

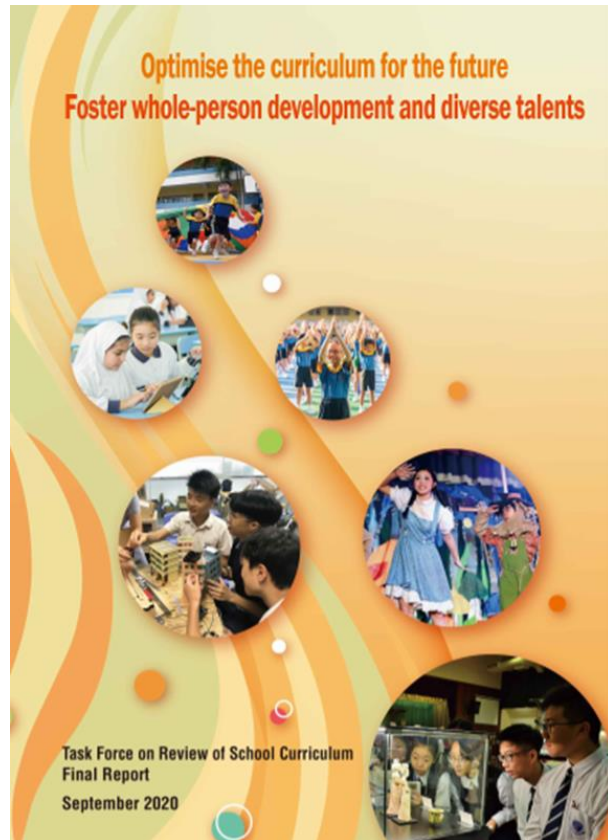
**Enhancing *Assessment Literacy* through
Effective Use of the *Learning Progression Framework*
(*Writing and Speaking Skills*) (Re-run)**

**English Language Education Section
Curriculum Development Institute
Education Bureau
April 2024**

Course Objectives

- To enhance teachers' knowledge of the relationship and purposes of **Assessment of, for and as Learning**;
- To introduce the use of the **Learning Progression Framework (LPF)** as a **reference tool** to promote assessment literacy in the school English Language curriculum; and
- To explore effective strategies that **incorporate the use of the LPF** to facilitate the development of **writing and speaking skills** and **Assessment for/as Learning**

Final Report of Task Force on Review of School Curriculum (2020)



Six Directions of Recommendations



Whole-person Development



Values Education and Life Planning Education



Creating Space and Catering for Learner Diversity



Applied Learning

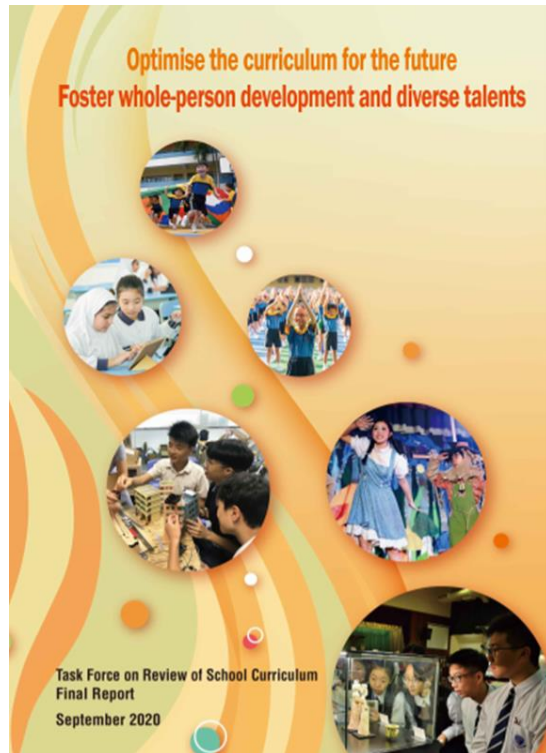


University Admissions



STEM Education

Final Report of Task Force on Review of School Curriculum (2020)



Recommendations for English Language

Catering for
Learner
Diversity

Creating
Space

Final Report of Task Force on Review of School Curriculum (2020)

Recommendations for English Language



further streamline the SBA and review how the Elective Part could be better assessed in the Writing Paper of the HKDSE

offer vocational English as an Applied Learning (ApL) course

enrich the existing curriculum, with more emphasis on the **academic and creative use of the language**

provide more opportunities for students to enhance their language competency through **LaC** and **RaC**

Examples to be Used in Today's Seminar

Creative use of English

Promotion of LaC/RaC

Writing

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
<p>Language development strategies: generic skills, and positive values and attitudes are essential in English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>The development of some basic communication strategies: does not readily lead itself to descriptions of the learner outcomes in terms of eight attainment milestones, for example:</p> <ul style="list-style-type: none"> • providing ideas in short, unelaborated sentences • using language to describe people and objects in the context, purpose and audience are implicit in and apply across all the learning outcomes. • using language to describe people and objects in the context, purpose and audience are implicit in and apply across all the learning outcomes. • using language to describe people and objects in the context, purpose and audience are implicit in and apply across all the learning outcomes. • using language to describe people and objects in the context, purpose and audience are implicit in and apply across all the learning outcomes. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual effective development.</p> <p>Teacher support is essential to help learners express and organize their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Writing short texts to convey simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>

Speaking

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
<p>Language development strategies: generic skills, and positive values and attitudes are essential in English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>The development of some basic communication strategies: does not readily lead itself to descriptions of the learner outcomes in terms of eight attainment milestones, for example:</p> <ul style="list-style-type: none"> • sharing interest in communicate. • maintaining eye contact. • speaking at a volume appropriate to the situation. • responding to others' requests, comments or questions, and participating in conversations and discussions. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual effective development.</p> <p>Teacher support is essential to help learners express and organize their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>	<p>Content: Organizing, presenting and exchanging simple information, ideas and personal experiences on familiar topics.</p> <p>Language: Using simple language forms and functions, and using a range of formal communication strategies.</p>

Assessment of, for and as Learning

Assessment

Assessment Data

e.g.

- Grades/levels
- Marks/scores
- Percentages
- Oral/written comments
- Checklisted comments

...

Modes of Assessment

e.g.

- Quizzes, tests, exams
- Portfolios
- Projects
- Individual/group presentations
- Homework
- Peer assessment
- Self assessment
- Teacher observations

...

Purposes of Assessment

e.g.

- Inform teaching decisions
- Self-evaluate
- Diagnose
- Motivate
- Self-monitor
- Provide feedback
- Identify

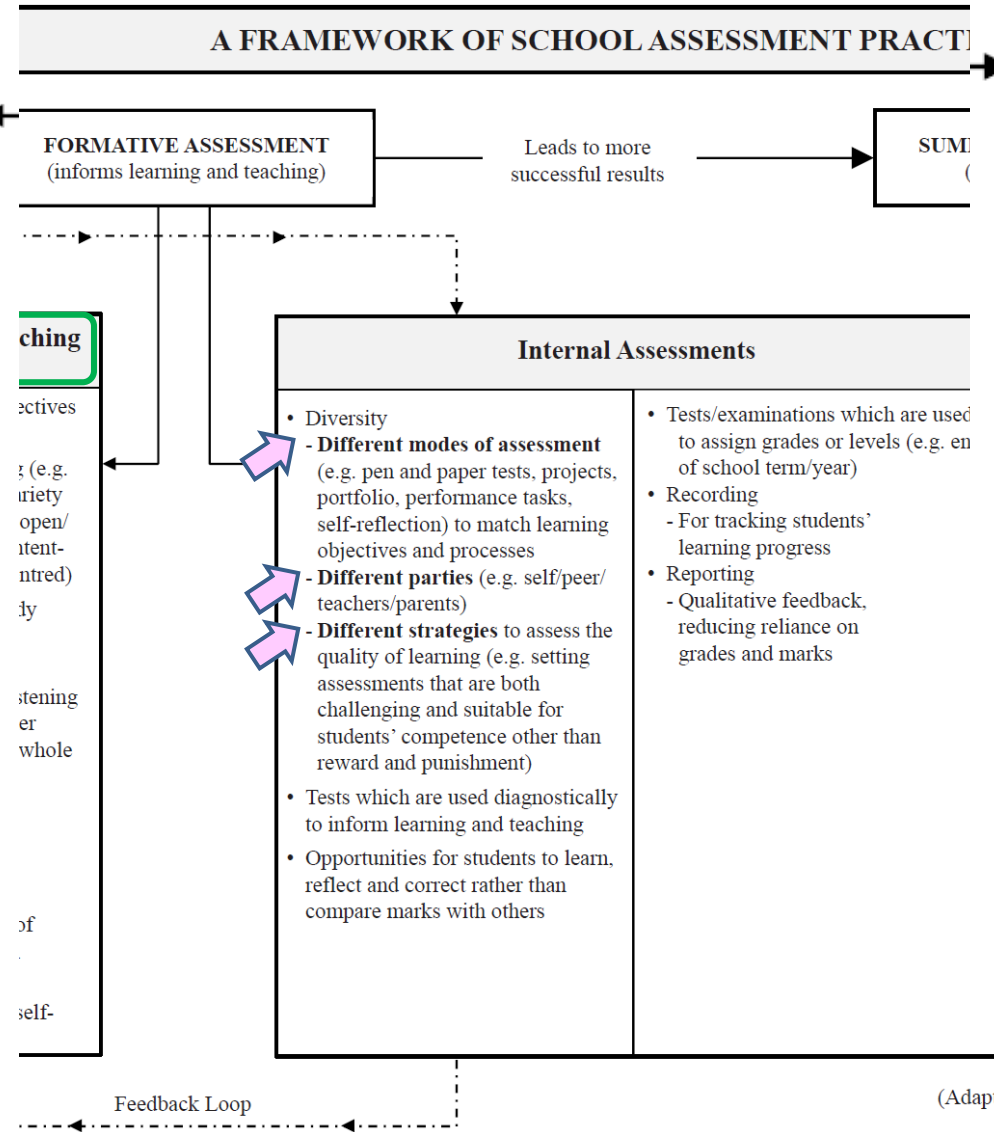
...

