



# Assessment Literacy: Building a Base for Developing Strategic Reading

## School

TWGHs Wong See Sum Primary School

## Background

Based on the recent assessment data analysis, P4 English teachers at TWGHs Wong See Sum Primary School arrived at the conclusion that improving students' reading proficiency is their first priority. In view of the fact that the current strategies, putting emphases on recognizing different text types, formats and comprehension, did not work as expected, teachers decided to strengthen students' reading through focusing on teaching reading skills and establishing a systematic school-based reading framework.

To achieve this strengthening, the teachers introduced a series of strategies to help the students develop target reading skills. All components in the teaching system - the curriculum and its intended outcomes, the teaching methods used and the assessment tasks - are aligned to each other. Through relevant learning activities, students were able to construct their learning and achieve the desired learning outcomes.

## Level

Primary 4

## Strategies Used

### **1. Establishing a Spiral Reading Framework to Align Teaching, Learning and Assessment**

Reading is the basis for success in all other skills. There are many ways teachers can prepare young children for reading at school. One of the keys to academic success is to scaffold their reading skills through a systematic reading curriculum.

According to Jerome Bruner (1960), regular re-visits of the same educational topics over the course of a student's education helps reinforce information over time and use prior knowledge to inform future learning. With such a staircase curriculum in mind, students are expected to learn the repeated experience of a concept over the course of a curriculum and develop the skills at each grade level with increasing depth, building on students' prior knowledge. It allows gradual mastery from one grade level to the next.

The spiral curriculum is beneficial for teachers as it emphasizes frequent formative assessment that can show them what students remember from prior teaching and help differentiate between who needs extra practice and who is ready to move on (Michael McGarvey, 2016).

In order to fully benefit from the spiral approach, teachers paid much attention to the alignment of learning, teaching and assessment when planning their school-based reading framework. They equipped students with simple reading skills to more complicated independent reading that requires the use of those skills by degrees, planned learning activities for students to apply what they have learned, and designed assessment to assess what students are learning accurately.

## **2. Using Formative Assessment to Guide Learning and Teaching**

According to Boston (2002), formative assessment is defined as the diagnostic use of assessment to provide feedback to teachers and students over the course of instruction. Data collected from formative assessments helps teachers to identify students' strengths and weaknesses. It then will assist the teacher to adjust or revise the lesson plan and give the students advice on how to improve their work (Van Rooyen & Prinsloo, 2003).

In the case of TWGHs Wong See Sum Primary School, formative assessment was purposefully directed toward the student. Rather than emphasising how to deliver information, the teacher focused on how well students understand it, and how they can apply it. So, teachers gathered information about their students' learning needs and used this information to make instructional adjustments.

### **Actions Taken**

The case reported here focuses on how a group of P4 English teachers at TWGHs Wong See Sum Primary School applied what they learned about assessment literacy to enhance reading skills of their students. The overall collaboration over the course of 10 months, from September 2019 to June 2020, are summarised below.

#### **1. Developing a School-based Reading Framework**

##### **a. A Reading Framework for P1 to P6**

A reading framework was developed to associate different reading skills with different year levels. For example, basic reading skills such as locating keywords and more demanding reading skills such as making inferences, have been assigned to P1 and Key Stage 2 levels respectively. The spiral approach has been adopted in the design of the reading framework, so students can recycle the skills to consolidate their understanding and apply them frequently in each key stage. The progressions in the framework set out the significant steps that students take as they develop their reading skills. It also allows the teachers to see where their students are and where they need to go.

The following table illustrates how teachers put the idea into practice. Based on this framework, P4 teaching team planned their reading syllabus with a focus on the skills assigned to their level. Their work will be shared in the following section.

