CEAL Project:

Teachers' Assessment Literacy

Reflections and Sharing of Experiences
Hoi Pa Street Government Primary School
8th June, 2018 (Friday)

Background

- Level: P.4
- Textbook: Primary Longman Express
  Book 4A & Book 4B
- Units covered:

  Book 4A: Unit 5 : Special people in our lives

  Book 4B: Unit 5: Eat well and get fit

Background of students

- 5 classes in P.4
- 3 classes of mixed ability

    - class size: about 25 students per class

- 2 classes with higher English language competence

    - class size: About 30 students per class

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Background of the Unit

Topic : Unit 5 - Eat well and get fit
Prior knowledge : countable and uncountable nouns;
quantifiers (a lot of, a few, a little)
Objective : Ss should be able to understand comparative quantifiers (more, fewer, less) and construct grammatically sentences with these comparative quantifiers (more, fewer, less).

uncountable nouns	countable nouns
fewer … than	less… than
more… than	more… than

fewer than / less than / more than

subject	verb	fewer / less / more	noun	than	object
Peppa	has/ eats	more	popcorn	than	George.

Assessment Tools

1a.) Self-directed learning task: Videos-QR codes

Purpose: ☺*do revision and preparation on the previous knowledge;*

☺ *assessment as learning: to assess if Ss can categorize C & U nouns on their own*

☺ *clarify the concept on some confusing items on both C/ U*

When: *before the lesson*

Videos - QR codes
as a *self-directed learning task*

- → **point out some nouns can be both C/ U**

Name:_____(   )   Class: P.4E   Date: 10th May, 2018

Part A: Please follow the link or scan the QR code to watch videos to learn about the use of countable and uncountable nouns, and finish the table with the information from the videos. <u>There are two wrong examples in video 1</u>. Do you know what are they?

1)https://www.youtube.com/watch?v=OgVueNN2GQo; 2)https://www.youtube.com/watch?v=sCTnesjej8g

Countable nouns (10 examples)		Uncountable nouns (10 examples)	
1)	2)	1)	2)

Assessment Tools

1b.) Self-directed learning task:

Vocabulary Recognition Task (VRT)

Purpose: ☺*to identify content related words (C & U nouns) that the Ss could read and associate with the unit;*
☺ *Ss' errors informed the T what Ss have not yet mastered*
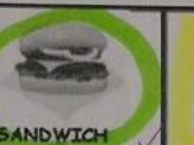☺ *assessment as* learning: *preparation & revision*

When: *before the lesson*
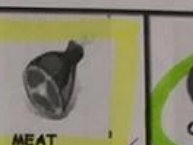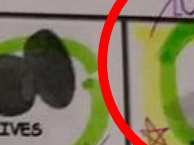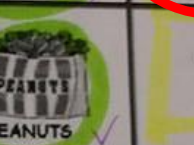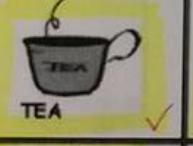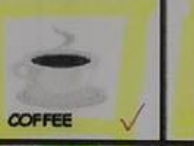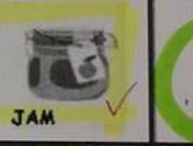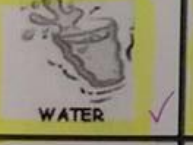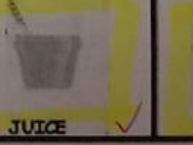
Vocabulary Recognition Task (VRT) as a _self-directed learning task_

Some Ss made mistakes on some confusing items

Number of words:
Countable:17;
Uncountable:18

Assessment Tools

2.) ABC brainstorming, Warm-up activity

   Purpose: **Needs Analysis**

   When to use: **At the beginning of the lesson**

ABC brainstorming

- Motivate students to brainstorm the food items
- Help the students to think systematically.
- Help the students to think from their previous knowledge.
- Teacher can assess what the students know for the topic.

Name: _____

Food in the supermarket

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

Follow-up task after ABC brainstorming task

- assess to check if Ss can categorize C & U nouns
- Ss' errors informed T what Ss have not yet mastered
- to provide quality and timely feedback to inform Ss of their performance
- make use of the assessment data to improve learning and teaching strategies

Follow-up and Extended task

make use of the assessment data to improve learning and teaching strategies
→ categorize nouns of non-food words

Name : _____ (   )   Class : P.4 E

Countable nouns		Uncountable nouns
Singular form	**Plural form**	
1. animal	→animals	1. furniture
2. plate	→plates	2. rice
3. bottle	→bottles	3. information
4. cat	→cats	4. love
5. fork	→forks	5. sand
6. dollar	→dollars	6. air
7. suitcase	→suitcases	7. music
8. battery	→batteries	8. water
9. church	→churches	9. luggage
10. box	→boxes	10. butter

