep learning and student participation

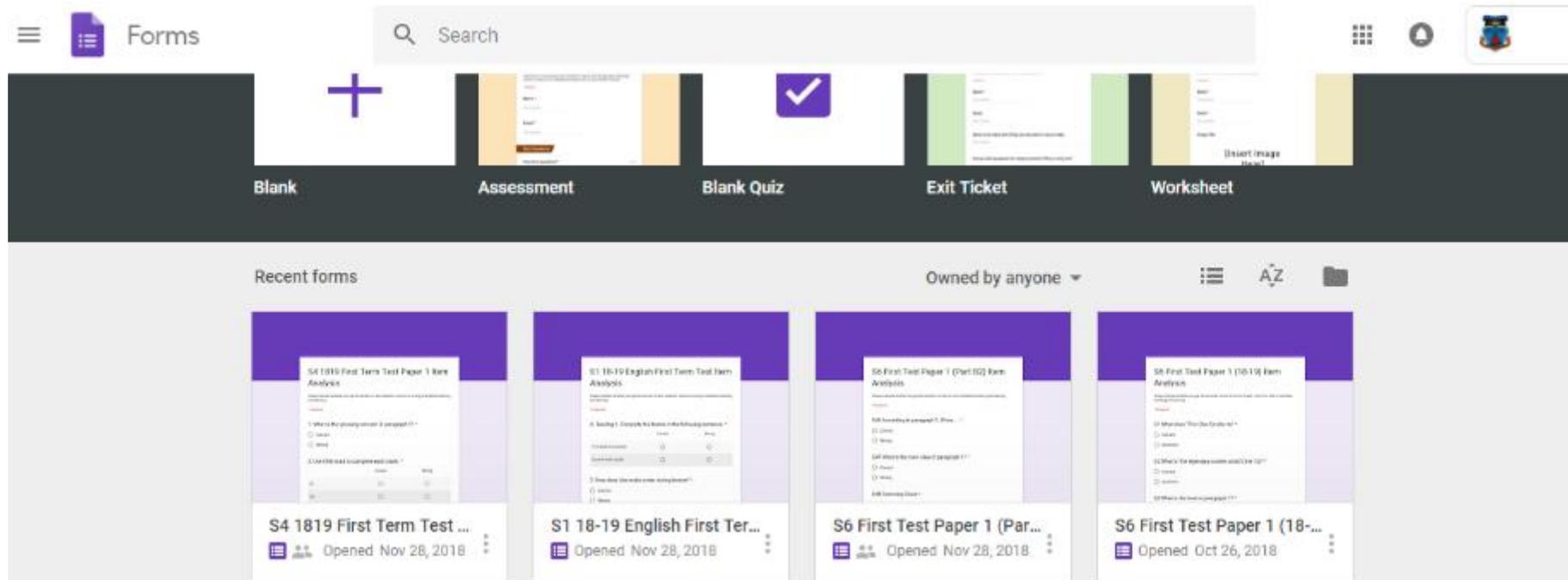
Week 13-16	LE U.4 Amazing experiences (Text 2) JTA Unit 15 Reading Quiz 2	- LE U.4 Vocab (text 2) - Hong Kong tourist attractions - Types of transport - Places in Hong Kong (Word building: Prefixes forming new words) Vocab Quiz 2	- Past continuous tense LE pp.74-75	Unit 6	ST: A experience in summer Composition 3: A experience on the MTR (LEpp.77-80) Plot structure (Grammar focus: past tense, past continuous, adverbs of manner/frequency) *FOCUS MARKING (opening of a story + tenses)	Pale 5 Phonetics WS 5 /ɜ:/ /ə/ Unseen Dict 3 Reader Test – Pale
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3.2. Item analysis across all forms: Google form



