

The background features a vibrant autumn scene. On the left, a red brick schoolhouse with a bell tower sits on a green hill. A yellow school bus is driving on a winding road that curves across the landscape. The foreground is filled with stylized autumn trees in shades of orange, yellow, and brown. In the bottom right corner, several pumpkins are visible. The sky is a clear, light blue, with a few falling leaves scattered throughout.

# Comprehensive Enhancement of Assessment Literacy


The Salvation Army Centaline Charity Fund School

P.5




## Background of our students:

5A: Most of the students are **good at English**. They are **willing to speak and write**. They are willing to participate in the lessons.



5B: Students are **not good at English**. Only a few of them are willing to speak in English.





5C: Students are **quite weak** in English.







In order to improve students' learning effectiveness...

We focus on

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- Classroom Level
  - Department Level
  
  - We enhance our lessons based on the data collected.



# Classroom Level

- Dictation
  - Matching game (grammar)
  - Writing
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# Learning – Teaching – Assessment Alignment

*Dictation*







## Background (Classroom Level – Dictation)

- Students have **very limited vocabulary**
  - Teachers wish to ...
    - **build on their vocabulary**
    - encourage them to **make good use of the words** they have learnt in the textbooks
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## Background (Classroom Level – Dictation)

- Teachers tried to incorporate some of the **key words** that are introduced in the text in the dictation
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# Introduction of our Dictation System

- There are 4 parts.
  - Part A Recited
  - Part B Seen
  - **Part C Unseen**
    - It is 10 marks in total. Students are **deducted 3 marks** for each mistake.
  - **Part D Bonus**
    - Students are **awarded 2 marks** for each correct answer.
    - **No mark is deducted.**
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# The Text Used (English to Enjoy 5A)

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## Hong Kong: past and present



Sam and Joyce are working on a project. They asked some of their relatives about their lives in the old days.



There was only one theme park in Hong Kong when I was small. Now there are two—Ocean Park and Disneyland. They keep expanding and adding more exciting rides.

Cousin Sarah



In the old days, school campuses were usually small. Although there were not many facilities in my school, my classmates and I enjoyed our time there very

much. We read books and sang songs under the tree. Children nowadays have a wide choice of games but some of them spend too much time on computers and electronic games!

Uncle George



The scenery of Victoria Harbour now differs greatly from that in the past. There are more high-rise buildings than before. The buildings look marvellous in the evening when all the lights are on. Although Victoria Harbour is getting narrower and it is quite smoggy sometimes, the scenery is still amazing.



Uncle Gary

In the past, we didn't have much to eat. Sometimes, we even went to bed on an empty stomach. Now, we have a lot more choices. We eat out more often and we can choose from Thai food, Japanese food, Western food and Chinese food. Although we can easily buy takeaways or ready meals, I still love to cook for my family. Nothing is better than having dinner with my family at home.



Grandma Helen



In the past, people travelled mainly by bus or tram. Now, the railway network is well-developed and there are more tunnels and highways. Although the transport is more convenient, the traffic is still very busy. This is because more and more people can afford their own cars. They prefer driving to taking the bus or the MTR. I think the roads are too congested and the air is too polluted in the urban area. That's why I moved from Kowloon to Cheung Chau Island.



Aunt Susan



# The List of Key Words



1. Theme park
  2. exciting
  3. Victoria Harbour
  4. high-rise building
  5. Although
  6. too
  7. convenient
  8. congested
  9. scenery
  10. polluted
  11. smoggy
  12. transport
  13. railway network
  14. afford
  15. busy
  16. urban area ...
    - 21. marvellous
    - 22. well-developed
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There are 3 versions for different classes in order to cater for learner's diversity.



# Various Versions of the Texts

- 5A

C.Unseen (10%)↵

I like looking at the marvellous high-rise buildings *along* Victoria Harbour. The scenery is quite amazing. Although it is smoggy sometimes, many people still go to Central to enjoy the view. ↵

- 5B

C.Unseen (10%)↵

I like looking at the marvellous high-rise buildings *along* Victoria Harbour. The scenery is quite amazing. Although it is smoggy sometimes, I still come to see it. ↵

- 5C

C.Unseen (10%)↵

There are more marvellous high-rise buildings. Although the scenery of Victoria Harbour is quite smoggy sometimes, it is still amazing. ↵



## What the data reviews

The overall performance of the students **are not good**. It may be due to the **lack of incentive**.

**5A:** They are **willing to try** even though they face a lot of unfamiliar words

**5B:** They **tend to give up** due to the **length** and the **difficulty level** of the dictation

**5C:** They are **overwhelmed** by the sudden change of length and difficulty level of the dictation



# Samples:

C Unseen

1. I like looking at the marvelous high-rise buildings along Victoria Harbour. The senery is amazing. Although it is smoggy sometimes, many people still go to Central to enjoy the view.

