

**Tracking Student's Learning through
Comprehensive Enhancement of
Assessment Literacy**

QSIP CEAL Sharing Session

26 January 2019


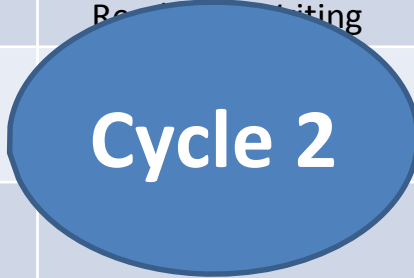
**HK & Kln. Chiu Chow Public
Association Secondary School**

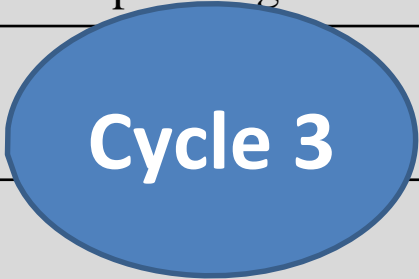
Miss Grace Chan

Miss Rebecca Lai

School background

- CMI
- Classroom of diverse learners
- Low English proficiency
- Limited family support

No.	Month	Date	Modes & frequency	Target	Remarks	
1	August	28	Workshop 1 Briefing and Buy-in meeting	All Eng. Teachers		
2	<div data-bbox="86 164 815 406" style="background-color: #e0f7fa; padding: 10px;"> <p>Needs analysis: TSA + Internal Assessment Objective diagnosis</p> </div>	24	Group meeting Planning techniques	Core group		
3		26	Workshop 2 Needs analysis	S3 Eng Ts All Eng. Teachers		
4		10	Co-plan meeting 1	Eng. Teachers Concerned		Send draft to Adela before 21/12
5	November	24	Review 1 st Standard Test			
6	January	19	Co-plan meeting 2	Eng. Teachers concerned		EDB visit Exam Review Lesson planning Unit 4 Revisiting
7		26	Co-plan meeting 3			
8	February	28 4:00-5:30	Co-plan meeting 4	Eng. Teachers concerned		
9	<div data-bbox="86 863 1047 1263" style="background-color: #e0f7fa; padding: 10px;"> <p>Alignment of learning-teaching- assessment Curriculum design and assessment –informed instructions</p> </div>			Eng. Teachers concerned		Feedback after LO
10					Eng. Teachers concerned	Reading tools
11					Eng. Teachers concerned	
12				Public		
14				Eng. Teachers concerned	Plan for Cycle 3	
15		22	(ii) Evaluation meeting			

No.	Month	Date	Modes & frequency	Target	Remarks
1	Aug.	21 (Tue) (2:15-3:30)	Workshop 1 Assessment for Learning: Pre-Learning tasks & activities	All Eng. Teachers(+NET) + Principal (20')	Pre-Learning tasks & activities
<p>Extending the collaboration effectiveness Revisit and refine the collaboration & insights gained</p>			ng (1)	Core group S3 Teachers	Analysis of S2 final exam + Needs analysis + further planning
			ng (2)		
			ng (3)	S3 Eng Ts	
5	Nov.	12-13	Lesson Observation	Planning for sharing	
6		16 (Fri)	Feedback session meeting (4)		
		30 (Fri)	Co-plan Meeting (5)		
7	Dec.	14 (Fri)	Evaluation meeting		Planning for sharing
8	Jan.	26 (Sat)	Territory-wide Sharing		

I and friend in the classroom
the English , and the stu
the your school Day a

Cycle 1

The students go to the visited .the
tints and look the trips, go to the
lunch,

The students go to airport saying
goodbye, students is happy because
he go to the airport saying goodbye
is good the day, and visit the airport.
The students watch the “airport is
interesting because he not see the
airport.

(76 words)

C 1
L 1
O 0
F 1

3/12

the Irish Day
in the home the window is in the room

Limited content / some relevance to the topic
Ideas lack details

... you the same way to help the

Limited range of vocabulary and language patterns
Many errors in grammar, spelling, punctuation and capitalization which affect meaning

The ... to ... and ...