of Assessment

Summative Assessments

Learning and Teaching Process

- Sharing learning objectives with students
- Effective questioning (e.g. wait/pause time, a variety of question types — open/closed questions, content-centred to student-centred)
- Observation (e.g. body language, facial expressions)
- Peer learning (e.g. listening and reflecting on other students' answers in whole class setting)
- Effective feedback (e.g. clear advice for improvement/reinforcement)
- Active involvement of students in their own learning
- Raising of students' self-esteem



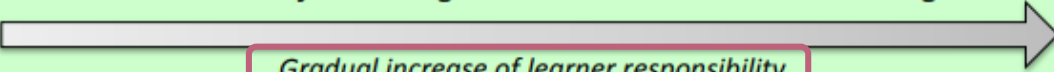
- Diversity
 - **Different modes of assessment** (e.g. pen and paper tests, projects, portfolio, performance tasks, self-reflection) to match learning objectives and processes
 - **Different parties** (e.g. self/peer/teachers/parents)
 - **Different strategies** to assess the quality of learning (e.g. setting assessments that are both challenging and suitable for students' competence other than reward and punishment)
- Tests which are used diagnostically to inform learning and teaching
- Opportunities for students to learn, reflect and correct rather than compare marks with others

(Adapted from Shirley Clarke)

Purposes of Assessment

Formative and Summative Assessments

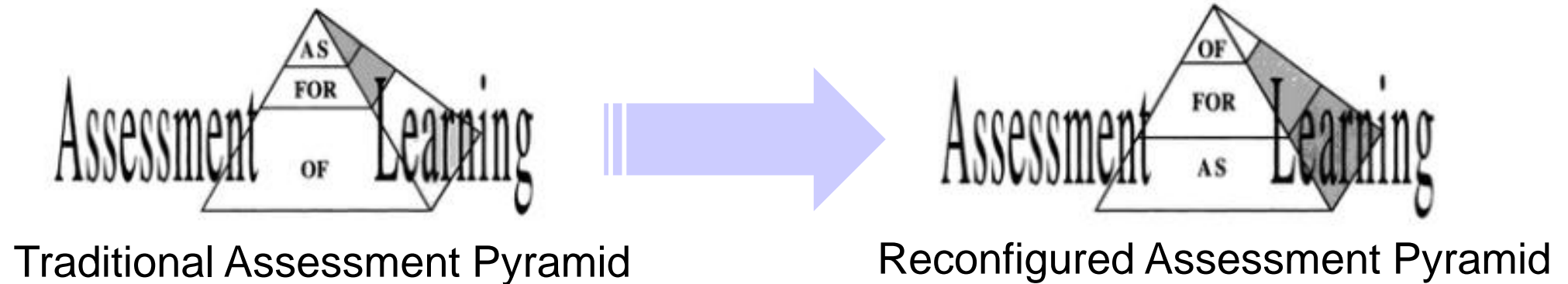
An overview of the key considerations among assessment *of*, *for* and *as* learning

	Summative Assessment Assessment <i>of</i> Learning	Formative Assessment Assessment <i>for</i> Learning Assessment <i>as</i> Learning	
			
		<i>Teacher-centred</i>	<i>student-centred</i>
Purposes and objectives	<ul style="list-style-type: none"> To assess learners' achievement against set learning goals and standards 	<ul style="list-style-type: none"> To enable teachers to use information about learners' knowledge, understanding and skills to inform their teaching and enhance students' learning 	<ul style="list-style-type: none"> To involve learners in the learning process where they monitor their own progress, ask questions and practise learning strategies To enable learners to use self-evaluation and teachers' feedback to reflect on and consolidate their own learning and work towards the set personal learning goals
Use of assessment data	<ul style="list-style-type: none"> For selection, placement, promotion and awarding qualifications 	<ul style="list-style-type: none"> For providing information to facilitate teachers' instructional decisions For providing feedback and suggestions to help learners make improvement <ul style="list-style-type: none"> For informing learners of their strengths and weaknesses 	<ul style="list-style-type: none"> For learners' self-monitoring, self-correction, making self-improvement and adjusting personal learning goals
Reference points	<ul style="list-style-type: none"> Performance of other candidates 	<ul style="list-style-type: none"> Set teaching objectives and expected learning outcomes 	<ul style="list-style-type: none"> Personal goals and expectations
Modes	<ul style="list-style-type: none"> Pen and paper tests and examinations Practical exams 	<ul style="list-style-type: none"> Observations / assignments / self-evaluation forms Self-access and self-directed learning tasks 	

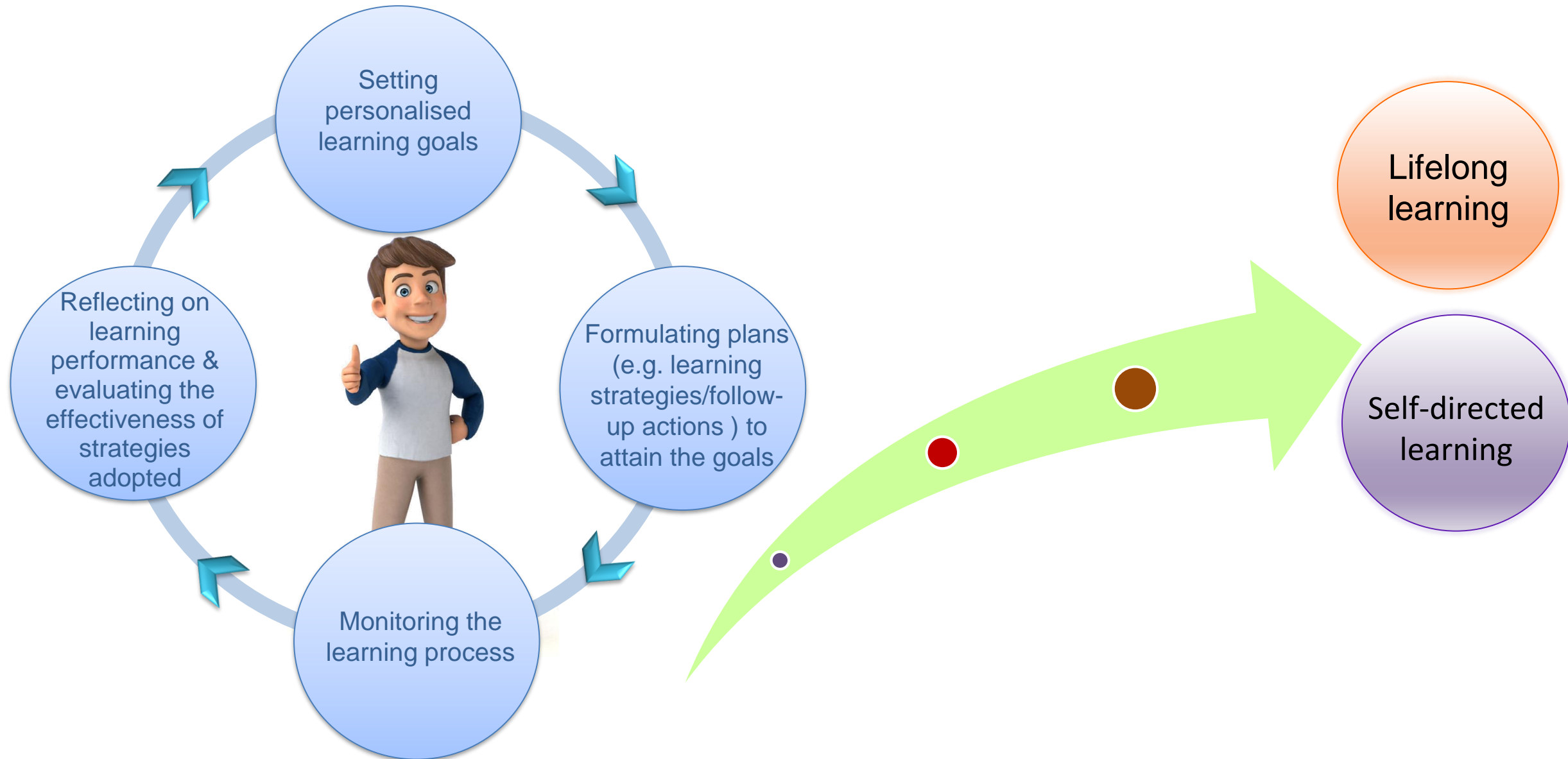
With appropriate use of the assessment data, pen and paper tests and exams can be adopted as formative assessment.