### P1 to P6 Reading Framework

P1	P2	P3	P4	P5	P6	
Looking for keywords	Looking for keywords	Looking for keywords	Understanding the connection between ideas by identifying a range of cohesive devices	Understanding the connection between ideas by identifying a range of cohesive devices	Understanding the connection between ideas by identifying a range of cohesive devices	Locate info but needs to rephrase
	Understanding one's feelings *	Understanding one's feelings *	Scanning for specific info	Scanning for specific info	Scanning for specific info	Calculate time
	Answering questions with the word "NOT" *	Making a reference *	Identifying main ideas *	Skimming for gist	Skimming for gist	Referencing: it, do the same *
	Guessing the meanings of unfamiliar words *	Understanding the connection between ideas by identifying a small range of cohesive devices *	Guessing the meaning of unfamiliar words *	Guessing the meaning of unfamiliar words *	Guessing the meaning of unfamiliar words *	Find words to fill in the blanks
		Answering wh and how questions *	Making a prediction *	Making a prediction *	Making a prediction *	Main idea
			Onomatopoeia	Locating words in Eng dictionaries	Simile *	Guessing meaning of unfamiliar words *
				Sequencing events *	Making inferences *	Inferring meaning *
Other skills in supplementary book:						
	Looking for common features (has been covered)	Finding out the correct order (has been covered)	Making a reference	Understanding one's feelings	Making a reference	
	Making an inference (has been covered)	Understanding the same meaning in different words	Understanding the same meaning in different words	Making a reference	Getting information from charts	
	Looking for rhymes (has been covered)		Finding out the correct amount	Answering wh and how questions		

\* with reference to the supplementary book for students

## b. A Reading Framework for P4

To start planning the P4 framework, teachers first identified the features of various text types introduced in the textbook. Then they decided to cover certain chapters of the book that match the target reading skills listed on their reading framework, for example, teaching guessing the meaning of unfamiliar words in Book 4A Chapters 2, 3, 7 and Book 4B Chapter 3 and 7. In addition, they assigned relevant exercises in the supplementary book to students as homework and holiday assignment to align learning, teaching and assessment strategically.

It is also worth mentioning that the framework allows flexibility. ‘Sequencing events’, a skill to be taught in P5, is included in the framework because teachers think that it is more suitable for teaching the passage in Book 4B Chapter 2 which shows steps in finding a treasure. Teachers also believe that it serves as an introduction to pre-P5 reading skills.

The P4 English reading framework below shows the way in which teachers were guided towards content, following the direction of the department’s overall curriculum development.

Primary 4 English – Reading Framework
<b>1. Reading Skills Progression</b>
<ul style="list-style-type: none"><li>• Skills assessed in TSA:<ul style="list-style-type: none"><li>○ Understanding the connection between ideas by identifying a range of cohesive devices</li><li>○ Scanning for specific information</li><li>○ Identifying main ideas (Supplementary Book)</li><li>○ Guessing the meaning of unfamiliar words (Supplementary Book)</li><li>○ Making a prediction (Supplementary Book)</li><li>○ Onomatopoeia</li><li>○ Sequencing events (Pre-P5)</li></ul></li> <li>• Other skills in supplementary book:<ul style="list-style-type: none"><li>○ Making a reference (Understanding the connection between ideas)</li><li>○ Understanding the same meaning in different words</li><li>○ Finding out the correct amount (Scanning for specific information)</li></ul></li></ul>

<b>2. Reading Skills Map</b>		
<b>Syllabus / Curriculum</b>	<b>Target Reading Skills</b>	<b>Reference book (Exercises)</b>
<b>Book 4A</b>		
Ch. 1	<ul style="list-style-type: none"> <li>Understanding the connection between ideas by identifying a range of cohesive devices (and, but, when, after)</li> <li>Scanning for specific information</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 1, 2</li> <li>4B Unit 9</li> </ul>
Ch. 2	<ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 9</li> <li>4A Unit 5 (by words nearby only)</li> </ul>
Ch. 3	<ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>Guessing the meaning of unfamiliar words (by picture clues and words nearby)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 6 (by words nearby only)</li> <li>(- Extra WS needed)</li> </ul>
Ch. 4	<ul style="list-style-type: none"> <li>Making a prediction</li> <li>Onomatopoeia (Brief)</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 1</li> <li>(- Extra WS needed)</li> </ul>
Ch. 5	<ul style="list-style-type: none"> <li>Identifying main ideas</li> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 10</li> <li>4B Unit 2</li> </ul>
Ch. 6	<ul style="list-style-type: none"> <li>Understanding the connection between ideas by identifying a range of cohesive devices (before, then, but, so, and, when, because)</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 3, 4</li> <li>4A Unit 11</li> </ul>
Ch. 7	<ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4A Unit 7 (by words nearby only)</li> <li>(- Extra WS needed)</li> </ul>
<b>Book 4B</b>		
Ch. 1	<ul style="list-style-type: none"> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 3</li> </ul>
Ch. 2	<ul style="list-style-type: none"> <li>Sequencing events</li> </ul>	(- Extra WS needed)
Ch. 3	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 10</li> <li>4A Unit 8 (by words nearby only)</li> </ul>
Ch. 4	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 11</li> <li>4A Unit 12</li> </ul>
Ch. 5	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Identifying main ideas</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 12</li> <li>4A Assessment</li> </ul>
Ch. 6	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Making a prediction</li> </ul>	<ul style="list-style-type: none"> <li>4B Unit 4</li> <li>(- Extra WS needed)</li> </ul>
Ch. 7	<ul style="list-style-type: none"> <li>Scanning for specific information</li> <li>Guessing the meaning of unfamiliar words (by picture clues)</li> </ul>	<ul style="list-style-type: none"> <li>4B Assessment</li> <li>(- Extra WS needed)</li> </ul>
<i>#Remarks: 4B Unit 5, 6, 7 (To be assigned as holiday homework for extended-learning/revision of 'guessing unfamiliar words')</i>		