Paragraphs lack organization/details
Scattered ideas with few connectives
Incomprehensible

C 1
L 1
O 0
F 0

3/12

Findings in Students' writings

- Limited vocabulary pool
- Limited sentence structures
- Limited sentence fluency
- Difficulties in developing ideas in an organized way & structuring a piece of writing

Limited vocabulary + disorganized writing

=> LOW MARKS

Changes in instructional strategies

Strategies

1. More focus on the writing structure
2. Skills required for different genres
3. Knowledge transfer
4. Alignment of learning-teaching-assessment

The Curriculum Design

Content:

- Theme-based vocabulary items

Language:

- Writing skills ('Five senses', 'Show, don't tell')

Organization:

- Graphic Organizer (e.g. OREO)
- Sample reading (what to include in each paragraph)

OREO-Graphic Organizer

Name _____ Date _____

Graphic Organizer

Oreo Opinions

O: Give your opinion.

R: Give reasons for your opinion.

E: Give examples for your opinion.

O: Restate your opinion.

Study skills: use of graphic organizer

OREO

O : opinion

R
E : reasons and examples

O : opinion (again)

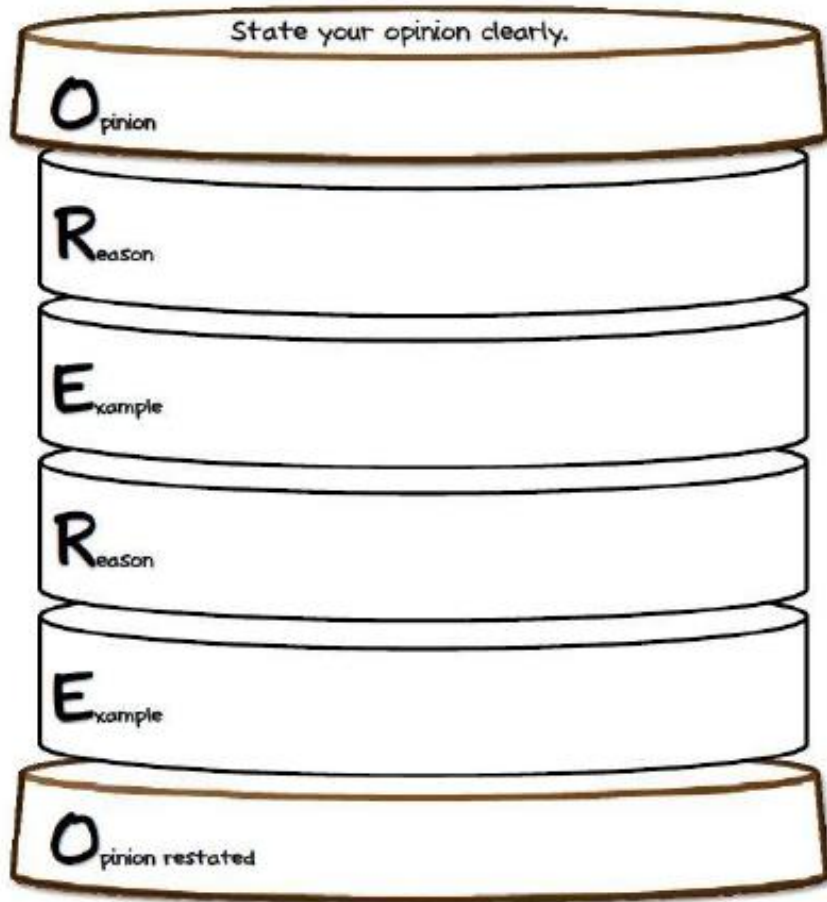
Oreos are the best kind of cookies. Oreos have cream in the middle. I love to take them apart and eat the pieces separately. Oreos are delicious.

27

Persuasive Writers Remember Their

OREOS

State your opinion clearly.



Opinion Writing: OREO

Name: _____



Opinion:



Reason #1:



Example:



Reason #2:



Example:



Reason #3:



Example:



Opinion:

Pre-learning Task

OREO


O - opinion 意见 (I think / In my opinion / I strongly believe ^{that})

R - Reason 原因 (because / Another reason / since)

E - Example / Explanation 例子 / 解释 (For example / In addition)

O - opinion (restated) 重新再定一次

↓
In
To sum it up
To summarize
As you can see
For the reasons given above.



O My favourite fruit is apple.

R It is very delicious and healthy.

E I eat an apple everyday. After eating apple for seven week, I become stronger.

O I like apple very much.

