Developing a Framework for Planning Curriculum, Instruction and Assessment

School

Caritas Fanling Chan Chun Ha Secondary School

Background

After studying the previous external and internal examination student performance analysis, English teachers at Caritas Fanling Chan Chun Ha Secondary School came to the conclusion that reading and grammar were the major areas needing to be addressed. They wished to develop an aligned curriculum in reading and grammar for junior forms, which helped facilitate learning in a more organised way, avoiding both academic gaps and needless repetitions. Based on the curriculum, corresponding unit plans and formal assessments were designed.

Level

Secondary 3

Strategies Used

1. Building a Curriculum Map to Enhance Learning and Teaching

As Heidi Hayes Jacobs (2010) states, 'curriculum maps have the potential to become the hub for making decisions about learning and teaching in a school'. A curriculum map is important for teachers as it outlines the alignment of learning objectives, unit topics, formative and summative assessment tasks and the instructional plan. Curriculum alignment at programme level, that is, the constructive coherence between learning, teaching and assessment, is crucial for the quality of teaching (Biggs & Tang, 2007). 'Curriculum mapping is not a spectator sport. It demands teachers' ongoing preparation and active participation' (Hale, 2008). Curriculum maps should not be considered 'done'. Teachers are expected to keep assessing and revising the curriculum to optimise student learning.

The curriculum map that teachers at Caritas Fanling Chan Chun Ha Secondary School worked on is done over a three-year plan, building content from one year to the next. Such a logical and time-progressive order allows teachers to focus on the balance between the content across curricula and prepares students for more challenging work.

2. Using Backward Design to Enhance Alignment of Learning, Teaching and Assessment

Backward design provides a framework for curriculum planning that can be used at unit, course or school level. Unlike traditional methods of curriculum development, the approach places assessment at the heart of the planning process. It begins with the learning objectives, that is what students are expected to learn and be able to do. Then it proceeds 'backward' to create lessons that achieve those desired outcomes. It helps teachers create units that focus on the goal (learning) rather than the process (teaching). Wiggens and McTighe (1998) describe the three stages of backward design as follows:

a. Identify desired results.
   What should students know and be able to do at the end of the course?

b. Determine acceptable evidence of learning.
   What should students demonstrate to prove their understanding?

c. Plan learning experiences and instruction.
   What activities will help students to provide evidence that they have met the learning outcomes?

Based on this theory, teachers at Caritas Fanling Chan Chun Ha Secondary School strived for alignment of learning, teaching and assessment by starting with the end in mind. They closely followed the three steps mentioned above to create their unit plans, ensuring learning and teaching remained focused and organised.

Actions Taken

The project was launched in the 2019/20 academic year and lasted over a period of two terms. The concept of vertical alignment and backward design were applied to design two school-based curricular, Reading and Grammar, and a unit plan for each. Both were created and implemented throughout the project.

The collaboration was divided into three phases.

Phase 1: Needs Analysis

In order to identify the needs of students, the previous Hong Kong Diploma of Secondary Education (HKDSE) and Territory-wide System Assessment (TSA) results and item analysis, as well as internal assessment data were carefully studied and analysed. It was noticed that reading skills of students should be strengthened. The major problem of junior forms students was handling inferencing questions which required them to pick up contextual clues to work out the meaning of unknown words or expressions and to infer the messages conveyed behind words and sentences. It is believed that the limited vocabulary of the students was the main obstacle that hinders their understanding of texts. The influence of the small vocabulary pool on senior forms students is even greater, as statistics showed they also had problems in answering specific factual questions.

Instead of reviewing vocabulary building strategies repeatedly, a closer look at the assessment designs of vocabulary in the internal assessment papers at junior levels was taken. Noticing the weighting of vocabulary questions was unevenly distributed, teachers realized that consistency in recognizing the importance of vocabulary and expectations of student achievement among teachers should be enhanced. Similar needs were identified in assessment of grammar, another item that students' performance was deemed to be unsatisfactory in internal tests and examinations.

Many research studies confirm that a coherent curriculum and alignment of instruction, content and assessment are keys to increase student achievement. It was this belief that drove teachers to make changes in the corresponding syllabus through curriculum mapping.

