

Quality Education Fund  
Thematic Network – Tertiary Institutes  
(QTN-T)  
2022-23

Enhancing Assessment Literacy of  
Teachers in Primary/Secondary Schools  
**Dissemination Seminar**

9:30 am to 12:30 pm

30 June 2023 (Friday)



Faculty of **Education**  
The University of Hong Kong  
香港大學教育學院



優質教育基金  
Quality Education Fund

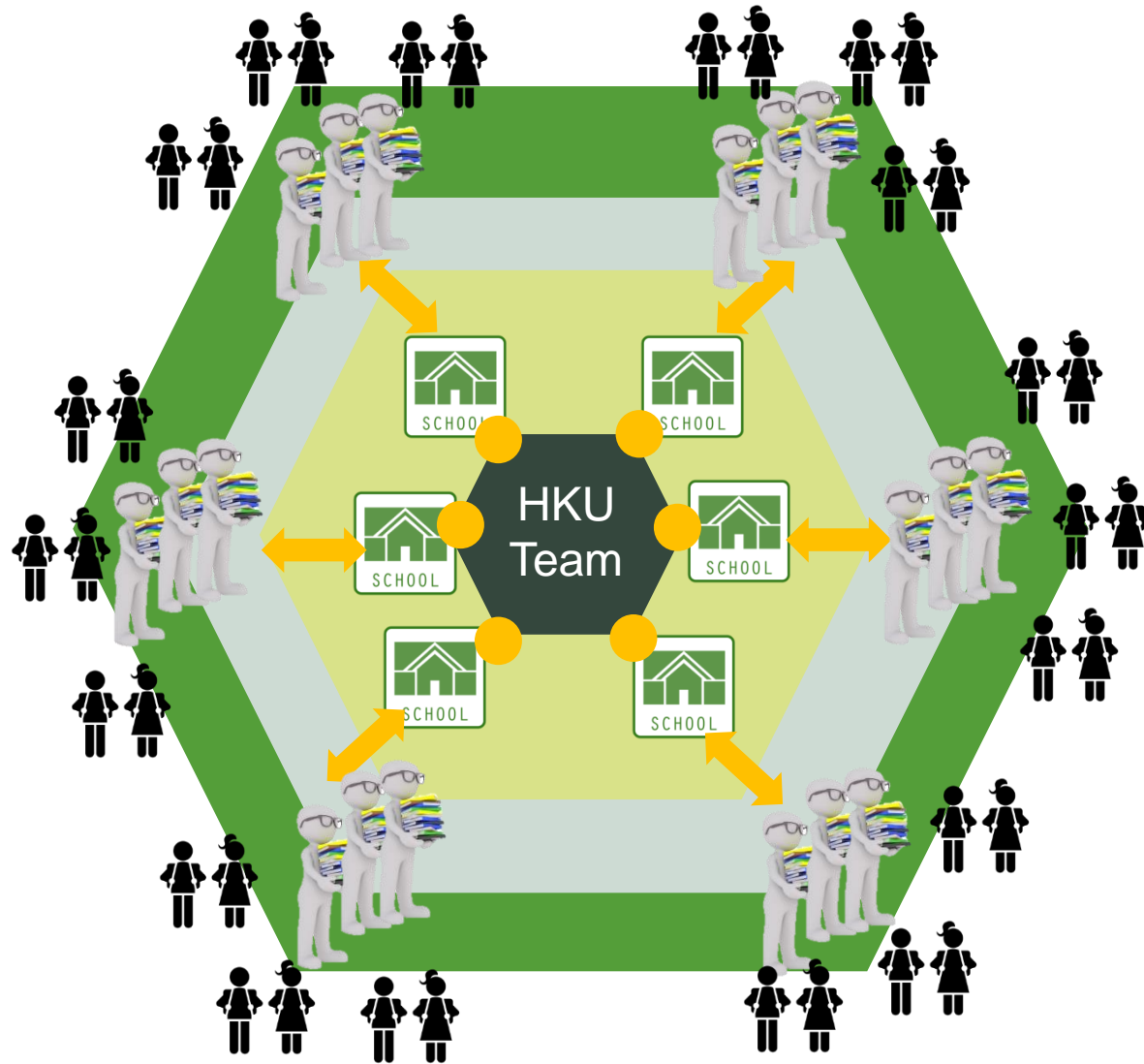
# Programme

- I. Project Overview
- II. Key principles underlying the Project
  - I. Learning-Teaching-Assessment Cycle
  - II. Different types of assessment: AfL & AaL
- III. Sharing of teachers from the project schools  
(with Q & A)
- IV. Concluding Remarks: Potential impacts of the project  
(with Q and A)

# (I) Overview of the Project

# Foci of support

- ▶ To **enhance assessment literacy of teachers** through whole-school curriculum planning in respect of the English language subject
- ▶ To **promote assessment as learning** to enable students to evaluate their own learning and make adjustments
- ▶ To **support schools to sustain the good practices** in enhancing the assessment literacy of teachers



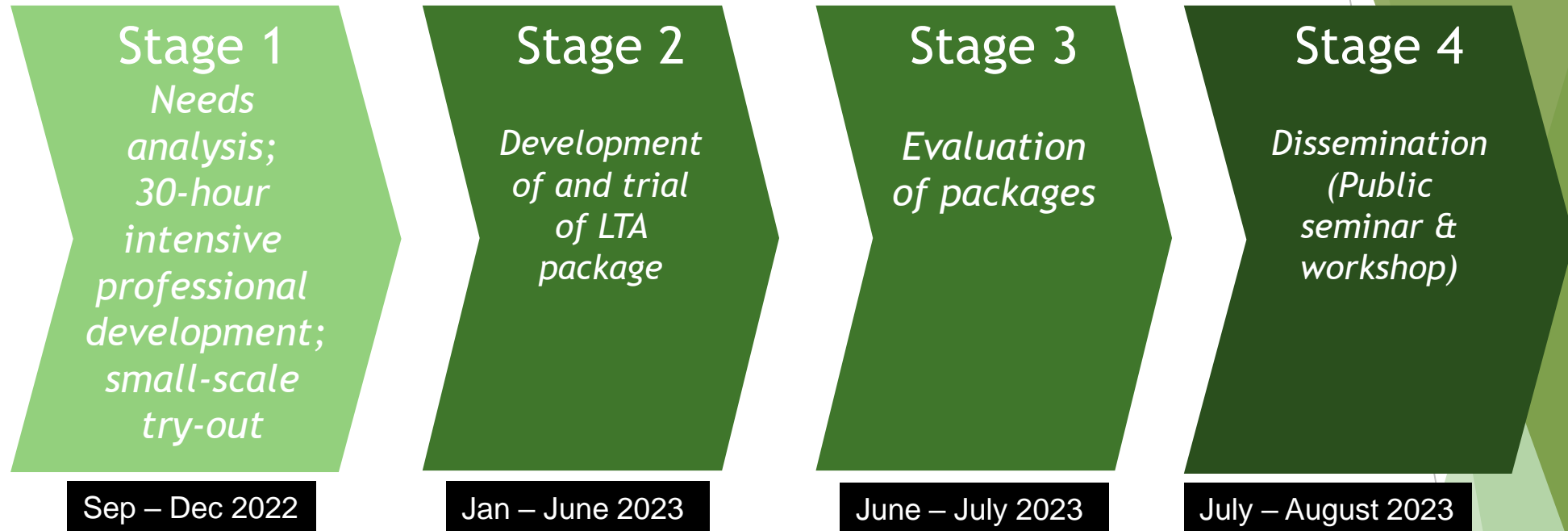
9 schools  
(4 Primary + 5 Secondary)

Receive intensive support through professional development workshops, collaborative material development and lesson planning, and lesson study from HKU Team

Other Ts & Ss

Will benefit through dissemination seminars & designed materials

# Project implementation



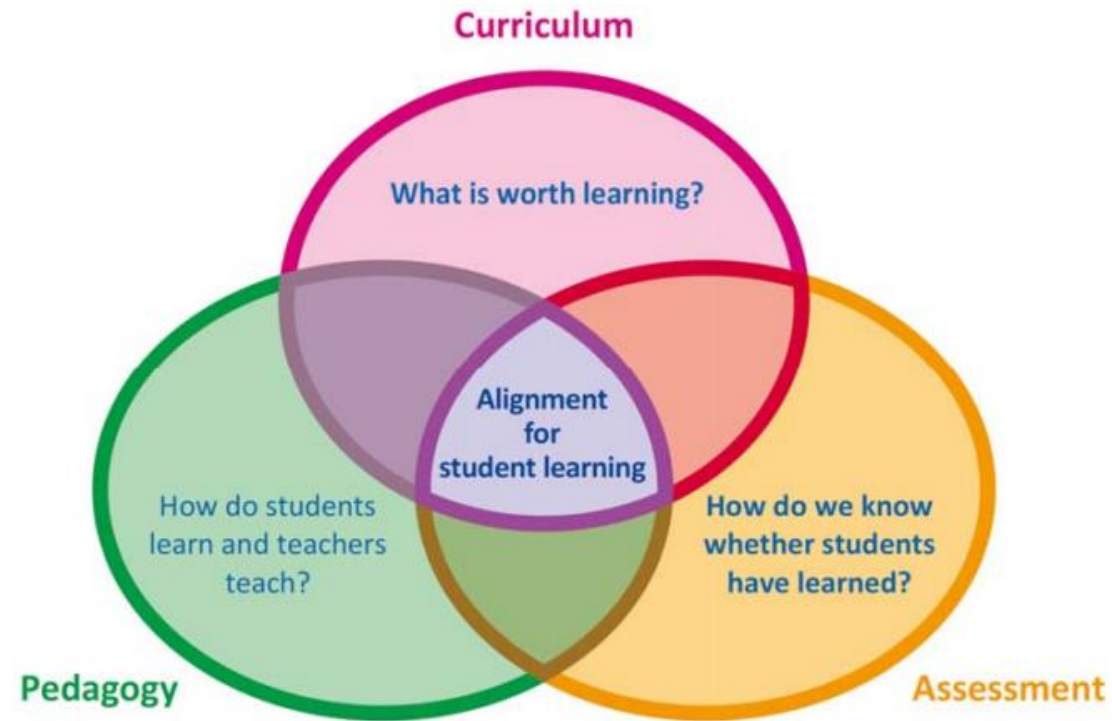
## 4 aspects of Project Delivery:

- Professional development workshops and knowledge exchange sessions
- On-site support to teachers and schools: Collaborative planning meeting & lesson observations
- Dissemination seminars and workshops for other teachers
- Project USB with 6 learning and teaching packages from the project schools

## (II) Key principles underlying the Project

# 1. Learning-Teaching-Assessment (LTA) Cycle

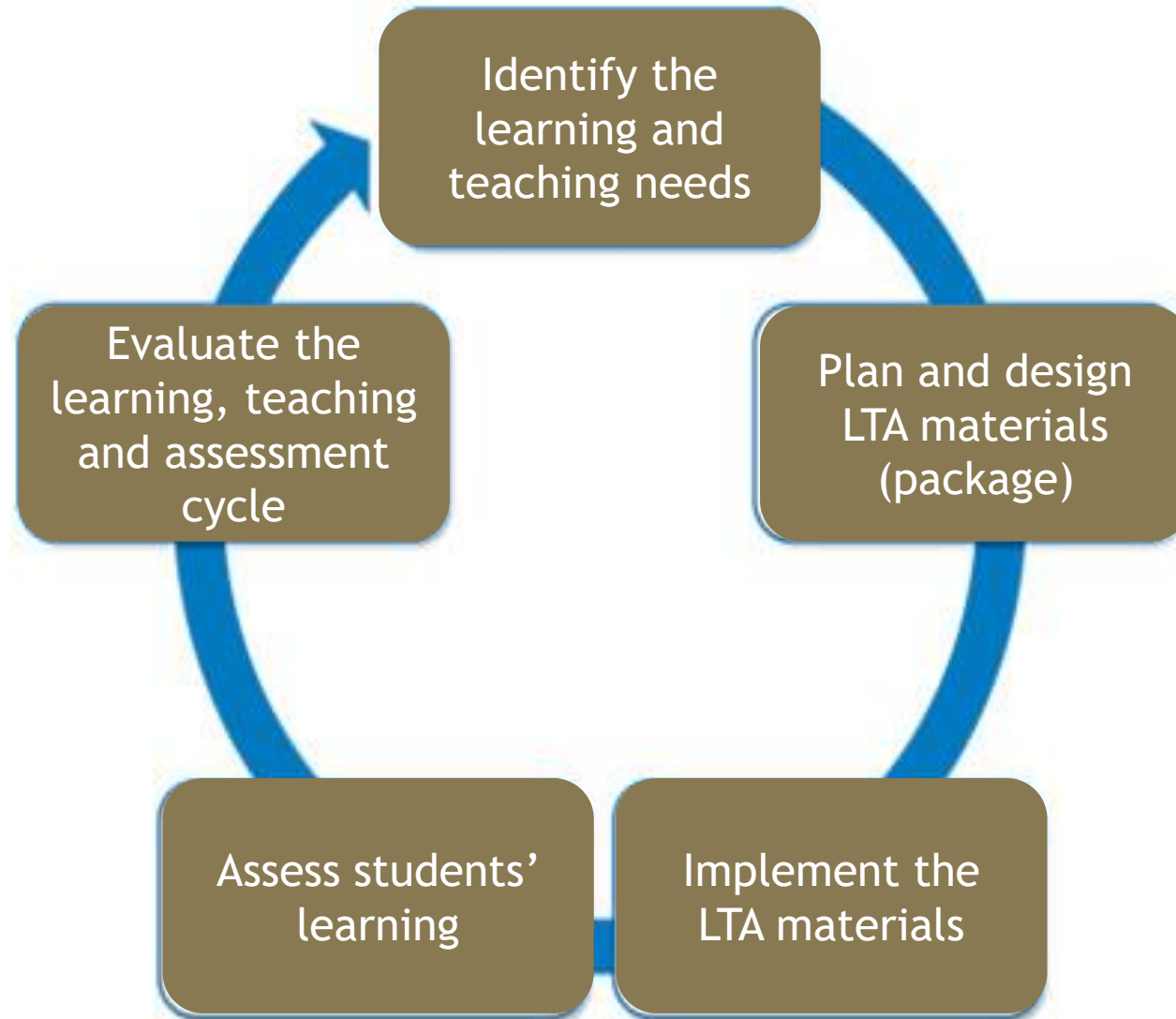
## Why does assessment matter?



[https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%204\\_en\\_20180831.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%204_en_20180831.pdf)

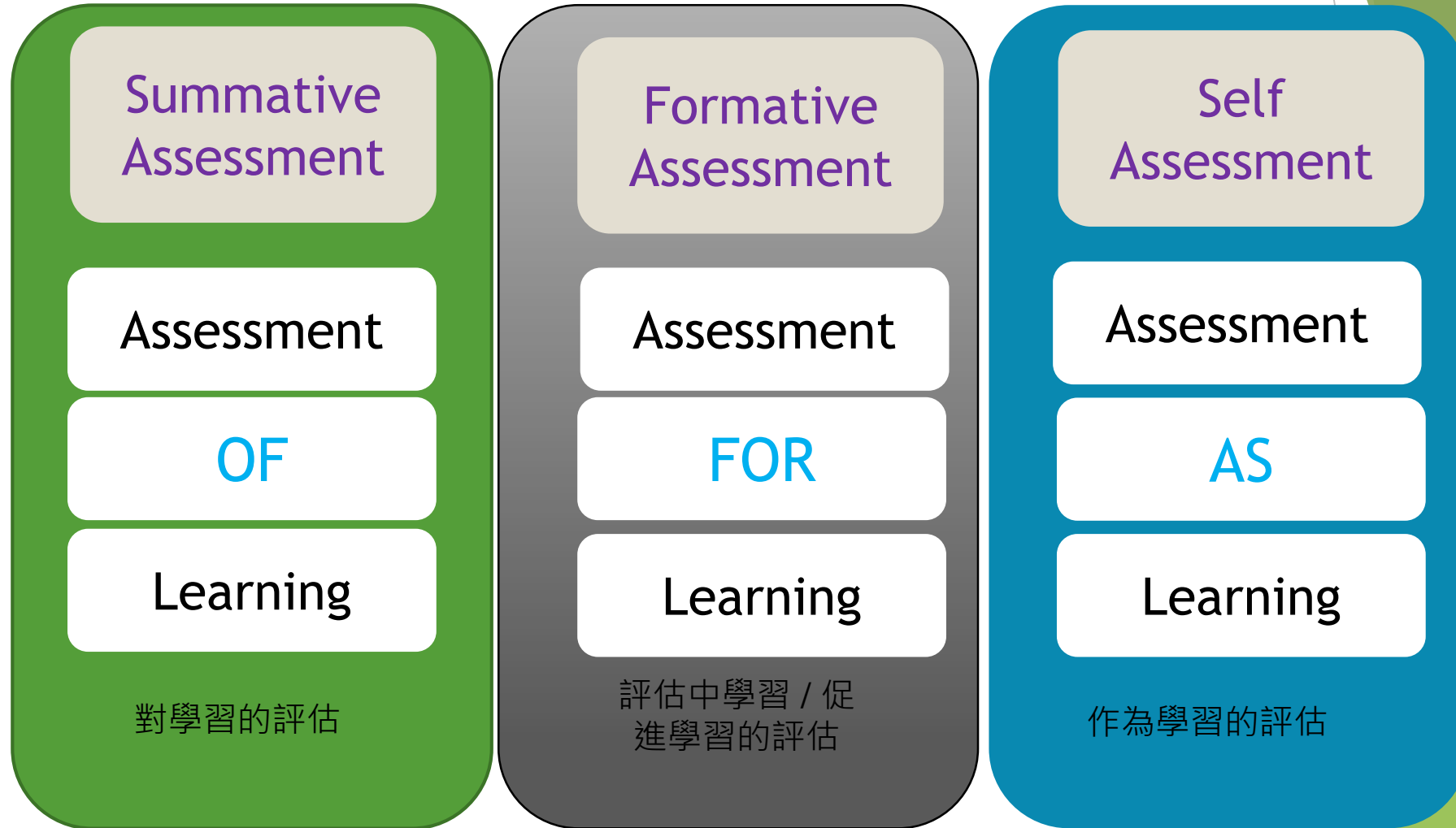


# 1. Learning-Teaching-Assessment (LTA) Cycle



**Enhancing teachers' assessment literacy through experiencing the LTA cycle**

## 2. Different Types of Assessment



## 2. Different Types of Assessment

Assessment <b>OF</b> Learning	Assessment <b>FOR</b> Learning	Assessment <b>AS</b> Learning
<ul style="list-style-type: none"><li>• By teacher</li><li>• to determine student's level of achievement of overall expectations at a given point in time</li><li>• As evidence to support professional judgment</li></ul>	<ul style="list-style-type: none"><li>• By teacher</li><li>• to determine what to do next instructionally (strategies, differentiation)</li><li>• To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve)</li></ul>	<ul style="list-style-type: none"><li>• By students</li><li>• to determine what to do next (e.g. strategies, focus)</li><li>• To provide descriptive feedback to peers and self</li><li>• Goal is to become reflective, self-monitoring learner</li></ul>

To help learners to take charge of their learning (i.e. learning how to learn)

## 2(i) Assessment FOR Learning

- ▶ Providing feedback for students' continuous learning (e.g. during classroom interaction, to lesson tasks/homework)
- ▶ Making use of assessment data to inform teaching & learning (e.g. further instruction, consolidation; setting objectives for next LTA cycle)

## 2 (ii) Assessment AS Learning

- ▶ Students have to:
  - ▶ develop their own **learning goals**
  - ▶ decide which **strategies** to use to achieve their goals
  - ▶ **monitor** their learning goals over time (using reflective and metacognitive thinking, and self-assessment tools)
  - ▶ **evaluate** their achievements.

# Examples of AaL strategies

## 1. Setting and tracking own learning goals

### Setting your learning goals

One way to take responsibility of your own learning is to set your learning goals. Look at the following list of goals suggested by your teachers. In the column "My priority", write down "1" next to those that you want to achieve first, and "2" next to those that you want to achieve at a later stage.

My learning goals for this module:

Type	Goal	My priority
Language tasks:	Read some information facts about pets.	
	Read a story about a cat.	
	Write a story about a pet.	
Language skills:	Use of past tense in story writing	
	Use of adjectives in story writing	
	Integrate the information from the factsheet to the design of the story plot	
Knowledge:	Understand the structure of a story.	
	Learn different features of a pet.	

### Self-evaluation

At the beginning of this module, you have set your goals with priority

Now, tick which goal you have achieved in the right column of the table below.

Type	Goal	Tick the goals you have achieved
Language tasks:	Read some information facts about pets.	
	Read a story about a cat.	
	Write a story about a pet.	
Language skills:	Use of past tense in story writing	
	Use of adjectives in story writing	
	Integrate the information from the factsheet to the design of the story plot	
Knowledge:	Understand the structure of a story.	
	Learn different features of a pet.	

# Examples of AaL strategies

## 2. Self & peer assessment

	Self-assessment			Peer-assessment		
	Brilliant!	Okay!	Can do better!	Brilliant!	Okay!	Can do better!
<b>Content &amp; Layout</b>						
<b>Day and Date</b>	😎	😊	😐	😎	😊	😐
<b>Weather</b>	😎	😊	😐	😎	😊	😐
<b>Body Paragraphs</b> <i>Describes events in the order that they happened</i>	😎	😊	😐	😎	😊	😐
<b>Details</b> <i>Gives details of the events</i>	😎	😊	😐	😎	😊	😐
<b>Feelings</b> <i>Quotations from witnesses</i>	😎	😊	😐	😎	😊	😐
<b>Grammar</b>						
<b>Writing in the first person</b> <i>(e.g. I, me, we, us)</i>	😎	😊	😐	😎	😊	😐
<b>Past tense</b>	😎	😊	😐	😎	😊	😐
<b>Connectives</b> <i>(e.g. and, because, so)</i>	😎	😊	😐	😎	😊	😐
<b>Spelling and capitalisation</b>	😎	😊	😐	😎	😊	😐

### A STAR AND A WISH

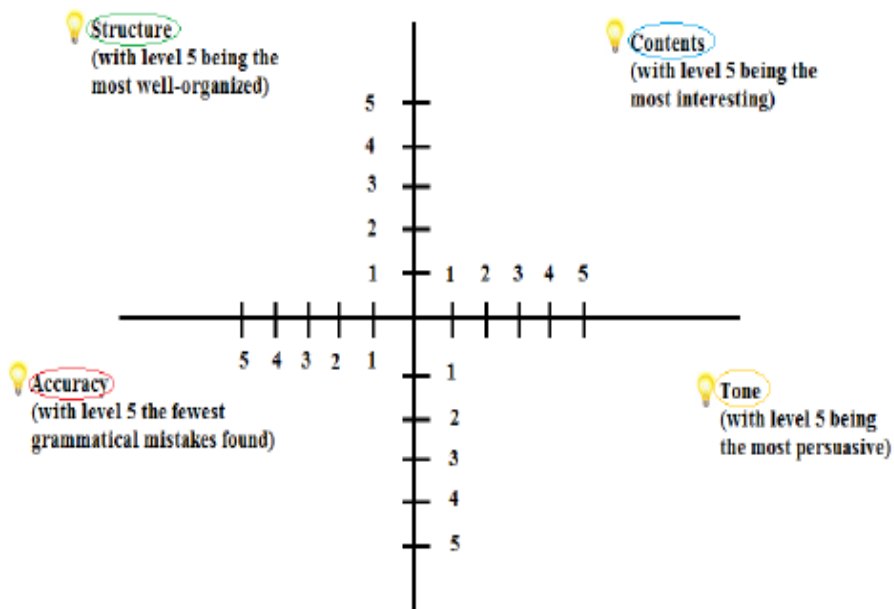
★	One thing I really like about your diary: .....
🔮	One thing that you can do better: .....

### Task 1 Self-evaluation on your writing

a. Put a tick next to the statement(s) that can truly reflect your situation.

<input type="checkbox"/>	I can write an effective title.
<input type="checkbox"/>	I got enough contents and my article is very informative.
<input type="checkbox"/>	I used passive voice correctly in suitable contexts.
<input type="checkbox"/>	I made a good choice in the use of tenses.
<input type="checkbox"/>	I included effective connectives in my article.
<input type="checkbox"/>	I am confident that my article is interesting.
<input type="checkbox"/>	I wrote an interesting conclusion

b. Grade your work in different aspects.



## Continuous self-assessment

Checkpoint 1			
Answer these questions <u>before starting the learning of the unit</u> (Tick the appropriate boxes, you can tick more than 1.)			
1. What will I learn in this unit?	<input checked="" type="checkbox"/> a) adjectives describing restaurants	<input type="checkbox"/> b) adjectives describing people	<input type="checkbox"/> c) adjectives describing food
2. What will I read about in this unit?	<input type="checkbox"/> a) a play script	<input type="checkbox"/> b) food menus	<input type="checkbox"/> c) email
3. What do I need to write about at the end of the unit?	<input type="checkbox"/> a) a play script	<input checked="" type="checkbox"/> b) food reviews	<input type="checkbox"/> c) email

Checkpoint 2			
Answer these questions <u>after the reading tasks</u> (Tick the appropriate boxes, you can tick more than 1.)			
4. What reading skill(s) have I learned?	<input type="checkbox"/> a) guessing word meaning	<input type="checkbox"/> b) referencing	<input type="checkbox"/> c) inferring word meaning
5. Which reading skill(s) can I master (use) the best?	<input checked="" type="checkbox"/> a) guessing word meaning	<input type="checkbox"/> b) referencing	<input type="checkbox"/> c) inferring word meaning
6. What else have I learned in the reading tasks? (♦Should have covered: text-type structure & features, vocabulary, language use, reading skills, values and attitudes, etc. ♦Select the most important ones to be placed here, or to include all at different checkpoints)	<input checked="" type="checkbox"/> a) the format of an email	<input type="checkbox"/> b) how to comment on the food served in a restaurant	<input type="checkbox"/> c) how to make comparison between different things
6. What can I apply (use) in the unit writing?	<input checked="" type="checkbox"/> a) the format of an email	<input type="checkbox"/> b) how to comment on the food served in a	<input type="checkbox"/> c) how to make comparison between different

Checkpoint 3			
Answer these questions <u>after the writing task</u> (Tick the appropriate boxes, you can tick more than 1.)			
9. To make comparison between different restaurants, <u>I have talked about...</u>	<input checked="" type="checkbox"/> a) the quality of the food served by different restaurants	<input type="checkbox"/> b) the service of the waiters/waitresses in the restaurants	<input type="checkbox"/> c) the environment of the restaurants
10. <u>Next time</u> , to give a more informative (rich and useful) comparison between the restaurants, I can <u>do more</u> such as .....	<input type="checkbox"/> a) tell what the people say	<input checked="" type="checkbox"/> b) talk about people's reactions and feelings	<input type="checkbox"/> c) use connectives and adjectives to highlight the differences between the restaurants (e.g., similarly, like, but, however, same as, different from, etc.)