OREO


O - opinion 意见
(I think / In my opinion / I strongly believes that / My favourite... is)

R - reason 原因
(Because / Another reason / one of the reason / as / since)

E - example / explanation 例子 / 解释
(For example / For instance / Besides / In addition / Most importantly / Moreover)

O - opinion (restated)
小结 → 重新再定多次
(In conclusion / To sum it up / To summarize / As you can see / For the reasons given above)

e.g.




→ (Apple) U

O My favourite fruit is apples.

R It is very delicious and healthy.

E I eat an apple everyday. After eating apples for several weeks I have become stronger.

O I like eating apples very much.



→ (Candy) U

O I strongly believe that Super Whitening sweet brings us lots of benefits. → 益处

R After eating it, our skins will become whiter.

E Take me as an example, I was very dark before. Now, I have perfect white skin. I have built confidence.

O I highly recommend that everyone should buy it.

1. In my opinion. 2. At first 起初 3. although

4. also 5. so that 6. However

7. An other good thing is

8. On the whole (总结而然)

Note-taking.-record of learning

Lesson

The teacher recaps the OREO structure and phrases they have learnt in the previous lessons



Check understanding and correct misunderstanding

Teacher's demonstration



Modelling and showing, not telling

Authentic materials



Group work




Collaborative learning and mutual help

Teacher's feedback

S.3 OREO WS
Name: Group three Class: 3AB2 () Date: 18th April
Please choose one activity or one thing (food, drink or a gadget) to introduce to the class by using OREO structure

OREO



Please draw the thing that you are going to introduce here.

O: My favourite drink is Angel water, ^{it} brings us lots of benefits.


R: because After ^{using} using it, our skin will ^{become} become better.

E: Take me as an example, I had a dry skin before. Now, I have it makes me most confidence.

O: I recommend highly recommend

S.3 OREO WS
Name: _____ Class: _____ () Date: _____
Please choose one activity or one thing (food, drink or a gadget) to introduce to the class by using OREO structure

OREO



Please draw the thing that you are going to introduce here.

O: My favourite ^{sport} sport is basketball.

R: Playing basketball can make me healthy and taller. And ^{we} it can ~~make~~ we ~~to~~ meet ~~more~~ friends. a lot of

E: Take me as an example, before ^{In the past} I played basketball. I was short. ^{After I play basketball} After I play basketball, I am taller than before. Also I can meet more friends at the dis at the park.

O: I recommend highly recommend

1. guide and motivate students
2. develop their capability

Students' work

Student 1 (before)

Opinion essay by Esther Mok

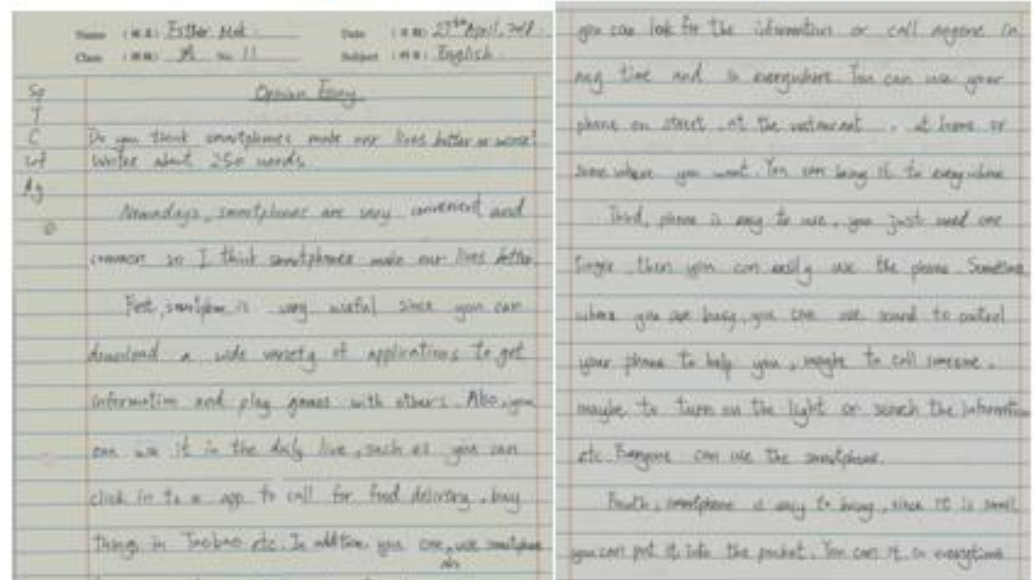


I think using digital gadgets like smartphones and tablets during lessons can help students learn better in class.