Phase 2: Curriculum Mapping

Based on the needs analysis results, teachers started the process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the two subject areas (Reading and Grammar) and grade levels (S1 to S3). An overview of the skills taught in the curricula was drawn, allowing teachers to check for unnecessary redundancies, inconsistencies, misalignments, weaknesses, and gaps. This provides teachers a clear picture of the skills being missed out or the skills that have come in too late. Instead of planning the curriculum for each form separately as usual, a coherent curriculum that will help students build up the knowledge blocks systematically was developed.

The work of teachers is displayed in the following table, illustrating an overall coherence from S1 to S3. The table is divided into three parts, namely Themes and Modules, Reading, and Grammar.

'Themes and Modules' compiles a list of themes and units chosen for different levels from the textbook. The selection criteria include students' interest, text type and genre coverage and the target reading skills and grammar items.

Reading and Grammar Curriculum Map for S1 to S3: Theme and Modules

Themes	Modules (U: Unit)		
	S1	S2	S3
Teenage life	U7 Keep moving U3 Fun with food	U1 Shopping fun U8 Seek a balance	
Study, school life & work	U2 There's no place like school		U8 Mapping my future
Getting along with others	U1 Welcome to my world	U2 Time for a real chat	
Wonderful things and people	U5 Super role models U6 Let's celebrate	U4 Have a nice journey	U5 Show time!
The world around us			U1 Set off!
Humans and the environment		U3 Save our planet U5 Wonderful wild life	U4 What lies in our future? U6 True beauty
Rights & responsibilities			U2 We would be heroes!

Following the tabular information given above, teachers moved on to plan the reading framework. In the section on 'Reading Skills', a series of target reading skills for each level are laid out. Teachers tried to group the skills and be as specific as possible such as breaking down the skills of making references into different kinds of pronouns. For the skills that are essential and particularly problematic to students, repetition in different units is considered necessary. For example, if students are weak in vocabulary, a focus on identifying key words and scanning for details is put in all three levels.

Reading on Grammar Curriculum Map for S1 to S3: Reading Skills

	Skill Focuses	S1	S2	S3
1.	Construct meaning from visual texts (e.g., pictures, diagrams, charts, icons, maps, graphs, tables)	✓ U1 U2 U6 U7	✓ U1 U4 U5 U8	✓ U1 U6
2.	Identifying key words	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
3.	Skim for the gist/ main idea by looking at a. titles b. subtitles c. photos d. captions e. first and last sentences of the text	✓ U2 U6	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
4.	Scan for details (locating specific information) a. numbers for ages/dates/times b. places/names c. adjectives for descriptions of people	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8
5.	Sequencing and order of events/actions/ideas Sequence words/connectives/cohesive markers	✓ U2 U7	✓ U3 U4 U5	✓ U1 U2 U6 U8
6.	Understanding the connection between ideas by identifying a range of cohesive devices a. time b. reasons c. results d. expositions		✓ U2 U5 U8	✓ U1 U4 U5 U6 U8
7.	Making references (pronouns) a. personal pronouns: he, she, it, etc. b. demonstrative pronouns: this/that/these/those? c. indefinite pronouns: one, other, none, some, anybody, everybody, no one	✓ U1 U2 U3 U5 U6 U7	✓ U1 U2 U3 U4 U5 U8	✓ U1 U2 U4 U5 U6 U8

U: Unit

	Skill Focuses	S1	S2	S3

8.	Working out the meaning of unknown words and expression by inferencing through
	    a. contextual clues
	    b. pictures
	    c. part of speech
	    d. sentence before and after it
			✓
			U1
			U2
			U3
				✓
				U1

9.	Identify facts from opinions with a. contextual clues (verbs and adjectives used)		✓ U1	✓ U1 U2 U4 U5 U8

10.	Using linguistic and contextual clues to identify main idea/theme with
	    a. nouns and verbs
	    b. repeated words
	    c. topic sentences
	    d. concluding sentences
		✓
		U3
		U5
		U6
		U7
			✓
			U2
			U3
				✓
				U6

11.	Identify causes and effects		✓ U1(A)	✓ U5 U6

12.	Using knowledge of the world
	    a. logic
	    b. common sense
	    c. life experience
		✓
		U7
			✓
			U4
				✓
				U8