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from Thai foods, Japanese foods and Western foods. (6)

C Unseen

I like looking at the high-rise-builds along Victoria Harbour the view is amazing. Although it is smoggy sometimes, many people still go to Central to enjoy the view.

b Bonus.

1. cry ✓ crying ✓ cried ✓

C Unseen m 10 P 1 (31)

1. I like looking at the marvelous high-rise-buildings along Victoria Harbour. The sounary is quild azaming. Although it is smoggy sometimes, many people still go to Central to enjoy the view.


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# Follow up actions



To boost students' incentive, we plan to ...



Instead of using the key words to **form sentences in the unseen part**, we may test students' understanding of the words in the **Bonus Part**.



Students can be **awarded** both for their good work and effort.





# Formative Assessment







*Matching Game*

*Connectives: Although, but, since and so*





# Background



- Students are **weak** in connectives
  - They struggle to use the appropriate connectives **to show relationship**
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# Connectives: Although, but, since and so

By the end of the lesson, students should be able to

1. **Use the connectives** (although, but, since and so).
  2. **Match the sentences** using the connectives (although, but, since and so).
  3. **Self-assess** the use of the connectives (although, but, since and so).
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# Examples:

1a. Ice cream is delicious.

1b. Peter eats a lot every day.

1c. Peter does not like this unhealthy food.

Using “Although, but, since and so” to make the sentences.

2a. The horrifying monster came to the village.