Because we can learn more extra knowledge beyond the textbook and make the lessons more interesting to let each student involve more in the class. This may motivate students to learn.

But I think we should not use these gadgets for a long time because it may cause eye problems, such as short-sightedness. We may use gadgets twice a week to protect students from using gadgets too often.

Student 1 (after) ★



good use of OREO with more supporting details

Weak students' improvements

	Before teaching	After teaching
For weak students	☹️ Incomplete use of OREO	😊 Full use of OREO
	☹️ Limited expressions	😊 More expressions
	☹️ Lack supporting details	😊 More supporting details
	☹️ Unsatisfactory length of text	😊 Extended length of text

Student 2 (before) ★

Name (姓名) Daniel Li Date (日期) 15/12
 Class (班级) 3B No. 23 Subject (科目) English

Newsletter Article

Fashion star Charity sale
 By Daniel Lee.

Last month, I joined a charity event.
 In the charity sale, there were many people crowded.
 It was the most popular event among students.
 I felt very interesting. I will reconnect to my next time.
~~hope the needy~~ If you can visit, Thank you.
 The first event is fun fair out the need poor money, but all the wanty we win take them to the charity.

second, we join the flag day. People flag to help the needy.

T = Tense
 Sp = 拼读
 N = (E.S)
 Ag = (adv) (adv.) (n.) (v.)

Student 2 (after) ★

Name (姓名) Daniel Lee Date (日期) 14th April 2015
 Class (班级) 3B No. 23 Subject (科目) English

Article

Does help solve the problems problems in our daily life?

I want to invent my handwriting printer.
 because I write very very much ugly and slow.
 Don't like to write. So, I use handwriting printer to replace my hand written the desired text.
 It can save a lot of time. Reducing time.

more organized writing but further polishing needed


You can write more!
 Which group of people will benefit from your invention?

Alignment of learning-teaching- assessment


Using OREO in Reading

- TOPIC: Is the use of facial recognition a breach of privacy?

understanding newspaper article



Yes, I believe it's a breach of privacy. I agree that facial recognition is a very useful thing - it has helped boost efficiency, such as at airport immigration counters. But this data is never deleted from the system. For example, your face would always be linked to your passport details. If that information fell into the wrong hands, a fraudster, for instance, could use it to trick other people, and police may come after you. Who wants that to happen?



Of course the use of facial recognition technology is a serious breach of privacy! Our phones capture a lot of data when we use apps. Similarly, if data from facial recognition technology is stored on our phones, hackers could use it to commit illegal acts. Then we would be in big trouble. We need to do more to stop this sort of thing from happening.

Changes in Assessments

Paper 1 selection of reading texts: texts structured with OREO



Read the following online postings and then answer the questions.

Cultural differences: hugging

Introduction

People from different cultures have different views on the amount of physical contact they should have. Failure to understand the differences may lead to misunderstanding. Several online users have given their views.

The question it posed was: '**Do you hug much in your culture?**' Read the following online postings:

Posted by: Calvin Kidman

Date: 2nd August 2009

I am Australian and I am a NET in Hong Kong. I have noticed that Chinese people do not hug in general. That is different from my own culture, in which we hug when we see each other and when we depart. I guess that has something to do with personal space. Chinese people have closed personal space. I do not mean to be biased. It is just different from where I grew up.



Is hugging universal?

Posted by: luvworld101

Date: 3rd August 2009

I am a Korean and I do not normally hug people, even my parents and siblings. That does not mean we are not close. We are very close and I adore them. However, hugging is rather alien to us. It seems that hugging is only appropriate among lovers. It is rather embarrassing to hug our family members and friends, not to mention those we do not know much. We have other forms of physical contact like shaking hands.

Posted by: James

Date: 25th August 2009

I hug a lot every day. I do not think it has anything to do with culture, but more to do with personality. You see, I am rather outgoing and I enjoy talking to people. Naturally I also like having physical contact because I feel closer to **them**. But one time I tried to hug a Japanese classmate but he was rather upset. I guess he was too shy. I am American, by the way.