Assessment Tools

3.) Categorization Chart

   Purpose: Clarify concepts

   When: At the beginning or in the

   middle of the lesson

Categorization Chart

- **Pupils revise the vocabulary items and prepare themselves for the following assessments.**
- **Pupils categorize the countable and uncountable nouns with pictures by doing gestures.**
- **Pupils put the pictures into the suitable grids.**
- **Teacher spots the difficulties of the students and can feedback at once.**
- **Teacher can refine the teaching strategies immediately.**
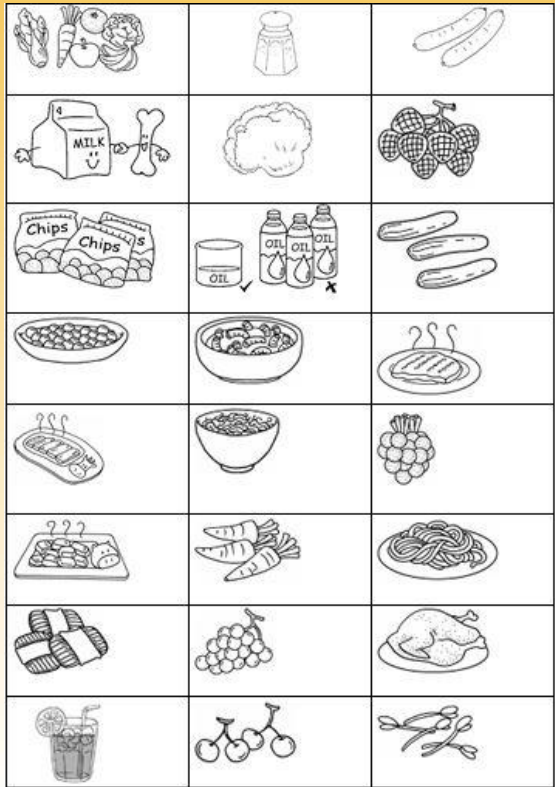
Vocabulary Recognition Task

A few	a lot of	a little

- Students categorize the food items they wrote in the ABC brainstorming worksheet into countable nouns and uncountable nouns.
- Clarify the concept of countable and uncountable nouns.

Countable nouns	Uncountable nouns
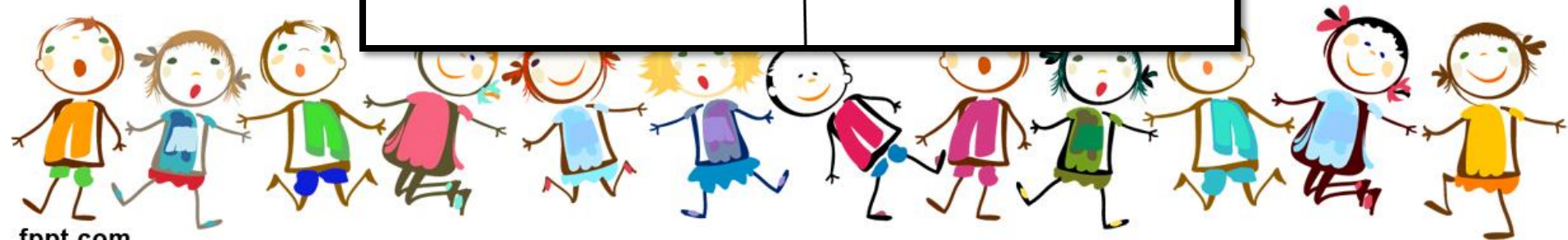
Assessment Tools

4.) Examples & Non-examples

Purpose: Clarify concepts

Superboy (healthy)

Simon (**un**healthy)

'I eat ~~a few~~ **a little** salad. I eat ~~fewer~~ **less** salad than you.'

'I drink a little cola. I drink less cola than you.'

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Assessment Tools

5.) Exit Ticket

Purpose: **to check for understanding or have given a sample skill for students to perform**

When : **At the end of lessons**

Advantage: **Teachers gain understanding of who knows what and if certain topics need additional instruction time**

Exit Ticket:

- Students proof read the sentences and find out the mistakes.
- Teacher can clarify the concept at once.