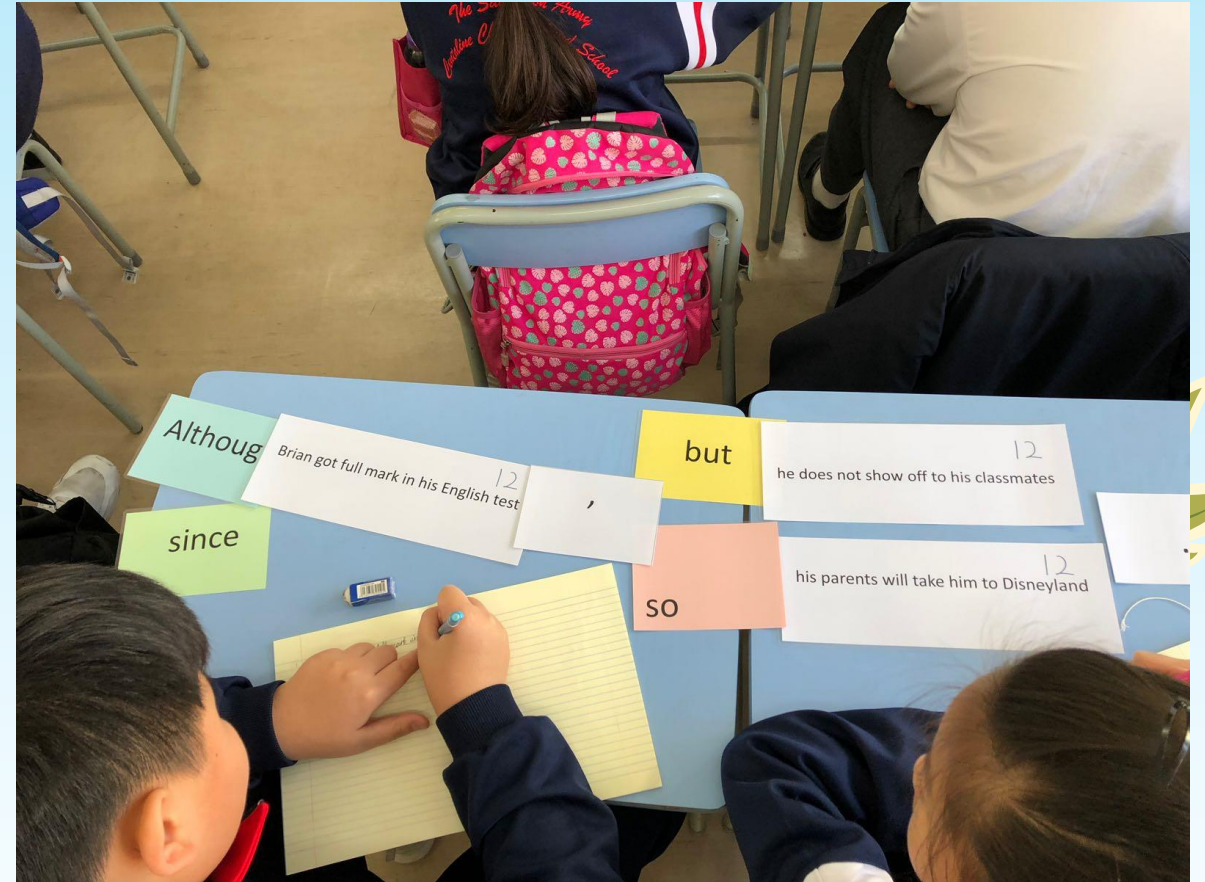
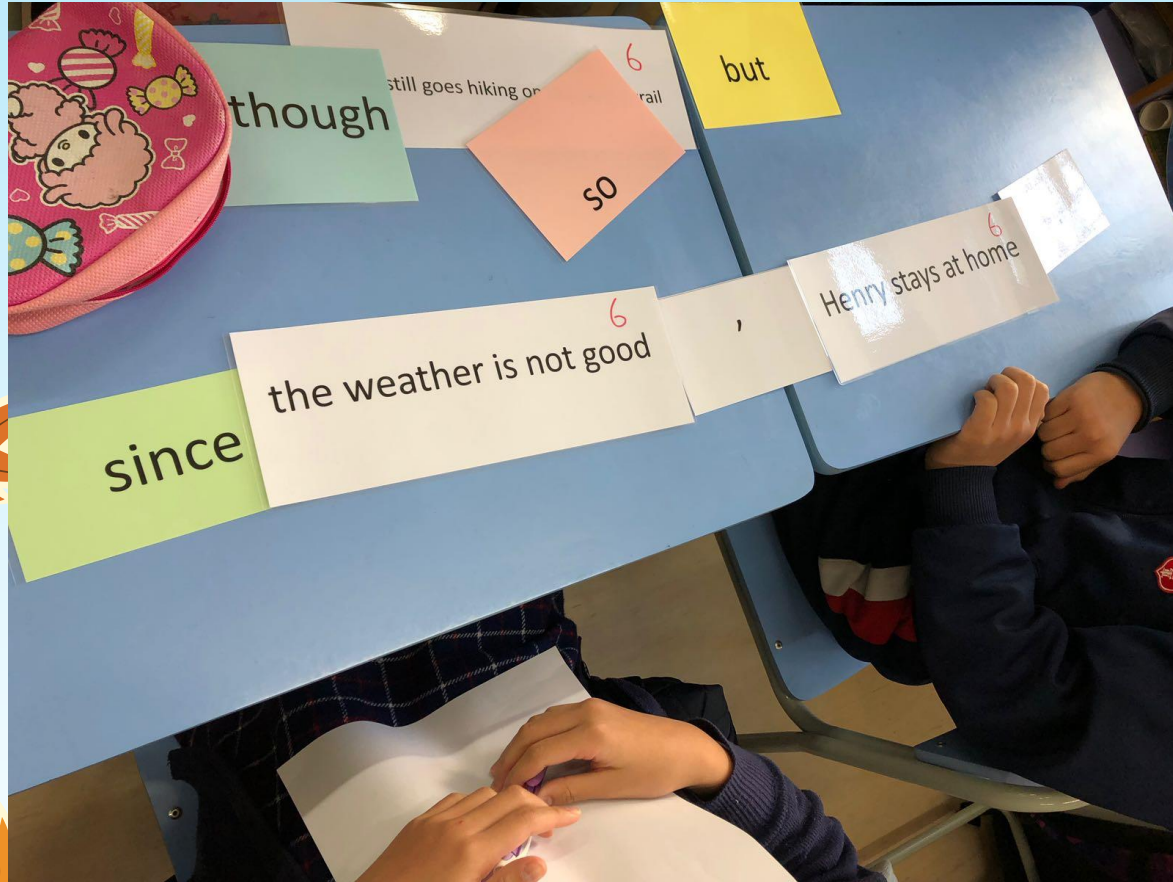
2b. The villagers ran away quickly.

2c. The villagers fought with it bravely.

Using “Although, but, since and so” to make the sentences.