Example of a reading text structured with OREO

- Posted by : Calvin Kidman
- Date: 2nd August 2009
- I am Australian and I am a NET in Hong Kong. I have noticed that Chinese people do not hug in general. That is different from my own culture, in which we hug when we see each other and when we depart. **[opinion]** I guess that has something to do with personal space. **[reason]** I do not mean to be biased. **[opinion]** It's just different from where I grew up. **[example]**

Paper 2 - Writing Paper

Part A – Opinion essay (40%)

You are Jenny Chan. Your teacher, Miss Lee has asked you to write an article for the school newspaper.

Read the following note from Miss Lee. Then write your article in 120-150 words. Give your essay a suitable title.

Evaluation on the efficiency of the lesson

Evaluation tools

i. Questionnaire

ii. Students' writings

(A comparison of pre- and post- OREO lessons)

iii. Students' writing exam results

(A comparison of 1st term and 2nd term writing exam)

HK & KLN Chiu Chow Public Association Secondary School

2017-2018

English Language

Secondary 3

QSIP – Project CEAL

Questionnaire - OREO Writing Structure

Group: _____

Read the following statements and circle the appropriate numbers respectively.

	Statement ²	☺ Agree	Disagree ☹
1.	OREO writing structure can help me write more.	6 5 4 3 2 1	
2.	OREO writing structure can help me develop ideas.	6 5 4 3 2 1	
3.	OREO writing structure can improve my organizational skills.	6 5 4 3 2 1	
4.	OREO writing structure can let me write more confidently.	6 5 4 3 2 1	
5.	OREO writing structure can help me score higher marks.	6 5 4 3 2 1	
6.	I find OREO writing structure easy to learn.	6 5 4 3 2 1	
7.	I find OREO writing structure interesting.	6 5 4 3 2 1	
8.	With OREO writing structure, I know how to present my ideas. ⁴	6 5 4 3 2 1	
9.	I can use OREO writing structure in Speaking papers.	6 5 4 3 2 1	
10.	Overall, I find OREO writing structure useful.	6 5 4 3 2 1	

Other comments (If any):

Questionnaire

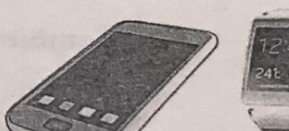
- collect both **quantitative** and **qualitative** data
- evaluate the effectiveness of the OREO lesson
- **provide ground in promoting the OREO structure to all forms**
- fit assessment literacy
- make good use of data to **seek ongoing improvement in curriculum design and implementation**

Items scored the highest marks

3. OREO writing structure can improve my organizational skills.	4.31
4. OREO writing structure can let me write more confidently.	4.21
10. Overall, I find OREO writing structure useful.	4.36

How students perform in the writing exam?

Part C – Short Task (21%) **OREO**
You are a member of the Technology Club at school. You are asked to write an opinion essay about whether the modern gadgets (e.g. smartwatch, smartphone) make our lives better or worse. Your essay will be posted on the school newspaper. Write at 100–120 words.



student's notes on the exam paper

As we know, The modern gadgets are more and more
popular now. I think the modern gadgets make our lives
better.

Cycle 3
**Extending the collaboration
effectiveness**

From summative to formative assessment

Review S2 Final Examination 2017-2018
Identify Students' needs

2018-2019 S3

Further develop writing skills teaching

Writing

Article in
Newsletter

Writing task Newsletter article

Recount

You have participated in a fundraising event for charity. You think it is meaningful and you want to write an article for the school newsletter about your experience. You have a leaflet about the event. Write the newsletter article based on the leaflet below and by following steps 1–3. Write about

- ❖ both teachers and students **benefit**
- ❖ **sustainable**
- ❖ **refine** the curriculum & instructional strategies

For more information, visit www.hkss.edu.hk/socialservicesclub



Task Analysis

Text Type

Text (Function)	Text Feature	Role	Purpose of Writing	Readers	Register / Tone
Recount Retell personal experience	Newsletter article	Participant in the fundraising event	To inform and inspire people to volunteer	People at school	Positive Casual

Zombie Run
for charity
by Jason Hui

Orientation

When Who What? Why?

1 Last weekend, our school Social Services Club held a **Zombie Run** in Victoria Park. It was an event to help raise money for the hungry. As a member, I was invited to participate in the event.

2 On the day of the event, 150 club members were involved. In the 3-km race, we could either be 'zombies' or 'survivors'. I was one of the survivors. We had to stay away from the zombies and reach the **FINISHING LINE**. The zombies looked so frightening that I ran really fast! One zombie looked very real. He made me **SCREAM** at the top of my voice. I found out later that he made the costume himself.