13.	Using a dictionary to find out about unfamiliar words		✓ U2	✓
14.	Summarizing main idea		✓ U2(A)	✓ U1 U4 U5

15.	Inferring writers' attitudes and intentions through
	    a. contextual clues
	    b. word choice
	    c. punctuation
				✓
				U2
				U4
				U5

16.	Inferring implied messages through contextual clues			✓ U2

U: Unit

	Skill Focuses	S1	S2	S3
17.	Identifying features of different text-types	✓	✓	✓
	a. poetic features • rhymes • simile • metaphor • personification • repetition • exaggeration • contrast	U1 U2 U6(A) U7	U4	U6 U8
	b. blog entry	U1 U5	U1	
	c. personal email/email	U2	U4 U8	
	d. article	U5(A) U7(A)	U2 U3(A)	U2 U4 U5 U8
	e. personal profile/biography	U5 U7(A)		
	f. short story	U6	U5	
	g. reviews		U1(A)	
	h. letter to the editor		U3	
	i. itinerary		U4	U1
	j. letter of advice		U8	
	k. report		U8(A)	
	l. play script			U4
	m. letter of complaint			U5
	n. debate speech			U6
	o. job advertisement			U8

U: Unit

By referring to the intended goals outlined, teachers can have a clear picture of what reading skills are being taught across Key Stage 3 which can be helpful for planning instruction and facilitate learning. With fewer gaps in the curriculum, students are prepared to move from one level to the next more smoothly.

Similarly, a thorough examination of grammar topics was conducted which comes up with a vertically aligned curriculum map as shown in the section on 'Grammar Items'. Teachers tried to involve a variety of topics with a balance. Students are expected to develop their skills consistently with a grade-to-grade structured skill instruction. For example, simple past tense, present perfect tense and past perfect tense are assigned to S1, S2 and S3 respectively. Such arrangement equips students with simple concepts as a base before mastering more complicated ones.