Checkpoint 4			
Answer these questions <u>at the end of the learning of the unit</u> (Tick the appropriate boxes, you can tick more than 1.)			
11. <u>Next time</u> , when I read a play script, I will pay attention to....	<input type="checkbox"/> a) _____	<input type="checkbox"/> b) _____	<input type="checkbox"/> c) _____
12. If I can write the email again, what area(s) can I do better to improve my writing?	<input type="checkbox"/> a) pay more attention to the format and language use in an email	<input type="checkbox"/> b) do systematic paragraphing (to talk about one main point in a paragraph, give examples to elaborate the idea)	<input type="checkbox"/> c) learn and use more adjectives about personal feelings



# Examples of AaL strategies

## 3. (Task-specific) rubric & checklist

	Could do better	Quite good	Very good
<b>Content</b>	-included <b>only a few</b> basic facts about Kin-Ball E.g., (i) suitable place for playing the game (ii) equipment needed (iii) preparation (iv) rules of playing the game, including number of players and duration of <u>games,etc.</u>  -talked about personal experience of playing Kin-Ball covering <b>only a few</b> of: (i) what happened (i.e. 5W1H) (ii) personal feelings	-included <b>some</b> basic facts about Kin-Ball E.g., (i) suitable place for playing the game (ii) equipment needed (iii) preparation (iv) rules of playing the game, including number of players and duration of <u>games,etc.</u>  -talked about personal experience of playing Kin-Ball in <b>some</b> details covering: (i) what happened (i.e. 5W1H) (ii) personal feelings	-included <b>all</b> basic facts about Kin-Ball E.g., (i) suitable place for playing the game (ii) equipment needed (iii) preparation (iv) rules of playing the game, including number of players and duration of <u>games,etc.</u>  -talked about personal experience of playing Kin-Ball in <b>great</b> details clearly covering: (i) what happened (i.e. 5W1H) (ii) personal feelings
<b>Language</b>	-used simple present tense to talk about facts of the game with <b>a lot of mistakes</b>  -used simple past tense to talk about past events with <b>a lot of mistakes</b>  -used <b>only a few</b> adjectives to talk about personal feelings  -used 'can' and 'could' to talk about abilities with a lot of mistakes	-used simple present tense to talk about facts of the game with <b>some mistakes</b>  -used simple past tense to talk about past events <b>with some mistakes</b>  -used <b>some</b> adjectives to talk about personal feelings  -used 'can' and 'could' to talk about abilities with some mistakes	-used simple present tense to talk about facts of the game <b>correctly</b>  -used simple past tense to talk about past events <b>correctly</b>  -used <b>a wide range of</b> adjectives to talk about personal feelings  -used 'can' and 'could' to talk about abilities correctly
<b>Organisation</b>	-personal experience shared <b>not clearly</b> presented  -ideas presented in a <b>rather messy</b> way; no clear paragraphing	-personal experience shared <b>not so clearly</b> ; some necessary information was missing  -ideas presented <b>quite clearly</b> in paragraphs; although it is sometimes not easy to follow the ideas	-personal experience shared in chronological order clearly with <b>all</b> necessary details  -ideas presented <b>clearly and systematically</b> in paragraphs; easy to comprehend

Read your buddy's story. Check if he/she completed the following items. Put "✓" in the appropriate boxes below.

Criteria	Peer-checking		Teacher's Feedback	Marks
	Did! 😊	Didn't 😞		
<b>Content</b>				
To add a clear setting ( <i>time and place</i> ) and characters				/4
To describe an animal's features and actions				
To show the brave/ witty side of an animal				
To end the story logically				
<b>Language</b>				
To add sound effects (eg. <i>meow, woof, ouch, crash...</i> )				/4
To use different action words (eg. <i>rush, dash, bark...</i> )				
To use the past tense (eg. <i>ran, leaped...</i> )				
To add some adverbs of manner (eg. <i>slowly, bravely...</i> )				
<b>Organization</b>				
To have five parts: beginning, rising action, climax, falling action and ending				/3
To elaborate your ideas with creativity and imagination				
<b>Features</b>				
To give a title				/1
To add dialogues				
<b>My Buddy's Signature:</b>			<b>Total:</b>	/12

# Examples of AaL strategies

## 4. Reflection on strategy use

Self-evaluating questions	Answers
1. Which reading strategy did you employ most in the above exercise?	Tick the appropriate boxes. You can tick more than one. <input type="checkbox"/> A. Looking for Synonyms <input type="checkbox"/> B. Forward/backward referencing <input type="checkbox"/> C. Looking for Connectives
2. Which reading strategy do you find most effective?	<input type="checkbox"/> A. Looking for Synonyms <input type="checkbox"/> B. Forward/backward referencing <input type="checkbox"/> C. Looking for Connectives
3. Which reading strategy will you use again?	<input type="checkbox"/> A. Looking for Synonyms <input type="checkbox"/> B. Forward/backward referencing <input type="checkbox"/> C. Looking for Connectives

More illustration & examples in teachers' sharing

# **(III) Sharing from project school teachers**

## Project School Teachers from:

- ▶ Tsang Pik Shan (Sung Lan) Secondary School
- ▶ The Church of Christ in China Kei Wan Primary School

# Concluding Remarks: Potential impacts of the project (with Q and A)

# Potential impact of the Project

## ❖ School

- Review of curriculum & assessment practices
- School-based curriculum development
- Team building & teacher collaboration

# Potential impact of the Project

## ❖ Teachers

- ▶ Enhanced assessment literacy, as manifested through:
  - aligning assessment with teaching and learning
  - adopting different assessment practices
  - making assessment criteria accessible to students
  - analysing & reporting results to inform teaching & learning
- Professional sharing by teachers from other schools

# Potential impact of the Project

## ❖ Students

- Increased motivation & active engagement in English learning
- Achievement of the target reading and writing objectives
- Use of assessment to improve learning



# Project website with sample learning and teaching packages



<https://www.instep.edu.hku.hk/qtn-eng>

QUALITY EDUCATION FUND  
THEMATIC NETWORK -TERTIARY INSTITUTES (QTN-T)  
2022-2023  
“ENHANCING ASSESSMENT LITERACY OF TEACHERS IN  
PRIMARY/SECONDARY SCHOOLS”

Public seminar

Nurturing students' ownership of assessment

30<sup>th</sup> June 2023

By project school

Tsang Pik Shan (Sung Lan) Secondary School



# Our Team

## TEAM

**Janice Tse**

**Harvey Tso**

**Venus Ser**

**Alison Choy**

# Rundown

- Objectives/Expectations of joining the project in our school
- Implementation of the project
- Package design
  - An overview of the package design
  - Learning tasks, Assessment tasks/ strategies related to AaL/AfL
  - Other learning/ assessment tasks in different stages
  - Overall evaluation on the package design
- Impacts and reflections on joining this project
- Way Forward

# Objectives/expectations of joining the project in our school

## OBJECTIVES and EXPECTATIONS

**01**

Developing and polishing materials that incorporate different assessment strategies

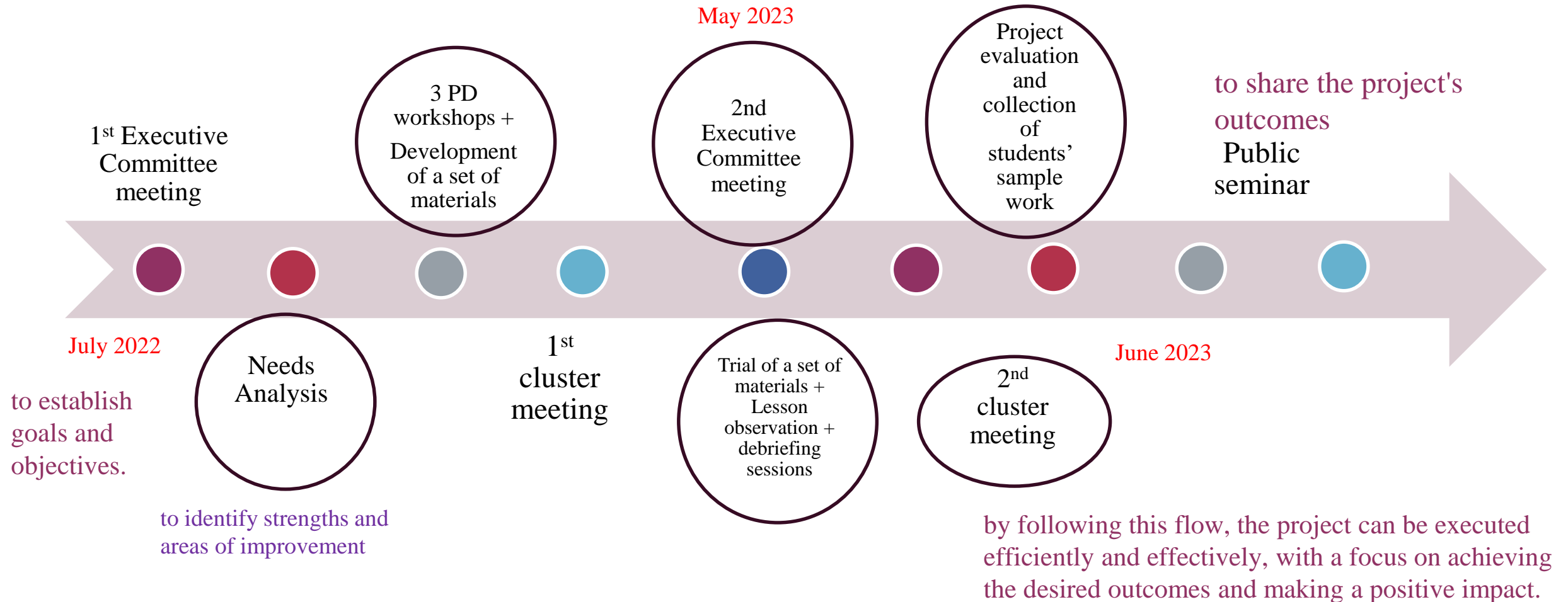
**02**

Exploring more types of assessment tools

**03**

Designing and implementing materials to cater for learner diversity

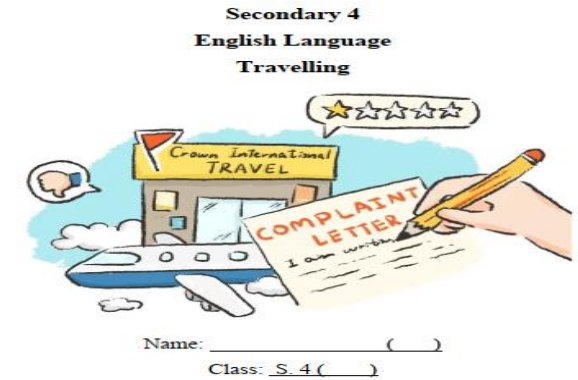
# Implementation of the project



# An overview of the package design

## Brief introduction of the package design

<b>Level:</b>	Form 4, <b>CMI school, linguistically weak students</b>
<b>Topic:</b>	Unit 2- Travel with Care
<b>The text type (genre) of the package:</b>	Letter of Complaint
<b>Target reading strategies:</b>	<ul style="list-style-type: none"> <li>●Referencing   ●Identifying writers' attitudes and stated views in texts</li> <li>●Inferencing   ● Words in Context</li> </ul>
<b>Key learning items:</b>	<ul style="list-style-type: none"> <li>●Simple past tense, present perfect</li> <li>●Reported speech</li> <li>●Time connectives</li> <li>●Persuasive language (e.g. emotive words)</li> <li>●Vocab + sentence patterns used in a letter of complaint</li> </ul>
<b>Key assessment strategies:</b>	<ul style="list-style-type: none"> <li>●Assessment for learning (e.g. peer feedback )</li> <li>●Assessment as learning (e.g. pre-unit self-assessment task - KWLUMF)</li> </ul>



# Learning stage

# Tasks

## Pre-reading

- Pre-unit self-assessment task - KWLUMF
- Watch a video about bad customer service on YouTube
- Vocabulary-building on Quizlet

## While-reading

- Reading skill self-assessment
- Read a letter of complaint using explicit reading strategy instruction
- Complete reading comprehension questions

## Post-reading

- Reading skill self-assessment with solution cards
- Pre-self-assessment task – KWLUMF – Part 2

## Pre-writing

- Watch a video and brainstorm ideas using a graphic organiser
- Text analysis of letter of complaint + detailed analysis on some paragraphs
- Teach vocabulary, key grammar items and sentence patterns about a letter of complaint
- Help students understand success criteria


## While-writing

- Paragraph writing
- Individual writing


## Post-writing

- Task-specific rubrics cum self, peer and teacher feedback forms
- Language support for peer review





Learning tasks and assessment strategies related to  
*Assessment as Learning (AaL) and Assessment for Learning  
(AfL)*



## Assessment as Learning strategies used in Reading

→ **nurture our students' sense of ownership over assessment through KWLUMF and other AaL tasks.**

### Pre-reading

- Pre-unit self-assessment task - KWLUMF

- Watch a video about bad customer service on YouTube

- Vocabulary building on Quizlet

### While-reading

- Reading skill self-assessment form 1

- Read a letter of complaint using explicit reading strategy instruction

- Complete reading comprehension questions

### Post-reading

- Reading skill self-assessment form 2 with solution cards

- Pre-self-assessment task – KWLUMF – Part 2

# Learning tasks and assessment tasks/ strategies related to AaL

## Pre-unit self-assessment

### Pre-unit self-assessment

Pre-unit self-assessment task - KWLUMF

How much can you tell about travel complaints?



This enables students to explore what they know and what they want to know about the topic – travel complaints. By using this table, students can activate their own prior knowledge and **set goals** for what they want to know.

<u>Before</u> reading a letter of complaint		<u>During</u> reading	<u>Writing</u> a letter of complaint		
What we think we <u>KNOW</u>	What we <u>WANT</u> to learn	What we <u>LEARNED</u>	How we will <u>USE</u> what we learned	What <u>MORE</u> we need to learn	How we will <u>FIND</u> out the information
<ul style="list-style-type: none"> <li>- we should include time, place, people</li> <li>- angry disappointed not professional</li> </ul>	<ul style="list-style-type: none"> <li>- how to write a letter of complaint</li> <li>- what to include in a complaint</li> <li>- words to describe experience</li> </ul>	<ul style="list-style-type: none"> <li>- structure of letter of complaint</li> <li>- how to make complaint in formal manner</li> <li>- adjectives to describe feeling</li> <li>- how to request a refund</li> </ul>	<ul style="list-style-type: none"> <li>- Past tense for past events</li> <li>- express our feelings</li> </ul>	<ul style="list-style-type: none"> <li>- how to elaborate on the bad experience</li> <li>- more words to convey feelings</li> </ul>	<ul style="list-style-type: none"> <li>- ask my English teacher</li> </ul>

Pre-unit self-assessment task - KWLUMF

How much can you tell about travel complaints?

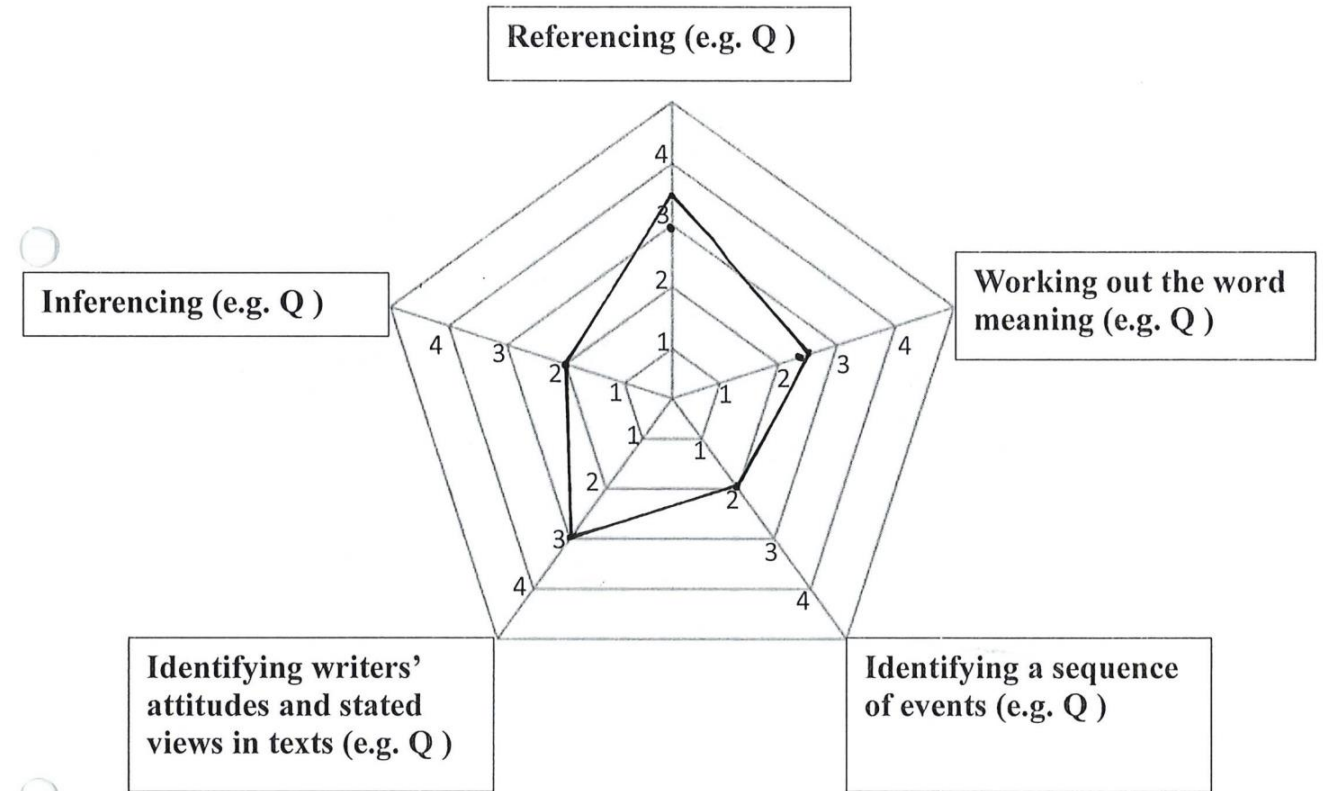


<u>Before reading a letter of complaint</u>		<u>During reading</u>	<u>Writing a letter of complaint</u>		
What we think we <b>KNOW</b>	What we <b>WANT</b> to learn	What we <b>LEARNED</b>	How we will <b>USE</b> what we learned	What <b>MORE</b> we need to learn	How we will <b>FIND</b> out the information
<ul style="list-style-type: none"> <li>- we should include time, place, people</li> <li>- angry disappointed not professional</li> </ul>	<ul style="list-style-type: none"> <li>- how to write a letter of complaint</li> <li>- what to include in a complaint</li> <li>- words to describe experience</li> </ul>	<ul style="list-style-type: none"> <li>- structure of a letter of complaint</li> <li>- how to make complaint in formal manner</li> <li>- adjectives to describe feeling</li> <li>- how to request a refund</li> </ul>	<ul style="list-style-type: none"> <li>- Past tense for past events</li> <li>- express our feelings</li> </ul>	<ul style="list-style-type: none"> <li>- how to elaborate on the bad experience</li> <li>- more words to convey feelings</li> </ul>	<ul style="list-style-type: none"> <li>- ask my English teacher</li> </ul>

**This part is the extension of the basic KWL chart to incorporate more metacognition, and follow-through towards continuous learning. Students take more active role in their learning by planning how to apply what they have learnt to a writing task and acquire new knowledge to help them complete the writing task.**

# Learning task and assessment strategies related to *Assessment as Learning* (AaL) – Reading skills

Using a spider web as pre-assessment



- 1 – Need improvement
- 2 – Average
- 3 – Good
- 4 – Excellent

# Learning task and assessment strategies related to *Assessment as Learning (AaL)* – Reading skills

## Using a reading skill self-assessment form with solution cards as post-assessment

**My reading skills**

After finishing the reading comprehension questions, use the table below to assess your own reading skills. Rate your performance on a scale from 1 to 4.  
Scale: 1: need improvement; 2: average; 3: good; 4: excellent

\*1 correct answer = 1 \*  
\*2 correct answer = 2 \*

Target ATMs	Example and relevant reading comprehension questions no.	Rate your performance on a scale from 1 to 4*	What should I do to improve my skills? // What other skills should I learn next?
2.5 Referencing	In line 3, 'him' refers to ... <u>Mr Cheung</u>  Reading questions:	2	Read the previous sentence of the question article to see if there is a character to write about.
3.6 Inference	According to paragraph 1, why did the writer think it was unacceptable to join the tour with other tourists? <u>This was because the writer paid more for the private tour in order to have a more personalized travel experience/ in order not to travel with other people/ strangers.</u>  Reading questions:	1	read more question
4.1 Working out the word meaning	Find a phrasal verb in paragraph 1 that suggests the writer finally agreed to continue the tour after refusing to join the tour at first. <u>give in</u>  Reading questions:	1	Note whether there are words with the same meaning.
4.3 Identifying a sequence of events	Number the following events (1-4) in chronological order. 2 Tourist guide, Mr Cheung, showed up. 1 The writer arrived at pick-up point. 3 The writer talked with other tour members. 4 Mr Cheung arrived at pick-up point.  Reading questions:	2	read the comprehension one time
6.5 Identify writers' attitudes and stated views in texts	How did the writer feel about the trip? A. enraged B. enthusiastic C. neutral D. satisfied  Reading questions:	3	Read the title carefully

Task 1-My reading skills--Version 2--Solution cards

**SOLUTION CARD**

ATM 2.5 Referencing

- Read the sentence where the reference word is located, and then read a few sentences that come before or after it.
- Look for a relevant noun that agrees with the pronoun in number and/or gender.

Watch this video:

<https://www.youtube.com/watch?v=9St3d2caueM>

<https://www.youtube.com/watch?v=pCbFPqXxJQo> (→ show different ways to tackle referencing questions)

**SOLUTION CARD**

ATM 4.1 Working out the word meaning

Read for contextual clues in the sentence where the word is located and its nearby sentences. Then, try to connect the clues (i.e. the words you should know) to help you work out the word meaning.

Watch this video:

<https://www.youtube.com/watch?v=CiNggzdWkIo> (→ show different ways to work out the word meaning)

further practice:

<https://www.lc.citvu.edu.hk/ELSS/Resource/Understanding%20Words%20from%20Context/>

Students are given the opportunity to assess their reading skills by comparing their pre- and post-assessment data, allowing them to identify their strengths and weaknesses. Solution cards are provided to help remedial students improve their reading skills and stretch their abilities further.

**Strengthening students' roles**  
→ **Self-evaluation**

## AaL and AfL strategies used in Writing

→ **nurture our students to be active and critical assessors using task-specific rubrics cum self and peer feedback form**

### Pre-writing

- Watch a video and brainstorm ideas using a graphic organiser
- Text analysis of letter of complaint + detailed analysis on some paragraphs
- Teach vocabulary, key grammar items and sentence patterns about a letter of complaint
- Help students understand success criteria

### While-writing

- Paragraph writing
- Individual writing

### Post-writing

- Task-specific rubrics cum self, peer and teacher feedback forms
- Language support for peer review

# Learning tasks and assessment tasks/ strategies related to AfL







## Writing

- Understand how to give peer feedback using Padlet through teacher's demonstration



# Feedback from peers (Writing)

## Promote collaborative learning through peer assessment

-  **Anonymous** 20d  
You can use other sentences patterns for example Images my... 09
-  **Anonymous** 20d  
You can make your sentences more precise 15
-  **Anonymous** 20d  
You can use some conjunction 17
-  **Anonymous** 20d  
You can use more vocabulary .14
-  **Anonymous** 20d  
19: you repeat many time the same word like "the agent "
-  **Anonymous** 20d  
You can go to Google Translate and get some good word.23

### Language Self-check & Peer Review

#### Different vocabulary & Sentence Patterns

#### Sample 1: Did the student use different vocabulary?

**Sample 1** (1<sup>st</sup> – 3<sup>rd</sup> paragraphs)

Dear Sir / Madam,

I am Writing to complain about a tour to Tokyo, which I joined on 20 January 2023. I am one of your customers who purchased . Tour package on 15 January 2023. I bought this because I want to relax myself. It was recommended by relax myself. It was recommended by my friend Mr fish. The trip told me the service was reliable. The agent had a promise.

The agent told me the service was reliable. The agent had a promise.

The agent told me the service was reliable but the trip was totally different from the descriptions.

Did the student repeatedly use the same words?

★☆☆ (29) Rate

 **Anonymous** 21d  
Ok

#### Target Grammar Items

#### Sample 2: Reported Speech

**Sample 2** (4<sup>th</sup> paragraph)

Firstly, the tour guide was ignorant and rude. When we arrived the tour attractions, we asked Mr. Tang about the arrangements of our tours and where is our driver. He said that he had no idea what are the arrangements and told us to check itinerary on our own. We were all shocked and angry. Therefore, we want to cancel the tour and asked him for a refund.

★★★★ (23) Rate

 **Anonymous** 21d  
100 100 100

 **Anonymous** 21d  
Give me refund!!!!!!!!!!!!!!

 Add comment

#### Sample 2: Time connectives


#### Spelling, Punctuation, Capitalisation


#### Sample 3

**Sample 3** (6<sup>th</sup> paragraph)

Thirdly, He totally breach the promise that your travel agent made. He kept chaiming us for extra charges and forced us to buy things. The coach took us to Ginza High-Street, and led us to explore some high brand boutiques and souvenir shop. Then, some strong man strucked at the door. So we forced to bought things form there. This is not the first time that he has forced us to purchase goods. I was appalled at that moment. Next day, we went Ninjutsu Class, but badly, this is not a class, more close to a lecture. Somehow, when I asked the master to model a technique, he felled twice. There is no point in hearing the fake master's sharing if we can't even take part. In the middle, he even charged is a extra charges again, how g annoying dunce.

★★★★ (8) Rate

 Add comment

 22d  
What comments will you give Sample 3?

# Learning tasks and assessment tasks/ strategies related to AaL & AfL

## Post-writing stage: Writing Rubrics and feedback sheet

**Objective: students learn from peer and teacher's feedback**

## Making assessment criteria specific and accessible to students

→ This helps students better understand their writing performance and self-evaluate themselves.

→ With peer and teachers' constructive feedback, students know how to make improvement.







Language	
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/>
2. To use the following language items correctly:	
<input type="checkbox"/> a. Use <b>time connectives</b> to talk about the order of events e.g. <i>After lunch</i> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>
<input type="checkbox"/> b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>
<input type="checkbox"/> c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>
<input type="checkbox"/> d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>
<input type="checkbox"/> e. Use <b>simple present tense</b> and <b>future tense</b> to describe the expectation for the company and the requests e.g. Your company <u>is</u> a reputable travel agency. e.g. I <u>expect</u> a full refund. e.g. I hope you <u>will</u> investigate this matter as soon as possible.	<input checked="" type="checkbox"/>
3. To show almost entirely correct <b>grammar</b> , spelling, punctuation and capitalization	<input checked="" type="checkbox"/>

patterns	<input checked="" type="checkbox"/>	use more different words <input checked="" type="checkbox"/>	
order of		use a lot time connectives	
use to	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ions and		clearly use simple past tense	
words) to	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
able.		clearly use the emotive words	
others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
up tour		use more reported speech	
se to		clear use simple present tense and future tense	
id the			
ncy.			
s soon as	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
telling,			
	<input type="checkbox"/>	<input type="checkbox"/>	








# Task-specific Rubrics - Peer Evaluation

## Task-specific rubrics cum self-check and peer feedback

Tick the boxes to show the target goals for this writing. Read your and your friend's letter of complaint. Check if you have completed the following items.