### c. Revised Assessment Blueprint

In order to better align learning objectives and assessments, the reading part of the assessment blueprint was revised. It acts as a guide for teachers to construct test and examination paper, ensuring it gives appropriate emphasis on the target reading skills covered in the framework. Specific reading skills to be assessed were laid out with corresponding questions. It not only guides instructional activities by confirming in advance the knowledge teachers are planning to assess, but also helps students make their learning targets clear. In addition, such an approach facilitates a more systematic analysis of students' performance and enables a strategic plan of follow-up work.

The following table is an excerpt of the first P4 summative assessment blueprint which clearly points out the four reading skills to be assessed in term one. The discussion of the teaching of reading strategy 'Guessing word meaning from word/picture clues' in the next section, further demonstrates how learning, teaching and assessment are aligned.

TWGHs WONG SEE SUM PRIMARY SCHOOL						
Summative Assessment Task Blueprint (Primary 3-6)						
Primary 4		Summative Assessment <u>1</u>		Semester <u>1</u> , 2019-2020		
Paper Setter: _____		Units to be assessed: <u>Book 4A: Ch.1, 5, 6 &amp; 7</u>				
(Specify Book A or B)						
Weighting Table:						
Text type: <b>a blog</b>						
Part 3	Reading Strategy	Question Type	Question No (in order from smallest to largest)	No of items	Marks per item	Total Marks
	1. Locating specific information	MC	1	3	1	4
		MC	2		1	
		LQ	7		2	
	2. Constructing meaning from the text	MC	3	1	1	1
	3. Guessing word meaning from word/picture clues	MC	4	3	1	3
		MC	5		1	
		MC	6		1	
	4. Identifying meaning of specific words or expressions (cloze passage)	FB	8	1	2	2
				<b>Total number of items:</b>	8	<b>Total marks of this part:</b>

\*Question Types:  
MC, T/F, Sequencing (S), Matching (Mat), Fill in the blanks (FB), Short questions (SQ), Long questions (LQ)

\*Marks: 1 -2 marks/short item (e.g., MC, T/F, matching, fill in the blanks)  
2 -3 marks/long Q; (carry more marks than short items)

Long Q mark allocation: if meaning is correct, that answer should be given at least 60%



As the reader may notice, the school-based reading framework not only structures a variety of strategies for students to develop their ability of constructing meaning, but also to unite and connect learning activities and assessments, making educational experiences more effective. Being given the support mentioned, students will gradually be able to select and use the strategies automatically and make improvement in their reading.

## **2. Planning a Lesson with a Focus on Formative Assessment: Guessing Word Meaning from Word/ Picture Clues**

Aiming at improving students' achievement of the intended learning outcomes, a sequence of formative assessments was used in and beyond the classroom. The process provided assessment-based feedback to adjust ongoing learning and teaching.

### **a. Pre-test (Reading Practice Worksheet)**

A non-graded Pre-test was taken before the lesson to give teachers an idea of what the students may already know and what they need more instruction on. It allowed teachers to better anticipate problems that might arise and served as a unit introduction for students, giving them a preview of what to expect from the new unit, resulting in improved course performance.

The design of the Pre-test was based on the final assessment in mind. Students were asked to complete a pre-assessment worksheet in multiple choice format. Some pictures and more challenging words were given in the text for assessing students' prior knowledge and reading skills - using picture clues and words nearby to tackle unknown words.