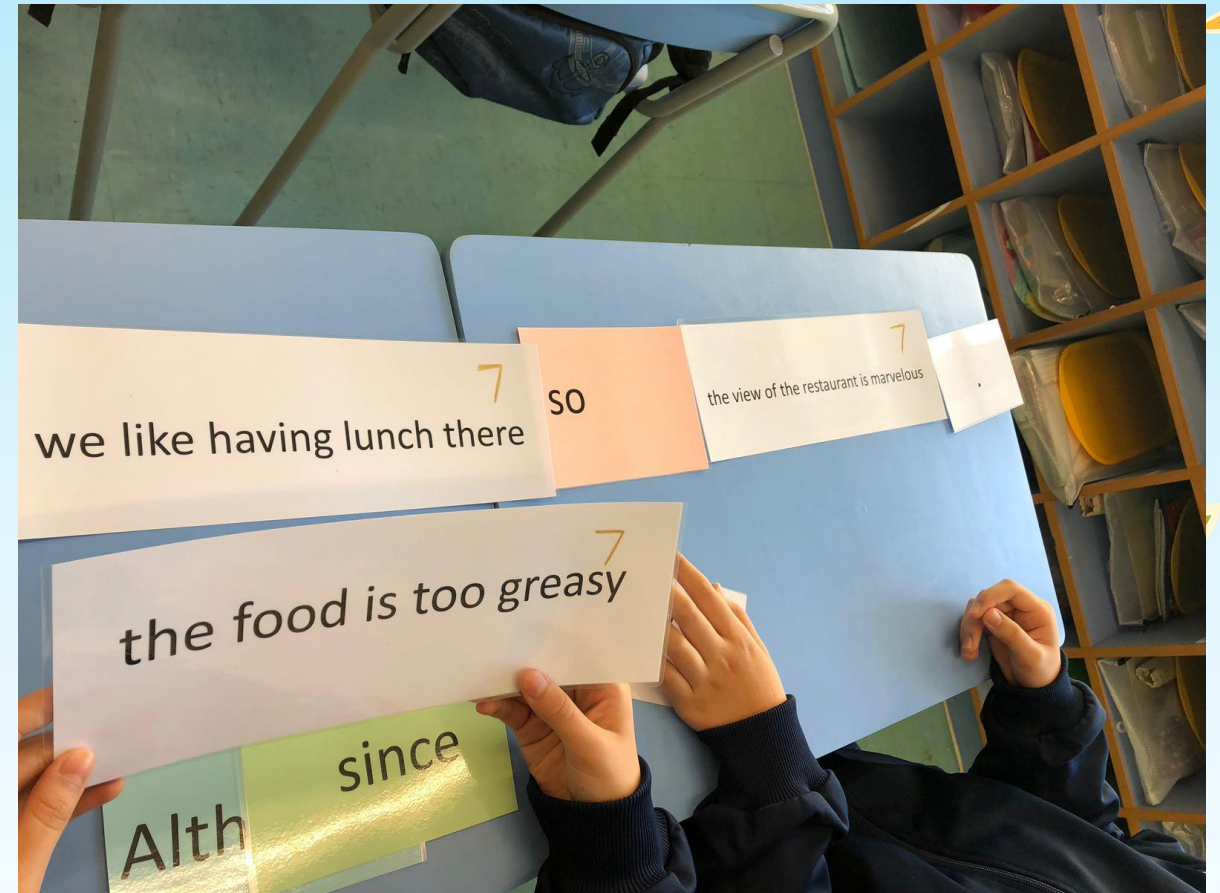
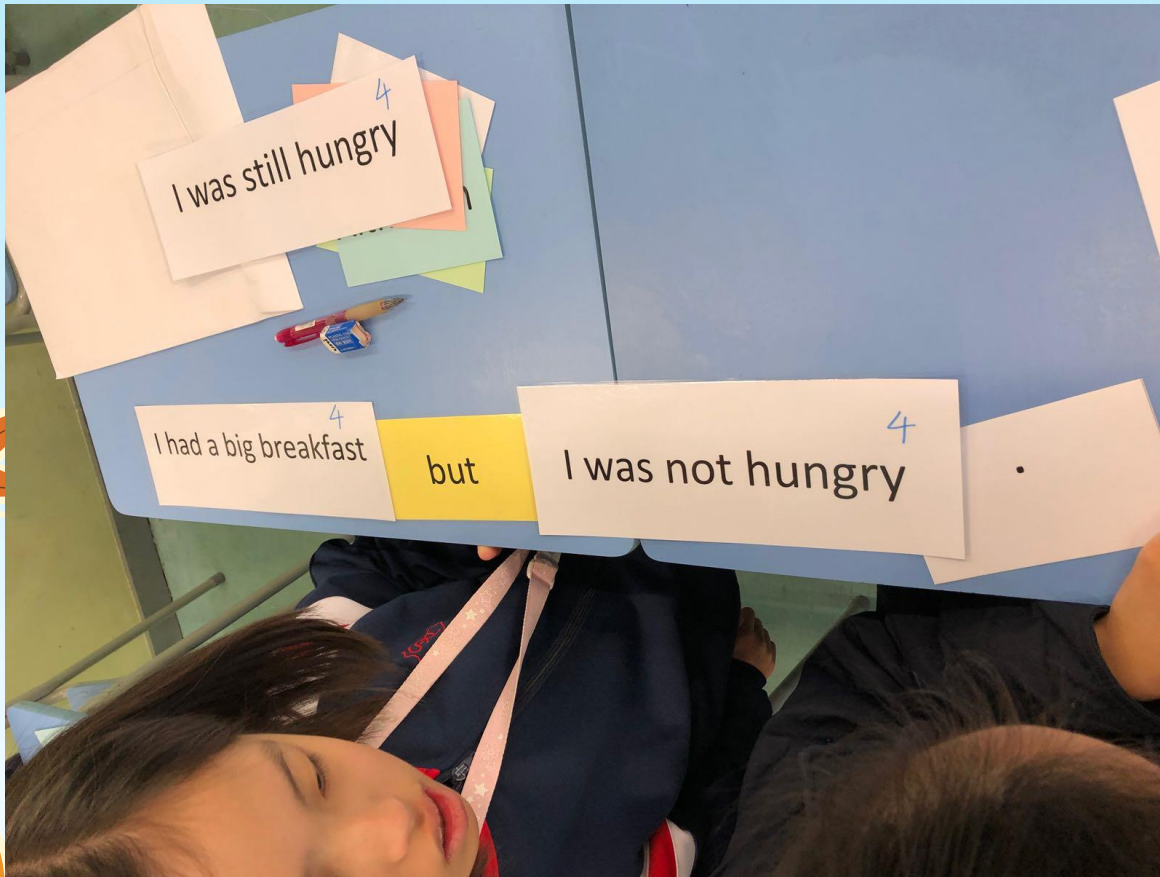