Reading and Grammar Curriculum Map for S1 to S3: Grammar Items

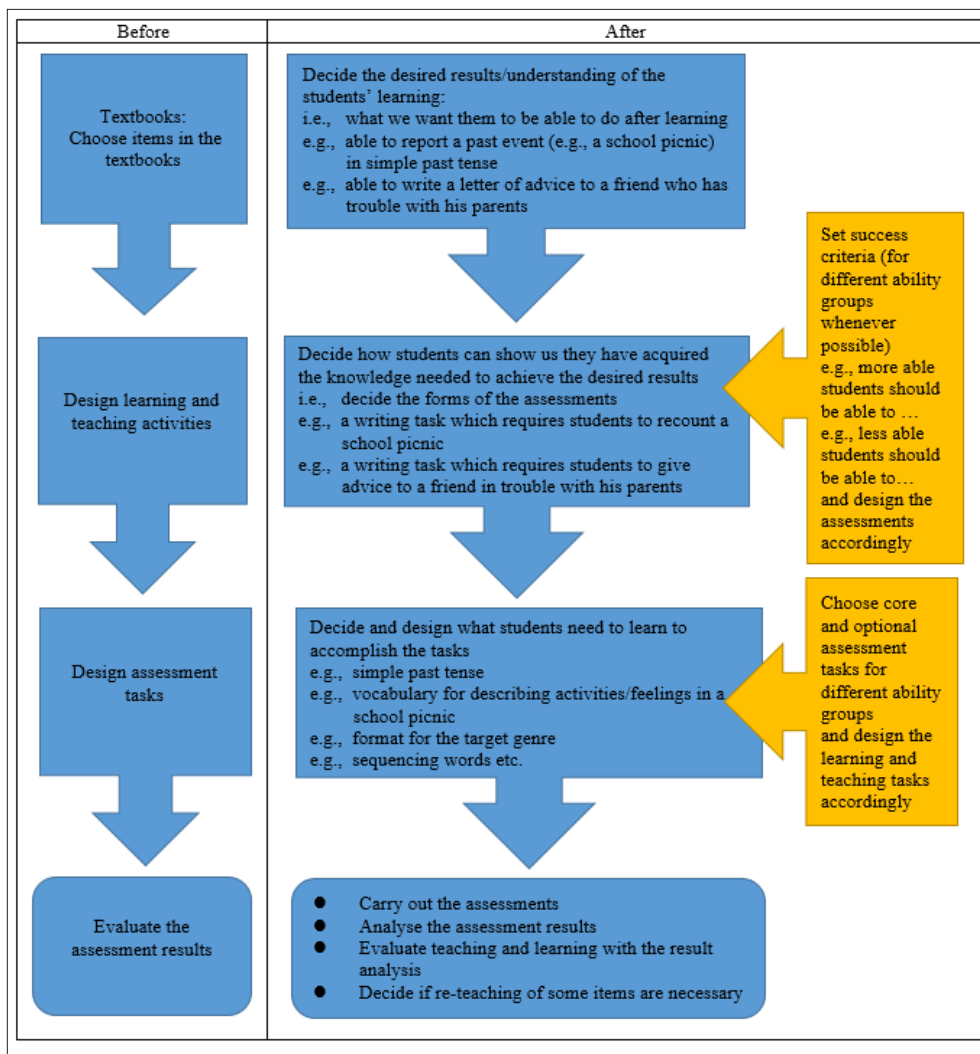|	**Grammar Items**	**S1**	**S.2**	**S.3**
Tenses	Simple present tense	U1		
	Present continuous tense	U2		
	Present perfect tense		U3	U8
	Simple past tense	U3		U8
	Past continuous tense		U2	
	Past perfect tense			U6
	Past perfect tense with *before* and *after*			U8
	Simple future tense	U5		
	Using simple present tense to talk about schedules and timetables		U8	
	Using present continuous tense to talk about arrangements and plans (be going to)	U5	U8	
Pronouns	Personal pronouns	U1		
	Possessive nouns, adjectives & pronouns	U7		
	Demonstrative pronouns *these* and *those*	U6		
Adverbs	Adverbs of frequency	U1		
	Adverbs of sequence		U4	
Nouns	Countable & uncountable nouns	U3		
	Talking about quantities		U1	
Adjectives	Order of adjectives	U6		
	Comparative & superlative adjectives		U1	
	Comparing quantities (more than; fewer than; as+adj+as; the same as; different from; like & alike)		U1	
Connectives	And, or & but	U7		
	Connectives of reason		U2	
	Connective of result		U2	
Article	Definite and indefinite articles	U1		
To infinitive	To-infinitives	U6		U6
Bare infinitive & Gerund	Gerunds	U7		U6
Modal verbs	Using can/could/may/might to talk about possibility	U5	U8	
	Giving advice and making suggestions		U4	
Prepositions	Preposition of place	U2		
	Prepositions		U4	
Relative clauses	Relative pronouns		U3	
	Defining relative clauses			U8
	Non-defining relative clauses			U8
Noun phrases	Defining and Non-defining noun phrases			U1
Reported speech	Reporting statements & questions			U4
	Reporting speech with tense change			U8
	Reporting orders, requests and advice		U5	
	Using adjectives to report feelings & opinions		U5	
Passive voice	Passive voice			U2
Conditionals	Conditional sentences about fact		U4	
	Conditional sentences about possible situations		U4	U2
	Conditional sentences about unreal situations using 'unless'			U2
	Conditional sentences about unfulfilled past situations			U6
Participles	Present participle phrases			U5
	Past participle phrases			U5
	Present and Past participles as adjectives			U5
Some, any, no	Someone/somebody, anyone/anybody, no one/nobody			U1
	Something, anything, nothing, none			U1
There is & There are		U2		
Quantifiers	How many/much; some/any	U3		

U: Unit

Grammar Items		S1	S.2	S.3
Quantifiers	About the number or quantity of food items	U6		
Wh-words	Wh-questions	U2		
	Wh-words + to-infinitives			
	Time words	U3	U3	
	Using too much, too many, too little, too few & enough		U1	

In general, the curriculum developments in the school help teachers gain a deeper understanding of how specific reading skills and grammar topics fit into a student's development, and promotes better communication among the three levels. Most importantly, accuracy in what the English teachers communicate about their curriculum is improved.

Phase 3: Unit Planning and Assessment Design

1. Unit Planning

Having done the vertical curriculum plans, teachers moved on to unit planning. The backward design framework was adopted to develop a unit plan for S3. The figure below shows the changes made by teachers when planning their instruction before and after using the new approach.