Taking the pre-test below as a formative assessment, it tells the students where they are in terms of the standard and where they need to be. Thus, students were given the results and presented with new strategies to help them learn the target reading skills. Since the results data showed that the majority of our students lacked a solid foundation of this word attack skill, a data-driven decision was made: a double lesson would be arranged for the topic and more detailed instructions would be given.

Reading Practice Worksheet

Name: \_\_\_\_\_ ( ) P. 4 \_\_\_ Date: \_\_\_\_\_

Read the letter and answer the questions.

1 Hi Jason,  
2 Last Saturday, my parents and I came to the U.S.A. for a holiday.  
3 The weather was very windy. There was a big hurricane after we came here.



4 Some streets were flooded with water from the sea. But the water was  
5 murky. We could not see the things in the water. We stayed in the hotel.

6 The next morning, we looked out of the window. The wind blew away the roofs of some houses.  
7 Many houses were not covered and many trees fell on the ground. Some cars were  
8 damaged and could not move. I took some photos. You can see how sad it was.  
9

Susan



Read the questions carefully and circle the correct answers.

1. What is the weather during a hurricane?  
A. hot and sunny    B. cool and cloudy    C. windy and rainy    D. cold and foggy
2. What does "flooded" in Line 4 mean?  
A. jammed with cars    B. crowded with people    C. paved with sand    D. filled with a lot of water
3. What does "murky" in Line 5 mean?  
A. clean and clear    B. black and dirty    C. fresh and blue    D. salty and dangerous
4. What is a roof?  
A. the top covering of a house    B. the ground of a house    C. the wall of a house    D. the door of a house
5. What does "damaged" in Line 8 mean?  
A. make something good    B. make something new    C. make something worse (bad)    D. make something clean



## b. Vocabulary Inventory

A student self-assessment in the form of a vocabulary checklist was implemented at the beginning of the lesson before learning the new skills. Students were shown the target vocabulary of a text about TV-watching to be guessed and were required to indicate if they knew the meaning of those words. Students tried to guess the meaning of the unknown words without any contextual clues. They could either write the meaning or draw a picture to explain the unknown word.

This activity allows teachers and students to gain an understanding of not only how many words in the chapter students understand, but also the degree to which they can comprehend and apply each word. Students' self-report enables teachers to inform their instruction. As for students, it helps arouse their awareness of self-assessment, activate their prior knowledge and build their 'vocabulary ownership'.

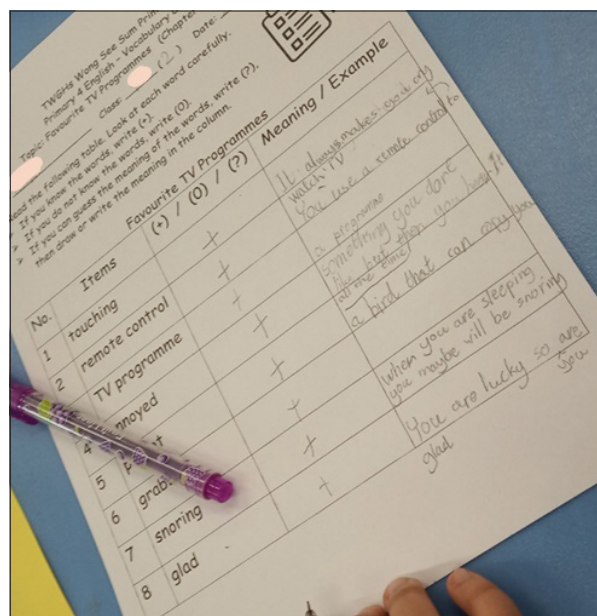
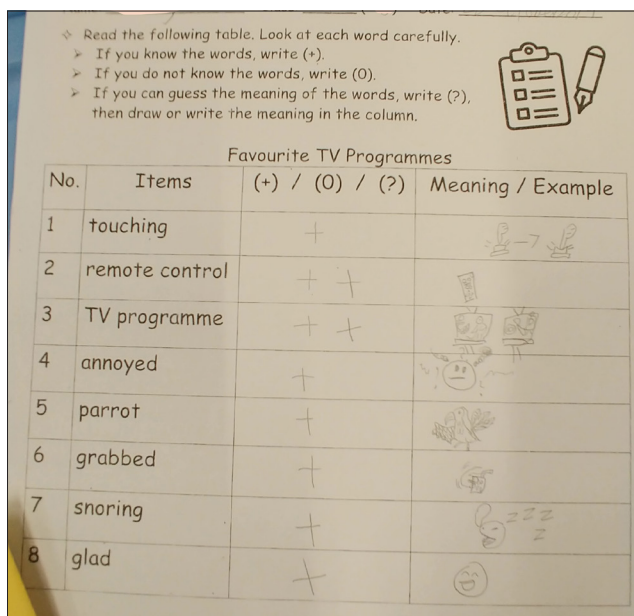
Primary 4 English – Vocabulary Checklist (Favourite TV Programmes)