Success criteria	Self-check	Peer review
Content	tick if you did that; underline and label it in your writing, e.g. C1, L1, O1	<ul style="list-style-type: none"> <li>tick if your friend did that and give comments</li> <li>mention the line no if your friend did that</li> <li>rate your friend's work on a scale of 1 to 3 smiley faces. Colour the smiley faces in each area to indicate how well you think they've done. 1: need improvements; 2: fair; 3: good</li> </ul>
1. To give reasons of writing and describe the complaint including what, <u>where</u> and <u>when</u>  e.g. I am writing to complain about a private cultural day tour to <u>the towns of Suzhou and Zhouzhuang</u> , which I joined on <u>14th February 2023</u> .	<input checked="" type="checkbox"/>	I think this part worked well because it's detailed.  <input checked="" type="checkbox"/> Line no.: 3, 7, 8, 9 
2. a. To describe complaint 1 with <u>examples</u> and <u>reasons</u>	I think this part worked well because it use <input checked="" type="checkbox"/> Well because it use	a lot of sentence pattern <input checked="" type="checkbox"/> Line no.: 19-23 
b. To describe complaint 2 with <u>examples</u> and <u>reasons</u>	I think this part worked well because you give <input checked="" type="checkbox"/> well because you give	a lot of example: <input checked="" type="checkbox"/> Line no.: 26-30 
c. To describe complaint 3 with <u>examples</u> and <u>reasons</u>	you should try to give <input checked="" type="checkbox"/> other feeling	<input checked="" type="checkbox"/> Line no.: 34-37 
3. To show expectation for the company  e.g. Your company is a <u>reputable</u> travel agency and you pride yourself on providing excellent service to customers.	<input checked="" type="checkbox"/>	I think this part worked well because you give a great expectation.  <input checked="" type="checkbox"/> Line no.: 41, 42 
4. To show disappointment <u>and</u> ask for improvement and/or compensation  e.g. What I experienced on the tour, however, was far from what I was promised.  e.g. I hope that your travel agency will take this case seriously and investigate this matter as soon as possible. I also insist that you give me a refund to compensate for this terrible trip.	<input checked="" type="checkbox"/>	I think this part worked well because you expectation and refund, but, I think you can show more about your feeling.  <input checked="" type="checkbox"/> Line no.: 46 

# Task-specific Rubrics - Peer Evaluation

Language		
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/>	You <del>so</del> use many sentence patterns like because.... I was... 
2. To use the following language items correctly: <input type="checkbox"/> a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>	You use many time connectives, eg Firstly, Secondly and last. 
<input type="checkbox"/> b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>	You <del>so</del> use simple past tense like <sup>^alot</sup> the tour guide was... 
<input type="checkbox"/> c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>	You use a lot emotive words eg: angry 
<input type="checkbox"/> d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>	You use reported speech in Paragraph 4, 5, 6 but you forget to put 'that' in your reported speech. 
<input type="checkbox"/> e. Use <b>simple present tense</b> and <b>future tense</b> to describe the expectation for the company and the requests e.g. Your company <u>is</u> a reputable travel agency. e.g. I <u>expect</u> a full refund. e.g. I hope you <u>will</u> investigate this matter as soon as possible.	<input checked="" type="checkbox"/>	You use simple present tense and future tense, for example I hope you will... 
3. To show almost entirely correct <del>grammar</del> , spelling, punctuation and capitalization	<input checked="" type="checkbox"/>	You not have any wrong spelling. 

Task-

# Task-specific Rubrics - Peer Evaluation

Organisation		
1. To include an opening and a closing  01	<input checked="" type="checkbox"/>	You write a good opening and closing 
2. To include clear topic sentences with supporting details  4 <sup>th</sup> - 6 <sup>th</sup>	<input checked="" type="checkbox"/>	You use many top sentences 
3. Coherent links within / between paragraphs and effective use of connective (e.g. in addition and time connectives)	<input checked="" type="checkbox"/>	You use many word like Secondly 
Bonus		
1. To use 1 / 2 / 3 / 4 / 5 / 6 target sentence patterns correctly	<input checked="" type="checkbox"/>	You use many target sentence 
Signature		



# **Other learning/ assessment tasks in different stages**



# Other learning/ assessment tasks in different stages

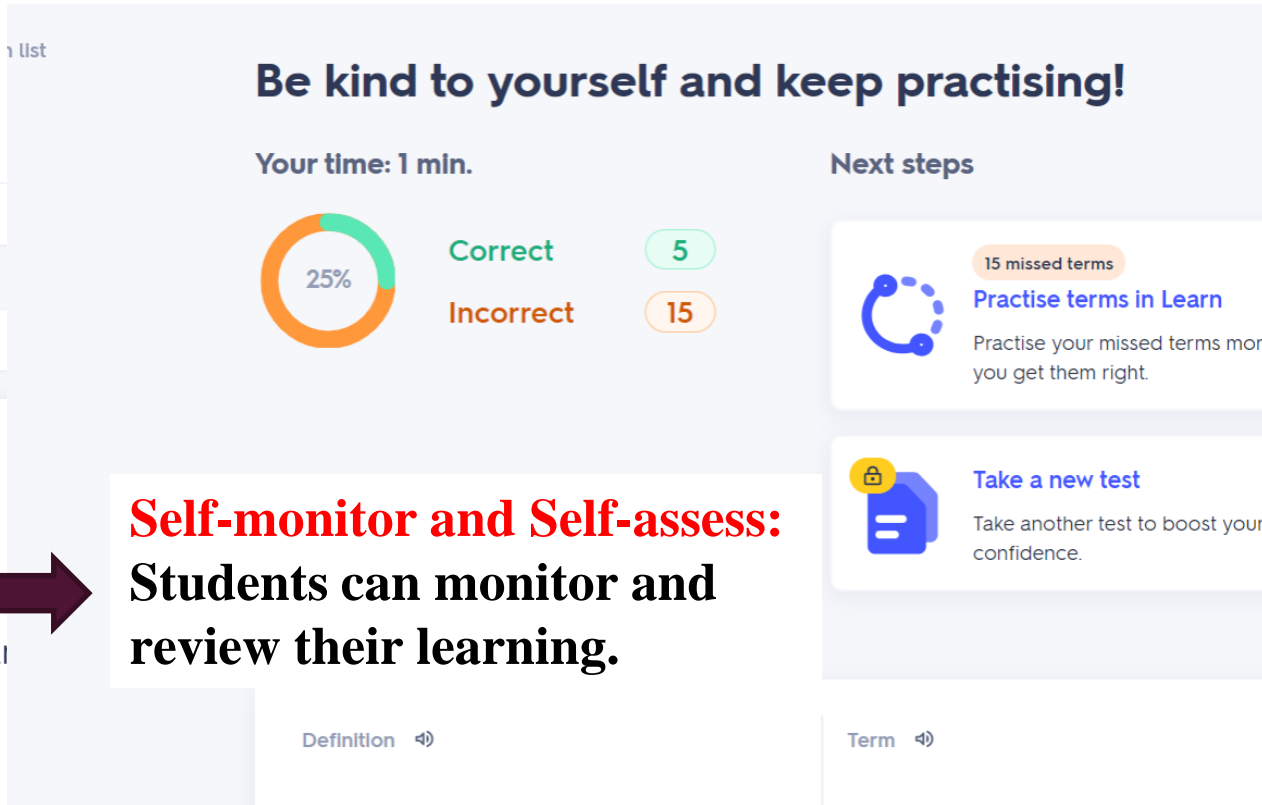
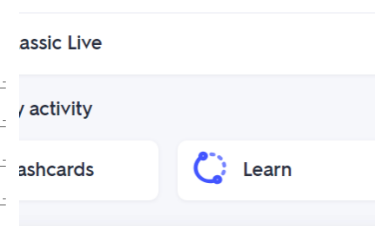
## Vocabulary Learning

Pre-reading stage: Quizlet

Objective: Learn vocabulary related to travelling

Task 2: Self-study and self-assessment on Quizlet  
Vocabulary about a letter of complaint

a private tour	travel agent	tour guide
admission tickets	guaranteed	low-quality
unacceptable	refund	tourist attractions
breached	unprofessional conduct	apology
explanation	discourtesy	ignorance
execute	couch potato	investigate
compensate	ill-mannered	



**Self-reflection:** Student reflect on their learning process e.g. what they have learnt before

**Self-expectation:** students are expected to learn the key vocabulary



**Self-study:** Students learn the vocabulary through Quizlet



**Self-monitor and Self-assess:** Students can monitor and review their learning.

Actively engage students in the learning process

# Other learning/ assessment tasks in different stages

## Vocabulary Learning

Post-reading stage: Review on the vocabulary items  
**Objective: Consolidation of key vocabulary learning**

Post-writing stage: Marking Scheme as Feedback Sheet  
**Objective: Self-evaluate their performance + Peer assessment**

Part B Vocabulary and phrases about travel complaints

1. → delays or cancellations of activities

2. → breached the agreed contract

**Feedback (during the lesson):**

- Feedback from a teacher
- Feedback from other students

Language		
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/> Self-evaluate	You use many sentence patterns like because... I was... 😊😊😊
2. To use the following language items correctly:		Peer feedback
<input type="checkbox"/> a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>	You use many time connectives, eg Firstly, Secondly and last. 😊😊😊
<input type="checkbox"/> b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>	You use simple past tense like <sup>^alot</sup> the tour guide was... 😊😊😊
<input type="checkbox"/> c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>	You use a lot emotive words eg: angry 😊😊😊
<input type="checkbox"/> d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>	You use reported speech in Paragraph 4.5-6 but you forget to put 'that' in your 😊😊😊

Actively engage students in the learning process



# Other learning/ assessment tasks in different stages

## Progressive development of reading skills

### Target reading strategies:

- Referencing
- Identifying writers' attitudes and stated views in texts
- Inferencing
- Words in Context

towards the public? (lines 14-15) suggest about the writer's attitude towards the service of the tour? ←

(ATM 6.5) ←

- A. worried ←
- B. positive ←
- C. annoyed ←
- D. excited ←

2. When the writer wrote "he simply asked us to explore the area without showing us around" (lines 41-42), at the time it is likely that the writer thinks the tour guide is... (ATM 6.5) ←

- A. timid ←
- B. neglectful ←
- C. professional ←
- D. scornful ←

3. What does the line "There is no point in signing the agreed contract if your travel agency does not execute it." (lines 63-64) suggest about writer's attitude towards signing a contract? ←

(ATM 6.5) ←

←

2. What is the meaning of 'apathetic' (line 27)? ←

- A. lazy ←
- B. uneasy ←
- C. uninterested ←

D. ←

3. Fir ←

←

4. Fir ←

←

- To help students understand the target reading skills from explicit teaching
- Boost their confidence when dealing with certain question types by applying the skills

Reading questions set by teachers

# Other learning/ assessment tasks in different stages

## Progressive development of reading skills

While-reading stage: Target reading strategies  
Objective: familiarise ss with DSE question types related to travelling

## Referencing

- > explicit teaching
- > to familiarise them with DSE-related question types related to the theme of travel
- > to help them mentally prepare for the task at hand
- > for students to gain the necessary knowledge to write an effective letter of complaint
- > for students to gain the skills and confidence needed to successfully complete the task

### Steps to tackle the question

1. Read line 3 where the object pronoun 'him' is located.  
[1] Firstly, it was not a private tour at all. We arrived punctually at the pick-up point at 8:30am but our tourist guide, Mr Cheung, did not show up until 9:30am. When we were waiting for him, we noticed that there were two families waiting there. After having a conversation with the families, we realised that we joined the same tour and  
5 found it unacceptable. When Mr Cheung arrived, we all asked him about the
2. Read a few sentences that come before or after it. Look for a relevant noun that agrees with the pronoun in number and/or gender. Circle it.
  - **pronoun in number:** him → singular pronoun → find a singular noun
  - **gender:** him → a man → find a male name

### Sample question

In line 3, 'him' refers to ...

Mr Cheung

## Other learning/ assessment tasks in different stages

### Progressive development of reading skills

While-reading stage: Target reading strategies

Objective: familiarise ss with DSE question types related to travelling

## 2. Identifying a sequence of events

This tests readers on whether they can identify a sequence of events in a text.

To tackle this type of questions, you should **look for time** (e.g. at 8:30am), **adverbs of time** (e.g. last night, yesterday), **connectives of sequence** (e.g. before, after) **and preposition of time** (e.g. in, on, at).

e.g. 1<sup>st</sup> event 2<sup>nd</sup> event  
After the principal and teachers were seated, my classmates whispered to me.

1<sup>st</sup> event 2<sup>nd</sup> event  
You should always wash your hands before meals.

### Steps to tackle the question

1. Read the question and underline the key words of each event.

Tourist guide, Mr Cheung, showed up.

The writer arrived at pick-up point.

The writer talked with other tour members.

Mr Cheung arrived at pick-up point.

2. Then, skim and scan the reading passage. Find and underline the key words there. Also, circle time, the adverbs of time, connectives of sequence and preposition of time.

[1] Firstly, it was not a private tour at all. We arrived punctually at the pick-up point at 8:30am but our tourist guide, Mr Cheung, did not show up until 9:30am. When we were waiting for him, we noticed that there were two families waiting there. After having a conversation with the families, we realised that we joined the same tour and found it unacceptable. When Mr Cheung arrived, we all asked him about the arrangements of our tours and where our tour guides were. He said that we all joined this small group tour and he was our tour guide today. We were all shocked and angry.

3. Make good use of the sequencing words and key words to help you identify the sequence of events in text.

### Other learning/ assessment tasks in different stages Progressive development of reading skills

While-reading stage: Target reading strategies

Objective: familiarise ss with DSE question types related to travelling

### 3. Inference

This tests readers on whether they can gather information and draw a conclusion from the clues found in the text.

\*\* Please note that the answers to this question are often not explicitly stated in the text. Sometimes, you need to infer the information based on your personal experience and prior knowledge.

To tackle this type of questions, you need to look for clues in the passage that help support your guesses or conclusion you are trying to make.

#### Steps to tackle the question

1. Read the question carefully to understand what information is needed and to see whether you need to read specific part(s)/ paragraph(s)/ the whole text. Circle the key word(s).

According to paragraph 1, why did the writer think it was unacceptable to join the tour with other travellers?

2. Then, skim and scan paragraph 1. Find and underline the key words there. Pay attention to the sentences nearby the key words and summarise the event.

(The summary of the event is that the writer paid for a private tour but it turns out that the writer reluctantly joined a small group tour because there was only one tourist guide..)

Other learning/ assessment tasks in different stages  
Progressive development of reading skills

While-reading stage: Target reading strategies

Objective: familiarise ss with DSE question types related to travelling

5. Identify writers' attitudes and stated views in texts

This tests readers on whether they can identify writers' attitudes and stated views in a text.

To tackle this type of questions, you need to look for positive and negative language in the text. You also need to pay attention to the adjectives, adverbs and verbs that describe feeling together with punctuations which express emotions, for example, exclamation marks (!).

Steps to tackle the question

1. Read the question carefully to understand what information is needed and to see whether you need to read specific part(s)/ paragraph(s)/ the whole text. Circle the key word(s).

How did the writer feel about the trip?

2. Look at the options and identify whether they are positive (+) / negative (-) / neutral (n). Write down the symbol next to the options.

- A. enraged (-)
- B. enthusiastic (+)
- C. neutral (n)
- D. satisfied (+)

3. Read the passage and look for positive and negative language in the text. Pay attention to the adjectives and words that describe feeling together with punctuations which express emotions, for example, exclamation marks (!). Circle the words.

# Other learning/ assessment tasks in different stages

## Progressive development of reading skills

### Demonstration of explicit teaching of reading skills

#### Steps to tackle the question

1. Read line 3 where the object pronoun 'him' is located.  
[1] Firstly, it was not a private tour at all. We arrived punctually at the pick-up point at 8:30am but our tourist guide, Mr Cheung, did not show up until 9:30am. When we were waiting for him, we noticed that there were two families waiting there. After having a conversation with the families, we realised that we joined the same tour and  
5 found it unacceptable. When Mr Cheung arrived, we all asked him about the
2. Read a few sentences that come before or after it. Look for a relevant noun that agrees with the pronoun in number and/or gender. Circle it.
  - **pronoun in number:** him → singular pronoun → find a singular noun
  - **gender:** him → a man → find a male name

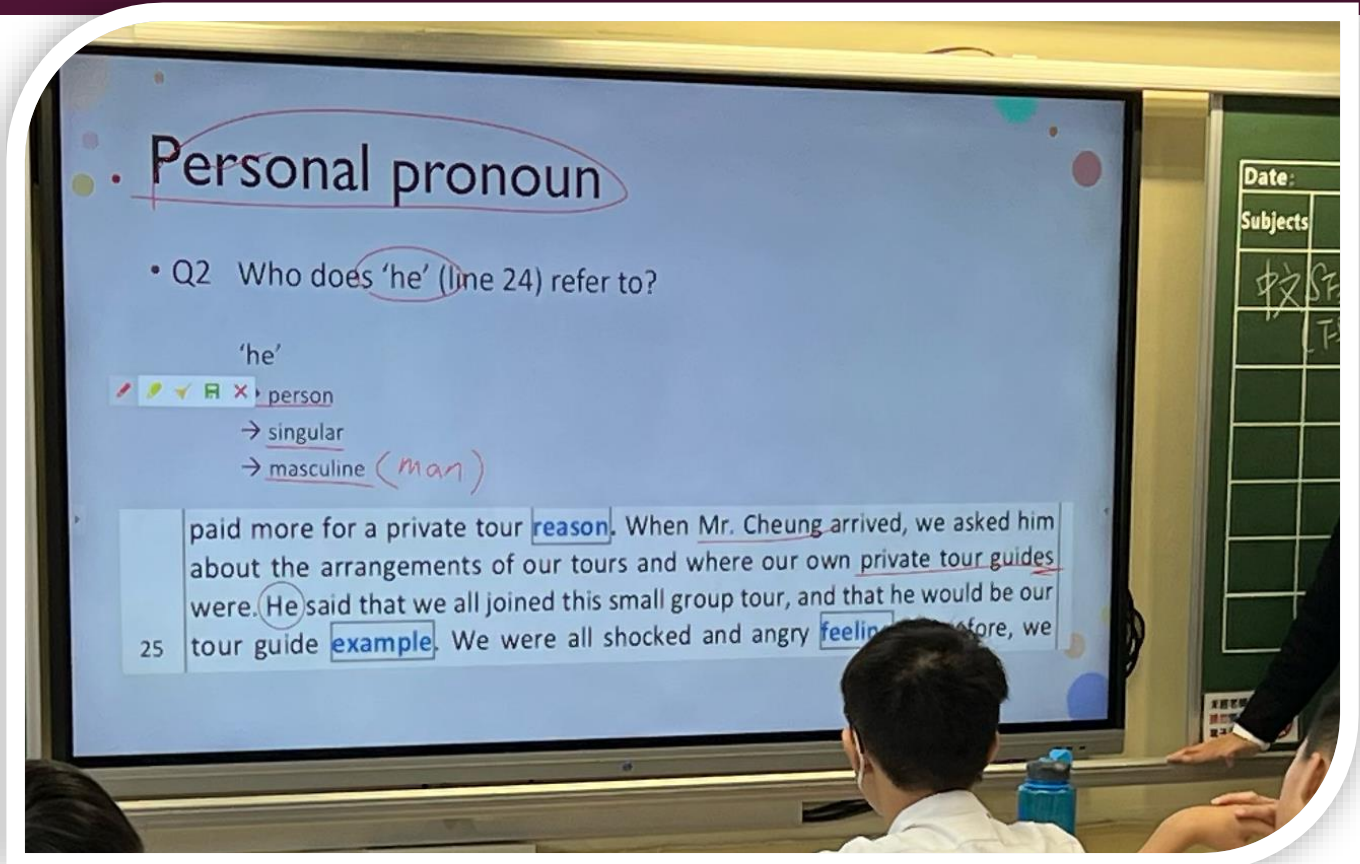
#### Sample question

In line 3, 'him' refers to ...

Mr Cheung

5 Who does 'he' (line 38) refer to? ←

6 What does 'this' (line 43) refer to? ←



ATM 2.5 follow ideas by understanding the use of **pronouns**

# Other learning/ assessment tasks in different stages

## Pre-writing stage: Grammar Learning

Use **Plickers** to collect instant assessment data and feedback to inform teachers' instruction



### TPS\_reported statement

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version 1

1

NS

feeling lonely' =>

1) \_\_\_\_\_

Peter said, 'I lost my ipad so I can't do my work.' =>

Peter said (that) \_\_\_\_\_ ipad so \_\_\_\_\_ work.

A she has lost her ipad so she couldn't do her work.  
B he has lost his ipad so he couldn't do his work.  
C he had lost his ipad so he couldn't do his work.  
D she lost her ipad so she couldn't do her work.

Peter said, 'I have tried different kinds of food in China.' =>

Peter said (that) \_\_\_\_\_ different kinds of food in China.

A she had tried  
B he had tried  
C he has tried  
D she tried

www.plickers.com

1

1

1

1

A B C D

**Task 2 Understanding the writing task – Version 2**

You went on a trip to Japan. You found out that the Sunrise Japan Travel Agency made several mistakes with your trip arrangements. You are not happy with the holiday. You are going to write a letter of complaint to the manager of the travel agency. Write at least 200 words.

In your letter:

- Give details of what went wrong
- Say what action(s) you would like the manager to take
- Request some compensation or refund.

> it involves asking students to use their creativity

Here is the itinerary advertised on their website:

GO TOKYO!	
Day 1	<p>☛ <b>9:00 am Breakfast</b></p> <p>☛ Tokyo's famous <b>Tsukiji Fish Market</b></p> <ul style="list-style-type: none"> <li>☼ the world's biggest fish market "Tsukiji Fish Market"</li> <li>☼ have a fresh, delicious breakfast in Tsukiji Fish Market. You can get a satisfying sushi breakfast at a reasonable price!</li> <li>☼ you can enjoy meals made with market-fresh ingredients. There are a variety of eateries offering everything from seafood, such as sushi and sashimi rice bowls, for example, to ramen and light meals.</li> </ul> <p style="text-align: center;">Tsukiji is the place for sushi! Learn more about sushi</p> <p>☼ learn more about sushi with a knowledgeable tour guide to make the most of your sushi-eating experience! <i>E.g. Do you know the proper way to eat sushi? How about what kinds of sushi toppings are available?</i></p> <p>☛ <b>Lunch and Shopping!</b></p>

the itinerary serves as a guide to provide language, vocabulary, and idea support to help them start their writing

	<p>☛ 12PM <b>Ginza High-Street</b></p> <ul style="list-style-type: none"> <li>🏠 Shopping paradise: the most famous shopping &amp; entertainment district in Tokyo</li> <li>🏠 explore its buzzing streets with massive department stores, high brand boutiques, art galleries and restaurants</li> </ul>
	<p>☛ 1:00pm Lunch in <b>Ramen Ippudo</b></p> <ul style="list-style-type: none"> <li>🏠 The popular Ippudo serves tl pork broth Ran lovers around the</li> <li>🏠 You are w toppings to suit y</li> </ul>
Day 2	<p>☛ <u>Breakfast included</u></p> <p>☛ 10AM <b>Ninjutsu Class</b></p> <ul style="list-style-type: none"> <li>- learn ninjutsu t unarmed combat</li> <li>- anyone can tak ability!</li> <li>- learn how to re and how to defer</li> <li>- involve a lot of</li> </ul>
	<p>☛ 12:00pm Lunch</p> <p>☛ 2PM <b>Tokyo Kimono Experience with Japanese Hairstyling</b></p>



	<ul style="list-style-type: none"> <li>♡ Dress in a beautiful kimono in a historic textile town</li> <li>♡ Take family pictures with your outfits in beautiful Kyoto city! Everything is included in the price (no gimmicks, no extra charge for any add on (e.g. hairdo, sandals, bag, etc.)</li> <li>♡ One of the best ways to experience the unique culture of Japan is to wear a kimono! Grab the opportunity to try a kimono from our colorful collection for everyone, including kids!</li> </ul> <p>☛ 7:00pm <b>Dinner - Enjoy the Japanese cultural experience</b></p> <p>Enjoy Japan's fine dining experience - Omakase</p> <ul style="list-style-type: none"> <li>* the head sushi chef, who will be in charge of deciding what you eat and how you eat it.</li> <li>* enjoy food in a completely new way, and it is absolutely worth giving it a try!</li> <li>* The chef will present you with a dish, and tell you all about it, and once you've had a chance to enjoy it, the chef will guess at what you would like next, figuring out your tastes and making an effort to provide you with the best experience possible, without you having to make decisions.</li> <li>* allows for a higher intimacy with the head chef and the food itself</li> </ul> <p>*Transportation fees and meals are included.</p>
--	--

The pictures are removed due to copyright issue.



## a low ability student

**2<sup>nd</sup> paragraph** – tell your reader what happened in a travel agency

Hint: Use **5W** to help you write this paragraph

<b>1. What</b> tour package did you purchase/buy?	I am one of your customers who purchased
<b>2. When</b> did you buy it?	Gr Tokyo tour package on 15th October
<b>1. Why</b> did you buy it?	because I can enjoy <sup>a fresh</sup> delicious breakfast in
<b>2. Who</b> sold you the package?	Tsukiji Fish Market and the most famous
<b>3. What</b> did the travel agent do when selling you the package?	shopping & entertainment district in Tokyo. The promises made by Mr. Wong, your travel agent
<b>4. Did</b> the agent make any promises?	from the Japan Travel. When Mr. Wong went through the travel brochure with us, he mentioned several times that all the admission tickets were included, and the guide would speak in Japanese.

**3<sup>rd</sup> paragraph** – tell your reader your trip was totally different from the descriptions of the travel brochure and the agreed contract

Hint: Use **target sentences (e.g. Imagine my noun when SV)**

<b>Contrast transition</b> - tell your reader your trip was totally different from the descriptions - use contrast conjunctions, e.g. However	However, it was the complete opposite of what I expected. I was a dissatisfied breakfast and exorbitant price. Such disgusting and unhygienic sushi rice bowls, to ramen and light meals.
<b>Tell readers your feeling and your complaint</b> - Use <b>target sentences</b>	Imagine my disappointment when I spotted that the sushi was tainted. Is this the way the tour guides are taught to take us to the disgusting Tsukiji Fish Market?

## a low ability student

### 5<sup>th</sup> paragraph – second complaint

<b>Topic sentence</b> - tell your reader your <b>second</b> complaint	Secondly, the guides forced us to take pictures charged us more and gives us dirty kimono.
1. Give examples of your second complaint with reasons.	We were upset sadder by the kimono did <sup>not have</sup> size <sup>all</sup> but <sup>only</sup> have M size, small like rotting garbage there is no point in wearing kimono if it is dirty. I was annoyed feeling to find that wearing it. Imagine my anger when take pictures charged my more but don't have my size kimono.
2. Tell readers your feeling towards events.	

### 6<sup>th</sup> paragraph – third complaint

<b>Topic sentence</b> - tell your reader your third complaint	My last complaint is the unprofessional conduct of the Omakase complaint. Firstly, this is not the first time that Omakase eaten the glass in the food.
1. Give examples of your third complaint with reasons.	Is this the way the tour guides are taught to go to the is quality Omakase? let's give extra money to eat dirty food. Imagine my annoyed when I eaten glass in my food. I don't know where the glass come from and if it's been reused.
2. Tell readers your feeling towards events.	

## Final Exam - Paper 2

### Part B

For questions 2–3, choose ONE question and write about 250 words in the space provided on pages 5–8. Indicate which question you are going to attempt in the question number box on page 5.

#### Question 2

You are Chris Wong. You are writing a letter of complaint to the travel agency about your recent three-day tour to Japan, in which you express your dissatisfaction with the hotel accommodation, food quality, the tour guide's service, and the surcharges. Be sure to provide specific details about your concerns and why the problems should have been avoided. Maintain a polite and professional tone throughout your letter. Additionally, request compensation for the inconvenience and disappointment caused by the issues you experienced during the tour. You may use the following ideas to help you with your writing. Sign your letter 'Chris Wong'. Do not write any address.

Write about 250 words.