Rather than revolving around topics in a textbook, targeted grammar items and lesson activities without establishing clear learning objectives when designing the curriculum, teachers go for the idea of backward design which works the other way round. They place the desired outcomes and how students will be assessed at the beginning of the planning process.

The following unit plan illustrates how teachers applied the backward design and put it into practice. To cater for learner diversity, items and skills covered in the unit are categorized into core, optional and skip types. The core ones are compulsory for all classes, and will definitely be assessed. The optional ones are meant for more able groups to extend their skills and knowledge base and those items will be included in the extended section or the bonus section.

Unit Plan: S3 Unit 5 Show Time

Desired Outcomes		

At the end of the unit, students will be able to
    1. Describe a performance
    2. Talk about their opinions about a performance
    3. Make a complaint about a performance		

Assessments		
A reading task testing on • sequencing of events • scanning for specific information • identifying the reference of pronouns	A writing task of a complaint letter about a bad experience in a show aims to test • the format of a complaint letter • the common sentence patterns for a complaint letters • the common phrases used in a complaint letter • the appropriate tone and registers in a complaint letter	A quiz to test on • the correct tense uses in a complaint letter • the vocabulary needed to describe a show • the vocabulary needed to describe negative feelings about a show
Paper/Task setter: e.g., CMF	Paper/Task setter:	Paper/Task setter:
Due date: e.g., 18/5/2020	Due date:	Due Date:

Learning and Teaching Planning

Key: ✓= core   ❓=optional   highlighted = additional item not included in the unit

1. Grammar

Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Present participles as adjectives	✓	✓	✓	✓	✓	✓
	Past participles as adjective	✓	✓	✓	✓	✓	✓
	Present participle phrases	✓	✓	✓	❓	❓	❓
	Past participle phrases	✓	✓	✓	❓	❓	❓
e.g., CMF (18/5/2020)	Simple past tense	✓	✓	✓	✓	✓	✓

Key: ✓= core   ❓=optional   highlighted = additional item not included in the unit

2. Vocabulary

Teacher responsible vocabulary list and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Musical instruments p.xx	✓	✓	✓	✓	✓	✓
	Names of different performances p.xx	✓	✓	✓	✓	✓	✓
	Words related to a performance	✓	✓	✓	✓	✓	✓
	Words related to drama p.xx	✓	✓	✓	❓	❓	❓
e.g., CMF 18/5/2020	Negative adjectives to describe a performance	✓	✓	✓	✓	✓	✓
e.g., CMF 18/5/2020	Positive adjectives to describe a performance	✓	✓	✓	❓	❓	❓
e.g., HPY 18/5/2020	Adjectives to describe negative feelings about a performance	✓	✓	✓	✓	✓	✓
e.g., HPY 18/5/2020	Adjectives to describe positive feelings about a performance	✓	✓	✓	❓	❓	❓

3. Reading							
Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Text 1 – a magazine article	✓	✓	✓	✓	✓	✓
	Text 2 – A letter of complaint	✓	✓	✓	✓	✓	✓
	Text 3- A web article	✓	✓	✓	?	?	?
	Scanning for specific information	✓	✓	✓	✓	✓	✓
	Reference	✓	✓	✓	✓	✓	✓

4. Speaking							
Teacher responsible for supplementary worksheets/tasks and due dates	Items	3AB1	3AB2	3AB3	C	D	E
	Pronounce the core vocabulary correctly	✓	✓	✓	✓	✓	✓
	Describe a performance	✓	✓	✓	✓	✓	✓
	Talk about opinions about a performance	✓	✓	✓	✓	✓	✓
	Recommend a performance to others	✓	✓	✓	?	?	?

Key: ✓= core   ?=optional   highlighted = additional item not included in the unit

5. Writing

Teacher responsible for the writing booklet and due date	Items	3AB1	3AB2	3AB3	C	D	E
e.g., CMF 18/5/2020	A complaint letter about a bad experience in a performance						
		300 words	250 words	250 words	200 words	150 words	150 words
	Format of a complaint letter	✓	✓	✓	✓	✓	✓
	Common phrases in complaint letters	✓	✓	✓	✓	✓	✓
	Common sentence structures in complaint letters	✓	✓	✓	✓	✓	✓
	Sequencing words	✓	✓	✓	✓	✓	✓
	Words for cause-effect/ result relationship	✓	✓	✓	✓	✓	✓
	A review of a show/performance						
		300 words	250 words	250 words	/	/	/
	Format of a review	✓	✓	✓	?	?	?
	Common phrase in a review	✓	✓	✓	?	?	?
	Common sentence structures in a review	✓	✓	✓	?	?	?