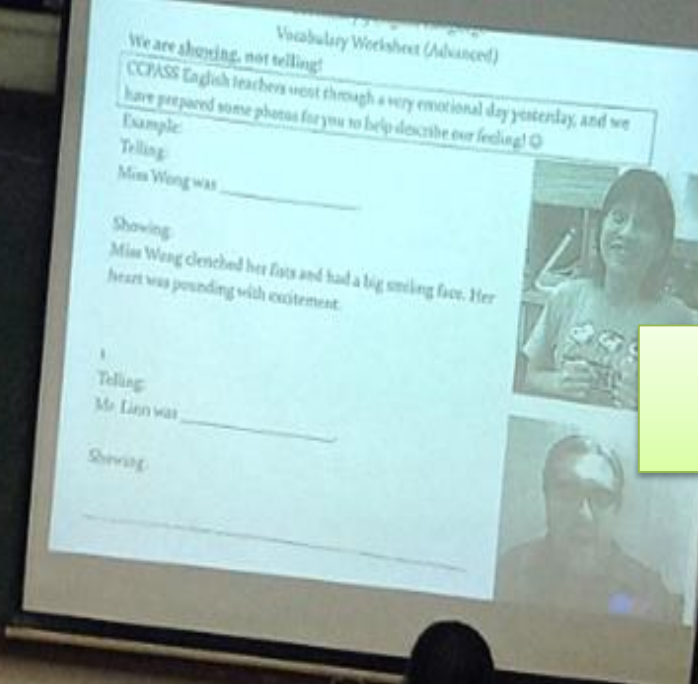
3 It was a day of non-stop fun! It was the most exciting run ever! The best thing is that it was all for a good cause! Over **10,000 dollars** was collected to help feed the hungry. Social Services Club chairperson Keith Lee says, 'If students are interested, we will have a Zombie Run again next year.' I really hope everyone will get involved in charity events. Let's support the next **Zombie Run!**

