

Professional Development Programme on
“Effective Use of Assessment for and as Learning to
Enhance Students’ Learning Effectiveness and Self-
directed Learning in the Primary English Curriculum”

Workshop facilitator:

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Workshop Objectives

- To enhance teachers' confidence and competency in planning and implementing Assessment for Learning
- To enhance teachers' confidence and competency in using Assessment as Learning to promote self-directed learning in the primary English curriculum

Teaching, learning and assessment cycle



Source: https://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng_dvd/atl_interrelationship.html

Guiding Principles

- Assessment should serve a variety of purposes, from measuring attainment to informing learning and teaching through providing quality feedback, but the prime purpose should always be facilitating and improving student learning.
- It should involve making considered judgements on the learning processes and outcomes.
- It should be based on standards or criterion-referencing principles by which student performance is evaluated and described in relation to criteria rather than how other students perform. The assessment criteria should also be made clear to students so that they understand what is expected of them.
- There should be an appropriate coverage of learning targets and objectives, generic skills, and positive values and attitudes.
- There should be diversified modes of assessment, with a balance between formative and summative assessments.

Assessment *of*, *for* and *as* learning

- **Assessment of learning** (AoL) refers to the assessment designed to **provide evidence for making judgments on student achievement** against learning targets, objectives or standards at a certain point of time.
- **Assessment for learning** (AfL) is a **formative and diagnostic** kind of assessment where teachers **collect ongoing information about students' learning progress**, provide timely and quality feedback and adjust their teaching strategies to improve student learning.
- **Assessment as learning** (AaL) refers to **students' use of learning tasks and feedback to enhance their own learning**. During the process, students actively develop an understanding of their learning, critically assess their learning effectiveness, adjust learning strategies, plan for follow-up actions, and set future learning goals. When implementing assessment as learning, feedback from teachers or self- and peer assessments help students reflect on their own learning, and identify their strengths and areas for improvement.

Activity 1: Assessment of, for, as learning?

Case:

Students have finished a unit where they have been learning about writing stories. The teacher gives students 20 minutes to write a story. Once they have finished the story, the teacher grades the work and gives students a letter grade based on their performance.

Is this an example of assessment of, for or as learning?

- What differences would we expect to see in the above case if it was an example of assessment *for* learning?
- What differences would we expect to see in the above case if it was an example of assessment *as* learning?

Activity 2: Assess example students' work and feedback

1. Look at this piece of authentic students' work.
2. Use your own judgment to assess the work and mark the work based on your current practices.
3. Think about what areas you will mark, what feedback you might give, and how you would give the feedback.
4. Share your ideas with your tablemates.

Effective assessment for and as learning starts with effective feedback

To promote learning, students need to be informed not only about their performance but also how to build on their strengths and address their weaknesses to make further improvement. Much of this information will come as feedback from teachers but some will be through students' direct involvement in assessing each other's, or their own work. **Effective feedback that is timely and specific** enables students to understand where they are in their learning and what they should do next. It aligns with the assessment criteria and the learning objectives and helps promote self-reflection and the development of metacognitive skills essential to AaL.

Using task-specific marking rubrics / feedback sheets

- Providing task-specific marking rubrics / feedback sheets can allow students to understand gradually their strengths and areas for improvement.
- They can help teachers focus more holistically on students' work and consider which areas to provide comments on.
- They can be aligned with the learning objectives and overtime help promote self-reflection and the development of metacognitive skills.

The Learning Progression Framework (LPF) for English Language

- The Learning Progression Framework (LPF) provides a common scale and language for teachers to describe students' performance and progress in English Language learning. It consists of different levels of learning outcomes (LOs) and descriptors about the growth of students on a continuum as they work towards the learning targets and objectives set out in the English Language curriculum.

Providing effective feedback

Effective feedback should be:

1. Understandable
2. Useful
3. Age and ability appropriate
4. Balanced
5. Involve learners
6. Focused
7. Actionable

We can use the 'Feedback Sandwich' to help us structure our feedback but should also help learners consider the key areas they should focus on in subsequent tasks – these can feed into their future learning goals.

Activity 3: Assess example students' work and feedback 2

- Look at the piece of student's writing, 'Zoos are a bad idea', again and use the sample rubric provided to give feedback to the students on their writing performance. What comments would you make to help the student improve his/her argumentative writing?
- How is your feedback different this time?
- How might the data you collect when marking the student's work affect your teaching?

Assessment as Learning and Self-directed learning

Self-directed learning (SDL) refers to the skill that a learner, who takes the initiative and responsibility for learning with or without the assistance of others, possesses. A self-directed learner may identify his/her learning needs, formulate goals, and choose resources and strategies for learning. SDL enhances students' sense of agency or control and metacognitive skills. SDL may be interpreted as self-regulated learning, self-learning or independent learning in other contexts.

English Language Education KLA curriculum in ELE KLACG (P1 – S6) (2017)

Assessment as Learning and Self-directed learning

- Learning is most effective when students play an **active role in the learning process** and when they take charge of their own learning. **The promotion of learner autonomy and independence should start at an early age.**
- While self-directed learning is regarded as an **integral part of students' ultimate achievements**, more effort should go into demonstrating how to monitor the learning process and providing opportunities for students to develop metacognitive strategies. In the learning process, teachers can help students:
 - learn how to learn;
 - make choices as to what, when and how they want to learn;
 - use a range of language development strategies;
 - carry out self-assessment and reflection;
 - plan, monitor and evaluate the strategies adopted and their own learning effectiveness, which forms the basis for goal-setting in subsequent tasks or activities; and
 - develop the knowledge, skills and strategies, attitudes and perseverance to foster lifelong language learning.

SDL and AaL Strategies and e-Learning Tools

- How might e-learning tools help us to implement SDL and AaL Strategies? What might we need to consider?

- How might we be able to teach our students ways to use e-learning tools as part of their SDL? What might we need to consider?

Activity 4: Planning for AfL, AaL and SDL in teaching reading

- In groups, review the different SDL learning strategies, teacher's roles and suggested materials.
- Then, review the provided teaching materials and consider how they might integrate the strategies into the implementation of the teaching materials.
- Complete the provided template with your ideas.
- Groups will be invited to share their thoughts and ideas.

Useful EDB resources

- Teachers are encouraged to make flexible use of e-assessment platforms, such as the following websites developed by the EDB and HKEdCity, to facilitate AfL and AaL:
 - Online Question Bank <https://www.hkedcity.net/oqb>
 - Assessment Tasks Reference of the EDB One-stop Portal for Learning and Teaching Resources <https://www.hkedcity.net/edbatr/>
 - Student Assessment Repository (STAR) <https://star.hkedcity.net/en/>

References

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