Purposes of Assessment

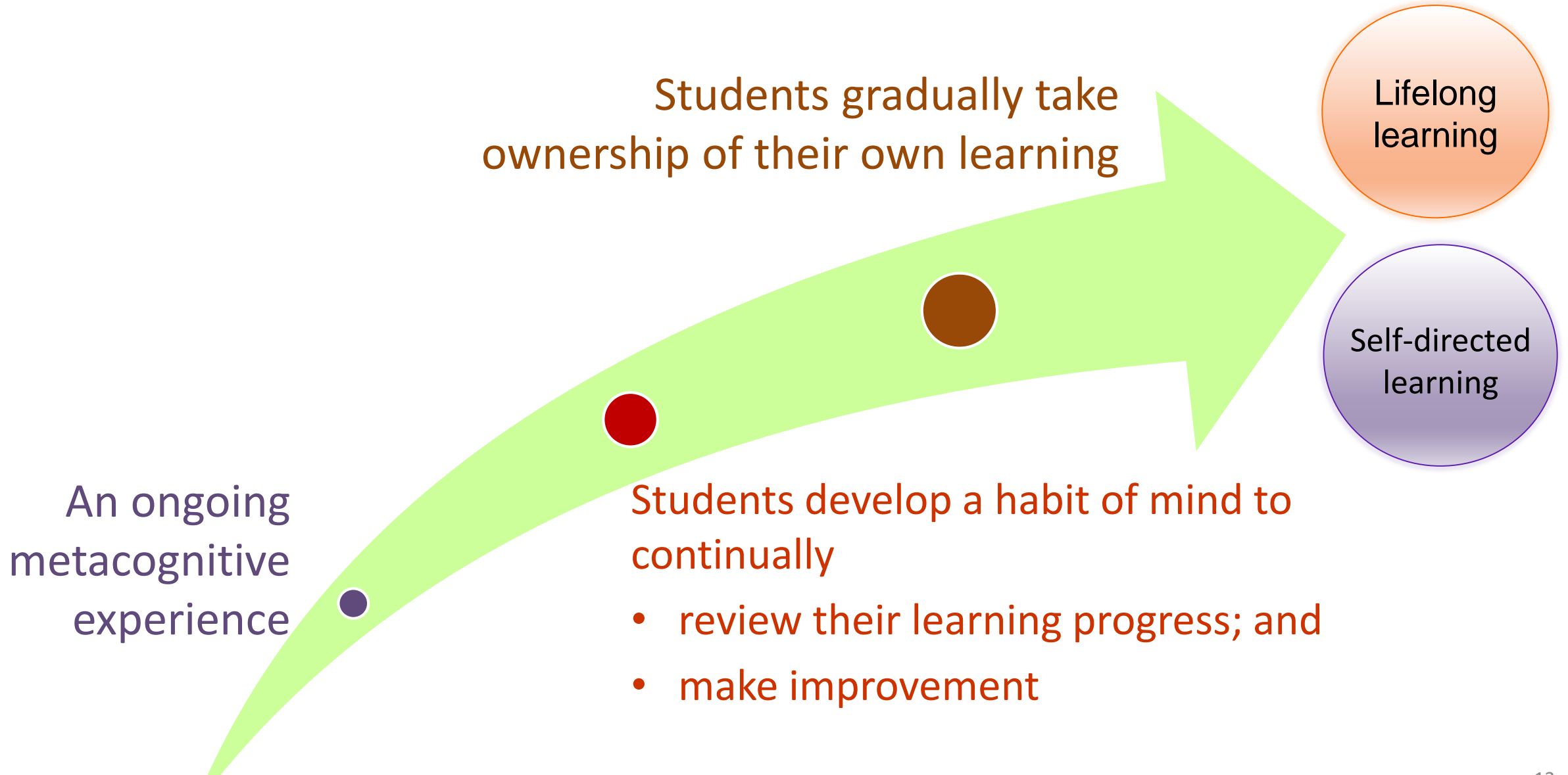
🌱 Shifting the Balance



Promoting Assessment as Learning



Promoting Assessment as Learning



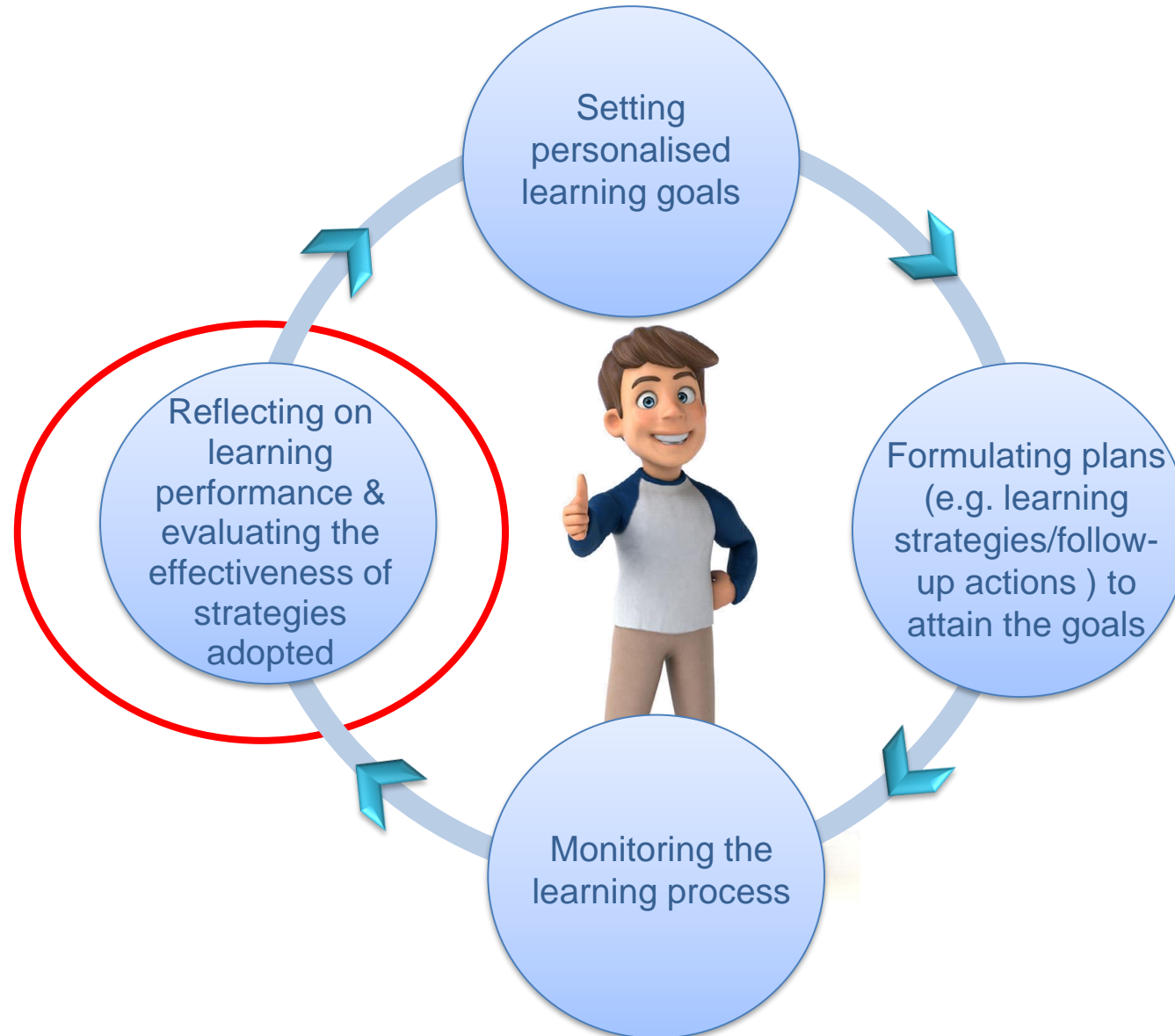
Use of Assessment Data to Enhance Curriculum Planning

Activity 2 (Discussion)

What reference tools (e.g. rubrics) do you make use of when providing students with feedback on their writing and speaking skills?



Reference Tools for Assessments



Reference Tools for Assessments

Student	Performance in writing
Billy	7 points
Kelly	7 points

- Do Billy and Kelly have the same learning performance and progress?
- Should Billy and Kelly set the same learning goals?

	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
Creative and relevant content			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Wide range of vocabulary	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>			
Logical development of ideas		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Understanding the LPF

The Learning Progression Framework (LPF) for English Language

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom activities and providing short, straightforward ideas of information centred around object, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, using at times non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies
Language							
Use predominantly formulaic language and simple words quite appropriately	Use some simple language forms and functions quite appropriately	Use some simple language forms and functions quite appropriately and accurately	Use simple language forms and functions quite appropriately and accurately	Use a small range of language forms and functions quite appropriately and accurately	Use a range of language forms and functions quite appropriately and accurately	Use a range of language forms and functions quite appropriately and accurately	Use a wide range of language forms and functions quite appropriately and accurately
Pronunciation, stress, rhythm and intonation							
Process simple words quite accurately	Process more words quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Underlying Principles							
<ol style="list-style-type: none"> Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example: <ul style="list-style-type: none"> showing interest in communicating, facilitating the listener, maintaining eye contact, speaking at a volume appropriate to the situation, enhancing own spoken texts with appropriate gestures and facial expressions, responding readily to others' questions, opinions or comments, and turn-taking in conversations and discussions. 							

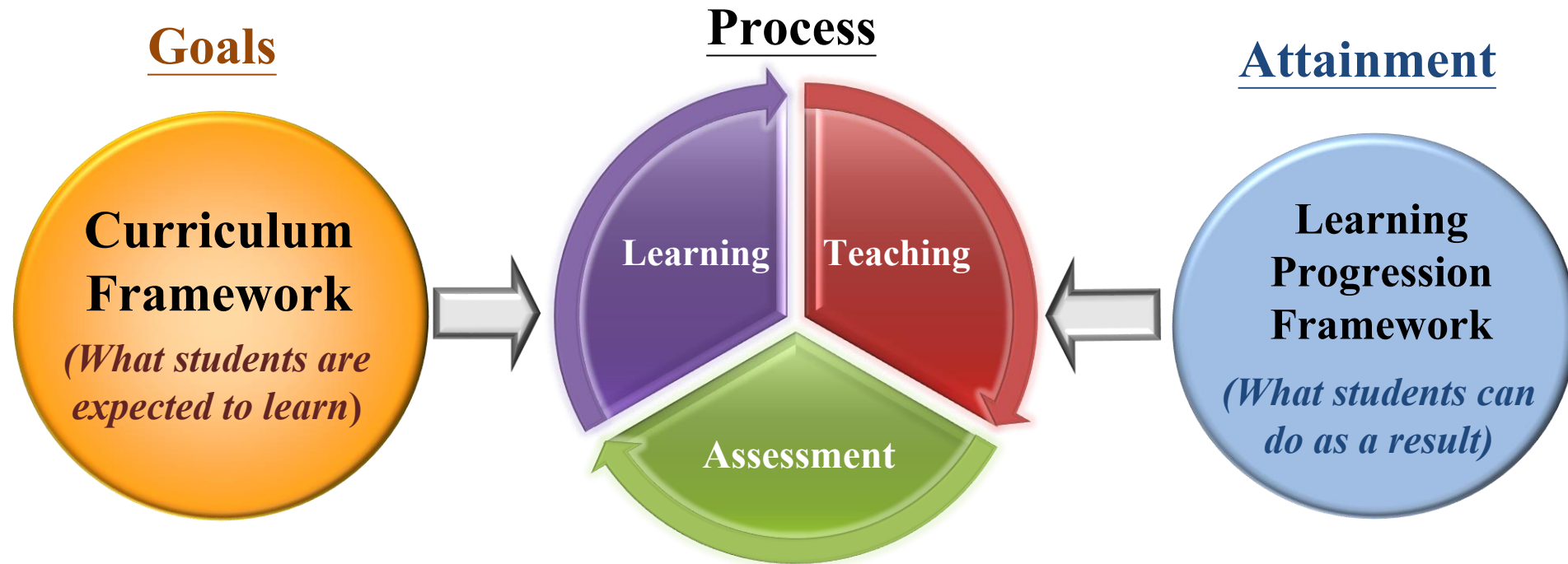
ATM = Attainment Milestone

The Learning Progression Framework for ENGLISH LANGUAGE (LISTENING)