After using the newly designed unit plan, teachers found that learning and teaching was revolving around the specific objectives and success criteria stated in the desired outcomes and assessments to provide students with the knowledge and skills needed to accomplish the assessment tasks.

2. Assessment Design

Other than curriculum mapping, teachers also made changes in assessment design to align learning, teaching and assessment.

The focus of collaboration was to explore ways to improve assessments that more precisely test students' vocabulary. Three topics of vocabulary, musical instruments, types of performances and words related to drama, were included in the scope of Unit Quiz five.

Based on the belief that weak students would simply give up if they are required to spell the vocabulary items, options are thus always given in vocabulary tests to encourage students to attempt the questions. According to Ehri and Rosenthal (2007), vocabulary learning is central to reading ability and academic achievement. Studies show that exposing students to the spellings of new vocabulary words enhances their memory for pronunciations and meanings of the words. So, teachers would like to help students improve their vocabulary by including spelling in vocabulary tests.

With the aim of striking a balance between making spelling of vocabulary items a must and preventing students from giving up, the idea of differentiated task was imposed when designing the test paper. Multiple formats of assessments such as labelling pictures, multiple choice and fill in the blanks, at various levels of difficulty, were used to cater for learner diversity.

The following excerpt is a part of the Second Term S3 Unit Quiz on Unit 5 Show Time, indicating how teachers modify assessment with the varied characteristics of students in order to meet the students' individual needs, and thus raising their ability to show what they have learned. Hints are still considered to be necessary for motivating students but much fewer were given to students then in earlier tests. As the difficulties of the items in the tasks increase progressively, students were asked to spell the words from memory in the last part.

2nd Term Unit Quiz 5 (2019-2020)
S3 English Language
General English
Question–Answer Book

Part B: Vocabulary (17 marks)
B1) Musical instruments
Label the photos with words from the box. (5 marks,1mark@)

1	2	3
g _ _ _ _	p_____	_____

4	5	
_____	_____	

B2) Types of Performances
You are helping to organize an arts festival in your local area. Underline the correct words or complete your poster with not more than two words. Words with hyphen (-) count as one word. (5 marks, 1mark@)

<div align="center">

Arts Festival Highlights

</div>

Monday: Wearing special dancing shoes and beautiful costumes, a dance group from France performs a traditional (1) **(ballet / circus act)** called *Swan Lake*.

Tuesday: Enjoy some exciting street dancing! Simona Yu will amaze audiences with her (2) **(breakdancing / ballet)** act which requires a lot of upper-body strength.

Wednesday: Alan Chan is famous for his juggling and acrobatics. Come and enjoy his (3) **(jokes / breakdancing / circus act)**!

Thursday: Do you feel like laughing? Come and laugh your socks off at Jenny Tang's (4) **s_____** show.

Friday: Don't miss *Les Misérables*, which is a (5) **mu_____** performed by talented youngsters from Kowloon Drama School. Enjoy their singing and dancing in a row.

B3) Words related to drama
You are helping to organize your school play. Underline the correct word or complete your email to the Drama Club members with not more than two words in each blank. (7 marks, 1 mark@)

Hi everyone!
At our last rehearsal, everyone seemed happy with the (1) (script / stage / star) and knew their lines. However, one of us almost fell off the (2) (stagehands / stage / script) in the school hall. Please be careful not to fall during the performance! Unfortunately, the (3) (costumes / props / curtains) wouldn't close properly at the end of the rehearsal. We pulled so hard on the strings that they broke. The school is going to fix them.
We've finished making all the (4) c_____for the play—people aren't going to recognize us! This weekend, we're going to finish painting the (5) _____. Tammy and Alex are working on (6) _____ like weapons and swords for the pirates.
As the play takes place at sea, it'd be good to have some (7) _____ so people can hear waves and a thunderstorm.
We also need some stagehands to move things around between scenes. Does anyone know people who would like to help?
See you all at rehearsal!
Chris

In light of the results, the small-scale curriculum reform work was promising. The positive impacts brought about on both the teacher and curriculum level are detailed below.