Source: <https://educationaltechnology.net/how-can-we-align-learning-objectives-instructional-strategies-and-assessments/>

- Not a five-star hotel as advertised
- expensive
- visible dust and stains
- air conditioning was not functioning properly
- unresponsive hotel staff

- poor quality of food
- tasteless
- a cockroach
- disgusting



- misbehaviors
- unprofessional, unprepared
- did not follow the itinerary
- late
- failed to engage the group
- hidden fees

Some pictures are removed due to copyright issue.

## a high ability student

Dear Sir/Madam,

I am writing this letter to file a complaint, recently I joined the 'Modern Japan three days tour' that your travel agency has offered. My family and I was looking towards it with high expectation but instead we got the opposite of what we thought would be. I imagine my fury when our trip was ruined.

We were promised to stay in a five-star luxury hotel for two nights, even your leaflet said it. To my surprise, we weren't staying in a luxurious hotel with two big queen sized beds, it was a small capsule hotel where we had to sleep in small pods. Me and my teenage daughter had to separate since it's categorized by the gender. While me and my son's pod were close, my daughter had to fend for herself. I imagine my rage as a single father when I'm unable to protect my daughter if she is in danger. Although nothing dangerous happened, it was still terrifying.

On the second day, we were expecting lunch at Sanrio Cafe since that's what my daughter was looking towards at. After exploring Shinjuku, it's lunch time. It was not the Sanrio Cafe. I asked the tour guide if there were any mistakes, he told me that the Sanrio Cafe has been fully booked and we couldn't. My daughter was disappointed by the deviation of the plan. What shocked me even more was the food quality that the backup restaurant had. My son found his ramen noodles tasted weird and suddenly he saw the head of a cockroach popping out of the soup. What kind of service is this? It was so disgusting that I almost puked.

Did you know that the worst part of this entire trip was not even that, it was your tour guide's service. First of all, at the beginning of the tour he was 45 minutes late, we had to wait for him to arrive. When he did arrive, he didn't apologize or anything instead we were treated with horrible hospitality. The moment he told us that we weren't staying at the five-star luxury hotel, we kept on asking why and requested to give us an explanation, but he just ignored us. I was going to ask for a refund but we were already in Japan, there was no turning back. Even if I did ask it, he wouldn't give it.

When the cockroach accident occurred, he didn't do anything. Is this what your tour guides are instructed to behave like an imbecile?

I request you to give us compensation for the inconvenience we suffered from. Hoping you will write back and fix this situation professionally.

Signed

Chris Wong

# Overall evaluation on the package design

The package....

- ✓ provides a comprehensive framework for teaching the letter of complaints, including a sample reading for students to internalize target sentence patterns.
- ✓ encourages learner diversity by catering to different learning styles and abilities through a variety of activities and exercises.
- ✓ increases awareness of genre by providing clear examples and explanations of the conventions and features of the letter of complaints.
- ✓ helps students to develop critical thinking and problem-solving skills by encouraging them to analyze and respond to real-life situations.
- ✓ helps students to develop their language skills, including grammar, vocabulary, and discourse, through a range of challenging activities and exercises.

# Overall evaluation on the package design

## Things to improve

We should....

- offer more personalized feedback and support for individual students, including opportunities for one-on-one conferences with the teacher.
- incorporate more engaging and interactive activities, such as role-plays, simulations, and debates.
- offer opportunities for students to practice giving and receiving feedback in a safe and supportive environment, such as through peer review workshops or small group discussions.
- encourage students to give positive feedback in addition to constructive criticism, in order to build a positive classroom culture and support students' confidence and motivation.
- to set goals for improvement.

---

# Impacts and Reflections

School & Curriculum



# Impacts and Reflections

## ✦ School

- ◆ It provides a comprehensive and engaging resource for teaching the letter of complaints, which can improve the quality of writing instruction and support student learning.
- ◆ The project experience enhances teachers' confidence and capabilities in choosing, designing and adopting different assessment strategies and tools.
- ◆ Through our internal sharing session, the project experience also inspires teachers of other KLAs to integrate different modes of assessment (e.g. AaL) in their curriculum planning.



# Impacts and Reflections

## ☛ Curriculum

- ◆ The package demonstrates how the Learning Progression Framework (LPF) is used to set the learning goals of reading. This enables teachers to see them clearly and strategically plan how to work towards the goals.
- ◆ Genre-based pedagogy is adopted to better connect reading and writing
- ◆ It inspires teachers to integrate different modes of assessment (e.g. AaL) in the curriculum planning.

# Reading - Existing Practice

- passages and reading exercises from textbook
- sorting DSE questions by question types

*The pictures are removed due to copyright issue.*

# Impacts of this project

## Reading - Reading passage

- > help ss to understand the structure and format of this formal letter, learn new vocabulary, target sentence patterns, and develop their critical thinking and analytical skills
- > help ss to gain valuable insights into the task at hand, feel more confident and prepared

Tsang Pik Shan (Sung Lan) Secondary School  
Unit 2 Travel with Care  
A Letter of Complaint: Sample Letter

Suzhou 蘇州

Zhouzhuang 周莊鎮

Dear Sir/ Madam,

[1] I am writing to complain about a private cultural day tour to Suzhou and Zhouzhuang, which I joined on 14th February 2023.



[2] I am one of your customers who purchased the Classic China & Exploration Tour package on 15th January 2023 because I was captivated by your travel brochure and the promises made by Mr. Tang, your travel agent from the Crown International Travel. When Mr. Tang went through the travel brochure with us, he mentioned several times that all the admission tickets were included, and the guide would speak in English. The trip costs \$500 per person and was on sale with a 'buy-one-get-one-free' discount. Mr. Tang also guaranteed that no other customers would join the tour with us as it was a private tour.

[3] However, it was the complete opposite of what I expected. Imagine my disappointment **feeling** when my trip was ruined, and the tour was of low-quality service! **complaint** Is this the way the travel agencies are instructed to behave towards the public? **complaint**

[4] Firstly, it was not a private punctually at the pick-up point at 8:30 am, but our tour guide, Mr. Cheung, did not show up until 9:30 am **example**. This was totally unprofessional **complaint**. While waiting for him, we noticed two other families were waiting there. After having a conversation with the families, we realized that we had all joined the same tour **example** and found it unacceptable **feeling** as we all had paid more for a private tour **reason**. When Mr. Cheung arrived, we asked him about the arrangements of our tours and where our own private tour guides were. He said that we all joined this small group tour, and that he would be our tour guide **example**. We were all shocked and angry **feeling**. Therefore, we preferred to cancel the tour immediately and asked him for a refund.

[5] We were upset **feeling** by the inappropriate and apathetic attitude of your staff as he refused and even claimed that a private tour was the same as a small group tour **reason**. He told us that no refund would be given if we decided to leave **example**. Since we did not want to waste our money **reason**, we eventually gave in and continued the tour. There is no point in joining a private tour if we do not even have our own private tour guide. **complaint**



[6] Secondly, we only visited two tourist attractions and did not take part in any cultural activities as we were promised **complaint**. Since the tour started at noon, I was annoyed **feeling** to find that he cancelled our first activity **reason**, i.e., a visit to Master-of-Nets Garden, and he opted to take us to a local restaurant for lunch instead. After lunch, we were supposed to attend the silkscreen workshop at the Suzhou Silk Museum **example**. However, he skipped the workshop and took us to a museum shop to purchase traditional Chinese silk products. Then, we went to Zhouzhuang Water Town for the promised boat trip, but again the itinerary was changed. He simply asked us to explore the area on our own without showing us around **example**. This was not the first time that this has happened on this tour. Imagine my fury **feeling** when your travel agent repeatedly breached the agreed contract!



[7] My last complaint is the unprofessional conduct of the tour guide **complaint**. Firstly, Mr. Cheung was one hour late, but he neither offered an apology nor explained why he was late. He acted as if nothing had happened and took us to the local restaurant **example**. Second, Mr. Cheung just briefly introduced the scenic spots, told us to read up on our own, and rudely refused to share more information about the attractions **example**. The thing that annoyed **feeling** me most was his discourtesy and ignorance **reason**. When we were on our way to the museum, we asked Mr. Cheung more about the Garden and the principles of Chinese garden design. He barely shared any information about the design elements of the classical Chinese gardens and simply asked us to google the question on our own **example**. What is the point of having a dunce here with us? **complaint** He did not make an effort to share more about the history and culture of the tourist attractions with us **reason**. When I asked if he could share more, he just ignored my request and rudely asked me what more I wanted to hear **example**. I was totally upset **feeling** by his disrespectful behaviour. Is this the way the tour guides are instructed to behave towards the public? **complaint**

[8] Your company is a reputable travel agency, and you pride yourself on providing excellent service to customers. What I experienced on the tour, however, was far from what I was promised. There is no point in signing the agreed contract if your travel agency does not execute it. To make matters worse, your tour guide was unknowledgeable, ill-mannered, and a slouch. He was unable to tell us about the culture or history of the attractions and was impolite to us. The way he treated us made my blood boil.

[9] I hope you will investigate this matter as soon as possible. I expect a full refund. I would welcome the opportunity to further discuss these matters. I look forward to hearing from you soon.

Yours faithfully,  
Chris Wong

# Impacts of this project

## Reading - Questions Set by Teachers

> further internalize ss with the reading strategies

### Inferencing Questions Level 2

According to the information in paragraph 1, decide whether the following statements are True, False, or the information is Not Given in the paragraph.

	True	False	Not Given
1. A family of four needs to pay \$1,000 to join the guided tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Visitors need to reach a certain level of Putonghua before joining the tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mr Tang is an irresponsible salesperson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In paragraph 3, the writer said, 'it was the complete opposite of what I expected.' (line 12) That means the writer feels...
- suspicious
  - doubtful
  - angry
  - delighted

### Writer's attitude Questions Level 2

1. What does the line 'Is this the way the travel agencies are instructed to behave towards the public?' (lines 14-15) suggest about the writer's attitude towards the service of the tour?

(ATM 6.5)

- worried
- positive
- annoyed
- excited

2. When the writer wrote "he simply asked us to explore the area without showing us around" (lines 41-42), at the time it is likely that the writer thinks the tour guide is...

(ATM 6.5)

- timid
- neglectful
- professional
- scornful

# Impacts of this project

## Reading - Questions Set by Teachers

### Referencing Questions Level 2

1 What does 'this' (line 18) refer to?

---

2 Who does 'he' (line 24) refer to?

---

3 Who does 'we' (line 19) refer to?

---

4 In line 27, 'the inappropriate and apathetic attitude' refers to ...

---

# Impacts and Reflections

## Existing practice

1. A disconnect between the existing reading materials and the writing task
2. Using daily observation to identify students' strengths and weaknesses

## Project experience

1. Adopt **Genre-based pedagogy to better connect reading and writing**
  - ➔ students became more familiar with the format and structure of a letter of complaint
  - ➔ improve student's learning
2. Adopt **the use of a pre-unit test**
  - ➔ assess students' performance and gain a better understanding of their capabilities
  - ➔ develop questions that are tailored to their abilities
  - ➔ promote a more effective learning

# Writing - Sentence Patterns

## Existing Practice

### Part 6 Sentence patterns

#### Basic sentence patterns

1. S+V
2. S+V+O
3. S+V+O+O
4. S+V+ADJ
5. S+V+N

#### Expressing Opinions

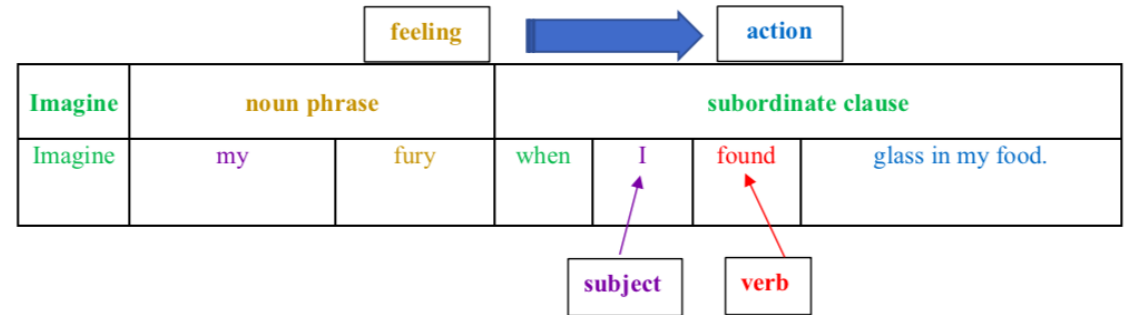
6. S + V (modal verb + v-base form )
7. I think + S + V (modal verb + v-base form )
8. It is + ADJ + that + S + V + O
9. It is + ADJ (+ for Sb.) + to do sth

#### Talking about possibility

10. It is + ADJ (likely/ possible/ unlikely/ impossible) + that + S + V

## Project Experience

📌 **Pattern A. Imagine + [noun phrase] + subordinate clause**  
 Usage: We use this sentence pattern to convey **emotions** towards an **action**



A. Rearrange the following elements by using the new sentence pattern.

Imagine	noun phrase (e.g. my, our, her) noun		subordinate clause					
Imagine		disappointment anger frustration	when	we he I	spotted was being was told	that the sushi was tainted. so rude to us. that there would not be a private tour guide.		

Imagine	noun phrase (e.g. my, our, her) noun		subordinate clause					
Imagine		disappointment	when					
		anger						
		frustration						

# Writing - Sentence Patterns

## Project experience

### Proofreading exercise

1. There is no point in compensate for this trip if Mr Cheung does not apologise.

---

2. Imagine my angry when he was being so impolite to me.

---

3. Imagine my frustrated when I found a hair in the Ramen.

---

Exercise

Change adjective (adj.) to noun:

**angry** \_\_\_\_\_  
adj                  noun

1. You were **angry**. You spotted the head of a cockroach on top of your food. (Imagine my [noun]...)

---

2. You were **disappointed**. The sushi served was tainted. (Imagine my [noun]...)

---

**disappointed** \_\_\_\_\_  
adj                  noun

3. You were **frustrated**. Mr Cheung was being late again. (Imagine my [noun]...)

---

**frustrated** \_\_\_\_\_  
adj                  noun

4. You were **furious**. Mr Cheung was indifferent to your need. (Imagine my [noun]...)

---

**furious** \_\_\_\_\_  
adj                  noun

5. You are not satisfied with the tour guides' behavior towards the tourists. (Is this the way ...  
taught ...?)

---

→ understand why and when to use each particular sentence pattern








# Writing - Task-specific Rubrics - Peer Evaluation

## Existing Practice

<b>Language</b>		
7. I used simple present tense to describe the job.		
8. I used some interesting words from the vocabulary list.		
9. I spelt the words correctly.		
10. I used some connectives (e.g. because / but ) to link the ideas.		
11. I used some useful sentence patterns from this handout.		
12. I used singular and plural nouns correctly.		

# Writing - Task-specific Rubrics - Peer Evaluation

## Project Experience

Language		
1. To use different vocabulary and sentence patterns correctly	<input type="checkbox"/>	<input type="checkbox"/> 
2. To use the following language items correctly:		
<input type="checkbox"/> a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input type="checkbox"/>	<input type="checkbox"/> 
<input type="checkbox"/> b. Use <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input type="checkbox"/>	<input type="checkbox"/> 
<input type="checkbox"/> c. Use <b>persuasive language</b> (e.g. <u>emotive words</u> ) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input type="checkbox"/>	<input type="checkbox"/> 
<input type="checkbox"/> d. Use <b>reported speech</b> to introduce what others said e.g. He <u>said that</u> we all joined this small group tour and he was our tour guide today.	<input type="checkbox"/>	<input type="checkbox"/> 

# Writing - Task-specific Rubrics - Peer Evaluation

## Project Experience

Language		
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/>	You use many sentence patterns like because... I was... 😊😊😊
2. To use the following language items correctly: a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>	You use many time connectives, eg Firstly, Secondly and last. 😊😊😊
b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>	You use simple past tense like the tour guide was... <sup>alot</sup> 😊😊😊
c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>	You use a lot emotive words eg: angry 😊😊😊
d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>	You use reported speech in Paragraph 4, 5, 6 but you forget to put 'that' in your reported speech. 😊😊😊
e. Use <b>simple present tense</b> and <b>future tense</b> to describe the expectation for the company and the requests e.g. Your company <u>is</u> a reputable travel agency. e.g. I <u>expect</u> a full refund. e.g. I hope you <u>will</u> investigate this matter as soon as possible.	<input checked="" type="checkbox"/>	You use simple present tense and future tense, for example I hope you will.... 😊😊😊
3. To show almost entirely correct <b>grammar</b> , spelling, punctuation and capitalization	<input checked="" type="checkbox"/>	You not have any wrong spelling. 😊😊😊

Organisation		
1. To include an opening and a closing	<input checked="" type="checkbox"/>	You write a good opening and closing 😊😊😊
2. To include clear topic sentences with supporting details	<input checked="" type="checkbox"/>	You use many top sentences 4 <sup>th</sup> - 6 <sup>th</sup> 😊😊😊
3. Coherent links within / between paragraphs and effective use of connective (e.g. in addition and time connectives)	<input checked="" type="checkbox"/>	You use many word like Secondly 😊😊😊
<b>Bonus</b>		
1. To use 1/2/3/4/5/6 target sentence patterns correctly	<input checked="" type="checkbox"/>	You use many target sentence 😊😊😊
Signature		

Improved student engagement

→ the materials are designed to be interactive, engaging, and relevant to students' lives & learning abilities

→ increase their motivation

---

# Impacts and Reflections

Teachers



# Impacts & Reflection : Changes and Improvements (Teacher)

## 1. Different types of assessment tools

### AaL

- KWLUMF (Reading & Writing)
- Spider Web (Pre-reading)

### AfL

- Rubrics cum teacher feedback (Writing)
- Rubrics cum self-check and peer feedback (Writing)

- ◆ The project experience enhances teachers' capabilities in choosing, designing and adopting different assessment strategies and tools. Therefore, the effectiveness of the teaching and learning is maximized.

# Impacts & Reflection : Changes and Improvements (Teacher)

## 2. eLearning tools

Quizlet (vocabulary learning)

Padlet & Mentimeter (brainstorming & instant comments)

Plicker Cards (Grammar)

Solution Cards (Reading skills)

## 3. ATMs

The **Learning Progression Framework** for English Language  
(Reading skills)

Reading – ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
<p><b>More meaning, more information and ideas in some short simple texts, using some reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>recognise some high frequency words (e.g. the, you)</li> <li>decode words by using knowledge of letter-sound relationships</li> <li>process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation)</li> <li>follow predictable texts by recognising the repeated use of sentence patterns</li> <li>follow instructions and signs by recognising key words with visual support</li> <li>master basic book concepts (e.g. titles and names of authors)</li> <li>locate specific information by recognising simple formats (e.g. birthday or invitation cards)</li> </ul>	<p><b>More meaning, more information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of words by using knowledge of letter-sound relationships</li> <li>recognise common connected forms by connecting them to their full forms</li> <li>process simple sentences by identifying meaningful chunks</li> <li>locate specific information by identifying key words</li> <li>follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns)</li> <li>identify characters, setting and sequence of events in stories</li> <li>make predictions about the content from the titles, illustrations or contents page</li> </ul>	<p><b>More meaning, more information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms)</li> <li>process some compound and complex sentences</li> <li>locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes)</li> <li>identify main ideas and some supporting details explicitly stated in the text</li> <li>make predictions about the likely development of the text by identifying key words</li> <li>infer information, ideas and feelings by using clues in close proximity</li> <li>identify simple stylistic features (e.g. personification)</li> </ul>	<p><b>More meaning, more information, ideas and feelings in a range of simple texts, using and integrating strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of words and phrases by using semantic and syntactic clues</li> <li>locate details which support the main idea from different parts of a text</li> <li>follow ideas by recognising simple text structures and understanding the use of cohesive devices</li> <li>infer feelings of characters from pieces of information in narrative texts</li> <li>deduce information and ideas by using semantic and syntactic clues</li> </ul>	<p><b>More meaning, more information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues</li> <li>follow the development of main idea and make connections between ideas and information not explicitly stated by using semantic and syntactic clues</li> <li>organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs)</li> <li>distinguish facts from opinions by using semantic and syntactic clues</li> <li>identify the stylistic features in texts (e.g. flashback in narrative texts)</li> </ul>	<p><b>More meaning, more information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the literal and implied meaning of words and expressions by using semantic and syntactic clues</li> <li>gather, distil and summarise more extensive information and ideas from texts</li> <li>compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using post-its, and own shorthand and symbols)</li> <li>deduce themes based on information and ideas from texts</li> <li>identify writers' attitudes clearly signalled in texts</li> </ul>	<p><b>More meaning, more information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues</li> <li>analyse the development of ideas, views or arguments in texts</li> <li>interpret ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications</li> <li>analyse the use of different text types in presenting a message</li> <li>appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved</li> </ul>	<p><b>More meaning, more information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate</b></p> <p><i>Pointers Learners can, for example,</i></p> <ul style="list-style-type: none"> <li>justify interpretations of writers' intention by using well-chosen evidence from texts</li> <li>synthesise ideas and opinions presented in different texts and draw conclusions</li> <li>analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications</li> <li>analyse the use of different text types in presenting a message</li> <li>appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved</li> </ul>

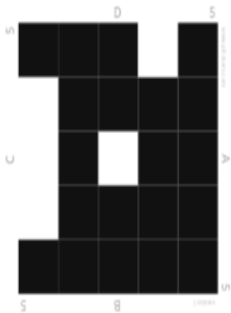
*The reading strategies included in some of the pointers provide examples on how these strategies can help learners construct meaning and interpret texts. They are by no means exhaustive or prescriptive. They serve as reference for teachers in planning and developing tasks for the learning-teaching-assessment cycle.*

Source: [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/LPF\\_Poster%201\\_Reading\\_P1.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/LPF/LPF_Poster%201_Reading_P1.pdf)

# Adopt different e-Learning tools

## Plickers card

- receive feedback on students' performance

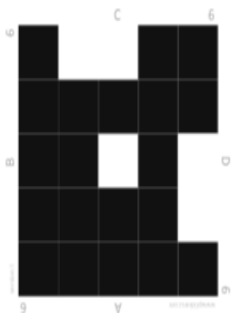


The screenshot shows a Plickers card interface. At the top, it says 'plickers' with a checkmark icon. Below that, the title is 'TPS\_reported statement' and the user is 'mandyphku' (English - Grade 9). There is a 'Sign up for free' button and a description: 'Join millions of K-12 teachers in over 100 countries. Or if you have an account, sign in now to view this pack.' Below this are social media share buttons for 'Share', 'Tweet', and 'Save', along with the URL 'www.plickers.com/mandyphku/TPS\_reported-statement-23319'. The main content area is titled 'SAMPLE QUESTIONS' and contains three questions:

Question 1: Peter said, 'I'm feeling lonely.' => Peter said (that) \_\_\_\_\_ lonely.  
A. he was feeling  
B. she was feeling  
C. he felt  
D. she has felt

Question 2: Peter said, 'I lost my iPad so I can't do my work.' => Peter said (that) \_\_\_\_\_ iPad so \_\_\_\_\_ work.  
A. she has lost her iPad so she couldn't do her work.  
B. he has lost his iPad so he couldn't do his work.  
C. he had lost his iPad so he couldn't do his work.  
D. she lost her iPad so she couldn't do her work.

Question 3: Peter said, 'I have tried different kinds of food in China.' => Peter said (that) \_\_\_\_\_ different kinds of food in China.  
A. she had tried  
B. he had tried  
C. he has tried  
D. she tried



## Quizlet (Vocabulary Learning)

### Unit 2 Travel With Care: Complaint Letter

16 studiers today

#### In-class activity

Classic Live

Checkpoint

#### Self-study activity

Flashcards

Learn

Test

Match

Created by pyszer Teacher

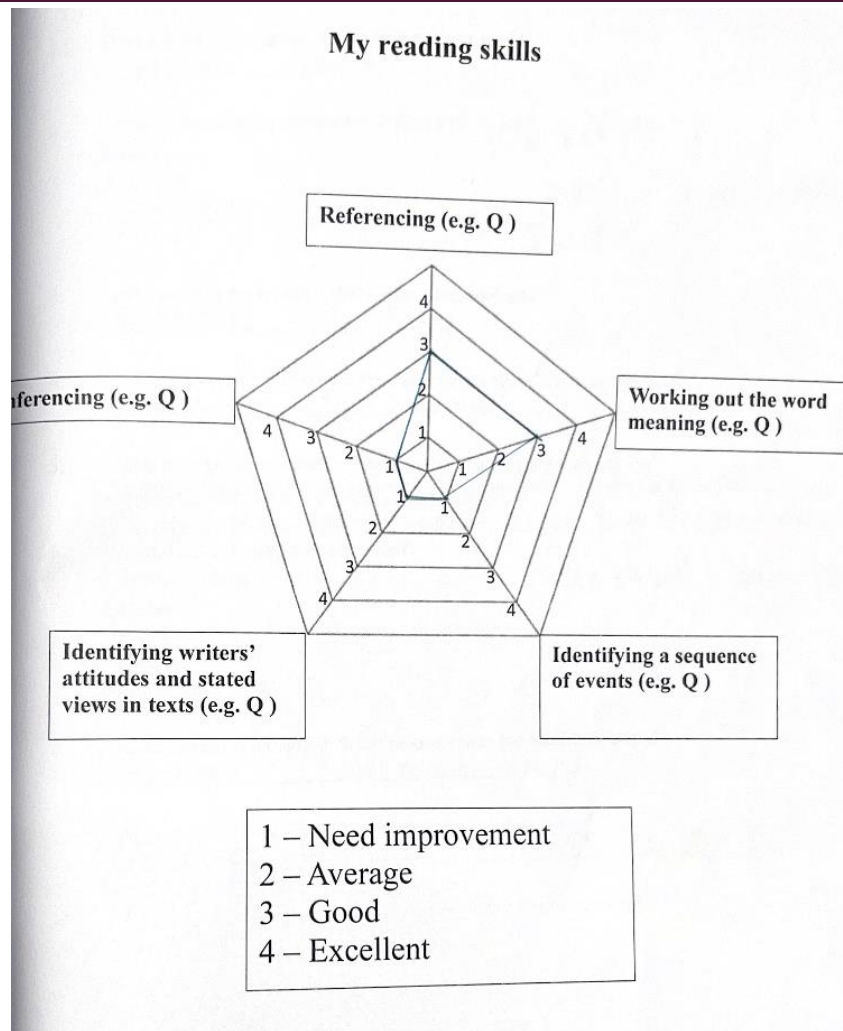


Terms in this set (20)

Your stats

**Students: Self-learning / Self-monitoring**  
**Teachers: Collect assessment data to inform teaching and learning**

# Offering Effective Feedback (Teacher)



**My reading skills**

After finishing the reading comprehension questions, use the table below to assess your own reading skills. Rate your performance on a scale from 1 to 4.  
Scale: 1: need improvement; 2: average; 3: good; 4: excellent

\*1 correct answer = 1 \*  
\*2 correct answer = 2 \*...