The Learning Progression Framework for ENGLISH LANGUAGE (WRITING SKILLS)

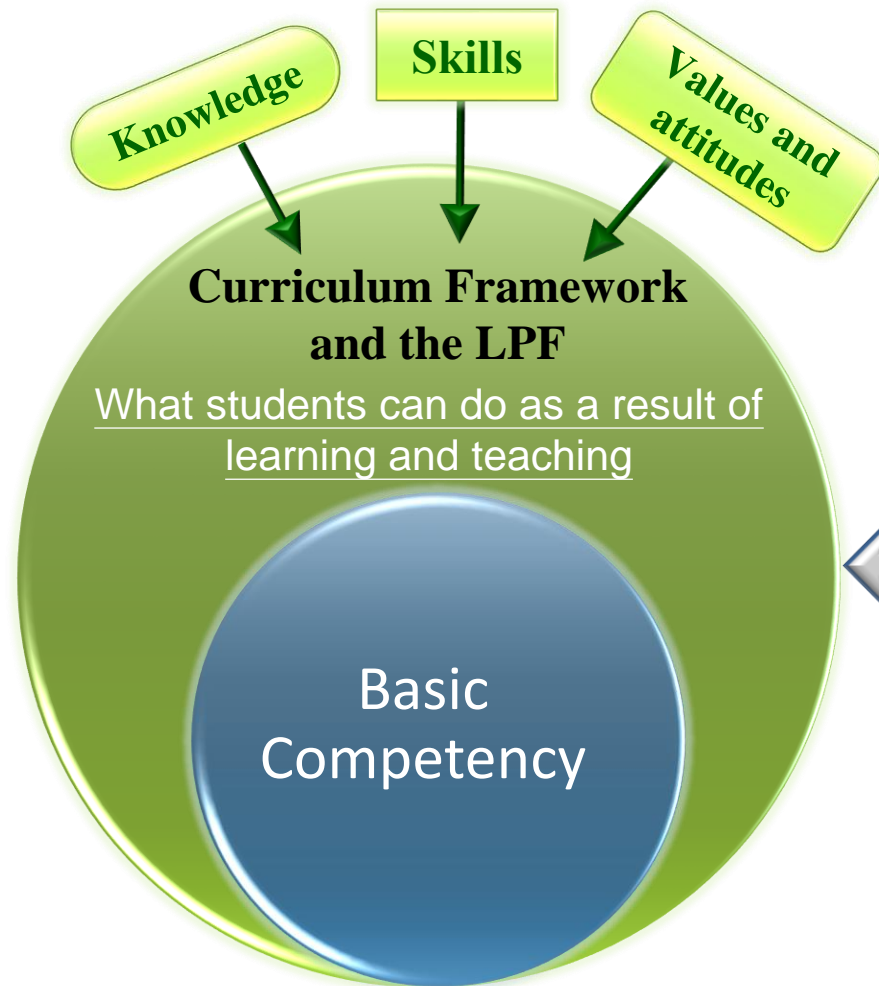
The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Curriculum Framework, Learning, Teaching and Assessment, and the LPF

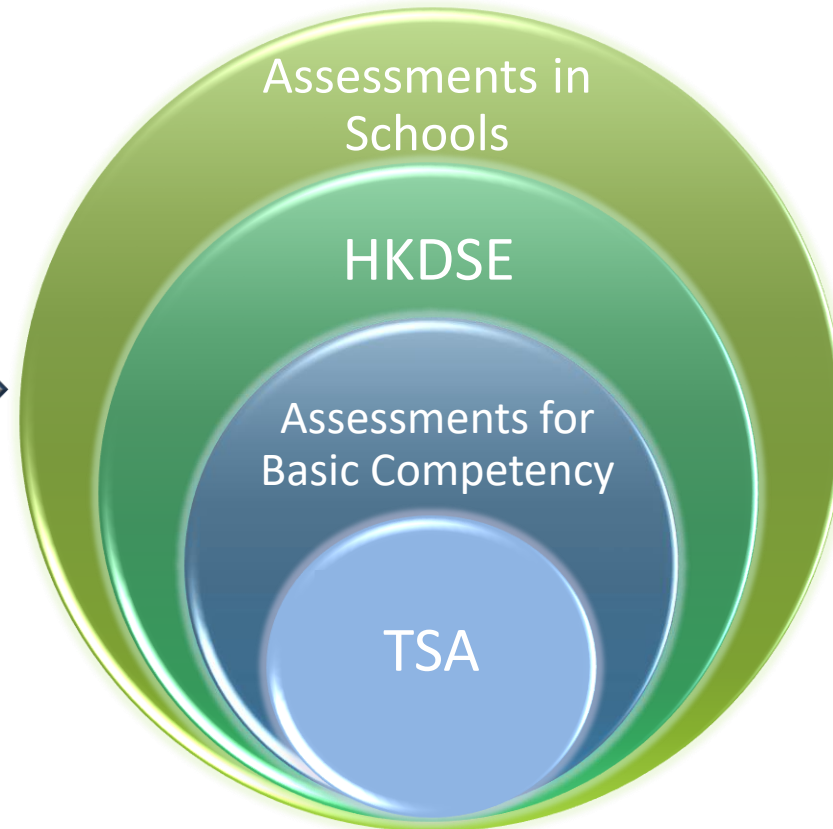


Curriculum Framework and Assessment

Curriculum Framework and Learning Progression Framework



Assessment for/as Learning



What is the LPF for English Language?

The LPF for English Language



represents the growth of learners on a developmental continuum as they work towards the Learning Targets and Learning Objectives of the English Language curriculum;

is made up of Learning Outcomes organised under the four language skills and divided into eight levels of attainment;

helps teachers better understand and articulate learners' performance; and

helps teachers plan strategically how to enhance English Language learning and teaching.

What are the Purposes of Developing the LPF?



To provide reference for understanding students' learning progress



To help schools plan and review the school English Language curriculum and L&T strategies



To help students progress along the learning continuum



Summative assessment /Benchmarking students

Understanding the Learning Progression

Activity 3 (Matching activity)

In groups,

- study the **Outcome Statements** for three levels of the LPF for Writing; and
- identify the three aspects in the **progression** of the Outcome Statements for Writing.

Understanding the Learning Progression

Activity 3 (Matching activity)

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions		Writing short texts to convey simple information, ideas and personal experiences on familiar topics		Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration		Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics		Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas		Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas		Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Language and Style

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats		Using simple language forms and functions, and simple formats quite appropriately and accurately		Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types		Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> complete formulaic expressions in greeting cards and birthday cards label familiar objects and animals write captions for drawings about their likes and dislikes 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write brief descriptions of objects, people, places or events write simple signs give a brief ending to simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write and reply to short and simple letters to share personal experiences write short and simple descriptions of objects, people, places and events write short and simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write and reply to simple letters to share personal experiences write simple descriptions of objects, people, places and events with some details write simple stories 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries write a range of simple texts to describe, recount, record, explain and propose with some supporting details write stories with a setting, a simple plot and simple characterisation 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details write a range of texts to describe, recount, record, explain, propose and summarise with supporting details write stories with a clear setting, and some development of plot and characters 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively write stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively 	<p>Pointers: <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> write formal letters for a range of purposes effectively write a range of texts for various purposes with supporting details effectively write stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

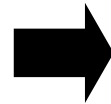
Progression of the Learning Outcomes

Activity 3 (Matching activity)

Content

ATM 2

Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics



ATM 4

Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration



ATM 7

Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration

Progression of the Learning Outcomes

Content

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information centred around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration

**Complexity of
information
and ideas**

Length of texts

**Familiarity
with topics**

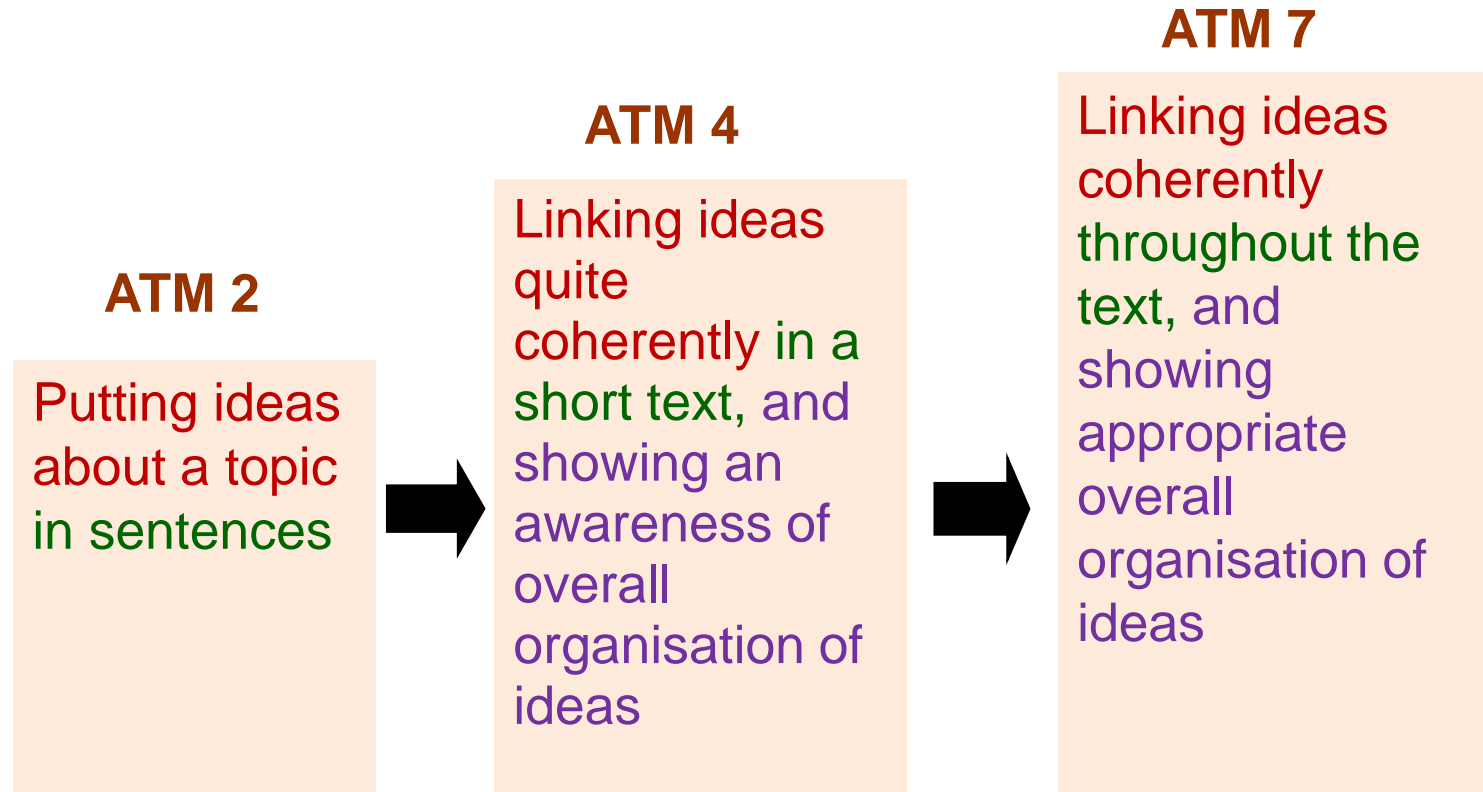
The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> list out their favourite things under different categories (e.g. toys, food) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> name people or things followed by some descriptions about them 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency arrange ideas in a short text using simple and limited means (e.g. sequencing events chronologically) to show a generally clear focus 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links using a small range of cohesive devices with some consistency arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus structure the text using paragraphs, including a brief introductory and/or concluding statement 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within some paragraphs using a range of cohesive devices with some consistency arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus structure the text using paragraphs, including an introduction, body and/or conclusion 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish links within and across paragraphs using a range of cohesive devices with some consistency arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus structure the text quite coherently using an organisational framework (e.g. introduction, body and conclusion) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a range of cohesive devices with consistency arrange ideas within and across paragraphs using different means (e.g. using comparison and contrast, creating suspense in stories) to show a clear focus structure the text coherently using an organisational framework (e.g. an introduction that sufficiently orients the reader to the topic, a body with a clear focus, and a conclusion that restates the topic) 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> establish strong links within and across paragraphs using a wide range of cohesive devices with consistency arrange ideas within and across paragraphs using different means effectively to engage the readers throughout the text structure the text effectively using an organisational framework (e.g. an introduction that effectively orients the reader to the topic, a body with a clear focus and logical progression of ideas, and a conclusion that effectively reinforces the topic)

Progression of the Learning Outcomes

Activity 3 (Matching activity)

Organisation



Progression of the Learning Outcomes

Organisation

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Organisation							
Putting words under appropriate headings/ topics	Putting ideas about a topic in sentences	Linking ideas quite coherently in a short text, or showing an awareness of overall organisation of ideas	Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing appropriate overall organisation of ideas	Linking ideas coherently throughout the text, and showing effective overall organisation of ideas

Linkage between ideas within and across paragraphs

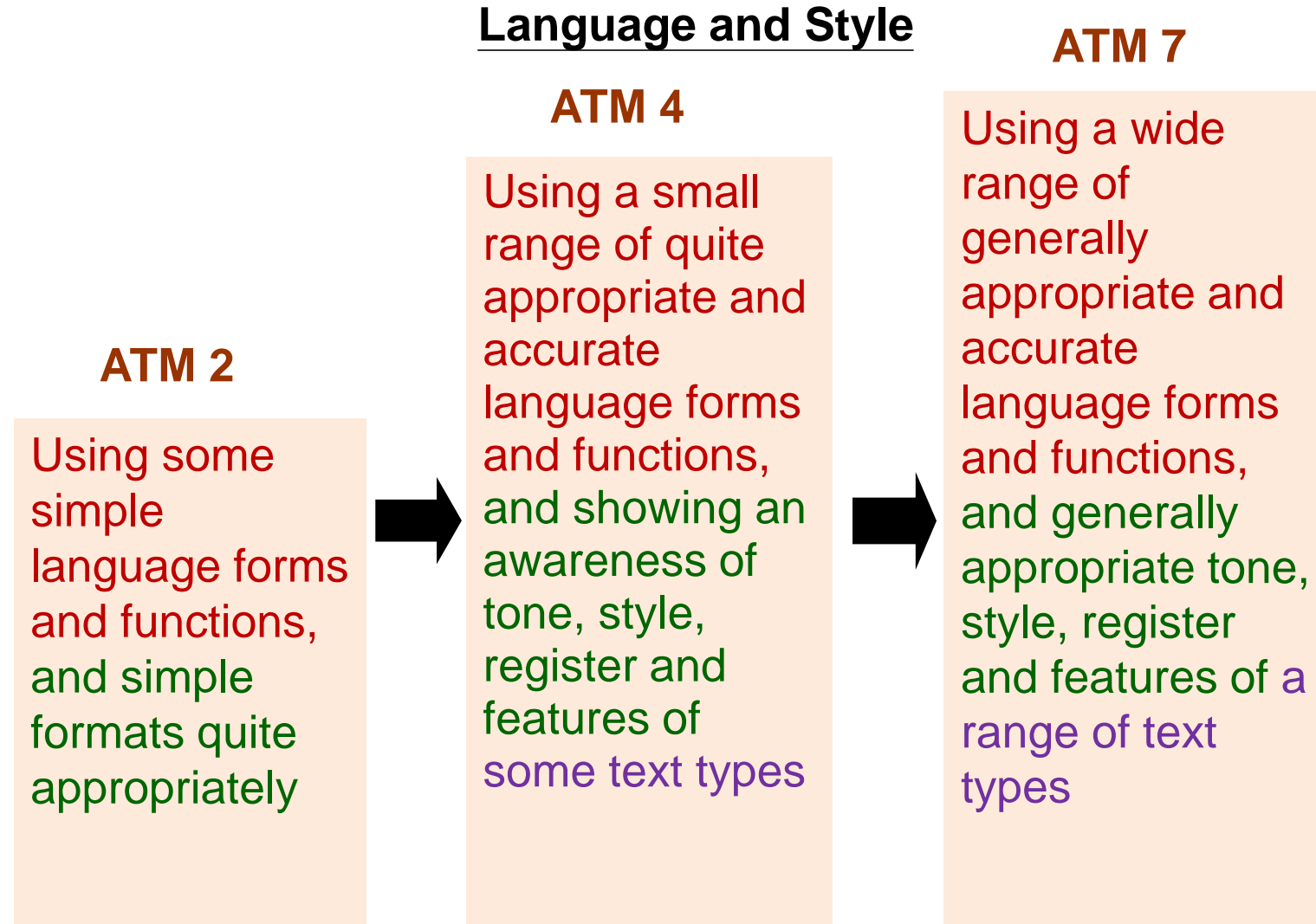
Overall organisation of ideas

The LPF for English Language (Writing)

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types
<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>	<i>Pointers Learners can, for example,</i>
<ul style="list-style-type: none"> use mainly formulaic expressions, single words or short phrases from school texts, with some words correctly spelt put the name of the sender and recipient in appropriate places in greeting cards write capital and small letters with consistency in size and shape 	<ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics, with some words correctly spelt use some simple adjectives to describe things and feelings with some consistency use mainly simple present tense to describe present states and habitual actions with some consistency use imperatives to express obligations and prohibitions with some consistency use line breaks and ordering (e.g. numbers, bullets) in listing use some common punctuation marks and capitalisation with some accuracy 	<ul style="list-style-type: none"> use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation use a small range of adjectives to describe things and feelings with some consistency use a small range of adverbs to describe time and manner with some consistency use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency use modals for some communicative functions (e.g. talk about abilities, obligations and prohibitions) with some consistency use appropriate salutation and closing in simple letters use most of the common punctuation marks with some accuracy 	<ul style="list-style-type: none"> use a small range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adjectives/ adjective phrases to describe and compare with some consistency use a small range of adverbs/ adverbial clauses for some communicative functions (e.g. concession, purpose) with some consistency use a small range of tenses with some consistency use modals for some communicative functions with consistency show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text use common punctuation marks with accuracy 	<ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct use a range of adverbs/ adverbial clauses for various communicative functions with some consistency use a range of tenses and the passive voice with some consistency use modals for a range of communicative functions with some consistency use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency 	<ul style="list-style-type: none"> use a range of vocabulary on familiar topics, with most words correctly spelt, word collocations generally correct, and some good choice of words use a range of adverbs/ adverbial clauses for various communicative functions with consistency use a range of tenses with consistency and the passive voice with some consistency use modals for a range of communicative functions with consistency use some stylistic features to support the purpose of text with consistency 	<ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and some good choice of words use a range of tenses and the passive voice with consistency use a range of stylistic features (e.g. use images in poetry, rhetorical questions in arguments) to support the purpose of text with consistency 	<ul style="list-style-type: none"> use a wide range of vocabulary on familiar and less familiar topics, with words correctly spelt, word collocations correct, and good choice of words use various tenses and the passive voice for various purposes with consistency use a range of stylistic features effectively to support the purpose of text