◇ Read the following table. Look at each word carefully.

- If you know the words, write (+).
- If you do not know the words, write (0).
- If you can guess the meaning of the words, write (?), then draw or write the meaning in the column.

No.	Items	(+) / (0) / (?)	Meaning / Example
1	touching		
2	remote control		
3	TV programme		
4	annoyed		
5	parrot		
6	grabbed		
7	snoring		
8	glad		

Students' work provided immediate feedback to the teacher and students. It helps inform teacher instruction and prepare students for the upcoming activities.



### c. Group Work and Individual Work Worksheet


After introducing the ‘Building Word Attack Strategies’ and demonstrating how to connect the picture clues and explanation clues with the unknown words, students were placed in groups to work out the meaning of another two unknown words, using the skills they have just learned. Teachers moved around the classroom, listened to various discussions and provided feedback. After that, students had to finish the last two unknown words unaided.

Working with others before working on their own leads students toward mastery. The group activity was part of the learning that offers both teachers and students an opportunity to gain valuable insight into levels of understanding. The individual assessment that follows was most useful as feedback, in the form of a brief comment and answer checking, was given to students. By varying the type of assessment, teachers can get a more accurate picture of what students know and understand. So, teachers are recommended to use at least one formative assessment daily to enable them to evaluate and assess the quality of the learning in the classroom.

The worksheet below was used for the activity and matched well with this idea.

**Primary 4 English – Group work and Individual work Worksheet**  
**Topic: Favourite TV Programmes (Chapter 7 of Book 4A)**

- ❖ Read pages 2, 3, 4 of the text.
- ❖ Guess the meaning of the following words:

<u>Words</u>	<u>Meaning</u> (Draw or write about it)	<u>How we guessed (Strategy)</u> (Using pictures / Using words nearby)
e.g., TV programme		using pictures
annoyed		<b>Teacher's demonstration</b>
parrot		
grabbed		<b>Group work</b>
snoring		
glad		<b>Individual work</b>

#### d. Exit Ticket

At the end of the lesson, students were asked to fill in an exit ticket. The purpose was to let students reflect on what they had learned in the lesson and for teachers to track students' understanding and progress by collecting instant data. The teacher was told, by the sample student work below, which student could understand what had just been learned and which student needed more help.

The exit ticket is one of the easiest and most effective formative assessments. Having students write their names and answers to summarise their own understanding immediately after a specific learning experience, allows teachers to read the responses, sort them into groups (e.g., who can apply the skill, who need re-learning) in just a few minutes. Then they can use the data to inform subsequent instruction.

## - Exit Ticket -

Name: \_\_\_\_\_ ( ) P.4 ( )      Date: \_\_\_\_\_

### Chapter 7 - Favourite TV Programmes

**Write the numbers (2-4) in the boxes to put the steps in the correct order.**

Steps of reading	Order
Read the sentence again to see if your guess is right.	
Start reading the sentence.	<b>1</b>
Look at the <u>pictures</u> and the <u>words nearby</u> to guess the meaning of the word you don't know.	
Stop at the word you don't know.	

❖ **What skills have you used to read?**    1. \_\_\_\_\_  
**(Find your answers on the blackboard)**    2. \_\_\_\_\_

## - Exit Ticket -

Name: \_\_\_\_\_ P.4 ( )      Date: 28<sup>th</sup>

### Chapter 7 - Favourite TV Programmes

**Write the numbers (2-4) in the boxes to put the steps in the correct order.**

Steps of reading	Order
Read the sentence again to see if your guess is right.	4
Start reading the sentence.	1
Look at the <u>pictures</u> and the <u>words nearby</u> to guess the meaning of the word you don't know.	3
Stop at the word you don't know.	2

❖ **What skills have you used to read?**    1. Using pictures  
**(Find your answers on the blackboard)**    2. Using words nearby

## e. Supplementary Worksheet





Activities used with textbooks help students practice what they are learning, while supplementary materials help students work with the content and arouse their interest. A worksheet is one good example of this. In order to reinforce learning and check students' understanding, a supplementary homework worksheet was given to students to facilitate mastery of the taught skill in another context.