Target ATMs	Example and relevant reading comprehension questions no.	Rate your performance on a scale from 1 to 4*	What should I do to improve my skills? // What other skills should I learn next?
2.5 Referencing	In line 3, 'him' refers to ... <u>Mr Cheung</u>  Reading questions:	2	Read the previous sentence of the question article to see if there is a character to write about.
3.6 Inference	According to paragraph 1, why did the writer think it was unacceptable to join the tour with other taxicabs? <small>This was because the writer paid more for the private tour in order to have a more personalized travel experience/ in order not to travel with other people/ taxicabs.</small>  Reading questions:	1	read more question
4.1 Working out the word meaning	Find a phrasal verb in paragraph 1 that suggests the writer finally agreed to continue the tour after refusing to join the tour at first. <small>have to</small>  Reading questions:	1	Note whether there are words with the same meaning.
4.3 Identifying a sequence of events	Number the following events (1-4) in chronological order. 2 Tourist guide, Mr Cheung, showed up. 1 The writer arrived at pick-up point. 3 The writer talked with other tour members. 4 Mr Cheung arrived at pick-up point.  Reading questions:	2	read the comprehension one time
6.5 Identify writers' attitudes and stated views in texts	How did the writer feel about the trip? A. enraged B. enthusiastic C. neutral D. satisfied  Reading questions:	3	Read the title carefully

# Reading



# Offering Effective Feedback (Teacher)

## Writing

### Task-specific rubrics cum teacher feedback

Success criteria		
Content	The strengths of your writing *Your teacher will give you a tick if you have done it	Here are what you can do to improve:
1. To give reasons of writing and describe the complaint including <b>what, where and when</b>		
2. a. To describe complaint 1 with <u>examples and reasons</u>		
b. To describe complaint 2 with <u>examples and reasons</u>		
c. To describe complaint 3 with <u>examples and reasons</u>		
3. To show expectation for the company		
4. To show disappointment and ask for improvement and/or compensation		
Language		
1. To use different vocabulary and sentence patterns		

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# Impacts and Reflections

Students



# Impacts and Reflections - Effectiveness (Students' Learning Progress)

## (From teachers' observation)

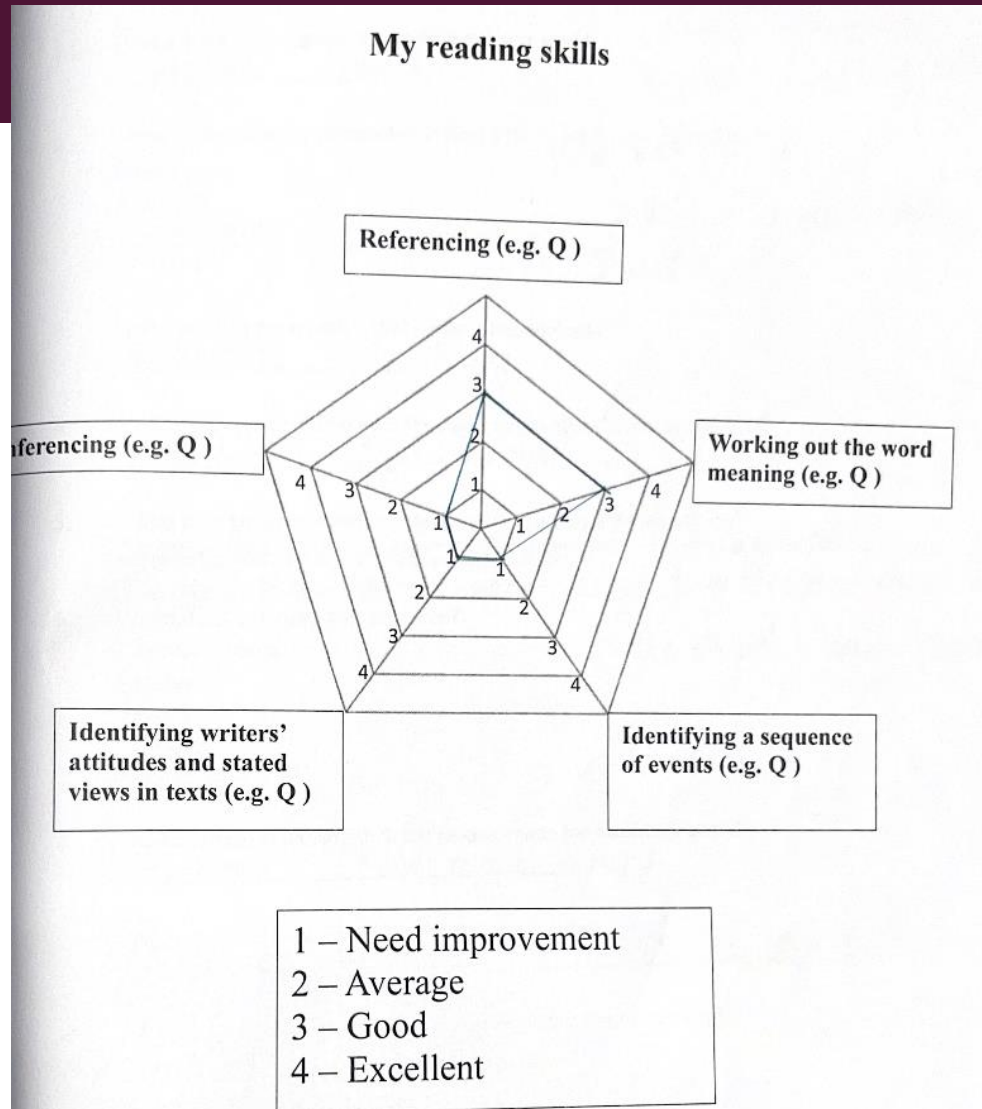
### Reading

1. set goals and reflect on what they have learned
2. recognise their strengths and weaknesses
3. have a better understanding of writing task (Task-specific Rubrics)
4. develop positive values - appreciation, respect, self-reflection, goal setting

# Pre-assessment self-evaluation

vs

# Post-assessment self-evaluation



**My reading skills**







After finishing the reading comprehension questions, use the table below to assess your own reading skills. Rate your performance on a scale from 1 to 4.  
Scale: 1: need improvement; 2: average; 3: good; 4: excellent

\* 1 correct answer = 1 \*  
\* 2 correct answer = 2 \*...

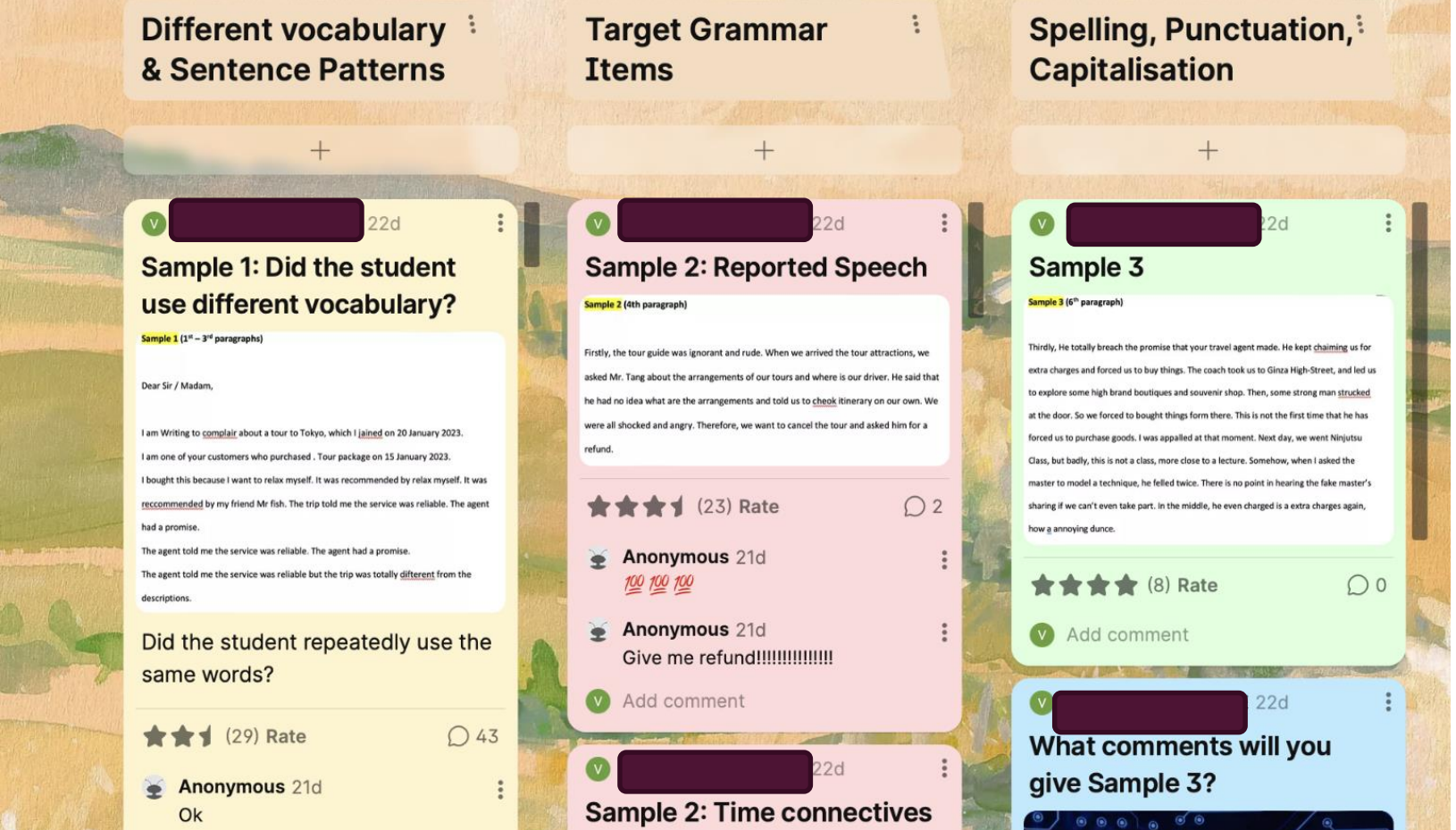
Target ATMs	Example and relevant reading comprehension questions no.	Rate your performance on a scale from 1 to 4*	What should I do to improve my skills? // What other skills should I learn next?
2.5 Referencing	In line 3, 'him' refers to ... <u>Mr Cheung</u>  Reading questions:	2	Read the previous sentence of the question article to see if there is a character to write about.
3.6 Inference	According to paragraph 1, why did the writer think it was unacceptable to join the tour with other travellers? This was because the writer paid more for the private tour in order to have a more <u>personalized</u> travel experience/ in order not to travel with other people/ strangers.  Reading questions:	1	read more question
4.1 Working out the word meaning	Find a phrasal verb in paragraph 1 that suggests the writer finally agreed to continue the tour after refusing to join the tour at first. <u>agree to</u>  Reading questions:	1	Note whether there are words with the same meaning.
4.3 Identifying a sequence of events	Number the following events (1-4) in chronological order. 2 Tourist guide, Mr Cheung, showed up. 1 The writer arrived at pick-up point. 3 The writer talked with other tour members. 4 Mr Cheung arrived at pick-up point.  Reading questions:	2	read the comprehension one time
6.5 Identify writers' attitudes and stated views in texts	How did the writer feel about the trip? A. enraged B. enthusiastic C. neutral D. satisfied  Reading questions:	3	Read the title carefully

# Promote collaborative learning through peer assessment

## Feedback from peers (Writing)

-  **Anonymous** 20d  
You can use other sentences patterns for example Images my... 09
-  **Anonymous** 20d  
You can make your sentences more precise 15
-  **Anonymous** 20d  
You can use some conjunction 17
-  **Anonymous** 20d  
You can use more vocabulary .14
-  **Anonymous** 20d  
19: you repeat many time the same word like "the agent "
-  **Anonymous** 20d  
You can go to Google Translate and get some good word.23

### Language Self-check & Peer Review



The screenshot displays a peer review interface with three assessment panels:

- Different vocabulary & Sentence Patterns**: Shows Sample 1 (1<sup>st</sup>–3<sup>rd</sup> paragraphs) with a question: "Did the student repeatedly use the same words?". It includes a 29-star rating and a 43-comment count.
- Target Grammar Items**: Shows Sample 2 (4<sup>th</sup> paragraph) with a question: "Sample 2: Reported Speech". It includes a 23-star rating and a 2-comment count.
- Spelling, Punctuation, Capitalisation**: Shows Sample 3 (6<sup>th</sup> paragraph) with a question: "What comments will you give Sample 3?". It includes an 8-star rating and a 0-comment count.

Each panel contains a text sample for review, a rating system (stars), and a comment section.

# Peer Review (Task-specific Rubrics)

Language		
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/>	You use many sentence patterns like because... I was... 😊😊😊
2. To use the following language items correctly: a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>	You use many time connectives, eg Firstly, Secondly and last. 😊😊😊
b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>	You use simple past tense like the tour guide was... 😊😊😊
c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>	You use a lot emotive words eg: angry 😊😊😊
d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>	You use reported speech in Paragraph 4, 5-6 but you forget to put 'that' in your reported speech. 😊😊😊
e. Use <b>simple present tense</b> and <b>future tense</b> to describe the expectation for the company and the requests e.g. Your company <u>is</u> a reputable travel agency. e.g. I <u>expect</u> a full refund. e.g. I hope you <u>will</u> investigate this matter as soon as possible.	<input checked="" type="checkbox"/>	You use simple present tense and future tense, for example I hope you will... 😊😊😊
3. To show almost entirely correct <b>grammar</b> , spelling, punctuation and capitalization	<input checked="" type="checkbox"/>	You not have any wrong spelling. 😊😊😊

Language		
1. To use different vocabulary and sentence patterns correctly	<input checked="" type="checkbox"/>	use more different words 😊😊😊
2. To use the following language items correctly: a. Use <b>time connectives</b> to talk about the order of events e.g. <u>After lunch</u> , we went to Suzhou Silk Museum to attend a silk screen workshop.	<input checked="" type="checkbox"/>	use a lot time connectives 😊😊😊
b. Uses <b>simple past tense</b> to talk about actions and events that happened in the past e.g. Firstly, it <u>was</u> not a private tour at all.	<input checked="" type="checkbox"/>	clearly use simple past tense 😊😊😊
c. Uses <b>persuasive language</b> (e.g. emotive words) to persuade people to accept our point of view e.g. His disrespectful behaviour was <u>unbearable</u> .	<input checked="" type="checkbox"/>	clearly use the emotive words 😊😊😊
d. Uses <b>reported speech</b> to introduce what others said e.g. He said that we all joined this small group tour and he was our tour guide today.	<input checked="" type="checkbox"/>	use more reported speech 😊😊😊
e. Use <b>simple present tense</b> and <b>future tense</b> to describe the expectation for the company and the requests e.g. Your company <u>is</u> a reputable travel agency. e.g. I <u>expect</u> a full refund. e.g. I hope you <u>will</u> investigate this matter as soon as possible.	<input checked="" type="checkbox"/>	clear use simple present tense and future tense 😊😊😊
3. To show almost entirely correct grammar, spelling, punctuation and capitalization	<input checked="" type="checkbox"/>	😊😊😊

## From students' perspective

### Student survey

over 60% of students think

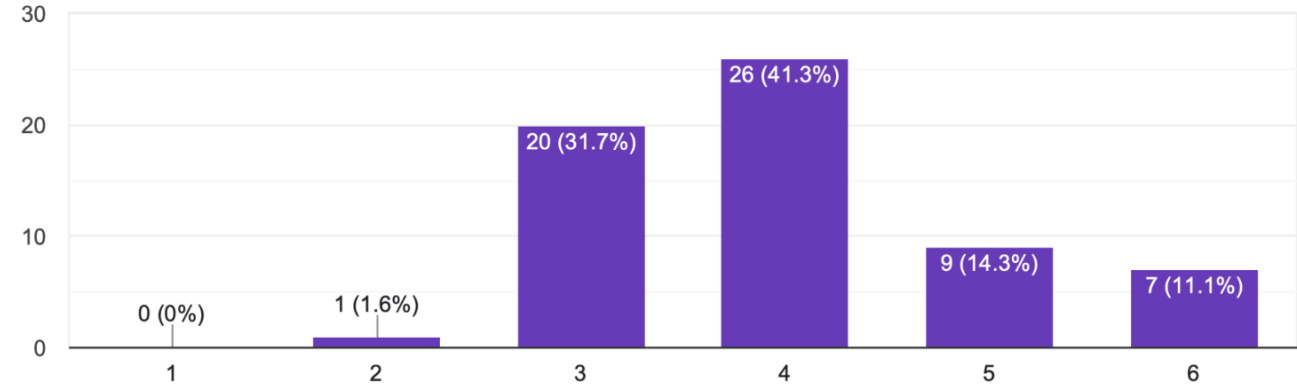
1. the task-specific rubrics are meaningful
2. success criteria help them reflect on their writing

### Student interview



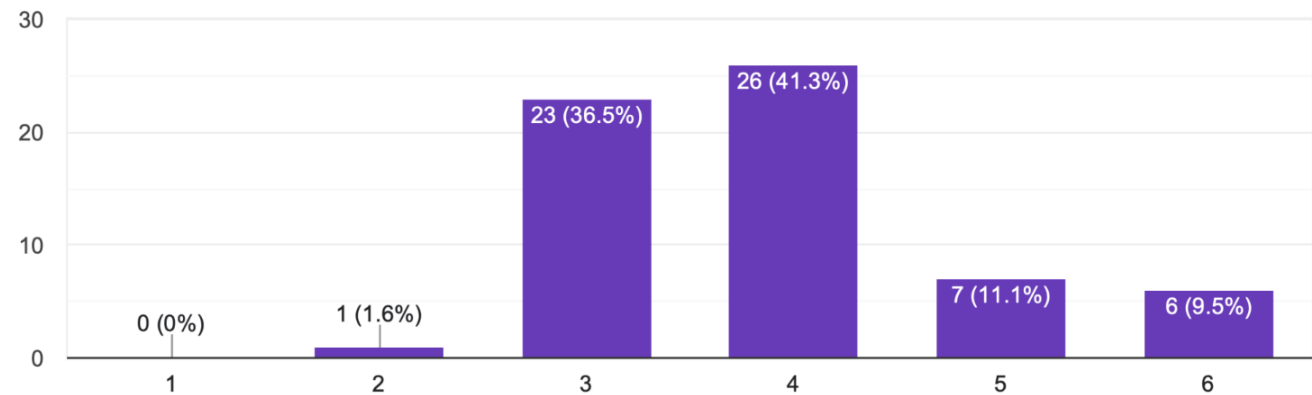
To what extent do you think the Unit 2 materials are useful?

63 則回應



Do you think the success criteria given to you before the writing task help you reflect on what you had written? 你認為在寫作之前給你的成功標準有助於你反思你所寫的內容嗎?

63 則回應



# Extracted from student interview

1. How did you feel about the self-assessment 自我評估?

5 4 ③ 2 1

Very much like doing it It's ok doing it Very much annoyed  
 非常喜歡做 非常煩惱

2. What did you learn from doing the self-assessment?

你從自我評估中學到了什麼?

我學習到了如何去改善自己的弱點，一步  
 步去提升自己。

3. Do you think it is meaningful to do the self-assessment? What is good about doing self-assessment?

你認為做自我評估有意義嗎？做自我評估有什麼好處？

有意義，可以對自己英文程度有一定認知，  
 可以較客觀看見自己對英文的弱點，  
 在哪，主要去突破。

4. Did you find it easy or difficult to do self-reflection? 你覺得做自我  
 反思是容易還是難？

5 ④ 3 2 1

Very easy Very difficult  
 非常容易 非常困難



How did you feel about the peer assessment? 您對同儕互評  
 的感受如何?

5 4 3 2 1  
 Very much like doing it It's ok doing it Very much  
 annoyed  
 非常喜歡做 非常煩惱

What did you learn from doing the peer assessment? 你從同儕互評中學到了什麼?

我學到了從別人的身上吸取優點，例如：詞、詞語等，評分的  
 同時我也在改善自己的作文。

5. Do you think it is meaningful to do the peer assessment? What is good about doing peer assessment?

你認為做同儕互評有意義嗎？做同儕互評有什麼好處？

有，互評可以使雙方都進行改善，有時，我們可能會發現錯處，而互評便能  
 使我意識到自己的錯處，從而改善，同時，互評也能令我了解自己的優點。

6. Did you find it easy or difficult to give comments to your peers? 你覺得給同學意見是容易還是難？

5 4 ③ 2 1  
 Very easy Very difficult  
 非常容易 非常困難



How can we give comments on our peer work?  
 (\*\* Use it together with the task-specific rubrics cum self and peer feedback)

- If you like your peer work:
- I think this part worked well because ....
- If you are confused about your peer work:
- I'm confused by this part. Can you give an example of ....?
- If you would like to give comments to improve your peer work:
- You may want to add details here....
  - You should/ should see (verb).....
  - It would be better if you (verb).....



# IMPACTS AND REFLECTIONS

## ↳ Students (from teachers' observation)

- ◆ to integrate technology to enhance the learning experience
- ◆ to provide additional opportunities for students to engage with the material
- ◆ to incorporate more active learning strategies
- ◆ to encourage students to actively participate in the learning process and take ownership of their learning.

## IMPACTS AND REFLECTIONS

- ◆ to provide regular feedback and opportunities for reflection to help students monitor their progress and identify areas for improvement.
- ◆ Enhanced learning outcomes
- ◆ Improved student engagement



# Way Forward

# Way forward

To improve our L/T practice , we will :

- adopt different e-Learning tools to arouse students' interest
- promote self and peer assessment

# Way forward

To enhance the curriculum development of the subject,


- continue to polish and refine materials
- different assessment tasks will be incorporated in our school-based materials in the future
- analysis of our school DSE and TSA data will be used to identify students' strengths and weaknesses.
- the Learning Progression Framework (LPF) will also be used in designing the new school-based curriculum on reading.
- genre-based pedagogy will be adopted and task-specific rubrics will be created for other units
- conduct questionnaire (post-teaching) to gather opinions from our students

# Way forward

- To develop the Assessment Literacy in the school, we will promote the development of the overall assessment literacy of our school through a whole-school approach by sharing our experience and insights gained from this project to teachers of other subjects.



Thank you very much!



Quality Education Fund  
Thematic Network -Tertiary Institutes (QTN-T)2022-2023  
“Enhancing assessment literacy of teachers in  
primary/secondary schools”

Dissemination Seminar

30<sup>th</sup> June 2023



**CCC Kei Wan Primary School:**





# Outline of our sharing

1. Package design
  - a) Objectives/Expectations of joining the project in our school
  - b) An overview of the package design
  - c) Learning tasks, Assessment tasks/ strategies related to AaL/AfL
  - d) Overall evaluation on the package design
2. Impacts and reflections
  - a) School
  - b) Curriculum
  - c) Teachers
  - d) Students
3. Way Forward

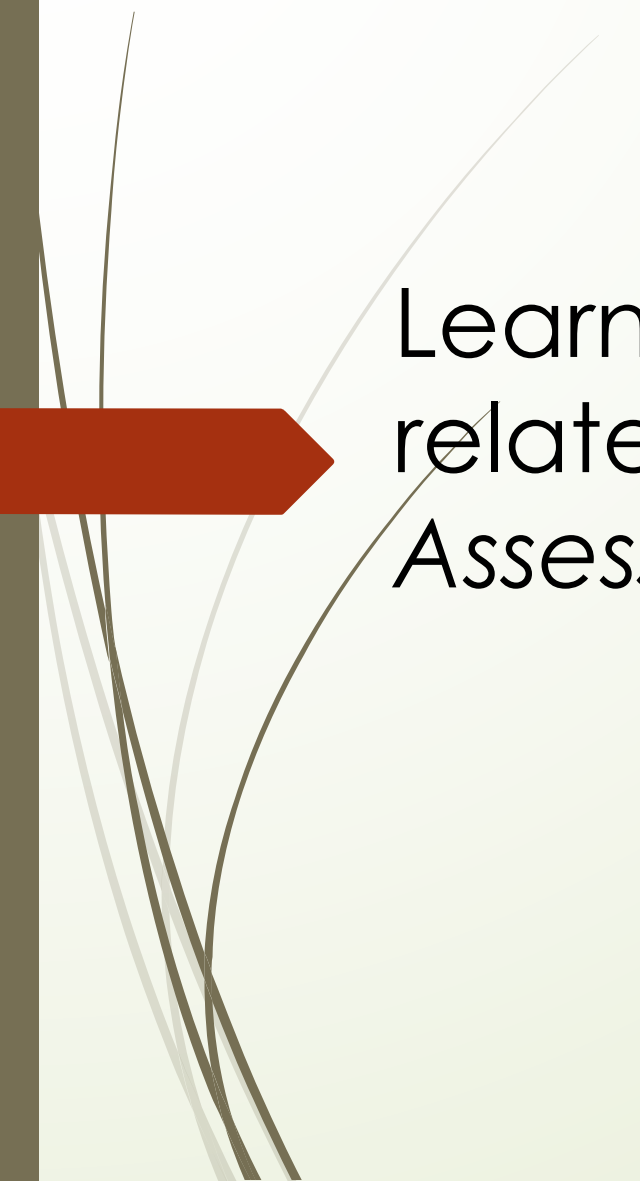


# Objectives/expectations of joining the project in our school

- To empower students to engage themselves effectively in assessment as learning so that students become more aware of what they learn, how they learn and what helps them learn.
- To enhance assessment literacy of teachers through whole-school curriculum planning in respect of English Language curriculum.

# An overview of the package design

Level:	Primary 2
Topic:	Good Children
The text type (genre) of the package:	Reading: pictures, captions, mind-maps and notes Writing: write some notes about "A Helpful Person"
Key skills and language features:	Reading skills: 1) Recognizing key words 2) Understanding the connection between ideas 3) Pronoun referencing Language features: 1) Adjectives to describe people 2) Subject pronouns to identify people 3) Simple present tense to describe habitual actions
Key vocabulary:	Adjectives to describe good people (e.g. helpful, polite, generous, etc.)
Key assessment strategies:	Tick the list, fill in the blanks, think and write, matching, multiple choice questions, text analysis are set at different stages



Learning task and assessment strategies  
related to *Assessment as Learning (AaL)* and  
*Assessment for Learning (AfL)*

# Framework of the package: Reading

Stage	Task	Learning Tasks and Assessment Strategies
Pre-learning Stage (Pre-unit Self Assessment)	<ul style="list-style-type: none"><li>• Task 1</li><li>• Task 2</li></ul>	<ul style="list-style-type: none"><li>• Good Children Checklist</li><li>• Rate Yourself</li></ul>
Pre-reading Stage	<ul style="list-style-type: none"><li>• Task 1A</li><li>• Task 1B</li><li>• Task 2</li><li>• Task 3</li></ul>	<ul style="list-style-type: none"><li>• Fill in the blanks (adjectives to describe people)</li><li>• Think and Write (give reasons for a thought/an action)</li><li>• Matching (simple present tense and subject-verb agreement)</li><li>• Rate Yourself</li></ul>
While-reading Stage	<ul style="list-style-type: none"><li>• Task 1</li><li>• Task 2</li><li>• Task 3</li> <li>• Task 4</li></ul>	<ul style="list-style-type: none"><li>• Write short sentences (revision of simple present tense)</li><li>• Fill in the blanks (subject pronouns)</li><li>• Complete the table (use simple present tense to write about own experiences)</li><li>• Reading comprehension (Google Form)</li></ul>
Post-reading Stage	<ul style="list-style-type: none"><li>• Checklist</li></ul>	<ul style="list-style-type: none"><li>• Students review their learning progress by ticking the box</li></ul>

# Reading: Assessment Tasks Developed for Different Stages

- Topic
- Longman Express 2<sup>nd</sup> Edition  
Book 2B Chapter 2  
Good Children

Primary 2  
English Language  
**Good Children**



# Pre-learning Stage: Pre-unit Self Assessment

## Good Children Checklist

How can you describe good children? Look at the list and tick the words which best describe good children.

<input type="checkbox"/> helpful	<input type="checkbox"/> kind	<input type="checkbox"/> hard-working
<input type="checkbox"/> untidy	<input type="checkbox"/> rude	<input type="checkbox"/> unkind
<input type="checkbox"/> greedy	<input type="checkbox"/> unhelpful	<input type="checkbox"/> tidy
<input type="checkbox"/> polite	<input type="checkbox"/> honest	<input type="checkbox"/> generous
<input type="checkbox"/> selfish	<input type="checkbox"/> lazy	<input type="checkbox"/> naughty

# Pre-reading Stage: Task 1A & 1B

Some students are in the classroom of P.2A. Look at the picture and fill in the blanks.