Progression of the Learning Outcomes

Activity 3 (Matching activity)



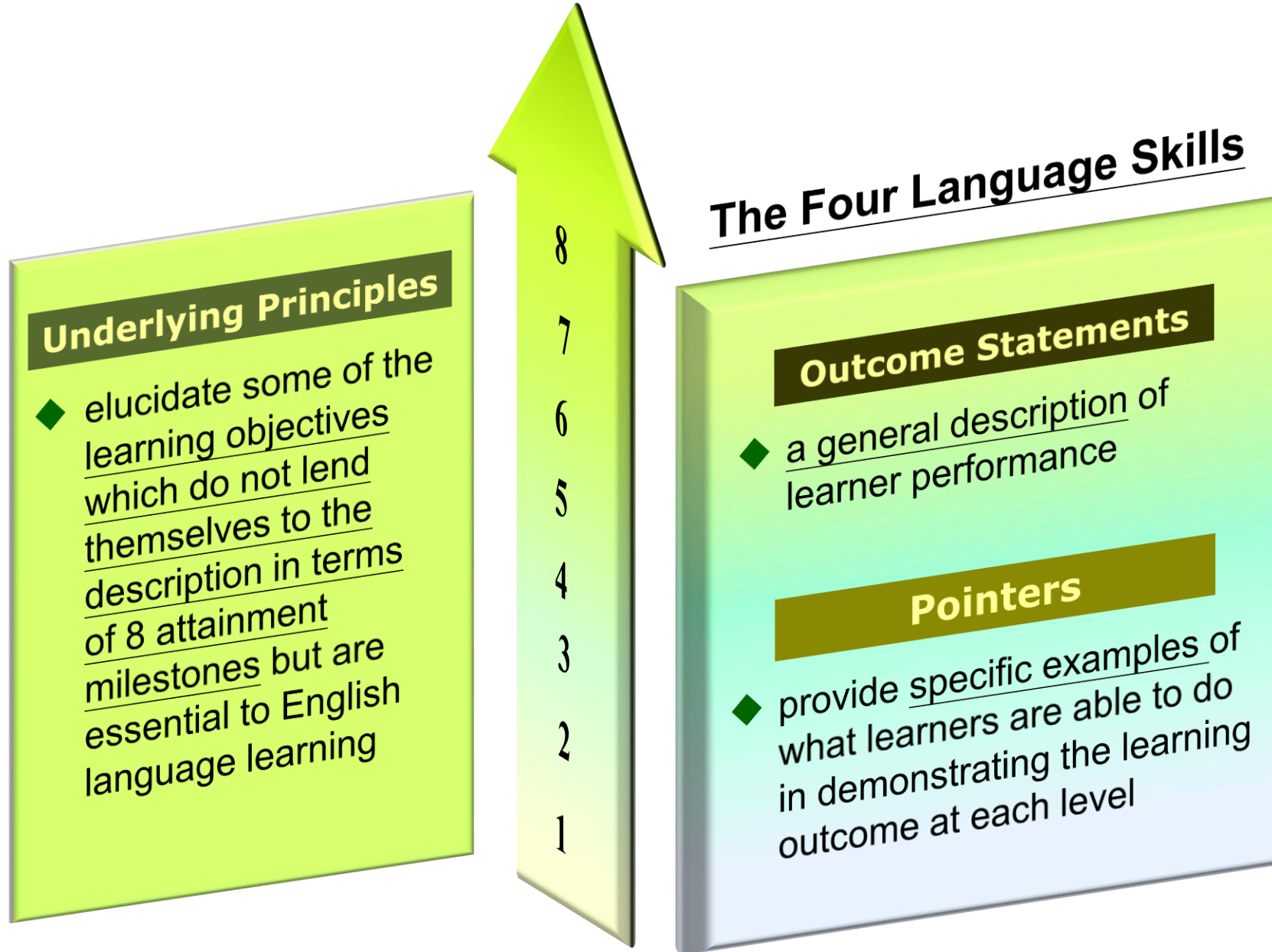
Progression of the Learning Outcomes

Language and Style

Writing – ATM 1	Writing – ATM 2	Writing – ATM 3	Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Learning Outcomes							
Language and style							
Using some simple words quite appropriately, and showing an awareness of some simple formats	Using some simple language forms and functions, and simple formats quite appropriately	Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types	Using a range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of some text types	Using a wide range of generally appropriate and accurate language forms and functions, and generally appropriate tone, style, register and features of a range of text types	Using a wide range of appropriate and accurate language forms and functions, and appropriate tone, style, register and features of a range of text types