# During the lesson...



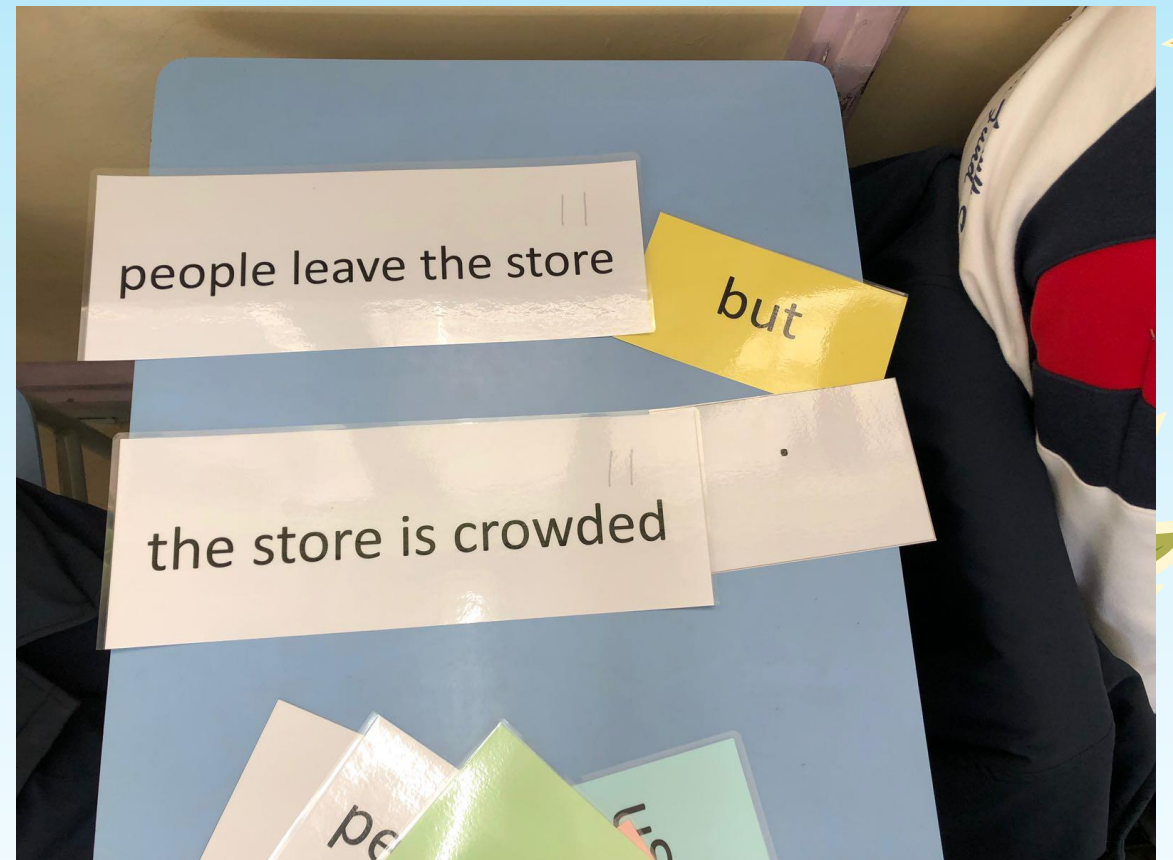
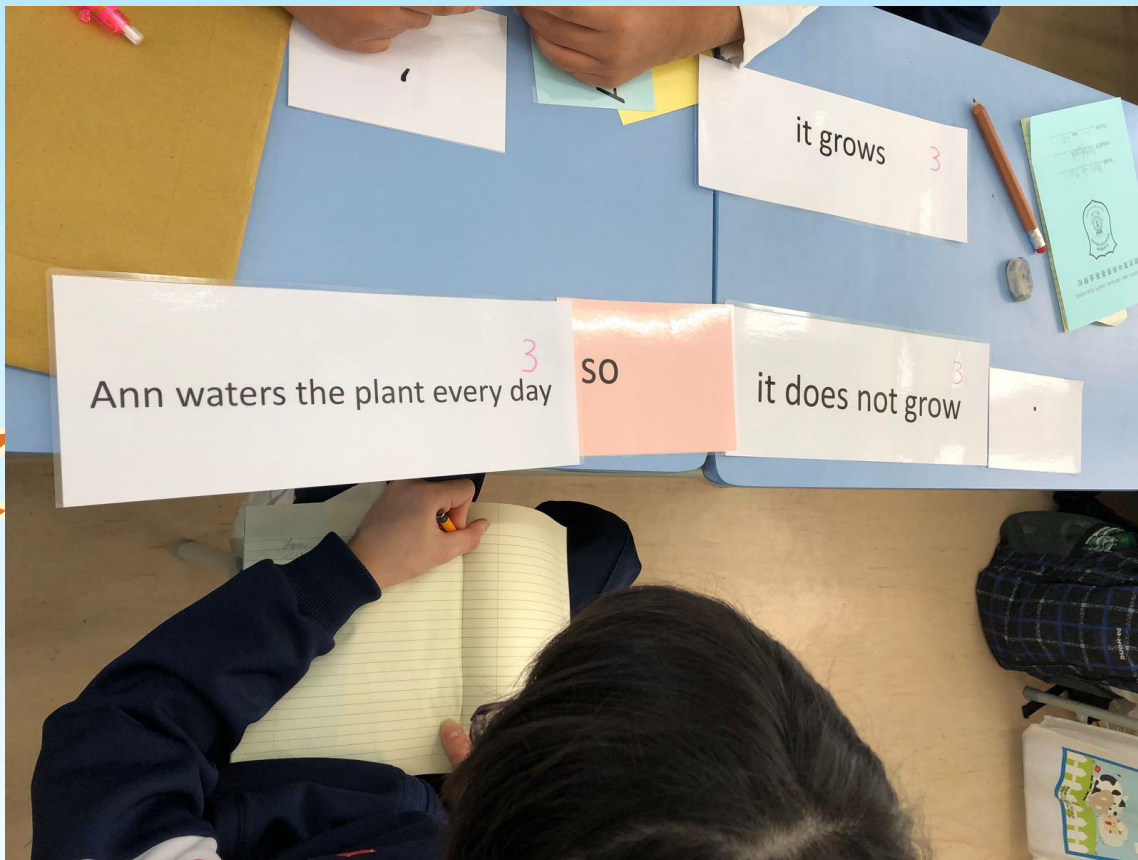
By working together, students may **discuss and could help each other** with the usage of the connectives!