1. Peter is \_\_\_\_\_. He helps Miss Chan to bring the books.
2. Miss Chan is \_\_\_\_\_. She thanks Peter for helping her.
3. Susan is \_\_\_\_\_. She is throwing rubbish on the floor.
4. Mary is \_\_\_\_\_. She is pulling Clara's hair.
5. Jane is \_\_\_\_\_. She is doing her homework.
6. Mark is \_\_\_\_\_. He is writing on the blackboard.

## Task 1B

Think and Write











- I like \_\_\_\_\_ because he/she\* is \_\_\_\_\_.
- I don't want to be \_\_\_\_\_ because he/she/they\* is/are\* \_\_\_\_\_.



# Pre-reading Stage: Task 2

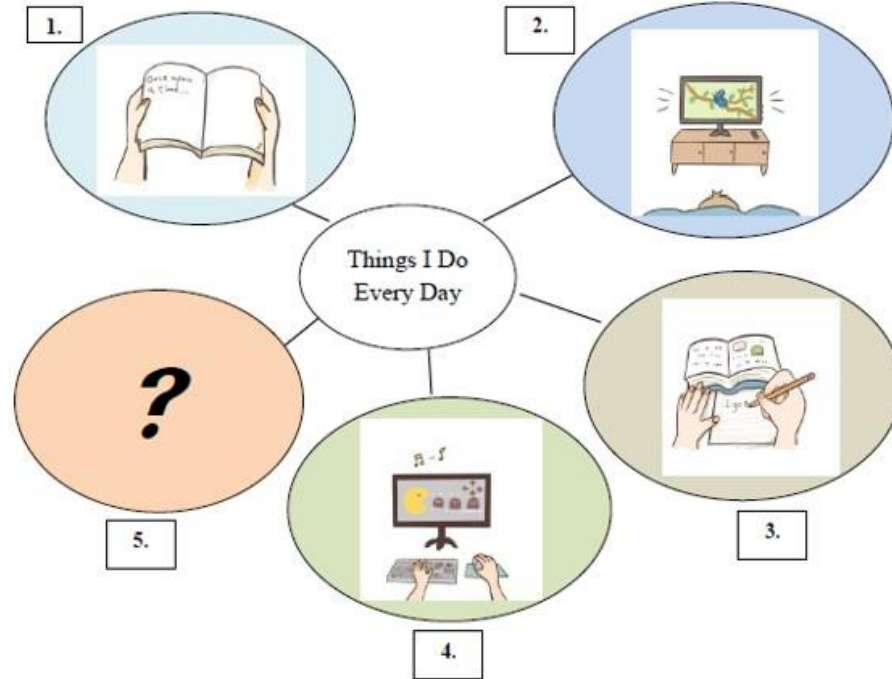
Here are the pictures of what Peter and his family usually do at weekends. Look at the pictures and match the pictures with the best caption. Write the letter in the box below each picture.

A.	Peter plays football in the park.
B.	Mum goes shopping in a supermarket.
C.	Peter tidies his room.
D.	Grandpa and Grandma eat in a restaurant.
E.	Peter draws pictures in the art class.
F.	Peter watches a film in the cinema with his family.
G.	Dad cleans his car.
H.	Peter studies for his exam.

1.		2.	
	<input type="checkbox"/>		<input type="checkbox"/>
3.		4.	
	<input type="checkbox"/>		<input type="checkbox"/>
5.		6.	
	<input type="checkbox"/>		<input type="checkbox"/>
7.		8.	
	<input type="checkbox"/>		<input type="checkbox"/>

# While-reading Stage: Task 1

Tell your teacher what you do every day. Look at the pictures and write short sentences about them.



e.g. 1. I read English books at home.

2. \_\_\_\_\_

3. \_\_\_\_\_





4. \_\_\_\_\_

5. \_\_\_\_\_

# While-reading Stage: Task 2

Here are some pictures of Peter's home. Look at the pictures and fill in the blanks with the given words.

He      She      We      They

	1. Peter's sister is reading at home. <input type="text"/> is quiet.
	2. Peter's dad is cooking in the kitchen. <input type="text"/> is busy.
	3. Peter's grandpa and grandma are watching TV. <input type="text"/> are happy.
	4. Peter's mum says to Peter, "Peter, let's go." <input type="text"/> are late."

# While-reading Stage: Task 3





You are writing about your family and friends. Complete the information in the table. The first one has been done for you.

	<i>I think...</i>	<i>Why?</i>
Grandpa/Grandma	he/she is <u>kind.</u>	<u>He/She brings me to school every day.</u>
Dad	he is _____.	_____
Mum	she is _____.	_____
brother/sister/ uncle/auntie*	he/she* is _____*	_____
My best friend _____	he/she* is _____*	_____

\*circle the appropriate answer

# While-reading Stage: Task 4

Peter writes some notes about 'Helpful People'. Read the notes and answer the questions.

	<p>John Wong is the class monitor in our class. He is tall. He collects our homework and brings them to our teachers. He is helpful. I think he is strong because he can carry 22 books at one time! John is my best friend in class. I play football with him in the park on Fridays.</p>	1 5
	<p>Miss White is my English teacher. She comes from Canada. She reads stories and plays word games with us. Mr Lee is our PE teacher. He teaches us how to play basketball and volleyball. I love my teachers at school. They help us learn. They are very kind.</p>	10
	<p>Miss Grace Bargado is my helper at home. She is from the Philippines. She is young and beautiful. She cleans the floor and washes the dishes from Mondays to Saturdays. She is hard-working. She can cook very well. I love the honey chicken wings she cooks. But Grace does not like cleaning Dad's car. She feels tired.</p>	15
	<p>I go to the market with Mum on Sundays. We buy fruit from Auntie Ping. Mum likes the oranges from the US and Australia. Auntie Ping is very nice. She picks big and sweet oranges for us. She sometimes gives me a treat. She lets me try some grapes and strawberries for free. They are yummy!</p>	20

1. John is the class monitor. What does he do to help his classmates?

- 1. He collects homework from his classmates.
- 2. He brings the homework to the teacher.
- 3. He reads stories to his classmates.
- 4. He plays word games with his classmates.

- A. 1 and 2
- B. 1 and 3
- C. 2 and 4
- D. 3 and 4

4. Miss Grace Bargado does not like \_\_\_\_\_.



A.



B.

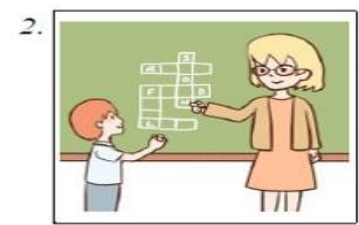


C.



D.

3. What does Miss White do in the lessons?



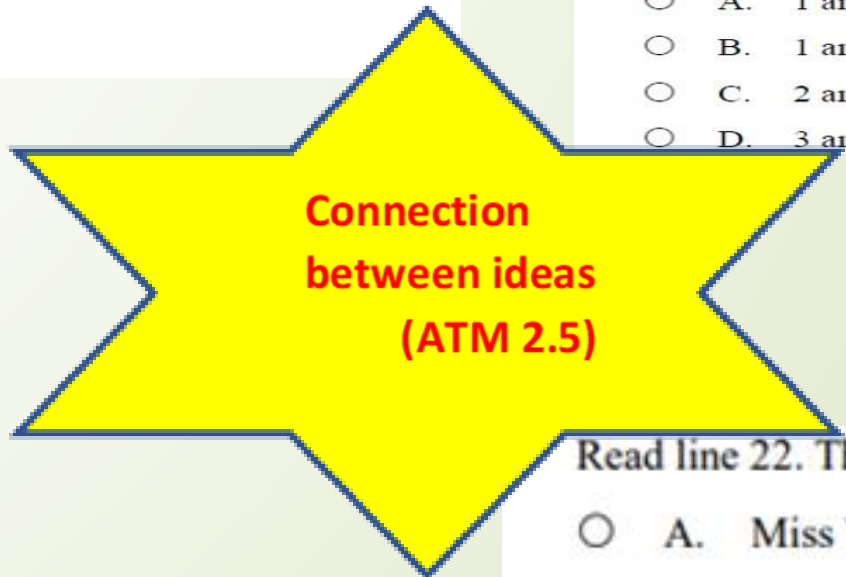
- A. 1 and 2
- B. 1 and 4
- C. 2 and 3
- D. 3 and 4

5. Read line 16. Who does 'She' refer to?

- A. Miss White
- B. Auntie Ping
- C. Miss Grace Bargado
- D. Peter's mum

Read line 22. The word 'They' refers to \_\_\_\_\_.

- A. Miss White and Mr Lee
- B. the chicken wings
- C. the grapes and strawberries
- D. Peter and his mum



2. Miss White comes from \_\_\_\_\_.

- A. the Philippines
- B. Canada
- C. the US
- D. Australia

6. Peter goes to the market on \_\_\_\_\_.

- A. Mondays
- B. Fridays
- C. Saturdays
- D. Sundays

7. What does Peter think of Auntie Ping?

Peter thinks she is \_\_\_\_\_.

- A. beautiful
- B. nice
- C. strong
- D. sweet



**Key Words  
(ATM 2.4)**

# Framework of the package: Writing

Stage	Task	Learning Tasks and Assessment Strategies
Pre-writing Stage	<ul style="list-style-type: none"><li>• Task 1</li><li>• Task 2</li></ul>	<ul style="list-style-type: none"><li>• Fill in the blanks (consolidate the language items that students had learnt in While-reading Stage)</li><li>• Task Specific Marking Scheme – “A Helpful Person” (understand the writing requirements)</li></ul>
While-writing Stage	<ul style="list-style-type: none"><li>• Writing Task</li></ul>	<ul style="list-style-type: none"><li>• Write about ‘A Helpful Person’ in about 30 – 40 words</li></ul>
Post-writing Stage	<ul style="list-style-type: none"><li>• Task 1</li><li>• Task 2</li></ul>	<ul style="list-style-type: none"><li>• Complete self-checklist and peer-checklist (reflections on students’ own learning and peers’ learning)</li><li>• Teacher’s feedback</li></ul>





# Highlighted tasks + Students' work

## While-writing Stage

- ? The purpose of this task is to let students use adjectives to describe people with examples.

### A Helpful Person

Jasper is my friend in-class. He is thin.  
He helps teachers ~~to~~ bring the book.  
He is tidy because he tidies his room every week.  
I love playing with him.

### Corrections

Jasper is my friend in class. He is thin.  
He helps teachers bring the book.  
He is tidy too because he tidies his room every week.  
I love playing with him.

### A Helpful Person

Angela is my best friend in our class.  
She is tall. She always helps people.  
She is helpful. I think she is funny  
because she says funny things <sup>with</sup> to me.  
Angela is my first best friend. I  
play with her every day in school.

### Corrections

She always helps people. She is helpful.  
I think she is funny because she says  
funny things with me. Angela is my first  
best friend. I play with her every  
day in school.

# Features of the project

## 1. Students as Active Learners

- ❑ A variety of activities is designed to engage students in learning: pair work, think and share



# Features of the project

## 2. Self and Peer evaluation

- ❑ Students Monitor their Own Learning Progress: Students' Self-evaluation and Peer evaluation

### Rate Yourself




Which picture in the box below can best describe your understanding of the vocabulary which describe good children? Circle the appropriate picture.

Let's Reflect!			
	Fair	Good	Excellent
<i>I know the vocabulary which describe good children.</i>			

**Pre-Unit Self  
Assessment**




### Rate yourself

Tell your teacher how well you can do in the following areas. Tick the appropriate box.

My name is _____			
<i>I think...</i>			
			
<i>I know the correct words to describe good children.</i>			
<i>I know how to match pictures with sentences in simple present tense correctly.</i>			

**Student's self reflection on their own abilities in learning the target language items at different stages**



















Please tick the box below to show how well you do in the following areas.

<i>After doing the reading task...</i>			
			
<i>I know the adjectives to describe people.</i>			
<i>I know the subject pronouns to describe people (e.g. he, she).</i>			
<i>I know how to use simple present tense to describe actions.</i>			

### Task 1

In the writing task, how well can you/your classmate do the following? Tell your teacher by circling the appropriate picture which can best describe you/your classmate.

Peer Checklist

	Self-checklist	Peer-checklist
<i>I/You can use adjectives to describe people.</i>	  	  
<i>I/You can use simple present tense to write sentences correctly.</i>	  	  
<i>I/You can give reasons using 'because'.</i>	  	  

# Features of the project

## 3. Use of E-learning Tools

- ❓ Use of E-learning Tools to facilitate learning and teaching

**Blooket**



**Visual aids to  
help students  
learn**



Nearpod

Students' answers  
were displayed  
clearly to illustrate  
the target language  
functions

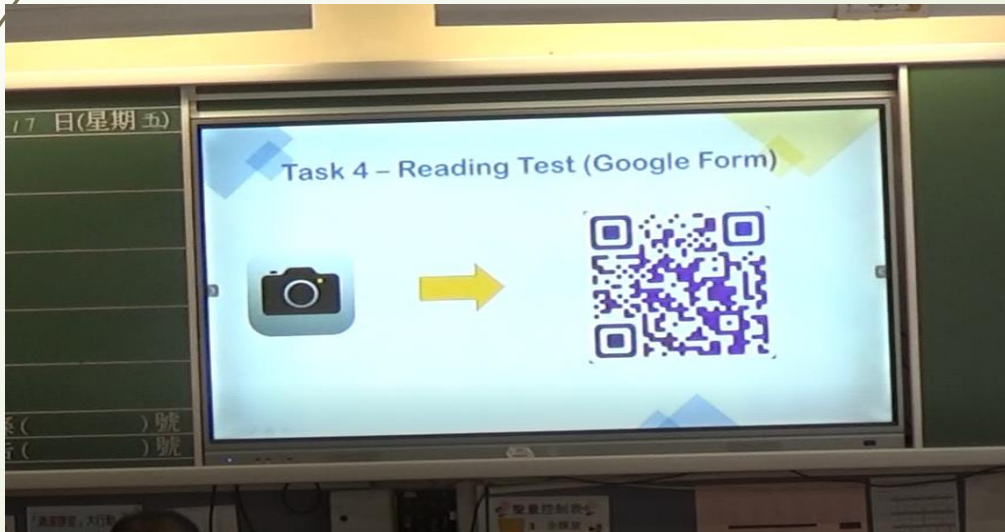






## Liveworksheet

**Engaged students  
in the interactive  
mode of learning**



## Google Form

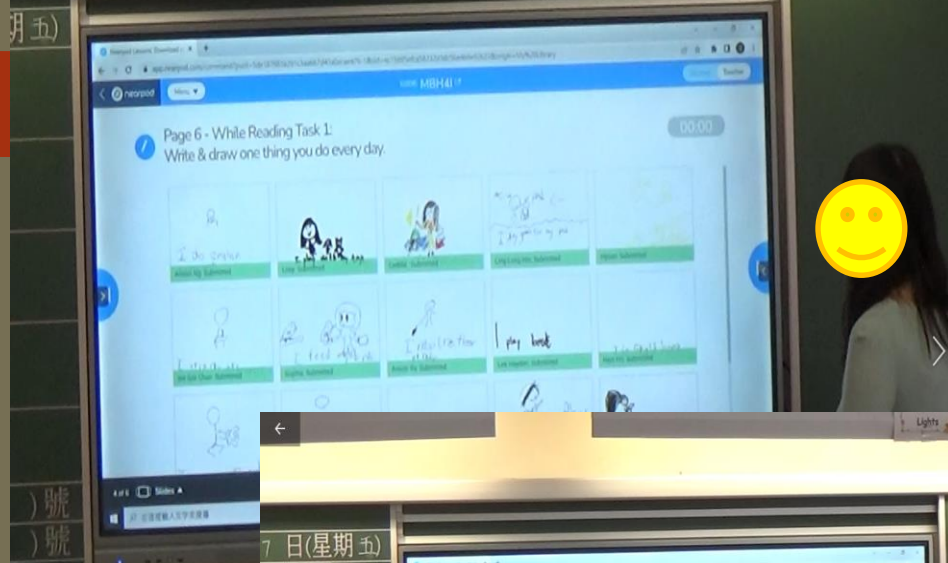
**Efficient: capture  
students' answers  
and provide  
instant feedback**

# Features of the project

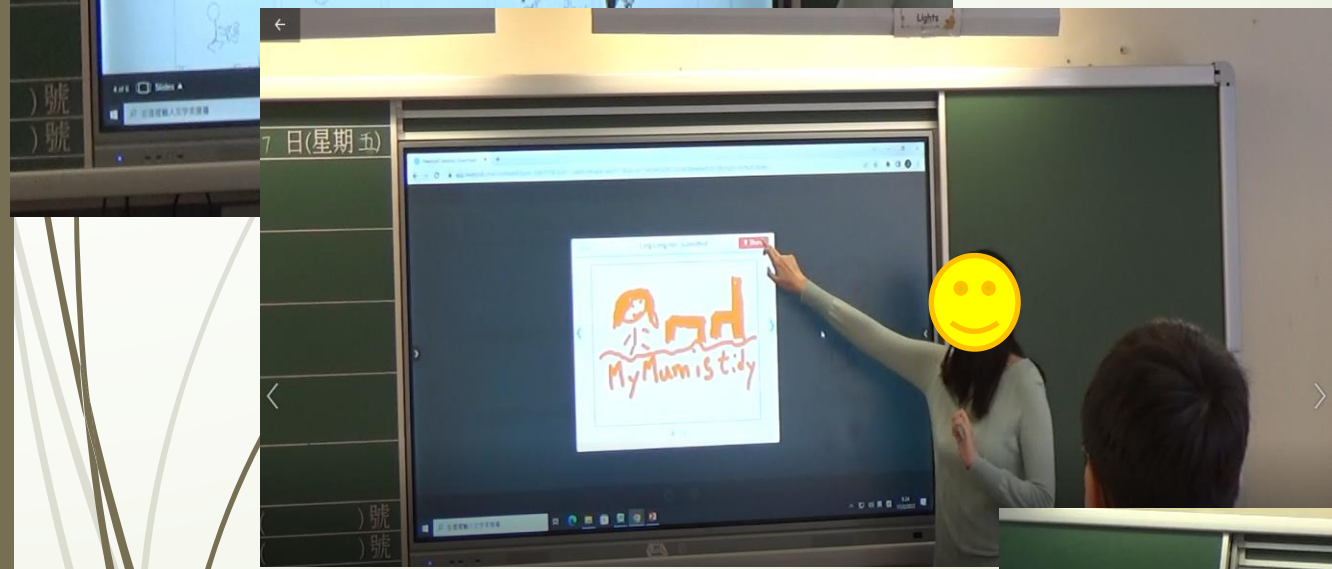
## 4. Students Give Own Responses



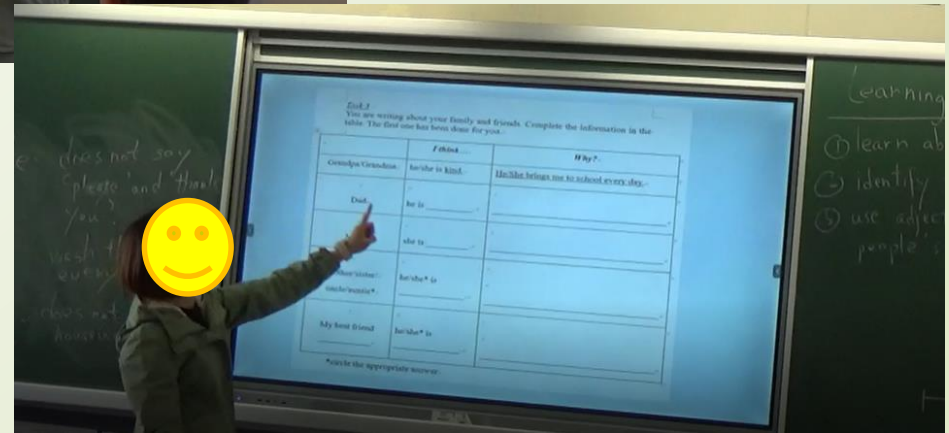
**Think and Write: A student sharing her thoughts with the class**



Things I do every day:  
Write and draw



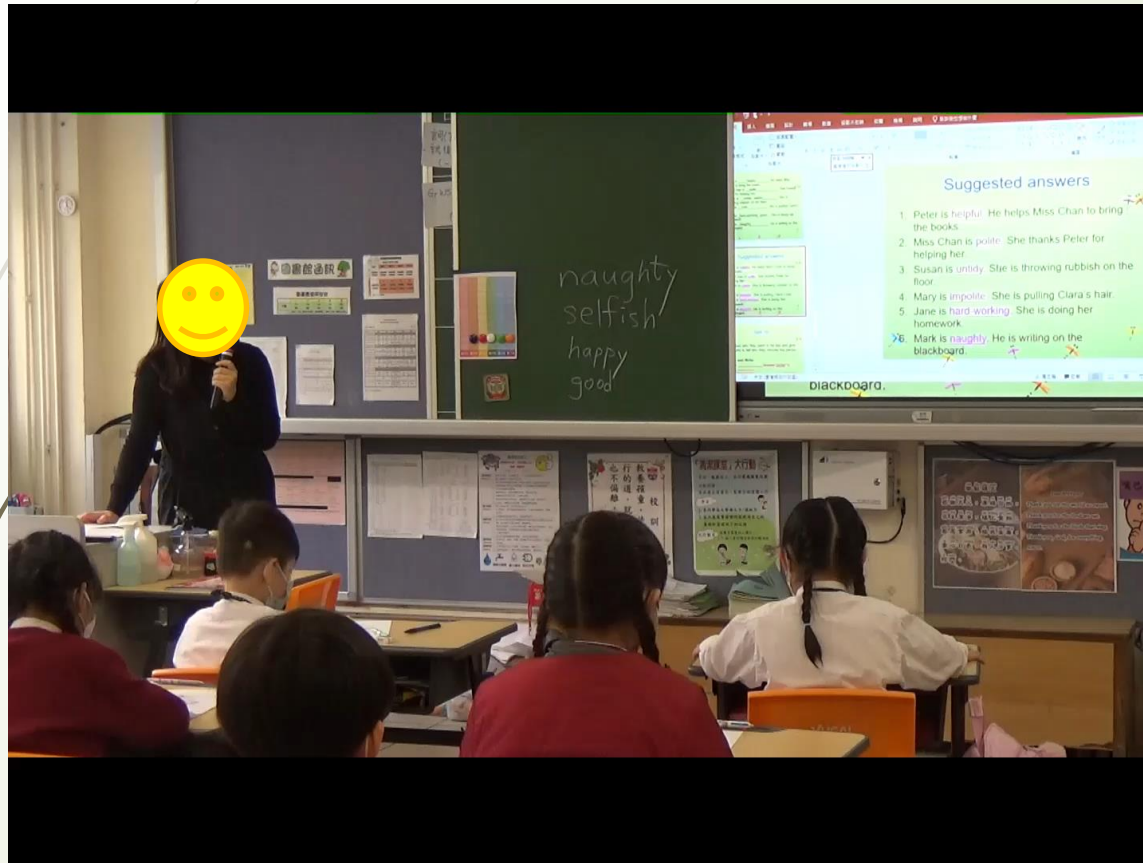
A student sharing his ideas with the class

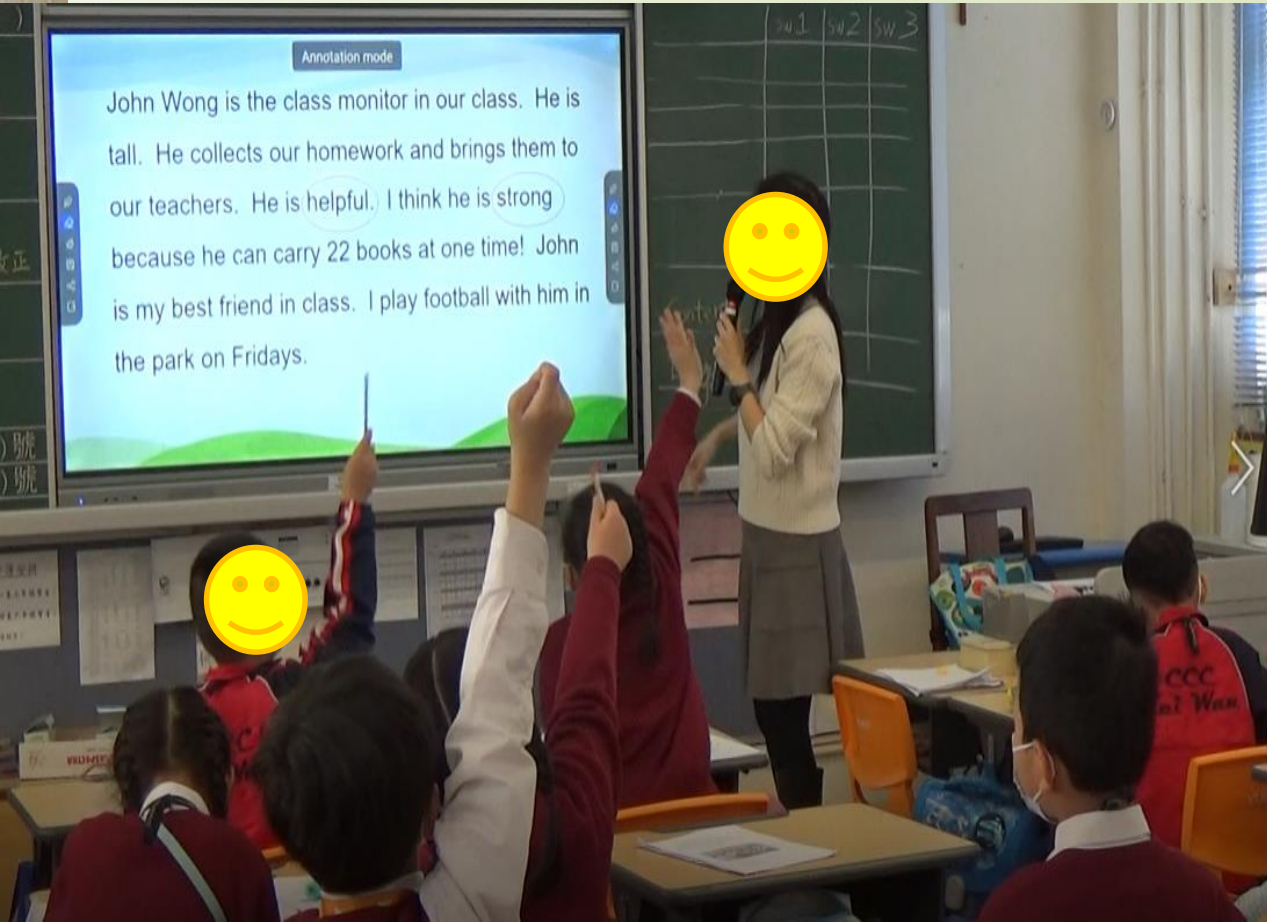


Students were asked to write about what they think of their family/friends and why