The supplementary worksheet below was used as supplements to help students learn textbook information in a different way. The well-chosen topic and well-designed questions drew students' interest and helped construct knowledge. This piece of homework was used formatively as it was specifically assigned for practice of the newly learned reading skills. Additionally, specific and timely feedback, verbally, was given to students. Through this practice, students worked to improve their skills before undertaking the summative assessment.

TWGHs Wong See Sum Primary School  
Primary 4 English - Supplementary Worksheet (Reading)  
Topic: Favourite TV Programmes (Chapter 7 of Book 4A)

Name: \_\_\_\_\_ Class: \_\_\_\_\_ ( ) Date: \_\_\_\_\_

**Read the text and guess the meanings of the underlined words.**





2	Hi, everyone! We are Nathan and Alton. We are <u>twins</u> . We both look the same. When we were babies, our hair styles were different. Nathan had <u>spiky</u> hair. He looked funny!	
5	 Our favourite hobby is doing <u>karate</u> . It is exciting. We wear Karategi when we do karate every Saturday. Karatigi is the white karate uniform.	
9	We have <u>various</u> colours for the obi to show our karate skills, for example, white, yellow and orange. White obi is the first level. Black obi is the highest level.	
13	 Sandy is our <u>instructor</u> . She is a friendly teacher. She teaches us to be good sports players. We enjoy doing karate.	

P.1

Use picture-clue and words nearby to answer the following questions (Q1-5). Blacken the circle ● next to the correct answer.

1. What does “twins” in Line 2 mean?
- A. Nathan and Alton are classmates.
  - B. Nathan and Alton are friends.
  - C. Nathan and Alton are brothers.
  - D. Nathan and Alton are cousins.

2. What does “spiky” in Line 4 mean?

<input type="radio"/> A. 	<input type="radio"/> B. 
<input type="radio"/> C. 	<input type="radio"/> D. 

3. What does “karate” in Line 5 mean?

- A. a kind of dancing
- B. a kind of ball games
- C. a kind of martial arts
- D. a kind of music

4. What does “various” in Line 9 mean?

- A. little
- B. big
- C. same
- D. different

5. What does “instructor” in Line 13 mean?

- A. a teacher
- B. a helper
- C. a child
- D. a student

#### f. Adapting a Summative Assessment (Post-test – Reading & Writing Summative Assessment) for Formative Use

A summative assessment to assess students’ understanding of all target reading skills in term one was designed. As shown in the paper on the following pages, questions four, five and six in Part three of the reading paper were intentionally set to test the skills ‘finding the meaning of unknown words with picture and word clues’.

Due to the insignificant improvement of students’ performance reflected in the results analysis, teachers went through the three questions with students in detail, allotting enough time for teacher feedback and for students to get help.



**Ivy is reading a blog on the Internet.**  
Read the text below and answer the questions.

Welcome

File Edit View Go Favourites Help


Address http://www.blogworld.com/sandy\_chan

### Sandy's Blog

11th April 2019

My Friends
My Toys
My Childhood


My name is Sandy. I am nine years old. I am in Class 4H at Sunset Primary School in Australia. I live with my little sister and my parents. Five years ago, I lived with my grandma only in Hong Kong. She loves me very much.



My grandma told me I was fat when I was a baby. I always look at my baby photos. I was cute because I had no clothes on my body but only a white diaper.


5

When I was three years old, I did not need to wear a diaper anymore. I could go to the toilet by myself. Grandma took a photo for me!



10

I could not take a bath by myself when I was four years old. When I was dirty, my Grandma helped me clean my body with warm water in the bath tub. She put some soap on my head and made a lot of bubbles. I liked putting my toy duck in the bubbles.