# During the lesson...



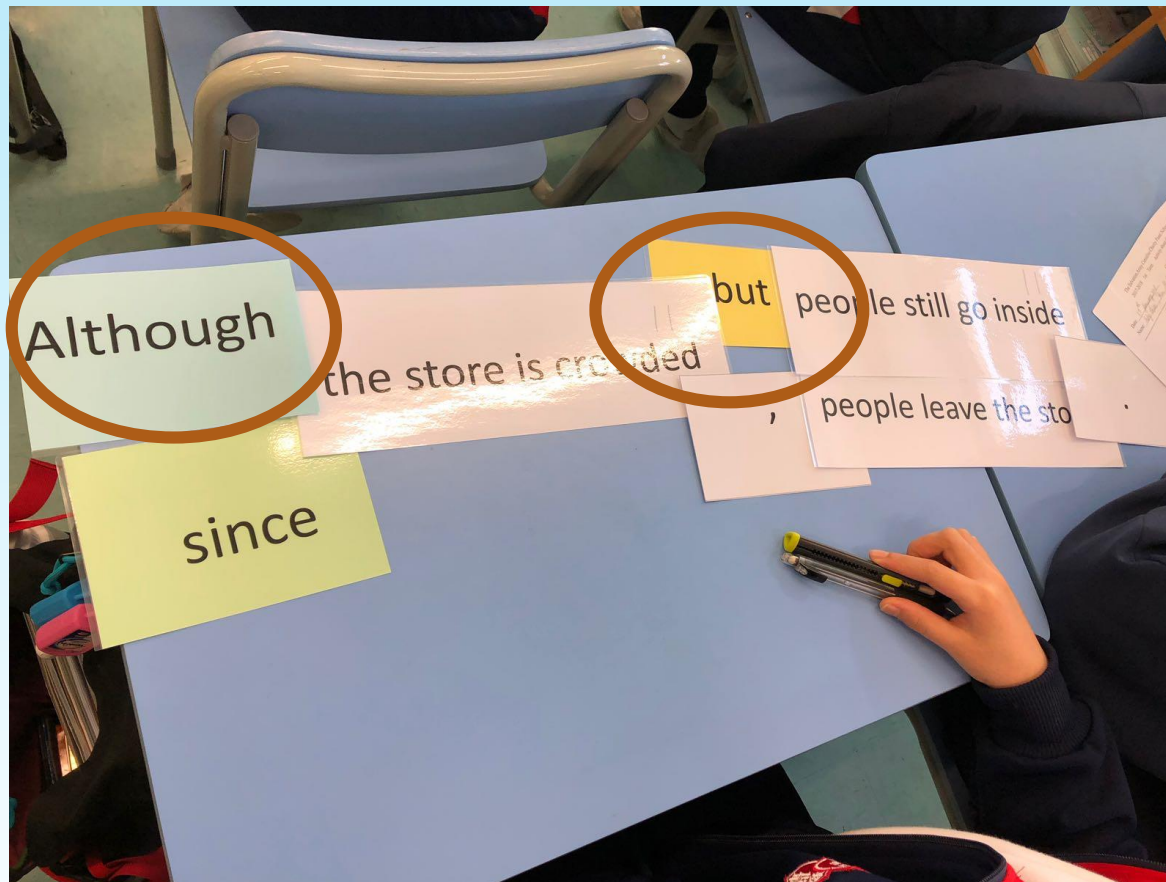
Some students struggle to put the phrases into order.