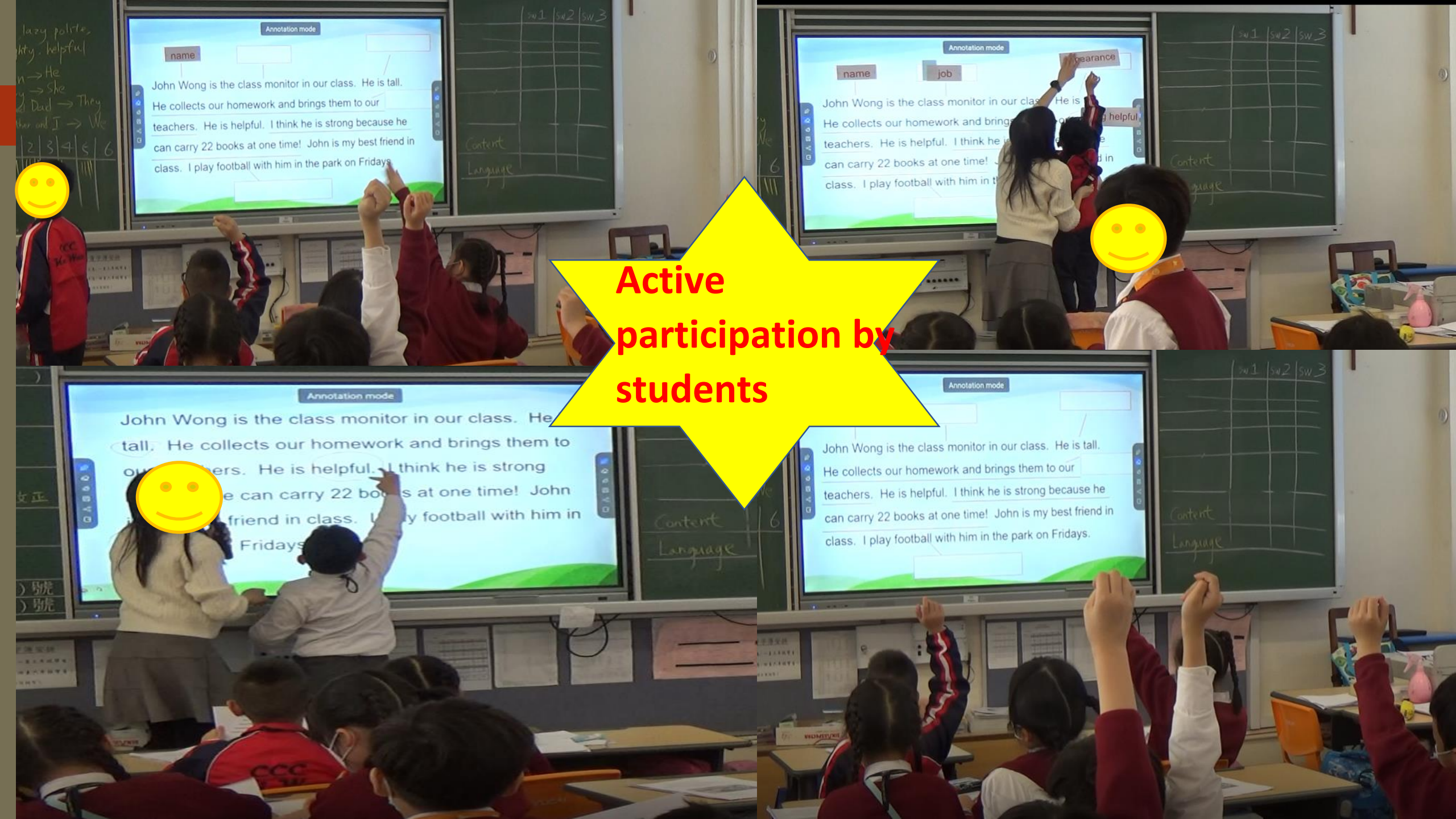
# Features of the project

## 5. Classroom Activities: Fun and Interactive





**What are they?**



**Active  
participation by  
students**

lazy polite  
hty. helpful  
n → He  
→ She  
d Dad → They  
her and I → We  
2 | 3 | 4 | 5 | 6

sw1 | sw2 | sw3  
Content  
Language

sw1 | sw2 | sw3  
Content  
Language



女正  
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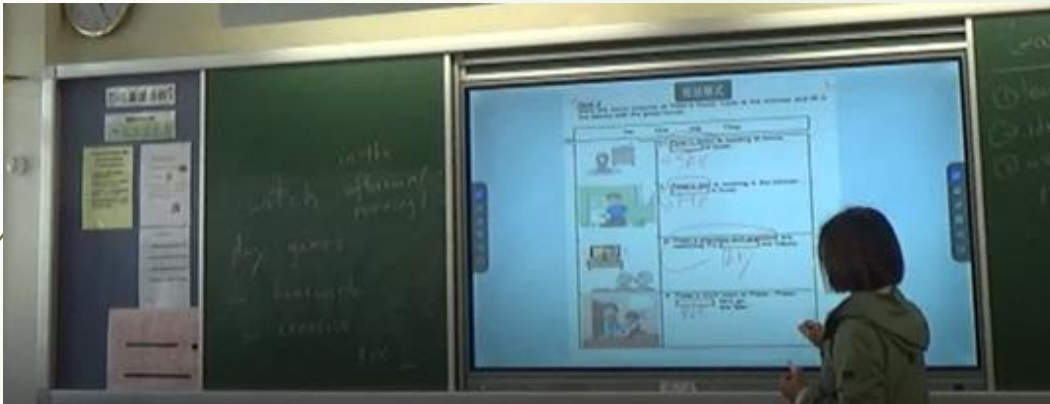
Content  
Language

Content  
Language

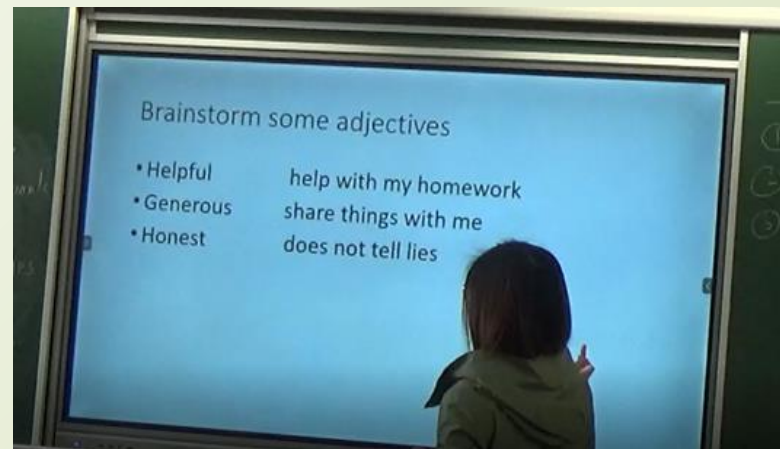
WUMET/KE

# Features of the project

## 6. Teaching of target language functions: Adjectives, Pronouns and Simple Present Tense

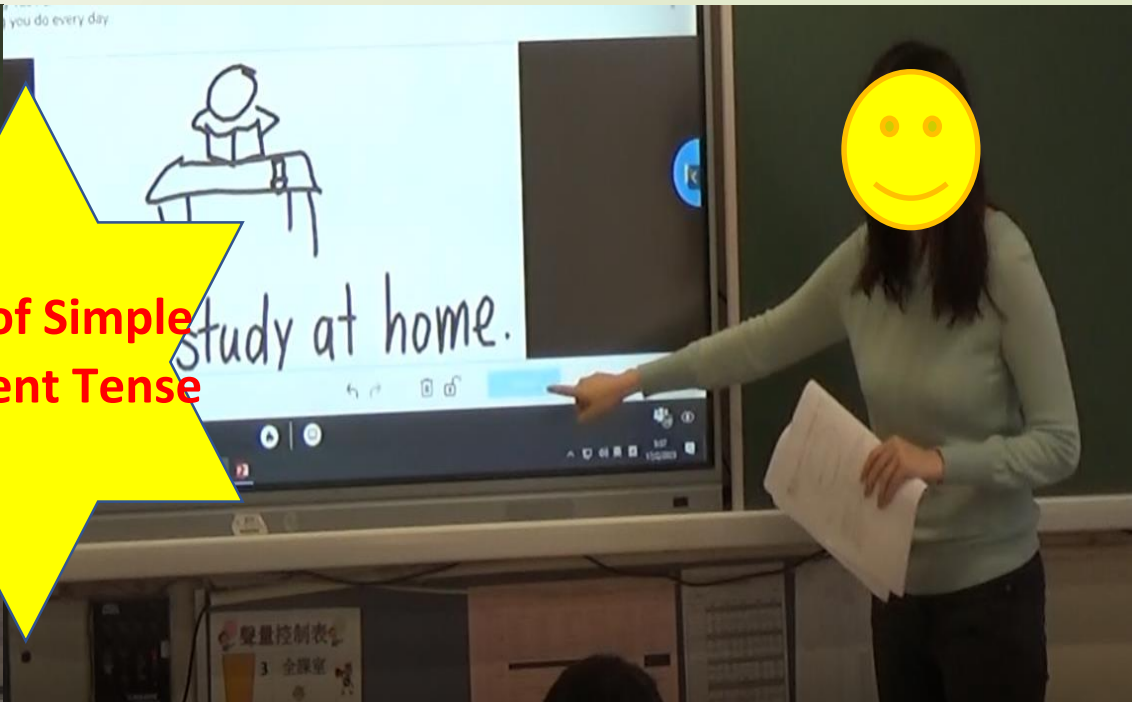
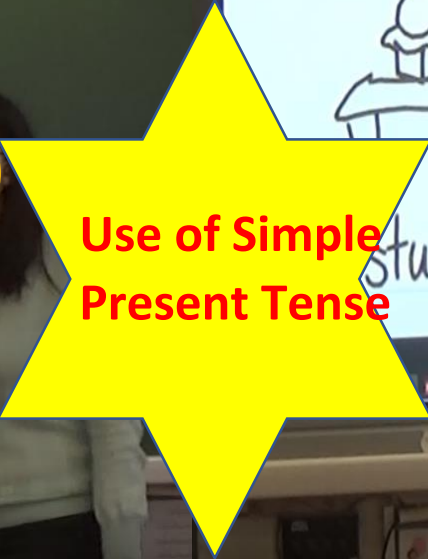
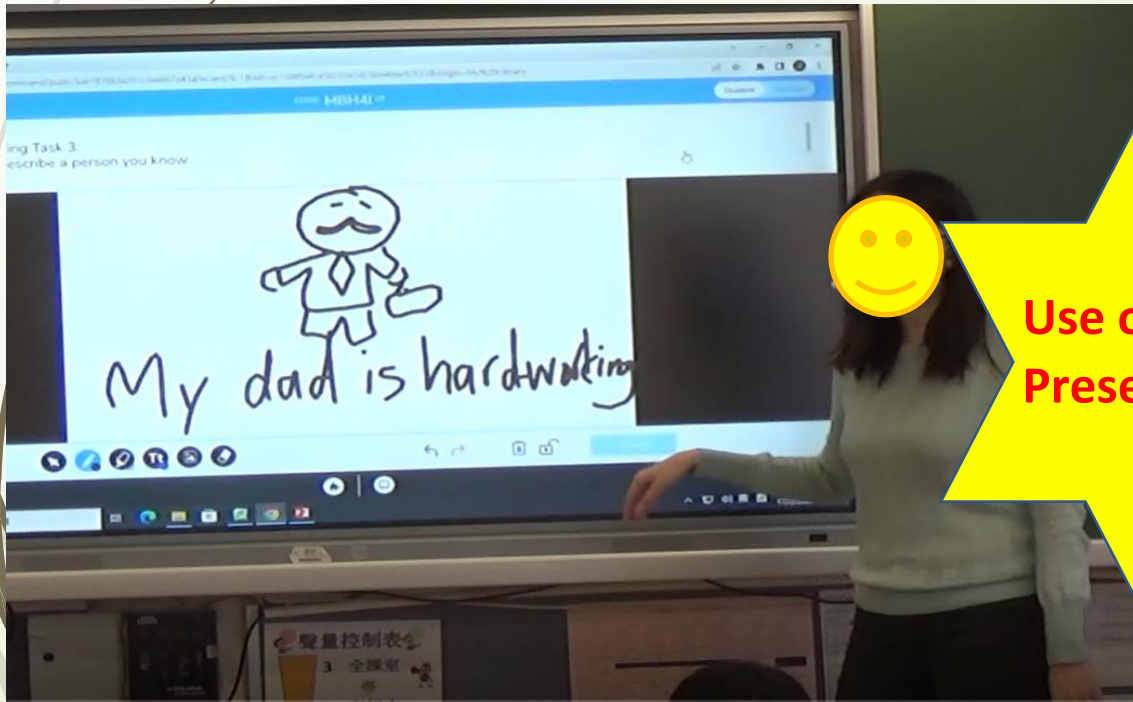
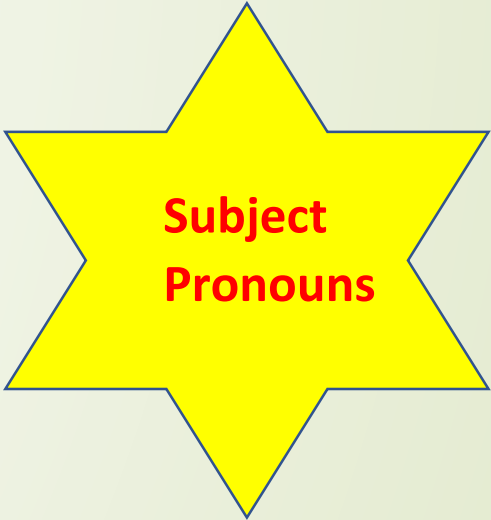
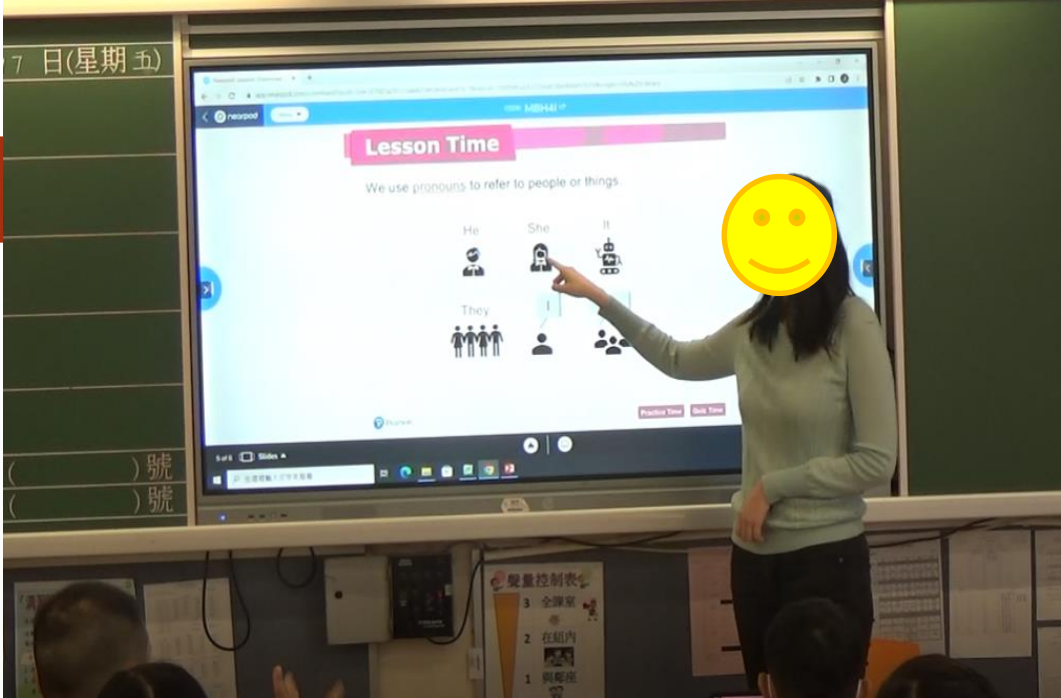


**Subject  
Pronouns**



**Adjectives**

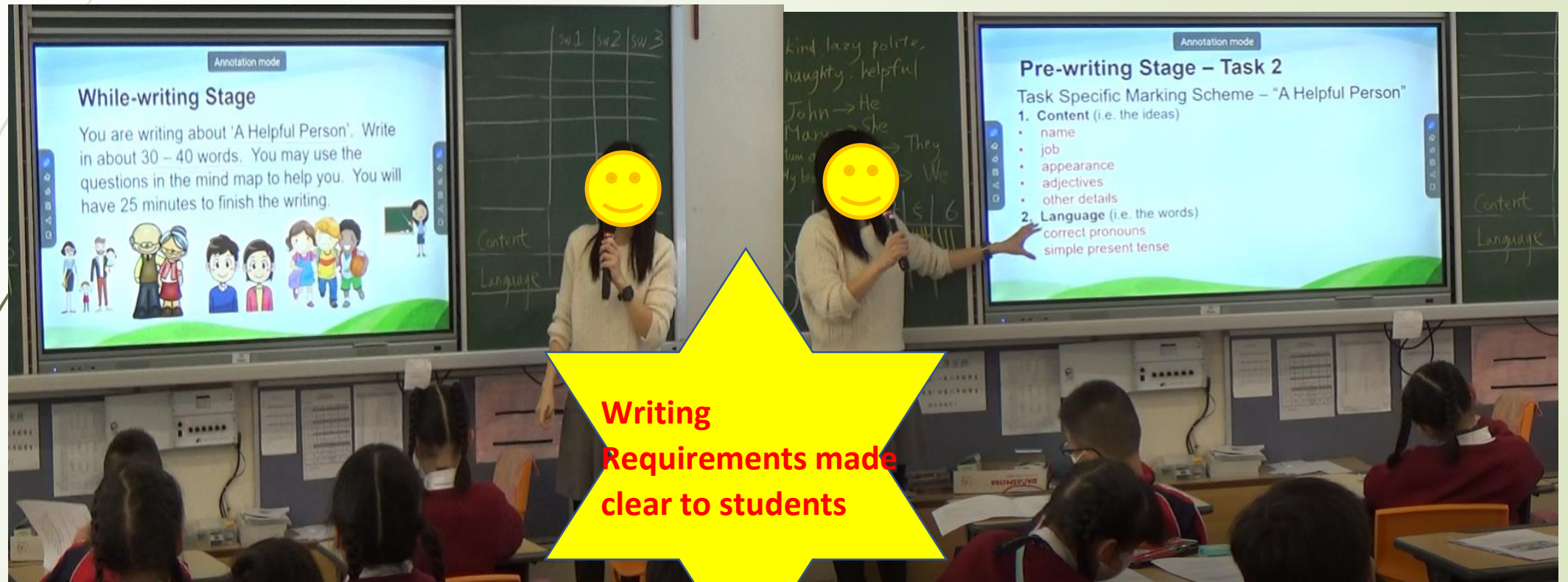
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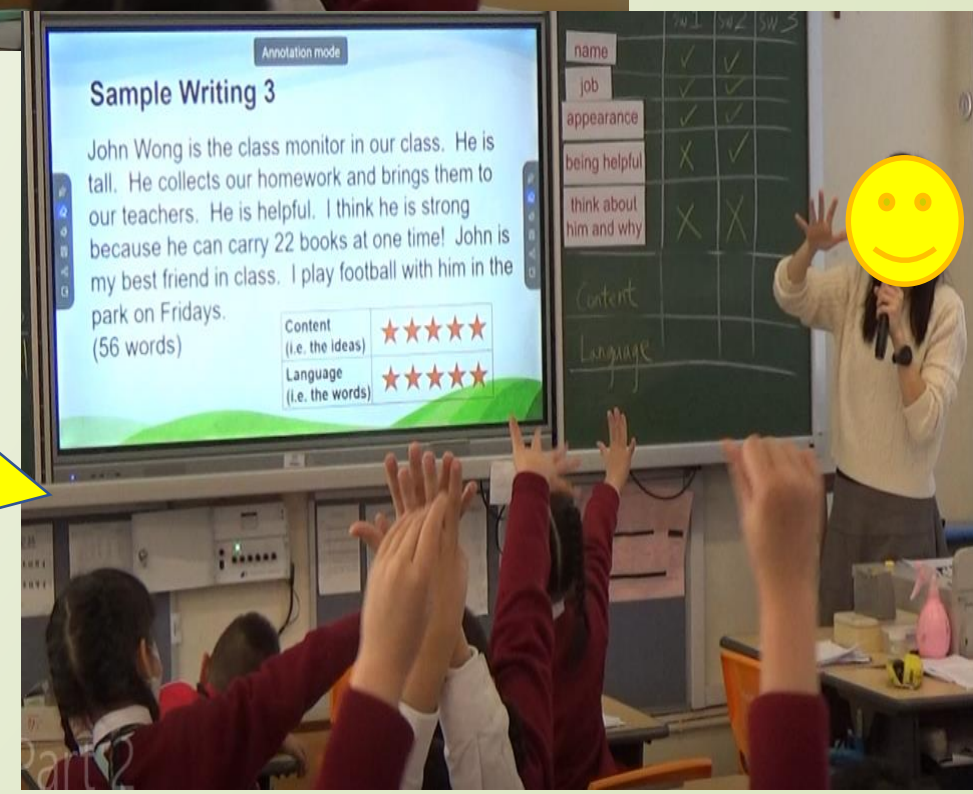
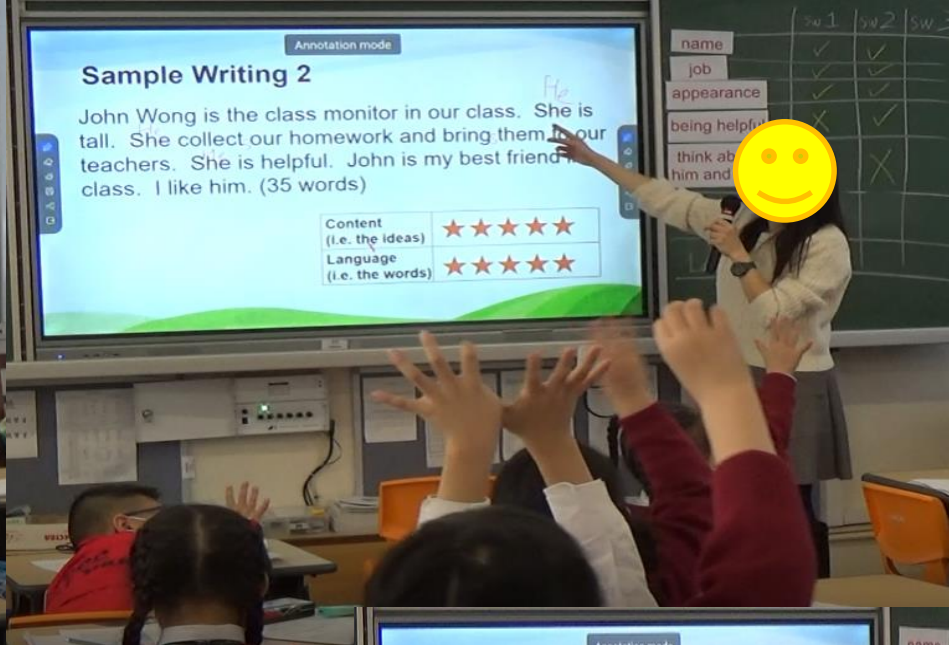
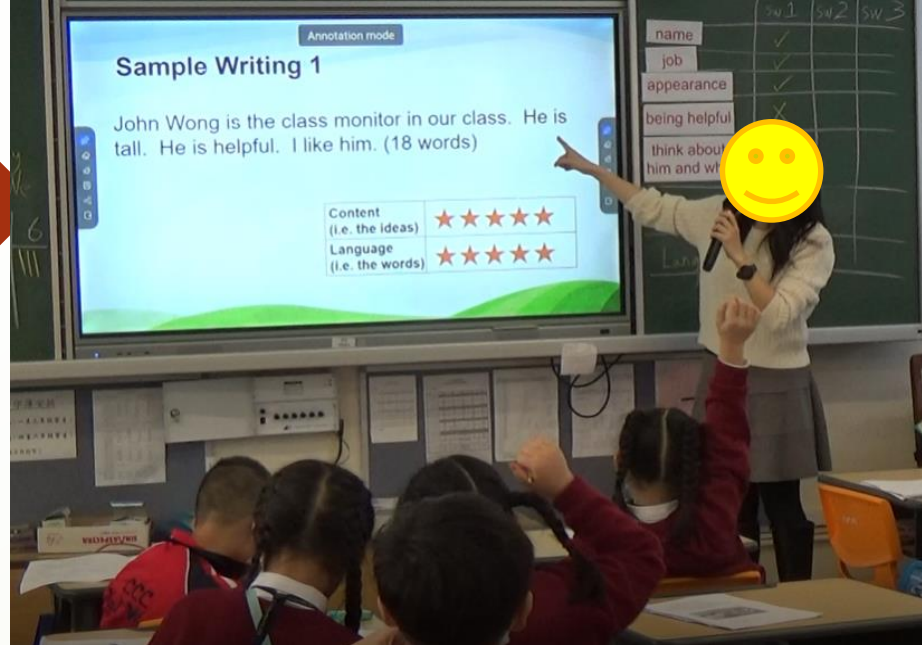




# Features of the project

## 7. Task Specific Marking Scheme



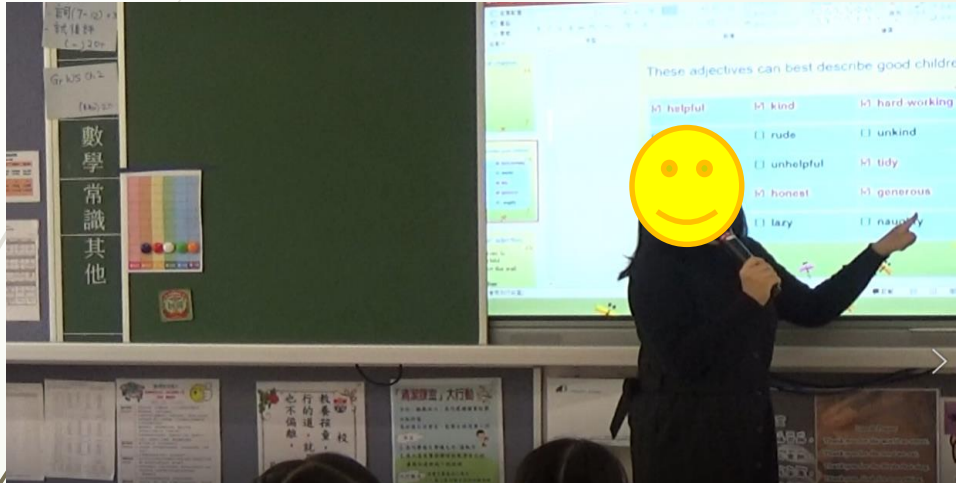


**Writing Samples given to students for reference**

**Equip students with the vocabulary and sentence patterns required for the writing task**

# Features of the project


## 8. Value Education Embedded



**Brainstorming:  
adjectives to  
describe good  
children**




**Think and  
write about  
why they like  
good children**




# Performance of P.2 Students in the reading assessment

- ❑ Students were generally able to
  1. recognize key words on familiar topics (e.g. countries)
  2. understand the connection between ideas in the notes using cohesive devices (e.g. and, but)
  3. understand the connection of ideas by pronoun referencing (e.g. she, they)




# Performance of P.2 Students in the reading assessment

- ❓ The more able students could recognize key words related to adjectives to describe people



# Performance of P.2 Students in the writing assessment

- ❓ Students were generally able to
  1. understand the task requirements in the writing task
  2. write about a helpful person based on the question prompts by providing brief and relevant ideas




# Performance of P.2 Students in the writing assessment

- ❓ The more able students could
  1. provide ideas relevant to the topic with some supporting details
  2. use a small range of vocabulary, sentence patterns and cohesive devices with minor, few or no grammatical and spelling mistakes



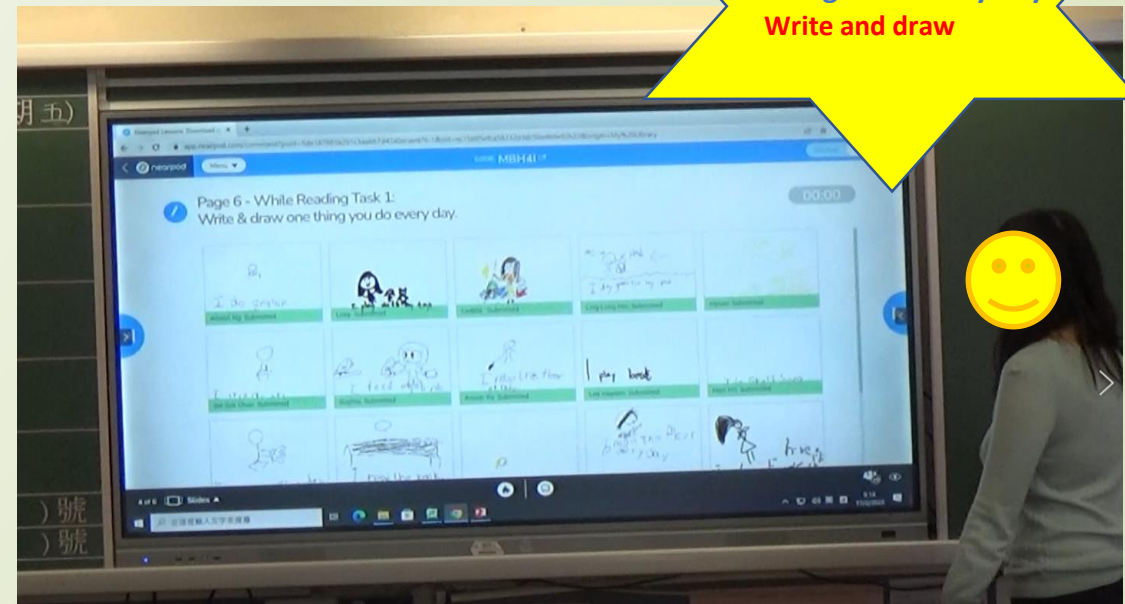
# Ways to improve

1. Students were able to complete the task with the question prompts. Some students need to elaborate the ideas more.
  2. Students in general used a limited range of vocabulary in their writing. They are encouraged to build up a vocabulary bank.
  3. Students made some grammatical mistakes in tenses. They also made some spelling mistakes. They are encouraged to check their works everytime.
- 



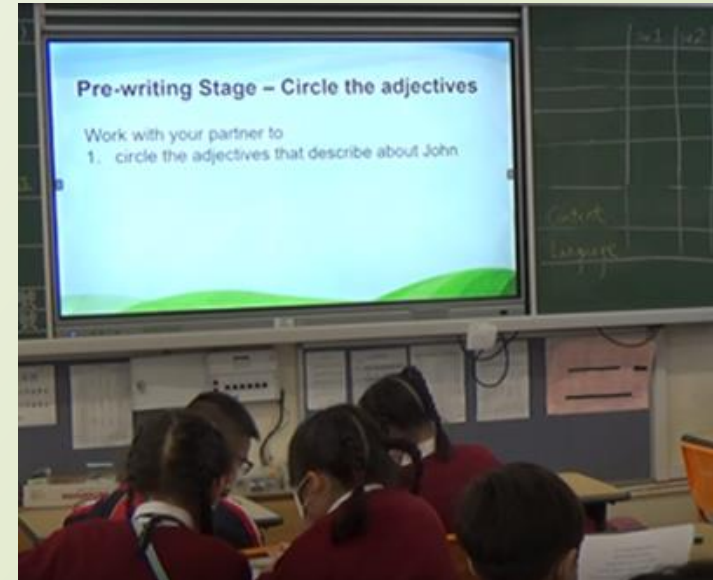
# Overall evaluation on the package design

- Well-structured & comprehensive: covering the three stages of reading & writing
- Comprised of the essential elements for effective learning and teaching
  - ◆ cooperative learning
  - ◆ prompt feedback
  - ◆ student-centered approach



# Overall evaluation on the package design

- Variety of tasks
  - ◆ cater to different learning needs and styles of students (e.g. Think and Share, Pai-work, etc.)