Language forms and functions used at different levels of writing

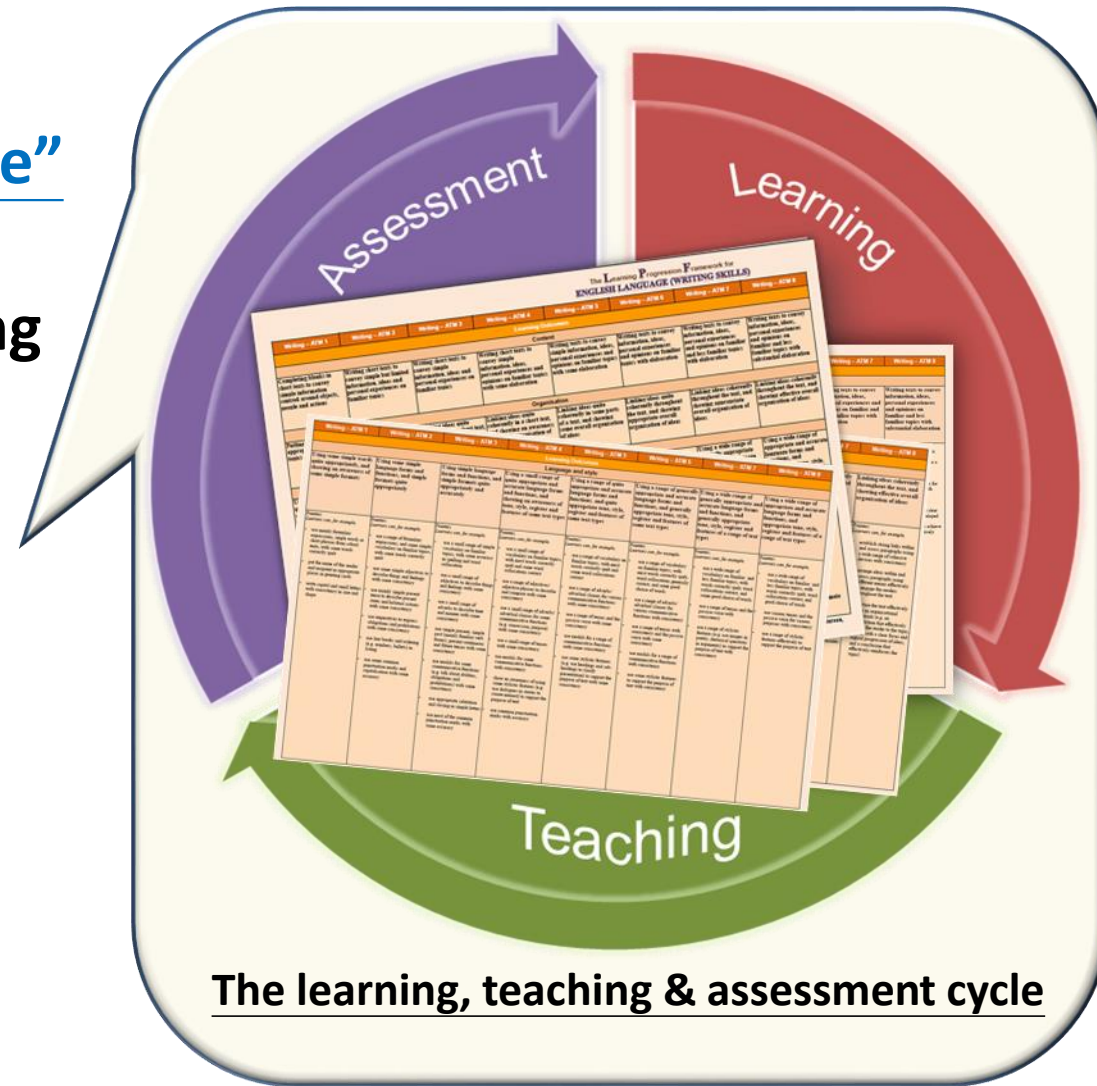
Structure of the LPF



Use of the **LPF for Writing**

Curriculum Planning

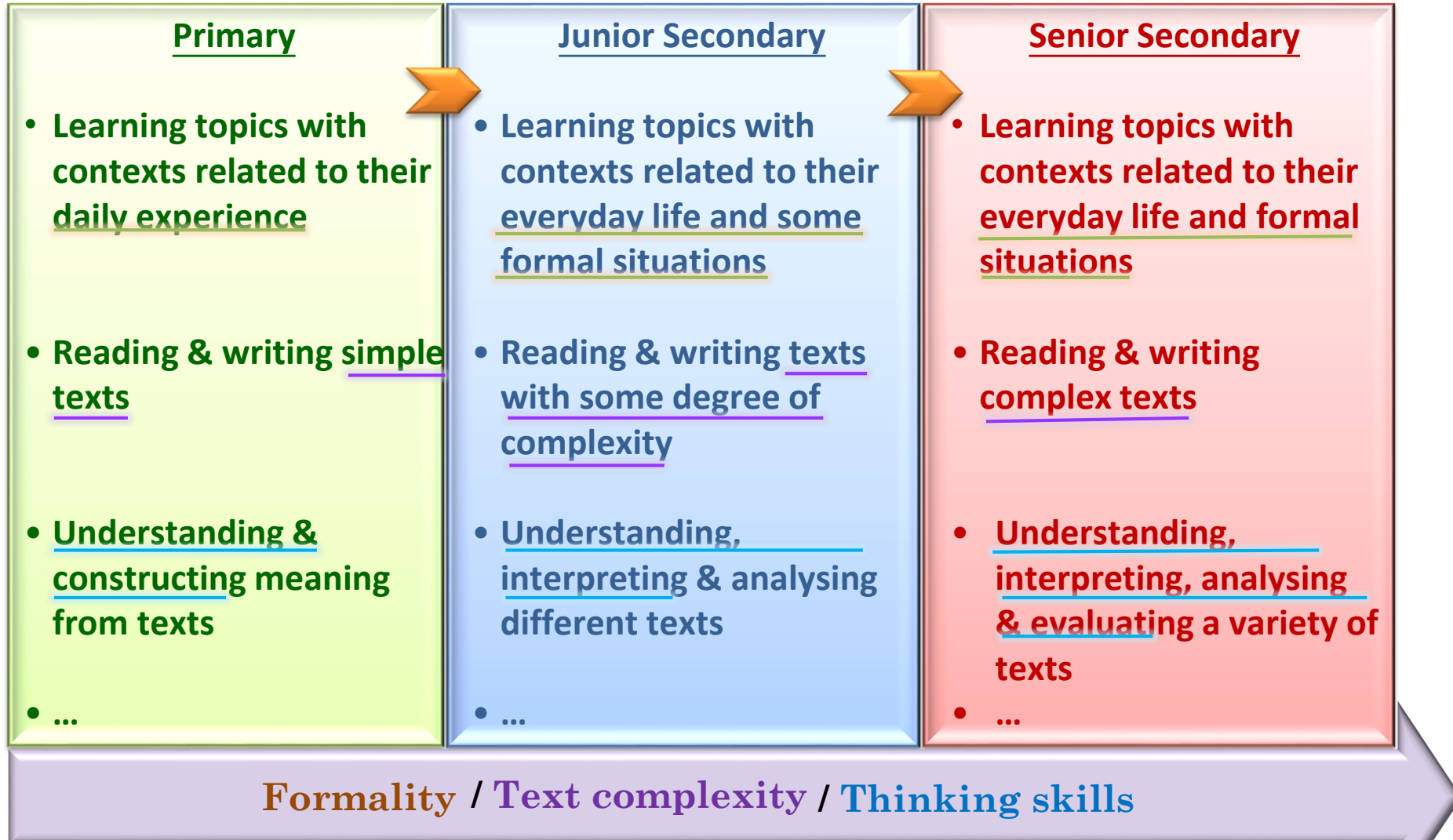
- Providing a common “language” and “tool” to facilitate professional discussions among teachers



Curriculum Planning

Enhancing the interface across key stages of learning

Curriculum Expectations in Literacy Development (English Language)



Curriculum Planning

- Ensuring that the range of tasks provided in the school writing programme covers a variety of purposes and text types
- Developing students' writing skills and strategies across levels



Curriculum Planning

Enhancing the interface across key stages of learning

Bridging the Gap for a Smooth Transition – Strengthening Connections and Progressions in the Secondary English Language Education Curriculum

Students need to adapt to changes in their school life while progressing from one key stage to the next. A smooth transition across key stages is a positive step forward in a student's learning journey and it helps build a firm foundation for success throughout their schooling. It is therefore crucial to strengthen curriculum continuity, prepare students well for the next key stage of learning, and equip them with the language knowledge and skills to meet the challenges ahead.

Why is a smooth transition important?

Equipping students for learning challenges

As students progress from the primary to the secondary level, the language and cognitive demands in learning grow. They are expected to communicate more abstract and complex ideas in a variety of contexts using more advanced language items and structures. While they need to cope with increasingly complex texts as they progress along the English Language Education curriculum, they may also need to acquire language skills for academic purposes, which may involve the use of more subject-specific vocabulary and more complicated sentence structures to perform different rhetorical functions, to support them in learning across the curriculum.

Catering for learner diversity

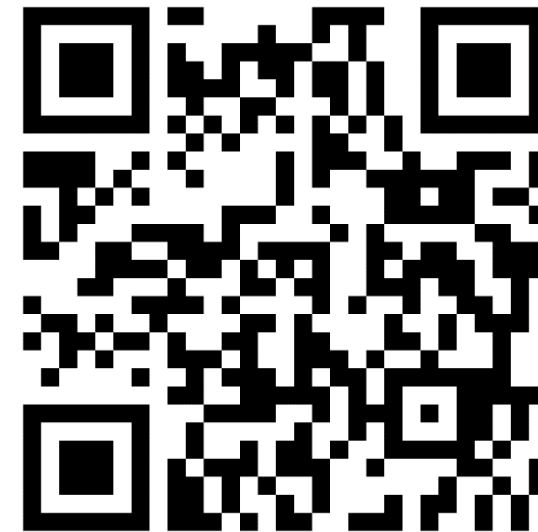
Senior Secondary Level
Core subject: English Language
Elective subject: Literature in English

Learning non-language subjects through English

English-related Applied Learning courses

With a view to catering for students' learning needs, interests and aspirations and stretching their potential, learning experiences essential to broadening and enriching students' English knowledge, skills and experience for further studies and vocational and professional training should be provided. Schools should consider offering an English-related elective subject and/or Applied Learning courses at the senior secondary level to complement and enrich English learning and plan holistically to prepare students well for taking these electives.

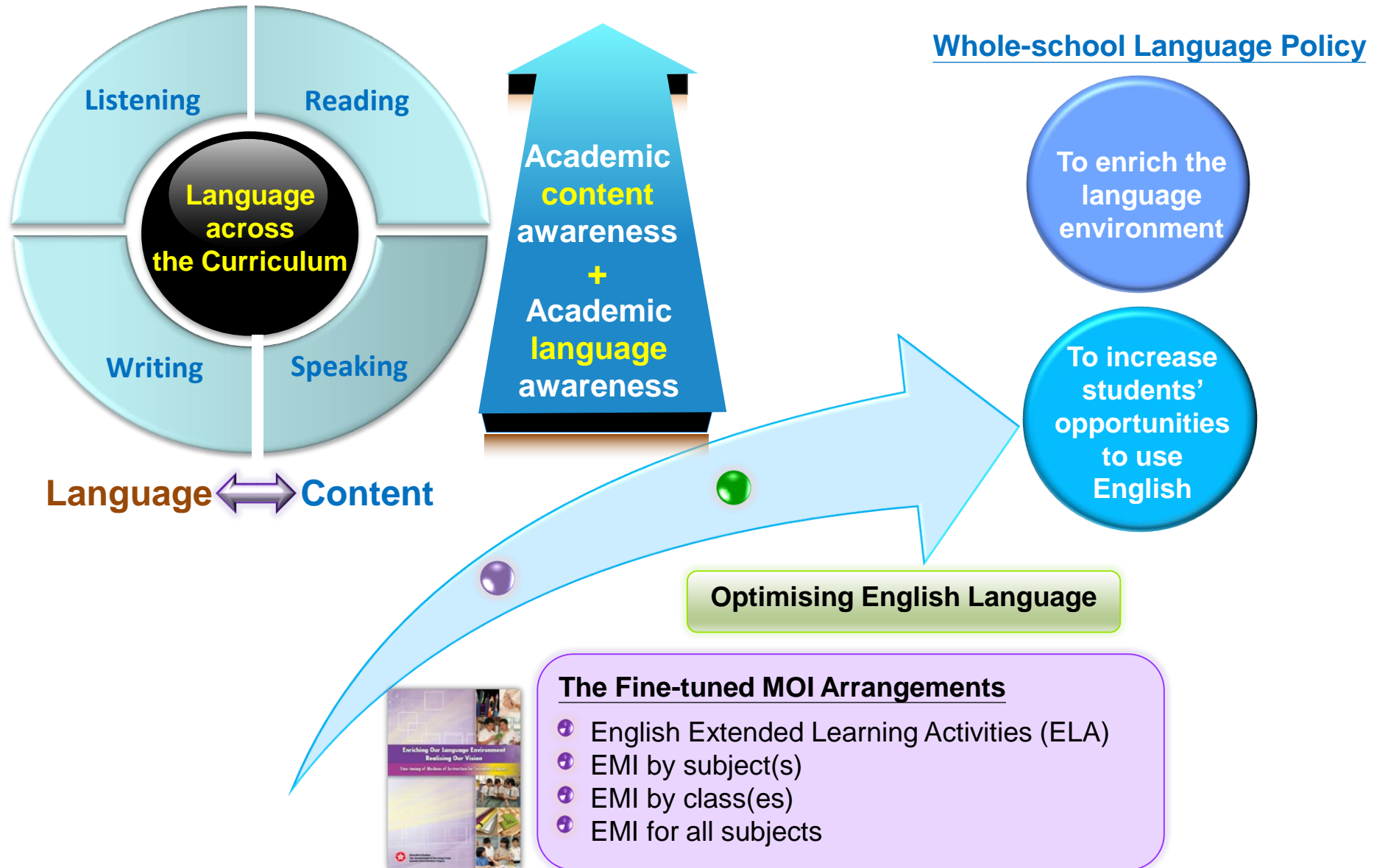
Leaflet on "Bridging the Gap for a Smooth Transition - Strengthening Connections and Progressions in the Secondary English Language Education Curriculum"



https://www.edb.gov.hk/bridging_the_gap

Curriculum Planning

Enhancing the interface across key stages of learning



Curriculum Planning

Enhancing the interface across key stages of learning

Writing across the Curriculum

Context	Science
Rhetorical function	To compare/contrast
Related language items	<i>Both, Like/Unlike, But</i>

Similarities:

(a) Both respiration and burning have the same word equation.