# During the lesson...



Some students struggle in forming sentences because they do not understand the words.



During the lesson...



Some students forget the rules of using connectives.  
Further Consolidation is needed!



# Effectiveness

- Most students **enjoy** the activity
  - Students are **more familiar with the connectives** by interacting with their classmates.
  - Although they still make mistakes, they can **check** and **make corrections** more easily.
  - It is especially beneficial to students who are smart but **careless**.
  - Teachers can **quickly spot** common mistakes, then **provide immediate feedback** and/or **re-teach**.
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## Follow-up actions

- For weaker students, teachers can provide them **more picture clues** so that they won't be hindered by their lack of vocabulary.





Write the sentence numbers and the sentences.

|        |       |
|--------|-------|
| ___ a. | _____ |
| ___ b. | _____ |
| ___ c. | _____ |
| ___ d. | _____ |

|        |       |
|--------|-------|
| ___ a. | _____ |
| ___ b. | _____ |
| ___ c. | _____ |
| ___ d. | _____ |

Remember:



“Although”+ “,”

“but”+ “.”

“Since”+ “,”

“so”+ “.”



## Consolidation: worksheet

Due to the **time limitation**, students are guided to finish **a worksheet** at home.

Teachers can **further check** individual student's understanding. Apart from students getting feedback, teachers are also able to **collect feedback** of their own teaching.





# Consolidation: worksheet

Students have to complete the sentences by using the right connectives and correct words.

Brian is clever,

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Students are encouraged to **check the sentences with the hint** in the orange box.








Although' or 'but'?

'Although' + “,” ? ☺

“but” + “.” ? ☺



# Effectiveness of the Consolidation Worksheet

- 5A: **Most** of the students can form sentences with the connectives. The hint box is useful for students **to self-check**. A few students **need more consolidation**.
  - 5B: Most students can form sentences with the connectives. Some students **make mistakes but they can correct themselves more easily** with the hint box.
  - 5C: A few students can form sentences with the connectives.  
Yet, **most students ignore the box and make mistakes**.
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# Assessment as Learning

*Self-checking tool on writing*





## Consolidation: writing

To see if students have mastered using the connectives, teachers ask students to **make use of connectives in their writing**.



The topic of the writing is **Accidental Time Traveler**.

It is **a story** about a girl travelling to the future.



Date: \_\_\_\_\_ Mark: \_\_\_\_\_  
Class: P.5 \_\_\_\_\_ Name: \_\_\_\_\_ ( )

Unit 5: The accidental time travellers.

Read the pictures below and write a story about an adventure to the future.

**Writing tips**

1. Use 'since' or 'so' to write a story.
2. Use 'but' or 'although' to write a story.
3. Use some **adjectives** to describe the pictures.
4. Use **past tenses** to write a story.



time tunnel / suck

1. What did Alice see?

2. What happened then?



high-rise buildings / float

1. How did Alice feel?

2. Why did she have this feeling?



kind / comfort

1. Why was Alice crying?

2. Who did she meet?

3. What did the robots do to Alice?

4. What did Omega ask Alice?



motorcycle / palace

1. What did Alpha do?



1. What happened in the end?

The following questions may help you.