Forms

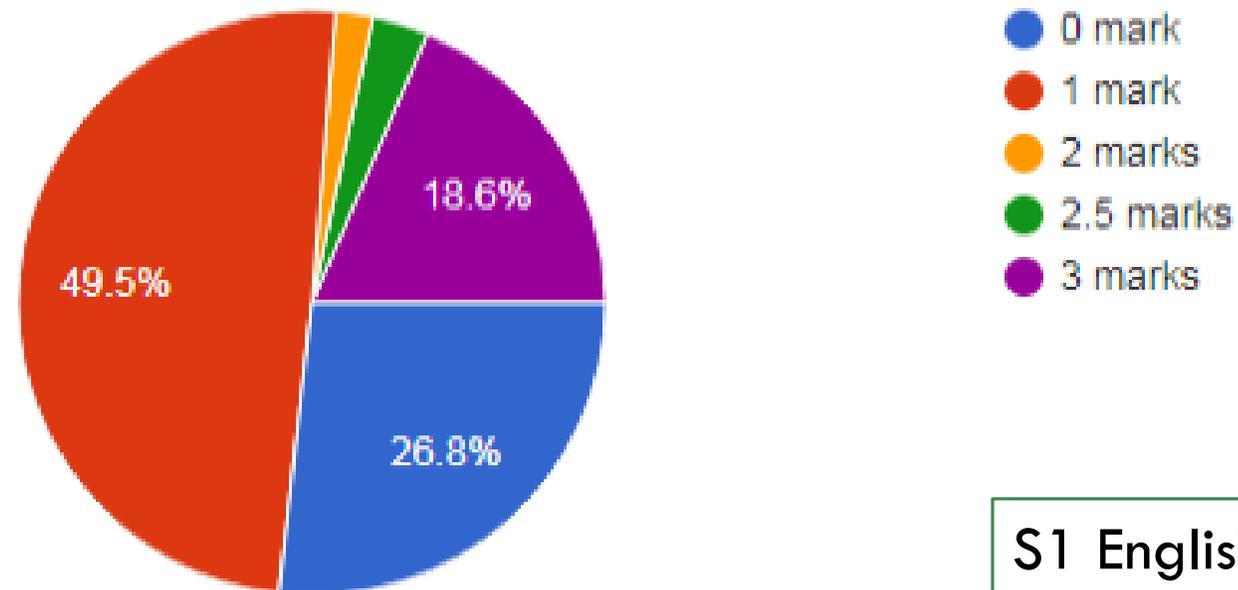
- ◆ More specific, solid data
- ◆ Teachers can adjust their teaching and paper setting accordingly
- ◆ More thoughts on the teaching of specific question types
- ◆ Deeper understanding on our students' ability



[3] Alex found out that his professor is not all 100% happy with his dependence on computers. ‘One day, my professor asked me: “How many spelling or grammar mistakes do you think you have made in your latest assignment?”’ Alex explained. ‘I thought that was a

6. Is his professor happy with Alex's use of computers? How did Alex know that?

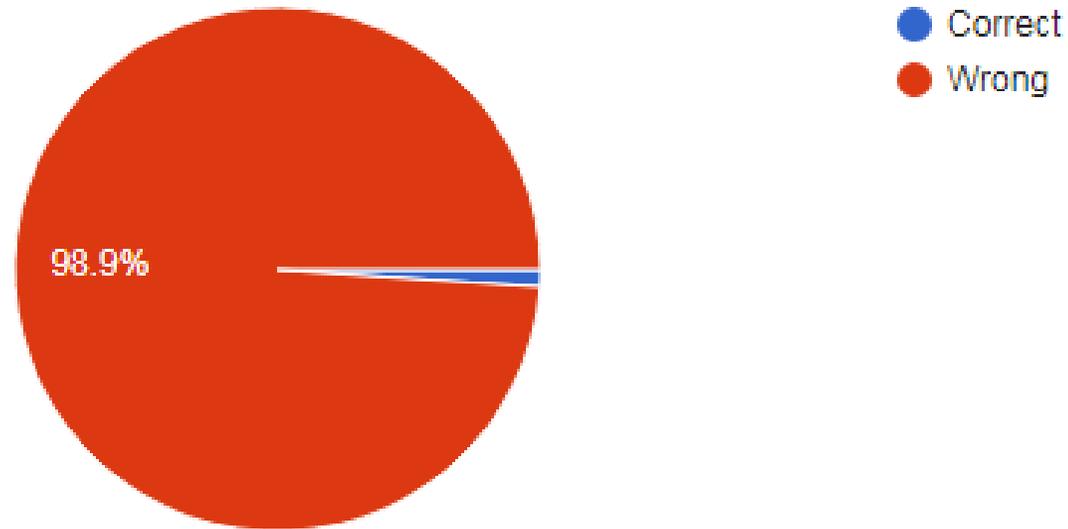
97 responses



S1 English First Term Test
(Reading)

S6 Paper 1 First Term Test

Q49 What does 'A great deal' (line 23) mean?



In fact, China surprised many observers when it became a net exporter of agricultural products in 2002, its first year as a member of the World Trade Organisation.

A great deal has changed since then, however. In 2012, WTO said...

S1 Reading Mid-year Exam

12. Which of the following does the writer imply in paragraph 9? Put a tick in the boxes for the statements that apply. (2 marks)

Statements	Tick
(i) She had a hard time being without technology.	
(ii) She now has respect for those who choose to live without technology.	
(iii) She has learned a lot from this challenge.	
(iv) Others should not try this challenge.	