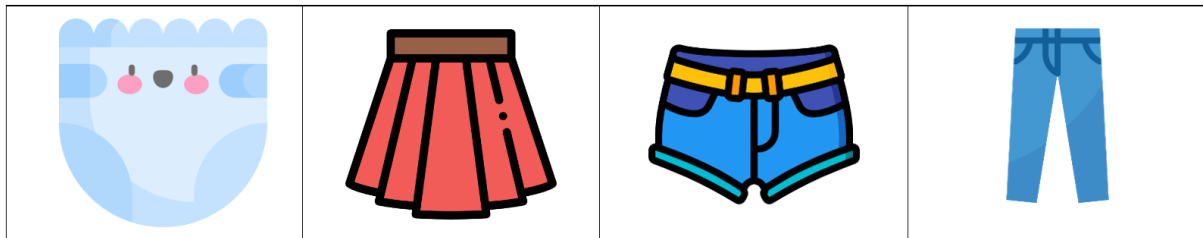
I like wearing lovely pyjamas when I sleep. I could put on my pyjamas by myself when I was five. There were many buttons on my pyjamas. I could do up all the buttons on my pyjamas. I told my mother my teddy bear helped me to do up the buttons. She said "thank you" to it and kissed it.

15

I like wearing lovely pyjamas when I sleep. I could put on my pyjamas by myself when I was five. There were many buttons on my pyjamas. I could do up all the buttons on my pyjamas. I told my mother my teddy bear helped me to do up the buttons. She said "thank you" to it and kissed it.

20

4. Read line 6 to line 10. What does diaper mean?



A.

B.

C.

D.



5. Read line 12 to line 14. What will mum ask the boy in this picture to do??

- A. take a bath
- B. wear a hat
- C. put some soap on your head
- D. made a lot of bubbles



6. Read line 16 to line 19. What do pyjamas mean?



- A.
- B.
- C.
- D.

In addition to providing feedback, teachers decided to further review and reinforce the skills in other chapters during school suspension, hoping to keep students on course and facilitate their application of the skills on different topics.

In the online lessons, in-lesson formative assessments like polling and quizzes, were used to evaluate student performance and give instant feedback by teachers. As teachers observed, students showed more confidence and familiarity with the taught skills. Some of them could illustrate how they found the meaning of unknown vocabulary in their own words.


**Live lesson (2/5) - Learning Objectives**

In this reading lesson, we are learning to ...

1. **guess** the meaning of **unfamiliar words** by **word clues** and **picture clues**
2. **make a prediction** for a **story ending** by **story flow**

A cartoon illustration of two boys. The boy in the foreground is wearing a blue suit and pointing upwards. The boy behind him is wearing a red shirt and has a lightbulb above his head, indicating an idea.

## Three Sneaky Students




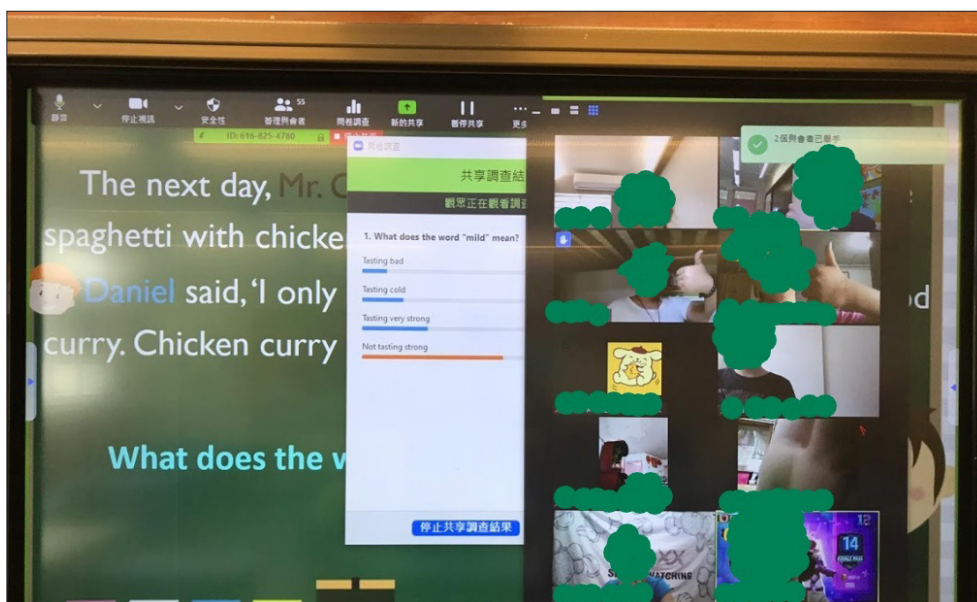


The three sneaky students were hungry. They were sneaking in the teachers' **pantry** at recess again.