1. What did Alice see?
2. What happened then?
3. How did she feel?
4. Why did she have this feeling? (Use 'since, so, but, although' to answer the question.)

**Paragraph 1 (Picture 1 & 2)**

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5. Why was Alice crying? (Use 'since, so, but, although' to answer the question.)
6. Who did she meet?
7. What did the robots do to Alice?
8. What did Omega ask Alice?
9. What did Alpha do?

**Paragraph 2 (Picture 3 & 4)**

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10. What happened in the end?

**Paragraph 3 (Picture 5)**

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# Consolidation: writing

There are some hints for **self-checking purposes**.





After writing each paragraph, students read and check.

1. Use '**since**' or '**so**' to write a story. ( )
  2. Use '**but**' or '**although**' to write a story. ( )
  3. Use some **adjectives** to describe the pictures. ( )
  4. Use **past tenses** to write a story. ( )
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# Effectiveness of the Writing

- 5A: **Most students** can use the connectives in their writing. They can **self-check** with the hint box.
  - 5B: **Some students** can use the connectives in their writing. Some students have not master using connectives yet.
  - 5C: **A few students** can use the connectives in their writing. Most students struggle.
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# Department Level

## Examination

- grammar (connectives)
  - reading comprehension
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# Examination


- Grammar items: connectives
- Using “although, but, since, so , and , or”

Students have to read and fill in the blanks.

Teachers check students’ understanding of the connectives.

→ **Learning-Teaching-Assessment Alignment**





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- Grammar items: connectives
  - Using “although, but, since, so , and , or”

The weather is **fabulous** 1. \_\_\_\_ Tom goes to the peak with his dog, Mimi.

When Tom arrives at the peak, he is watching the sunset. The **Victoria Harbour** is **smoogy** sometimes 2. \_\_\_\_ Tom is still amazed by the **scenery**.

Mimi is a naughty dog. It runs quickly on the path. 3. \_\_\_\_ Mimi was not careful, it fell into a trap. It is very frightened 4. \_\_\_\_ it barks loudly. After six hours, Tom finds Mimi and rescues it. 5. \_\_\_\_ Mimi is still frightened, it is in good shape.





# Effectiveness

- The overall performance is **satisfactory**.
  - **Students** have **improved**.
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# Examination (Comprehension)

As the data shows, students **perform poorly** in reading comprehension.

There are two main reasons:

1. Students have **limited vocabulary**
  2. Students **lack comprehension skill**
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Teachers try to tackle this learning hurdle by teaching **students' comprehension skill**.





# Examination

- Teachers have prepared a **revision worksheet** for students targeting reading comprehension skill
- Formative assessment

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- Based on reading skills,
  - E.g.
    1. Locating main ideas
    2. Referencing
    3. Inferencing
- 



Locate the main ideas.

1. What is John reading?

**The Salvation Army Centaline Charity Fund School**  
2017-2018 3<sup>rd</sup> Semester P.5 English Revision Worksheet  
• Class: 5 \_\_\_\_\_ Mark: \_\_\_\_\_  
Date: \_\_\_\_\_ Name: \_\_\_\_\_ ( )  
A. John is reading an e-mail from Aunt Pat.

To: john@gmail.com.hk Show BCC  
From: auntpat@gmail.com.hk  
Subject: Hello Plain Text

Hi John,

(1) How are you? Are you feeling better? Your mum told me that you have had flu for a week.

(2) Perhaps you can try my family doctor, Dr Lam. The medicine that he gives is very effective. He will probably give you an injection as well. You do not have to worry about it; the injection is not too painful and it protects you from any similar viruses in the future.



# Referencing

Read line 6. The word “it” refers to \_\_\_\_\_

(2) Perhaps you can try my family doctor, Dr Lam. The medicine that he gives is very effective. He will probably give you an injection as well. You do not have to worry about it; the injection is not too painful and it protects you from any similar viruses in the future.

# Inferencing

crowded places when you are still sick. Even if you have to go out, remember to wear a mask so that you will not infect others. When you sneeze, cover your nose and mouth.

7. Which one of the following is **CORRECT**?

- A. Dr Lam only helps Aunt Pat.
- B. If John does not wear a mask, he will infect others.
- C. John can go to busy areas when he is sick.
- D. Aunt Pat will write an e-mail to John after he recovers.





# Conclusion

- Awareness towards **Learning-Teaching-Assessment Alignment**
  - We make sure that we assess students on what we taught.
- **Backward Planning**
  - 1. decide what we want to assess student with
  - 2. plan our lessons
    - focus on teaching what is difficult to students
    - ensure learning-teaching-assessment alignment



# Conclusion

Students' learning performance:

- 5A: Most students **improve**.
  - 5B: Most students improve. Some students need **more instruction**.
  - 5C: Only a few of the students improve. They need **more consolidation**.
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Thank you.