# Impacts and Reflections

## 1. School

- arrange lesson observation and post-evaluation among four classes

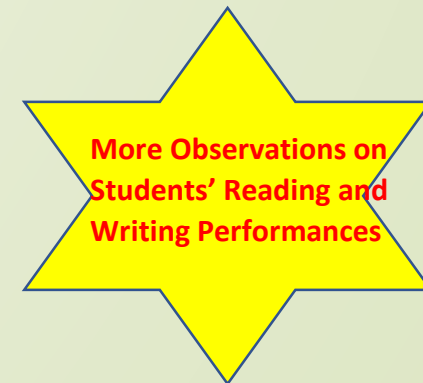
## 2. Curriculum

- integrate the latest writing marking scheme in the writing tasks (strengths of the revised marking scheme)
- Value Education

# Impacts and Reflections

## 3. Teachers

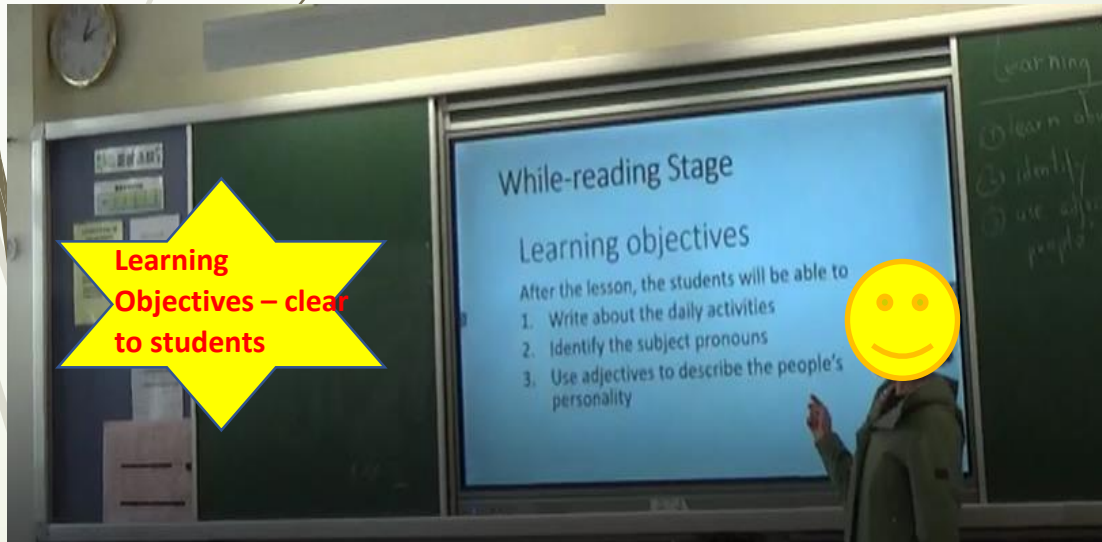
- gain a better understanding of students' performance and the assessment literacy
- learn how to design effective assessments that allow students to monitor their own progress
- Develop skills to interpret and analyze data, identify areas where students may be struggling and adjust instruction to better meet their need



# Impacts and Reflections

## 3. Teachers

- Create clear and measurable learning goals for students





# Impacts and Reflections

## 3. Teachers

- Use scaffolding techniques to help students move from reading to writing

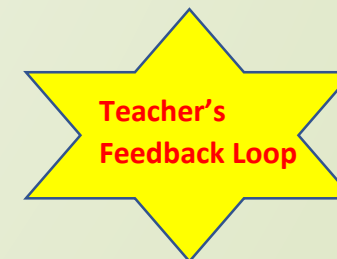
# Impacts and Reflections

## 3. Teachers

- Provide specific and timely feedback to students for better performance

**Teacher's feedback**  
Your teacher thinks you have completed the writing task well. See his/her comments below.

<i>You can write the content with the help of questions.</i>	★ ★ ★ ★ ★ ★
<i>You can use adjectives to describe people correctly.</i>	★ ★ ★ ★ ★ ★
<i>You can use new words you learned in your writing.</i>	★ ★ ★ ★ ★ ★
<i>You can use simple present tense to talk about the helpful person correctly.</i>	★ ★ ★ ★ ★ ★
<i>You can give reasons using 'because'.</i>	★ ★ ★ ★ ★ ★






# Impacts and Reflections

## 4. Students

- increase their awareness of their learning performance

**Rate Yourself**  
Which picture in the box below can best describe your understanding of the vocabulary which describe good children? Circle the appropriate picture.

Let's Reflect!			
	Fair	Good	Excellent
<i>I know the vocabulary which describe good children.</i>			




Please tick the box below to show how well you do in the following areas.

After doing the reading task...	★	★★	★★★
<i>I know the adjectives to describe people.</i>			
<i>I know the subject pronouns to describe people (e.g. he, she).</i>			
<i>I know how to use simple present tense to describe actions.</i>			

**Rate yourself**  
Tell your teacher how well you can do in the following areas. Tick the appropriate box.



















My name is \_\_\_\_\_

*I think...*

			
<i>I know the correct words to describe good children.</i>			
<i>I know how to match pictures with sentences in simple present tense correctly.</i>			

**Student's self reflection on their own abilities in learning the target language items at different stages**

**Task 1**  
In the writing task, how well can you/your classmate do in the following? Tell your teacher by circling the appropriate picture which can describe you/your classmate.

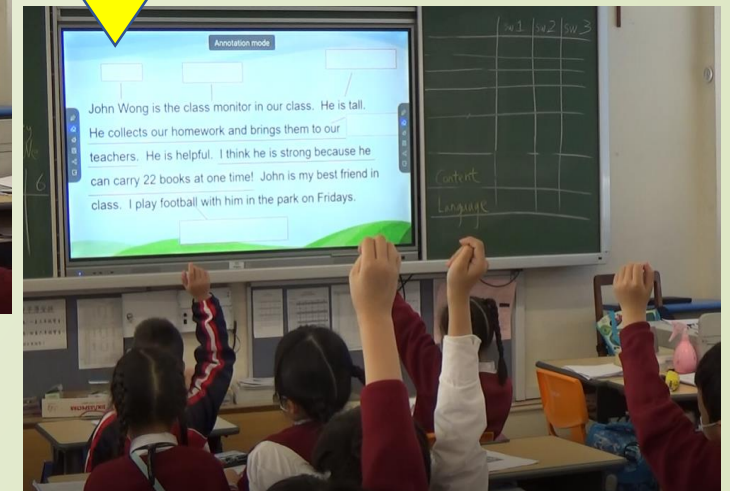
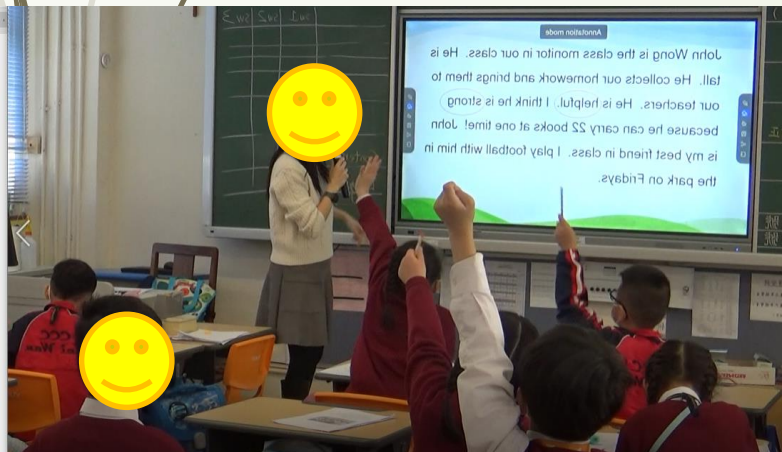
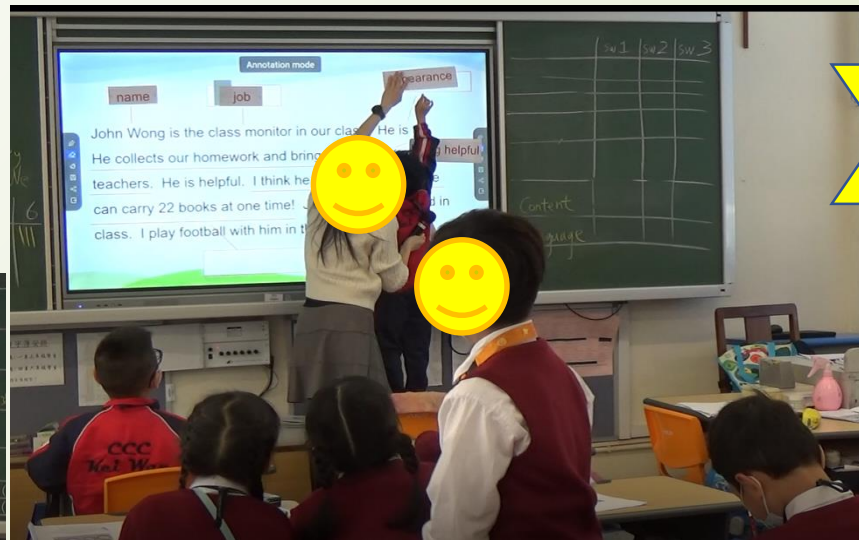
	Self-checklist	Peer-checklist
<i>I/You can use adjectives to describe people.</i>	  	  
<i>I/You can use simple present tense to write sentences correctly.</i>	  	  
<i>I/You can give reasons using 'because'.</i>	  	  



# Impacts and Reflections

## 4. Students

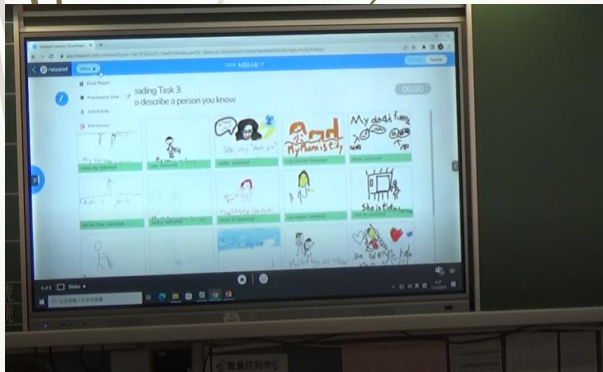
- encourage them to take a more active role in their own learning



# Impacts and Reflections

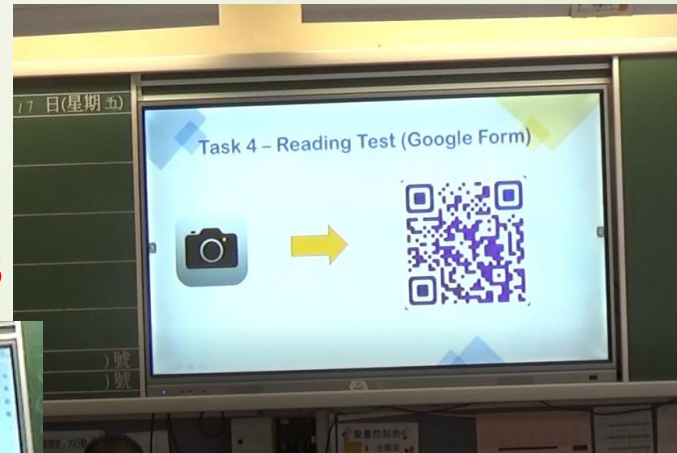
## 4. Students

- benefit from e-learning, including increased engagement and motivation



LIVEWORKSHEETS

nearpod



Google Forms



Blooket

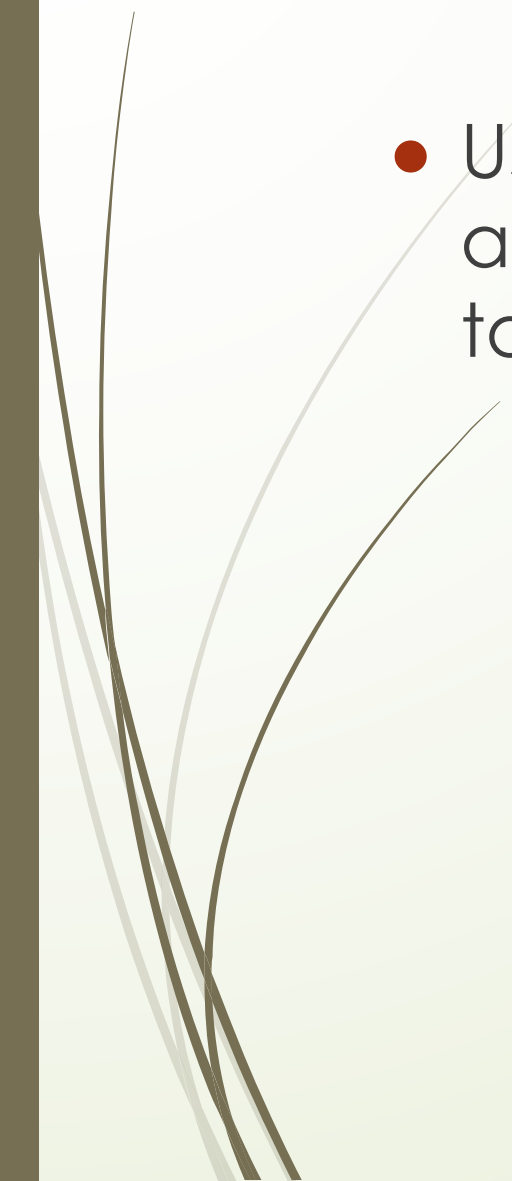


# Way forward

- Align our teaching with [the Learning-Teaching-Assessment \(LTA\) cycle](#) to design more effective learning materials and assessments that cater for different learning needs and levels of students
  - 1. Identify the learning and teaching needs**
  - 2. Plan and design LTA materials (package)**
  - 3. Implement the LTA materials**
  - 4. Assess students' learning**
  - 5. Evaluate the learning, teaching and assessment cycle through formal assessments and informal assessments**



# 1. Identify the learning needs

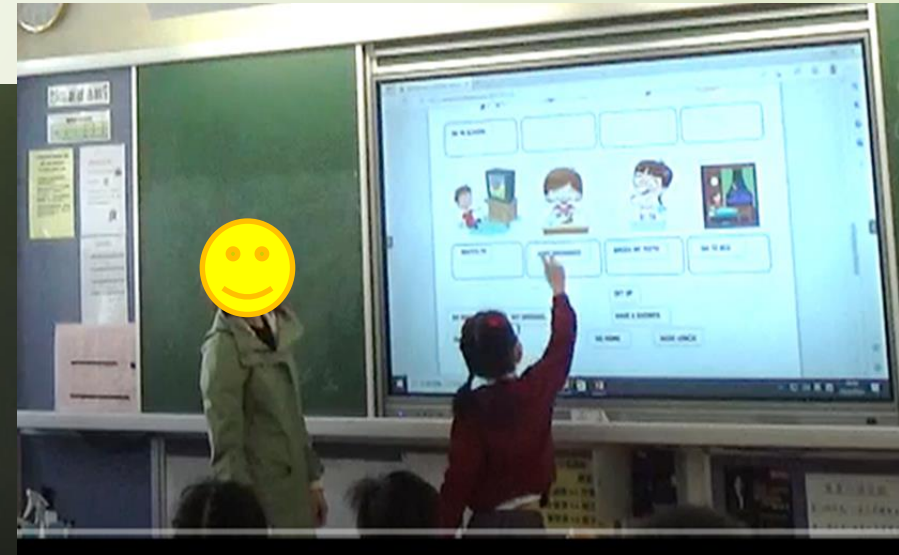
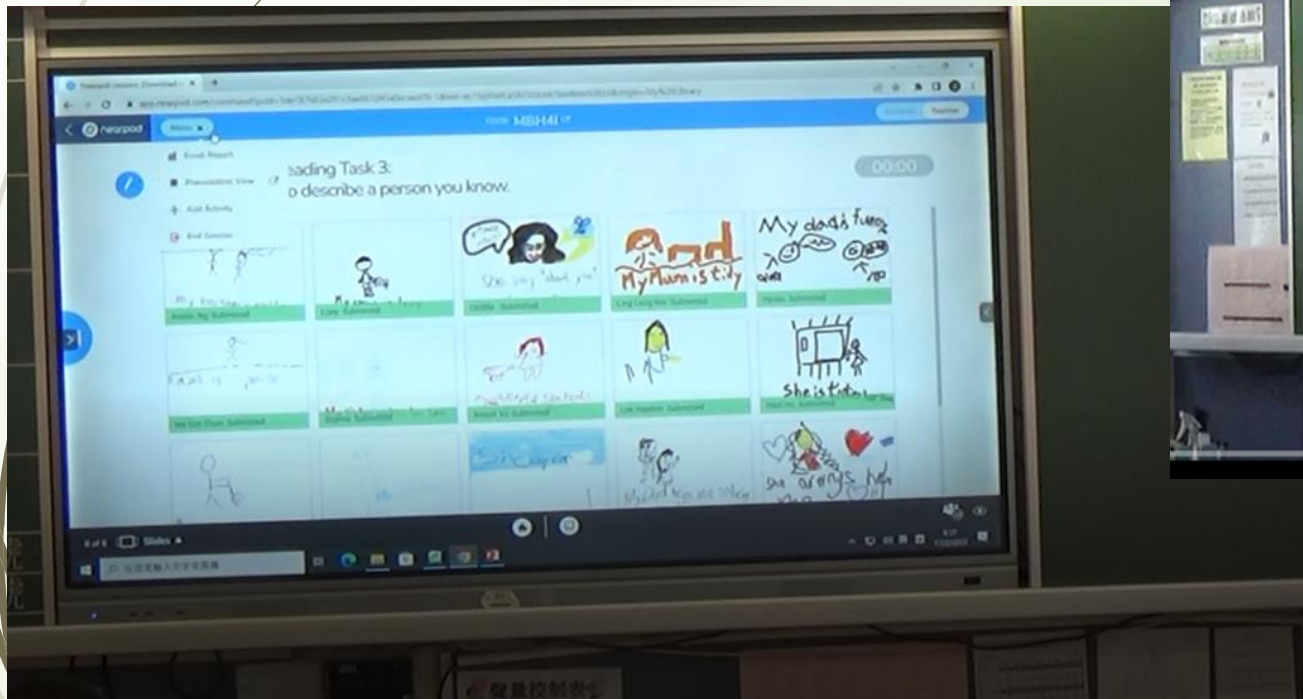
- Use the data from exams, Google Forms, formative assessments, TSA results, classroom observation, etc. to identify students' learning needs.
- 

## 2. Plan and design LTA materials

- Use the package design as a reference to plan lessons and design LTA materials
  - e.g. a reading to writing approach with 7 stages
- ❑ Pre-learning Stage
- ❑ Pre-reading Stage
- ❑ While-reading Stage
- ❑ Post-reading Stage
- ❑ Pre-writing Stage
- ❑ While-writing Stage
- ❑ Post-writing Stage

### 3. Implement the LTA materials

- Implement the LTA materials by applying the student-centered approach, cooperative learning, E-learning tools and prompt feedback to promote effective learning.



# 4. Assess students' learning

- Before the task, teachers provide a task specific marking scheme for students

Task Specific Marking Scheme – 'A Helpful Person'

Score	Content
10 – 12	<ul style="list-style-type: none"> <li>• Provide relevant ideas* to the questions, with many supporting details.</li> <li>• The ideas are very clear and coherent.</li> </ul> <p>*Relevant ideas with supporting details:</p> <ul style="list-style-type: none"> <li>➢ Things to do to be helpful: (e.g. <i>He collects our homework and brings them to our teachers. He is helpful.</i>)</li> <li>➢ Think about the person and why: (e.g. <i>I think he is strong because he can carry 22 books at one time!</i>)</li> </ul>
7 – 9	<ul style="list-style-type: none"> <li>• Provide relevant ideas to the questions, with some supporting details.</li> <li>• The ideas are clear and coherent.</li> </ul>
4 – 6	<ul style="list-style-type: none"> <li>• Provide brief and relevant ideas to the questions, with almost no supporting details:</li> <li>➢ Name of the helpful person: (e.g. <i>John Wong is the class monitor in our class.</i>)</li> <li>➢ Appearance: (e.g. <i>He is tall.</i>)</li> <li>• The ideas are quite clear.</li> </ul>
1 – 3	<ul style="list-style-type: none"> <li>• Provide some irrelevant ideas to the questions.</li> <li>OR</li> <li>• Provide unclear or disconnected ideas which confuse the reader.</li> <li>OR</li> <li>• The ideas/responses to the questions are very limited.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Practically make no attempt at all.</li> <li>OR</li> <li>• Provide totally irrelevant/incomprehensible ideas.</li> </ul>

Score	Language
7 – 8	<ul style="list-style-type: none"> <li>• Use a range of vocabulary, sentence patterns and cohesive devices* appropriately, with few or no mistakes in grammar, vocabulary, punctuation and spelling.</li> </ul> <p>*Sentence patterns, vocabulary and cohesive devices:</p> <ul style="list-style-type: none"> <li>➢ simple present tense: (e.g. <i>John Wong is the class monitor in our class.</i>)</li> <li>➢ vocabulary to describe people: (e.g. <i>He is helpful.</i>)</li> <li>➢ cohesive devices: (e.g. <i>He collects our homework and brings them to our teachers.</i>)</li> </ul>
5 – 6	<ul style="list-style-type: none"> <li>• Use a small range* of vocabulary, sentence patterns and/or cohesive devices fairly appropriately, with some mistakes in grammar, vocabulary, punctuation and spelling.</li> <li>➢ *able to use the given prompts to write with basic and appropriate sentence patterns</li> </ul>
3 – 4	<ul style="list-style-type: none"> <li>• Use a limited range of vocabulary and sentence patterns, with quite a lot of mistakes in grammar, vocabulary, punctuation and spelling.</li> </ul>
1 – 2	<ul style="list-style-type: none"> <li>• Use a very limited range of vocabulary and sentence patterns, with a lot of mistakes in grammar, vocabulary, punctuation and spelling.</li> </ul>
0	<ul style="list-style-type: none"> <li>• Make no attempt at all.</li> <li>• Provide totally irrelevant/incomprehensible ideas.</li> </ul>

## 4. Assess students' learning

- Design different ways to do the evaluation or assessment
  - self-evaluation checklist
  - peer-evaluation checklist
  - teacher's assessment rubrics




### Rate Yourself

Which picture in the box below can best describe your understanding of the vocabulary which describe good children? Circle the appropriate picture.

Let's Reflect!			
	Fair	Good	Excellent
<i>I know the vocabulary which describe good children.</i>			

### Rate yourself

Tell your teacher how well you can do in the following areas. Tick the appropriate box.



















My name is _____			
I think...			
			
<i>I know the correct words to describe good children.</i>			
<i>I know how to match pictures with sentences in simple present tense correctly.</i>			

































# 5. Evaluate the learning, teaching and assessment cycle through formal assessments and informal assessments

- Peer feedback
- Teacher's comment

**Task 1**  
In the writing task, how well can you/your classmate do the following? Tell your teacher by circling the appropriate picture which can best describe you/your classmate.

	Self-checklist	Peer-checklist
<i>I/You can use adjectives to describe people.</i>	  	  
<i>I/You can use simple present tense to write sentences correctly.</i>	  	  
<i>I/You can give reasons using 'because'.</i>	  	  

**Teacher's feedback**  
Your teacher thinks you have completed the writing task well. See his/her comments below.

<i>You can write the content with the help of questions.</i>	     
<i>You can use adjectives to describe people correctly.</i>	     
<i>You can use new words you learned in your writing.</i>	     
<i>You can use simple present tense to talk about the helpful person correctly.</i>	     
<i>You can give reasons using 'because'.</i>	     



Thank you