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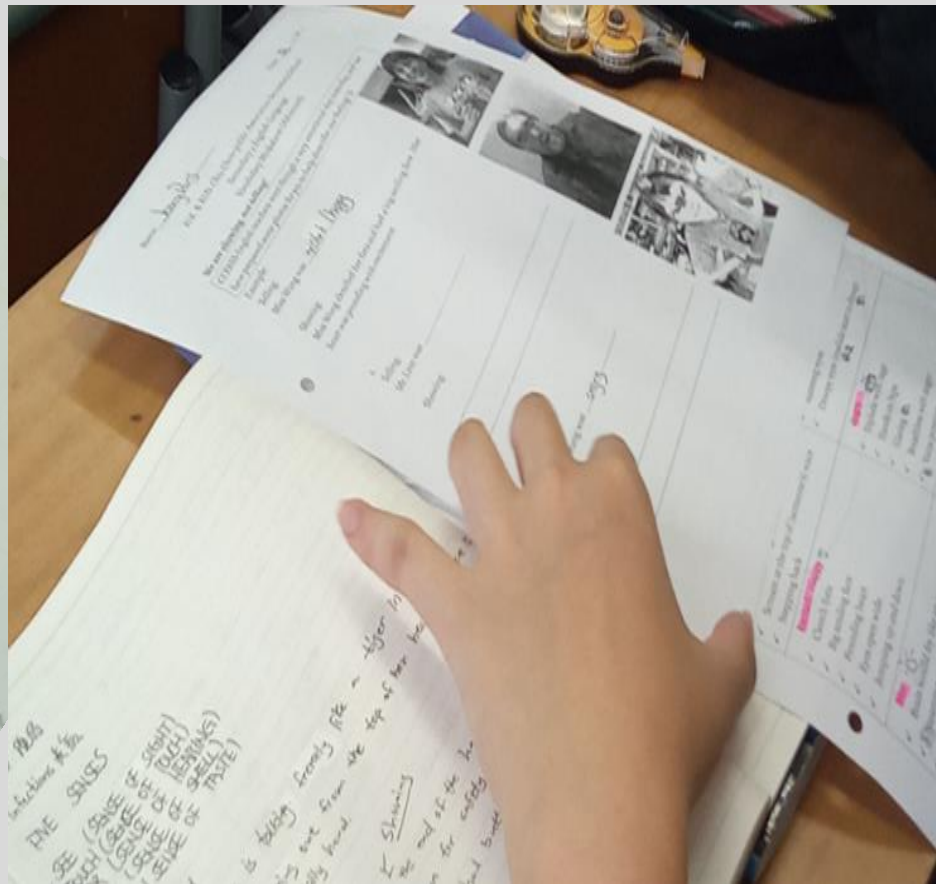
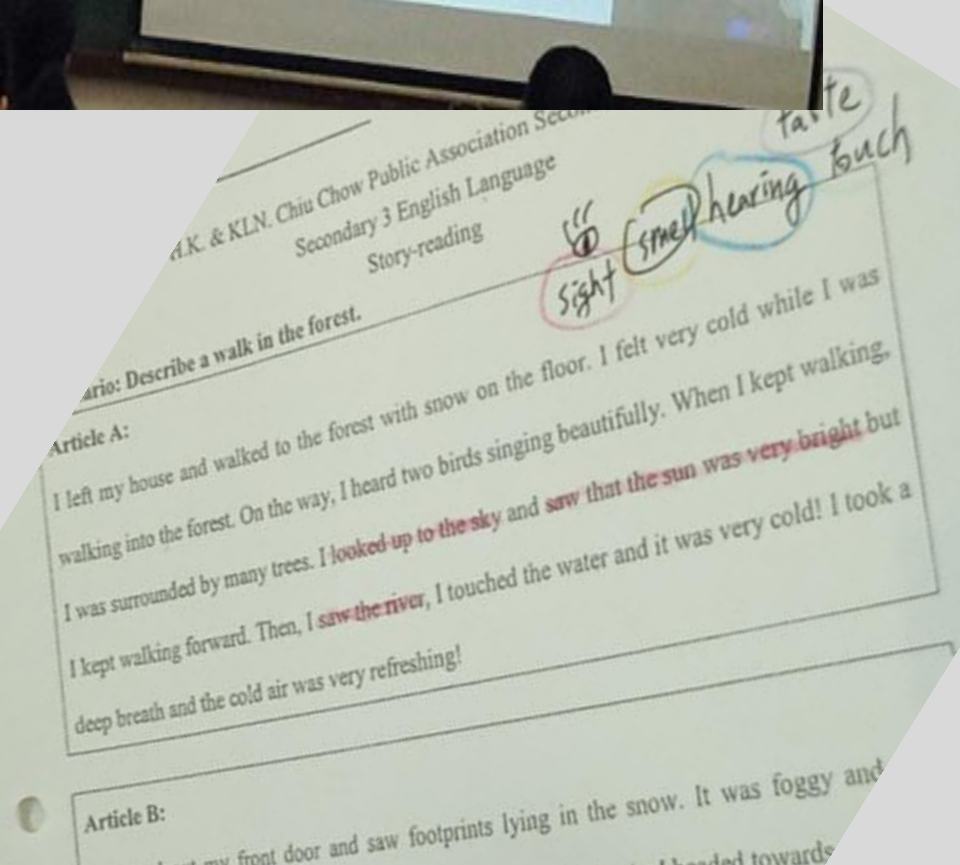
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3. What did they do?
4. How did the fans feel and what did the fans do?
5. Who enjoyed the concert?

When I was in Rebecca's Charity Concert, [felt excited] because it's my first to come Rebecca's Charity Concert, and I saw Rebecca on the stage and singing my favourite song called funk, I was so happy at that moment and some fans scream and said 'Hurra Rebecca' the most exciting Charity Concert I had.