13. Would you like to go a day without the technology? Why or why not? (2 marks for content; 1 mark for grammar)

Analysis of our reading paper:

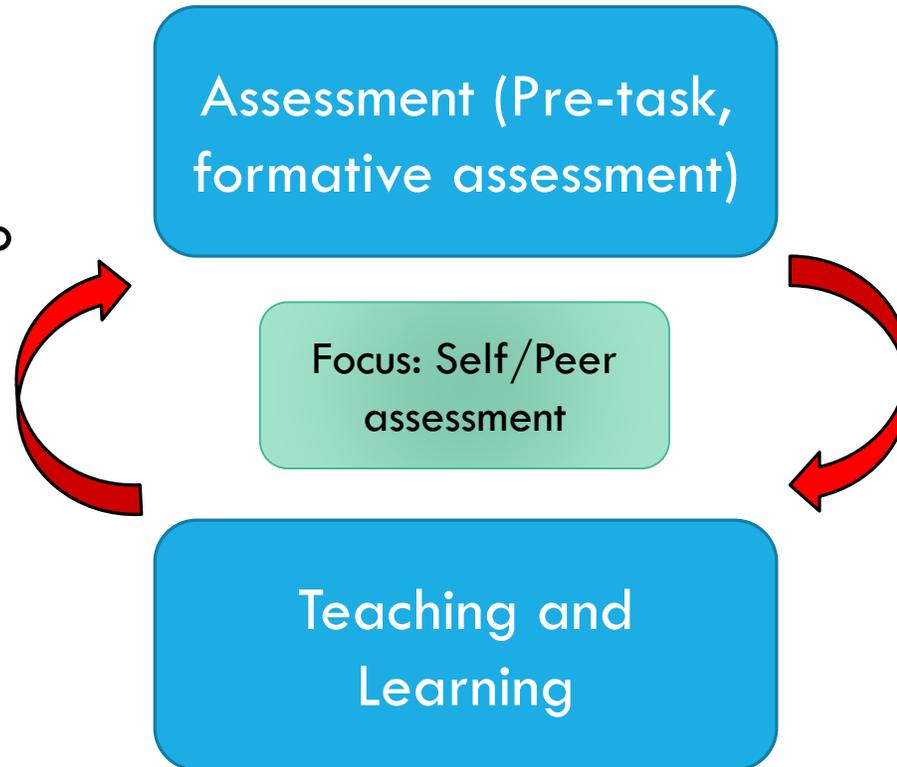
- ◆ Tracing the assessment experience of our S4 students in current year
 - ◆ Reading paper 2015-16 (S1)
 - ◆ Reading paper 2016-17 (S2)
 - ◆ Reading paper 2017-18 (S3)
- ◆ Bring implications to our teaching of reading skills in S4 in the current year.

4. CHANGES OF VIEWS TOWARDS ASSESSMENTS

	Previous mode of assessments	Changes after the project
Assessment tools	<ul style="list-style-type: none"> Teachers' marking of tests and exams, assignments, writing Questioning Written and verbal feedback (teachers reveal answers to students) 	<ul style="list-style-type: none"> Incorporation of <u>formative assessment activities</u> in classroom Writing tasks as consolidation <u>Peer assessment and self-assessment</u> tasks New tools (e.g. whiteboards, e-learning tools, etc.)
Responsibility of learning	Teachers push students to learn → Passive learners	<ul style="list-style-type: none"> Students' <u>self-directed learning</u> → Student are empowered, taking up the responsibility to <u>learn actively</u>
Beliefs and views of our students	Teachers view students by impression and observation.	<ul style="list-style-type: none"> Teachers are <u>well informed</u> of our students' ability → use of <u>specific data</u>.
Teachers' attitudes	Teachers are <u>more aware of incorporating assessment tools in classrooms</u> to enhance learning → Assessment literacy enhanced	

Assessment for/as a part of teaching and learning

- ✓ We assess students' learning progress and get feedback to 1) do needs analysis, and; 2) further adjust teaching strategies.
- ✓ Students are given immediate feedback / do reflection on their own learning.



- ✓ We incorporate assessment as a part of our classroom teaching and learning.
- ✓ We are more conscious in changing lesson activities into assessment tasks.

5. PROJECTION TO THE FUTURE – CONTINUATION OF OUR WORK

- Keep exploring student-centred assessment methods in classroom that benefit teaching and learning
- Disseminate good practices within the English panel / school
- Language Arts lessons (Drama, English Literature)
- **Strengths:**
 - Keen and devoted English teachers
- **Challenges:**
 - Resources and time constraint
 - Trial-and-error
 - Nature of language learning