

Lui Cheung Kwong Lutheran Primary School

**QSIP: Tracking Student's Learning
through Comprehensive Enhancement
of Assessment Literacy (QSIP-CEAL)**

**Assessment Literacy for English
Teachers**

Alignment of Learning, Teaching and Assessment

P.5

Existing problems

- ▶ The words/verbs used in the task designed by the publishers do not often match the core words/verbs taught by teachers
- ▶ Students did not get sufficient practice
- ▶ The teaching-learning-assessment misalignment which leads to difficulty in providing feedback to students' learning

Strategies applied

- ▶ (a) the task is modified so that all the verbs are from the core vocabulary list
- ▶ (b) By reminding students the form of present perfect tense ie _____ + _____; Students are asked to check their work by using self-check tools.

Learning, Teaching and Assessment cycle

- ▶ For each unit, we have designed a set of tailor-made worksheets
 - ▶ 1 **vocabulary worksheet**
 - ▶ 1 **tense worksheet**
- ▶ One **formative assessment per unit**

Learning, Teaching and Assessment cycle

- ▶ For all the worksheets and formative assessments, the items are chosen from each unit. Students learn and are tested on the items that they have learnt from the units.
- ▶ **Summative assessments (final exams)** are ensured to have items tested from the formative assessments and related worksheets only. i.e. only core verbs/words from the core vocabulary list that appeared in students' learning would be tested

Reasons for what we did:

- ▶ For the **better alignment of the learning,** teaching and assessment cycle
- ▶ Students benefit more from the alignment such that they feel more confident in English learning since they would only be tested on items they have learnt before
- ▶ Teachers can also use these related worksheets and formative assessments to learn about students' learning progress and serve as feedback for teachers' further teaching

How has it helped?

- ▶ Our English curriculum is more aligned from what we are teaching our students, to what our students are learning, and also to how we are testing our students
- ▶ Teachers have a better picture of students' weaknesses and areas of improvements

Examination Marking Scheme

P.6

Reasons for Revising of the Marking Scheme

- ◆ Our **Marking Scheme** should include how teachers award marks for each testing point.



What we did...

III. Sentence Writing (40%)

A. May is doing an English exercise. Read the following sentences and help her change the sentences from active voice to passive voice. (20%, @4%)

E.g. Alan designs a poster.

1. Tom lights the candles.

2. Nancy draws a beautiful picture.

3. Ann used some good examples.

4. Mary taught the dance class.

5. Joe took many great photos.

E.g. A poster *is designed by* Alan.

THE PASSIVE
VOICE

E.g. **The candles** **are lit** **by Tom**.

(1)

(1) (1)

(1)

How does the change affect our teaching and learning...

- ◆ Awarding marks for separate testing points enables students to understand their weakness in learning and find ways for improvement.
- ◆ From students' performance, teachers are able to give more specific feedback for students to further improve.
- ◆ Fairness amongst students.
- ◆ Teachers find it easier to award marks when marking the papers.

**Curriculum Mapping through
Document Review :
Revision of Scheme of Work
P.6**

Reasons for Refining the Scheme of Work

- ◆ For the betterment of learning and teaching, we have developed a **school -based Scheme of Work** (SOW).
- ◆ In the past, we used the SOWs which were provided by the book publisher.
- ◆ However, we realized that it wasn't specific enough. Hence, we designed a more clear SOW for teachers.

What we did...

- ◆ For **Grammar items**, we have **prioritized** which ones to teach first and number them accordingly.
 - For each grammar item, we have written down clearly which pages of the student book it refers to and homework that students should do.
- ◆ For **Vocabulary items**, we have added the enhancement vocabulary to cater for learners' diversity.

What we did...

- ◆ For **Reading, Writing, Speaking and Listening**, we have written specifically on what to teach and learn.
 - For each unit, we have added 1 mini- writing exercise to strengthen students' writing skill.
- ◆ Formative assessments and dictations are included in the SOW.

How does the change affect our teaching and learning...

- ◆ As we have prioritized the grammar items, teachers know immediately which ones to be taught first and which ones are optional (for less-able classes).
- ◆ Also, it gives teachers a clear picture of which grammar they should focus on for assessment. (Alignment with the learning-teaching assessment cycle).
- ◆ Enhanced vocabulary allows teachers to cater for learner diversity (for higher ability students)

**Curriculum Mapping Through
Document Review:
Writing Curriculum
P.1 – P.6**

Writing Assessment

- ▶ In order to have a clear overview of what we are testing our students during the writing assessments across the years, we have introduced a record table to mark down the **topics** and text types of each assessment.
- ▶ From the record table, teachers and panels can check whether we are testing our students on a variety of text types and topics.

Reasons for what we did

- ▶ After we created the record table, we can see a clear overview of all the writing topics **across the different school levels**.
- ▶ We can then amend our topics accordingly.

How has it helped?

- ▶ Our **writing topics are less repetitive** across the years.
- ▶ Teachers have a much clearer picture of the writing curriculum. In this way, teachers teaching different levels will have an idea of the previous knowledge that students should already have and then design/adjust their teaching content accordingly.

Thank
you