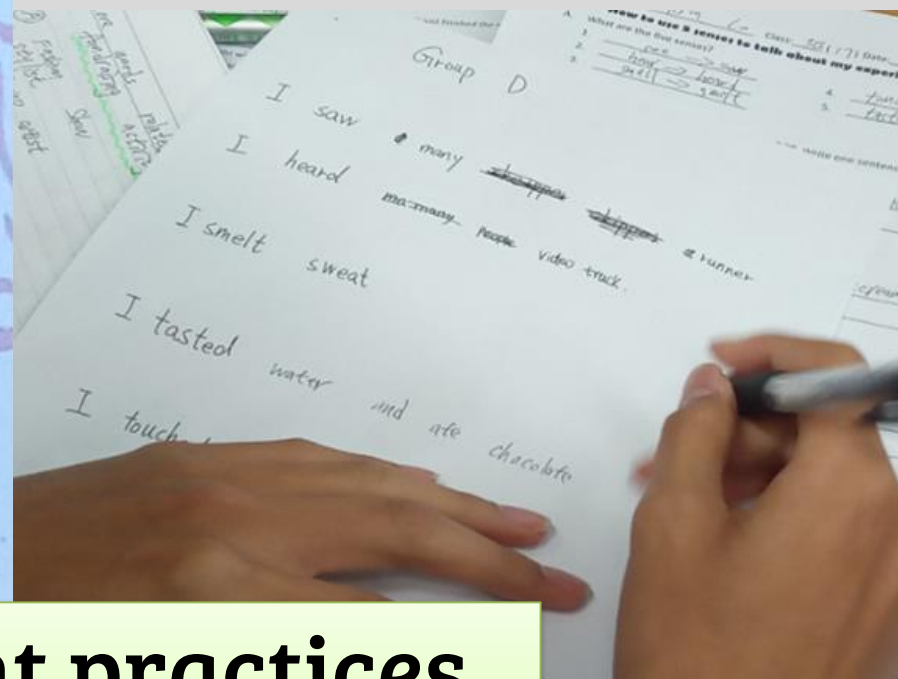


Authentic materials

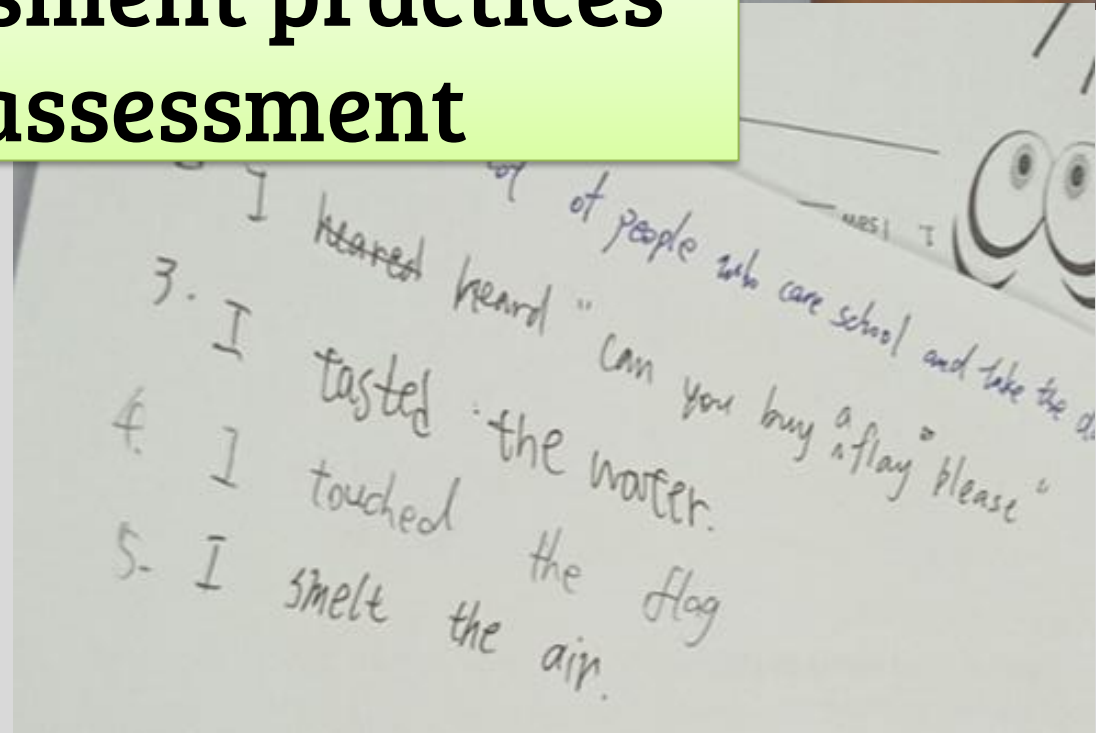


Your turn

1. Miss Lai will give each group one fundraising activity
2. You have to write 5 senses sentences on the activity
3. Another group will guess your activity



a. Diverse assessment practices
→ Game-based assessment



Insights gained and changes in the department?

1. more **awareness** on alignment of learning-teaching-assessment
2. encourage more **diverse** instructional strategies
3. **Assessment for Learning**