Impact

1. Teacher Level

a. Teachers' awareness of assessment literacy has been raised. They have recognized how to make use of the statistical data available to feed backward and feed forward to learning and teaching. Teachers have developed a sensitivity to different forms of data. Multiple data types, for example HKDSE results, TSA item analysis, internal assessment data and observational data have been studied in depth from various perspectives to help teachers get a full picture of students' needs. A new mark entry system in the General English Paper has been developed. Students' performance in individual test sections is examined to identify their learning difficulties. Teachers are ready to reflect and act in response to what they learn from the data.

b. Teachers have explored the strategies involved in purposeful lesson planning which leads to effective teaching. Teachers have realized that assessments should not be only used at the end of the instructional cycle, they are to be used intentionally with the curriculum standards. Unit plans at different levels have been created, using the Backward Planning Approach, to help align learning, teaching and assessment. Teachers have become more competent in designing formative assessments and developing lessons that demonstrate students' construction of knowledge. Activities containing evidence of learning are being selected to match the assessment. This will provide evidence from different forms of assessments such as writing tasks, oral presentation and application of reading skills in understanding a text.

c. Teachers have taken a big step in changing the way they design assessment tasks. Rather than accommodating students with multiple choice in vocabulary tests, teachers have decided to have 'spelling' as an important part of assessment. To let a deeply ingrained belief go is not easy. Such a move provides proof of teachers' understanding of assessment literacy and their high recognition of the importance of aligning learning, teaching and assessment.

2. Curriculum Level

a. The capacity of the curriculum leader has been strengthened. The English Language Panel Head has become keen and more confident when leading the teaching team to implement new strategies in regard to assessment literacy. She has put systems and guidelines in place that advance English teachers to design lesson plans and develop valid assessments. She is also ready to be a facilitator and supporter of teachers of other subjects, sharing her knowledge gained in the project.

b. Teachers have become aware of the need of a coherent curriculum and how learning and teaching effectiveness can be enhanced by it. Thus, a vertical curriculum for S1-S3 reading and grammar and corresponding formal assessment practices have been designed. Teachers have taken school contexts including students' strengths and weaknesses into consideration when they revise the curriculum with a focus of vertical alignment. Gaps and overlaps have been identified across levels. Teachers have also exercised their professional judgement to make selective use of assessment tasks according to the learning objectives. For example, after considering students' needs and capabilities, teachers reserved a Bonus Part in the test for more able students to stretch their potential. All these experiences have established a foundation for future planning of other papers and senior forms. For example, the positive impact of unit planning has been tried out in the S4 writing curriculum design.

c. Assessment rubrics of writing have been refined so as to better align the desired outcomes and learning objectives. For example, on top of the three general domains: Content, Language and Organization, bonus marks would be given to students who are able to show their application of the features and format of the particular text type, as well as the target sentence patterns learned in class. Such design keeps learning and teaching revolving around the specific objectives and success criteria and provide students with the knowledge and skills needed to accomplish the assessment tasks.

Way Forward

The development of curriculum in Caritas Fanling Chan Chun Ha Secondary School has got off to a good start. Developing a coherent curriculum is a continuous improvement process, in which the accumulation of experience and concerted efforts of the panel members are required. Based on the fruitful experiences gained in the project, teachers will keep using the strategies to improve learning, teaching and assessment.

The next academic year is going to be a trying period for teachers to adopt the Backward Planning Approach to create unit plans of other papers such as writing and speaking and plan their instruction. Besides, the writing curriculum including the writing assessment criteria will be further reviewed, modified and improved. Teachers will also explore the opportunities to conduct item analysis in target reading skills, which helps identify students' misconceptions and common errors. By acting on the information collected, teachers can adjust their instructional and test design decisions, increasing the validity of their assessments.

Understanding how teachers' assessment literacy can empower them to better carry out their role in education, teachers from Caritas Fanling Chan Chun Ha Secondary School will definitely keep moving forward to make use of the data collected from assessments to provide feedback to individual students; improve learning and teaching strategies; develop the school-based curriculum and plan for the school's future development.

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