Yes? No?

fewer

1. I have ~~less~~ noodles than you. ✗
2. She has fewer apples than her sister. ✔
3. I have three packets of chips, you have two packets of chips. You have ~~more~~ chips than me. ✗
   fewer
4. I have ~~fewer~~ water than you. ✗
   less

Exit Ticket: Summary Quiz 1, 2, 3, 4

Everyone had to hold up their fingers to indicate their answer →to quickly check if Ss could be able to understand the use of comparative quantifiers (more, fewer, less) at the end of the lesson.

uncountable nouns	countable nouns
fewer ... than ↓	less... than ↓
more... than ↑	more... than ↑

Summary
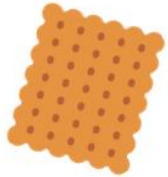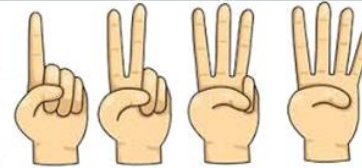
- Read the pictures and choose the correct sentence.
1) Suzy has fewer biscuit than Peppa .
2) Peppa has fewer biscuits than Suzy.
3) Suzy has less biscuit than Peppa.
4) Peppa has less biscuits than Suzy.

biscuit

biscuit

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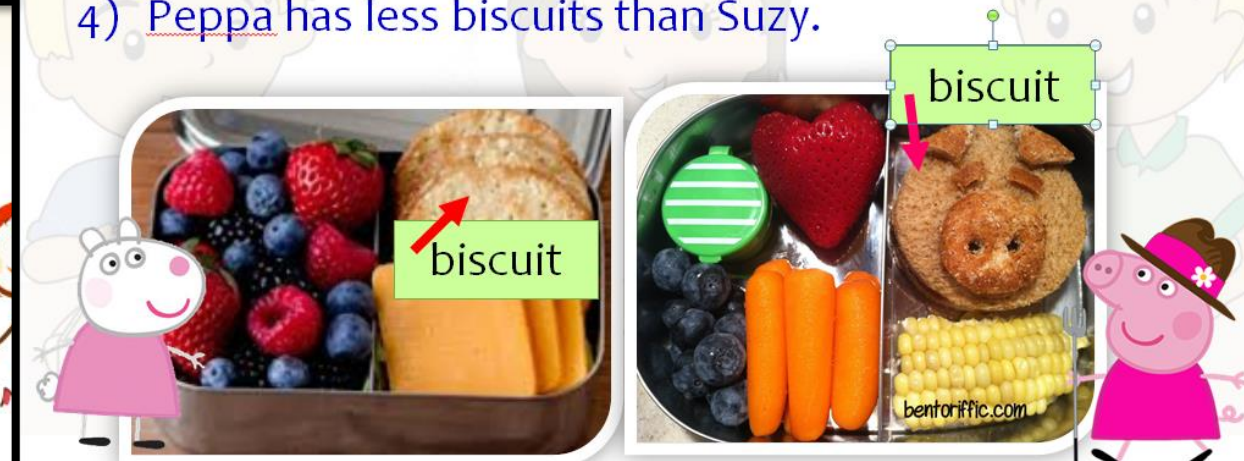
Reading Skills Assessment

- Based on "English Language Syllabus for Key Stage 1 & 2, "Reading Skills Framework" for each grade level is designed.

- Reading skills are taught and integrated into daily teaching whenever appropriate.

- Teachers are to be aware of the reading skills to be covered for each grade level when setting papers.

- A close relationship between what we teach and what we assess students on.

Reading Skills to be assessed

Example (Key Stage 1):

Basic Competency (BC) Descriptors

Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Examples of reading skills:

◆ understand the information provided on the book cover (e.g. *title, author and illustrator*), contents page and page numbers **(P.1-P.2)**

◆ guess the meaning of unfamiliar words by using contextual or pictorial cues **(P.1-P.3)**

2. Applying a small range of simple reference skills

◆ understand the connection between ideas by identifying cohesive devices, including connectives (e.g. *and, but, or*) and pronoun (e.g. *he, them, my*) **(P.2-P.3)**

3. Understanding the use of a small range of language features in simple literary / imaginative texts

◆ recognize the format and language features of some common text types, e.g. *signs, stories* **(P.2-P.3)**

Marking of Reading Comprehension Questions

- Marking Scheme:

For example:

- ☐ *Award full marks for each correct answer. Deduct 1 mark for each correct answer with spelling / grammatical mistake or wrong use of capitalization.*

- ☐ *No marks for any incorrect answer. Accept reasonable answers.*

- *The marking scheme is known to the students. Students know how to get full marks and how marks would be deducted.*

Design of Writing Marking Scheme

- With reference to TSA marking scheme on Writing

- Adapted it for use with reference to students' performance.

- Familiarize students with the three areas (i.e. "Content", "Language" & "Organization") to be assessed on their writing performance through daily writing exercise.