What does the word "**pantry**" mean?

What clue(s) can you find to help you guess the meaning?

picture & words nearby

The next day, Mr. C spaghetti with chick Daniel said, 'I only curry. Chicken curry

What does the v

共享調查結  
觀眾正在觀看調

1. What does the word "mild" mean?

- Tasting bad
- Tasting cold
- Tasting very strong
- Not tasting strong

停止共享調查結果

It was demonstrated that in addition to evaluating student learning at the end of a unit, summative assessment could also help improve student future performance if the skills acquired from learning are well used.

## Impact

### 1. Student Level

Varied positive effects of assessment literacy on students have been noticed. Based on teacher observation, students have become more dedicated to assessing their own prior knowledge before learning a specific topic and skill. Since new learning is constructed on prior knowledge, connecting new information to students' prior understanding can help students to recall and use what teachers teach.

Students have also fostered a habit of self-directed learning. Signs of their readiness like being self-disciplined and able to communicate effectively could be seen in individual work and group activities respectively. In addition, students have got more involved in self- and peer-evaluation. It is believed that students' experiences gained in classroom lessons formed the base of their active participation in the online forum. Students have shown that they were more willing and able to give and accept constructive feedback from peers.

## **2. Teacher Level**

The effects of assessment literacy on teachers are obvious. Teachers have developed a higher awareness of alignment between learning, teaching and assessments. This can be confirmed by their teaching plan for Chapter 7 in which the learning activities and assessment tasks for using picture clues and word clues to guess the meaning of unfamiliar words were closely linked with each other. A set of interrelated tasks like the pre-test, vocabulary inventory, worksheet, exit ticket and post-test were given to students, leading students to achieve the desired outcomes step by step.

Teachers have also paid extra attention to different forms of data analysis. All of them agreed that making use of the item analysis reports in formative assessments and summative assessments did help teachers better understand students' learning needs in a more systematic and objective way. Furthermore, teachers have directed evidence-based actions to improve teaching and assessment-setting design. Having provided adaptive follow-ups for aiding struggling students to fill learning gaps is a case in point.

## **3. Curriculum Level**

At the curriculum level, the capacity for assessment literacy of the Panel Head has been strengthened. Other than making more appropriate decisions about which tests to use to gain insight into students' learning progress, the Panel Head has also tried to employ the results of such tests to evaluate the effectiveness of the assessment design.

Having developed a school-based reading framework is a significant change. With the intention to clarify the reading skills that students need in the future, this structured plan helps scaffold student confidence and ability in reading at different stages. Most importantly, it gives teachers very explicit directions what and when to teach.

## **4. Departmental Level and School Level**

The culture of assessment-informed decision making has extended beyond the English Language Panel. For example, the Chinese Language Panel appreciates the need for trials on new data analysis practice. Teachers recognize that visualized data provide an accessible way to see and understand trends and patterns of student performance in examinations. Besides, teachers have become more aware of student self-assessment. The introduction of exit ticket and self-evaluation form offer opportunities for students to evaluate their own performance and make adjustments with clear learning goals and criteria.

## Way Forward

In addition to enhancing learning and teaching through constructive alignment, teachers recognise the importance of using student achievement data to support instructional decision making. The current practice of item analysis in reading will be extended to domain analysis in writing and speaking. Students' performance in the two papers will be studied in more specific ways. The three domains in the marking guidelines of writing (content, organization, style and accuracy) and speaking (speaking skills, content and presentation) will be analysed separately. 'To let the data speak' will help inform teachers of what students can currently do and what skills need to be further developed.

Another focus of development is to explore the idea of using assessment data to evaluate if an assessment is well designed or not. One criterion of a good assessment is high passing rate but low success rate at the excellent level. This could be revealed in the graphic analysis of students' data by studying their results at different levels. Such presentation of data suggests if there is a problem with the assessment design or teaching effectiveness. Assessment literate teachers not only can perceive, analyse and use data on student performance to improve teaching, but also can improve programme planning and implementation by looking at the same data from various perspectives.

In the belief that assessment literacy plays a key role in improving the quality of education, enhancing assessment literacy of teachers will be continuing as one of the major concerns of the English Language Panel.

## References

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