(b) Like respiration, burning ~~will also~~ produces heat energy.

Differences

(c) Unlike burning, respiration can be controlled.

(d) Burning occurs outside living cells but respiration occurs inside living cells.

Curriculum Planning

Enhancing the interface across key stages of learning

Writing across the Curriculum

Context	History
Rhetorical function	To compare/contrast
Related language items	<i>but, bigger (comparative adjective), however, while</i>

compare the conditions before and after the Industrial Revolution.

1. Before the Industrial Revolution, the farms were small but after the revolution, the farms became bigger.
2. People travelled on foot, on horseback or in coaches before the revolution, however, people travelled on steamships and railway trains after the revolution.
3. Animals and water energy were sources of energy before the revolution while steam-engines were the source of energy after the revolution.

Curriculum Planning

Enhancing the interface across key stages of learning

Providing opportunities to support students in **Writing across the Curriculum**

An example

Primary

Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Learning Outcomes							
Content							
Completing blanks in short texts to convey simple information received around objects, people and actions	Writing short texts to convey simple but limited information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas and personal experiences on familiar topics	Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration
Practices Learners can, for example: <ul style="list-style-type: none">complete familiar responses in printed texts and booklets (such as)label familiar objects and animalswrite captions for drawings about their likes and dislikes	Practices Learners can, for example: <ul style="list-style-type: none">write brief descriptions of objects, people, places or eventswrite simple signsgive a brief ending to simple stories	Practices Learners can, for example: <ul style="list-style-type: none">write and reply to short simple letters to share personal experienceswrite short and simple descriptions of objects, people, places and eventswrite short and simple stories	Practices Learners can, for example: <ul style="list-style-type: none">write and reply to simple letters to share personal experienceswrite simple descriptions of objects, people, places and events with some detailswrite simple stories	Practices Learners can, for example: <ul style="list-style-type: none">write some formal letters to make simple requests and responseswrite a range of simple texts to describe recent, current, describe, recount, record, explain and progress with some supporting detailswrite stories with a setting, a simple plot and simple characters	Practices Learners can, for example: <ul style="list-style-type: none">write some formal letters to make requests and responses with supporting detailswrite a range of texts to describe, recount, record, explain, progress, compare, review, compare and contrast with supporting details, some effectivelywrite stories with a clear setting, and development of plot and characters	Practices Learners can, for example: <ul style="list-style-type: none">write formal letters for a range of purposes, quite effectivelywrite a range of texts to describe, recount, record, explain, progress, compare, review, compare and contrast with supporting details, quite effectivelywrite stories with a clear setting, and development of plot and characters to achieve the purpose quite effectively	Practices Learners can, for example: <ul style="list-style-type: none">write formal letters for a range of purposes, quite effectivelywrite a range of texts for various purposes, with supporting details, effectivelywrite stories with a clear setting, a well-developed plot and good characterisation to achieve the purpose effectively

Junior Secondary

Senior Secondary

Curriculum Planning


Enhancing the interface across key stages of learning

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content				
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> write and reply to simple letters to share personal experiences 	<ul style="list-style-type: none"> write some formal letters to make simple requests and enquiries 	<ul style="list-style-type: none"> write some formal letters to make requests and applications with supporting details 	<ul style="list-style-type: none"> write formal letters for a range of purposes quite effectively 	<ul style="list-style-type: none"> write formal letters for a range of purposes effectively
<ul style="list-style-type: none"> write simple descriptions of objects, people, places and events with some details 	<ul style="list-style-type: none"> write a range of simple texts to describe, recount, record, explain and propose with some supporting details 	<ul style="list-style-type: none"> write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<ul style="list-style-type: none"> write a range of texts to <u>describe, recount, record, explain, propose, summarise, review, compare and contrast</u> with supporting details quite effectively 	<ul style="list-style-type: none"> write a range of texts for various purposes with supporting details effectively

Increase in formality



The learning & teaching of rhetorical functions



Curriculum Planning

Enhancing the interface across key stages of learning

Examples of Rhetorical Functions and their Related Language Items Commonly Found across KLAs

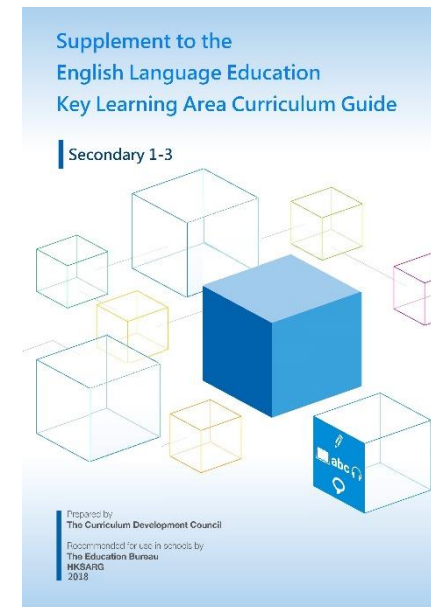
Examples of Rhetorical Functions	Language Items (Examples)	Examples
Comparing/Contrasting	“However”, “on the contrary”, “similarly”	<i>Some historians think that the paintings had entertainment functions. <u>However</u>, these paintings were usually found at...</i> (PSHE)
Sequencing	“After”, “before”, “then”	<i>Clean the food thoroughly <u>before</u> cooking...</i> (TE)
Explaining	“Since”, “because of”, “as a result (of)”	<i><u>As a result</u>, more sulphur dioxide is produced...</i> (SE)
Describing	Adjectives, relative clauses	<i><u>Larger</u> current makes the bulb <u>brighter</u>...</i> (SE)
Defining	“Refers to”, “is known as”	<i>Osmosis <u>refers to</u> the diffusion of fluid...</i> (SE)
Making suggestions	“Can”, “may”, “suggest”	<i>The government <u>can</u> make better use of the land through...</i> (PSHE)
Giving instructions	Imperatives	<i><u>List</u> the characteristics of the four phases in the long jump...</i> (PE)
Presenting facts	Present tense	<i>A computer system <u>consists of</u>...</i> (TE)
Presenting past events	Past tense	<i>The waltz <u>was</u> originally a peasant dance in Austria...</i> (AE)
Making assumption	Conditional clauses, “let”, “suppose”	<i><u>Suppose</u> Jane’s salary is \$10,000 now. What is the percentage of...</i> (ME)

Note: Key Learning Areas

ME: Mathematics Education; PSHE: Personal, Social and Humanities Education;

SE: Science Education; TE: Technology Education; AE: Arts Education;

PE: Physical Education



CDC Supplement to the English Language Education Key Learning Area Curriculum Guide (Secondary 1 — 3) 2018 – Chapter 6

Curriculum Planning

Enhancing the interface across key stages of learning

An example



Writing objectives

- write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively

Integrating [Writing across the Curriculum](#) in the English Language Curriculum

Writing – ATM 6	Writing – ATM 7	Writing – ATM 8
Content		
Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar and less familiar topics with substantial elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> • write some formal letters to make requests and applications with supporting details • write a range of texts to describe, recount, record, explain, propose and summarise with supporting details 	<ul style="list-style-type: none"> • write formal letters for a range of purposes quite effectively • write a range of texts to describe, recount, record, explain, propose, summarise, review, compare and contrast with supporting details quite effectively 	<ul style="list-style-type: none"> • write formal letters for a range of purposes effectively • write a range of texts for various purposes with supporting details effectively

Curriculum Planning

🌿 Enhancing the interface across key stages of learning

Activity 4

Study the excerpt from a text below. Can you identify some learning focuses to support students in **learning across the curriculum**?

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

Curriculum Planning

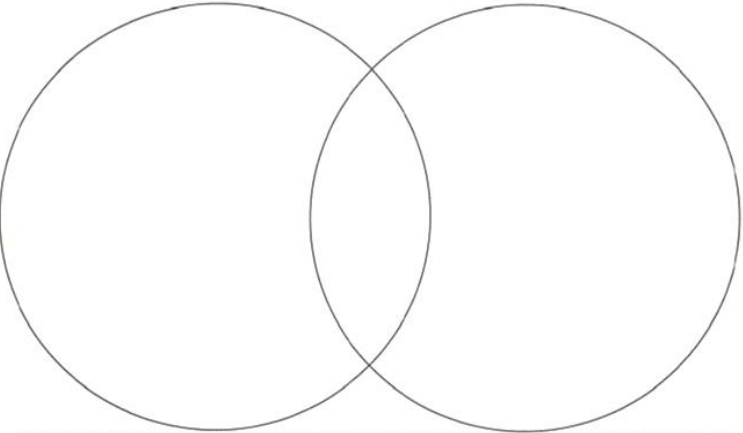
Enhancing the interface across key stages of learning

Integrating **Writing across the Curriculum** in the English Language Curriculum, e.g.

After reading

3. Complete the Venn diagram with the information in the box below / using information from the passage

Chinese parents Western parents



1. Don't allow children to do sports or drama 2. Believe that learning should be fun
3. Believe that they know what is best for their children
4. Have strong beliefs about parenting 5. Want their children to feel good about themselves
6. Accept that their children's academic performance may not be excellent
7. Want to do what's best for their children 8. Allow children a free choice of interests and activities
9. Think that academic results are the most important 10. Criticise their children to motivate them

Making use of a graphic organiser (i.e. a Venn diagram) to deconstruct

- the **main ideas** of the reading text; and
- the **rhetorical function** “to compare/contrast”.

Curriculum Planning

🌿 Enhancing the interface across key stages of learning

Making use of a **graphic organiser** (i.e. a Venn diagram) to deconstruct

➤ the **main ideas** of the reading text; and

After reading

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9. Think that academic results are the most important 10. Criticise their children to motivate them

Focussing on Content

To compare:

- the **differences** between Chinese and western parents
- the **similarities** between Chinese and western parents
- the **main ideas** of the reading text

Curriculum Planning

Enhancing the interface across key stages of learning

Drawing students' attention to

Focussing on Language

- the **communicative/rhetorical function**, i.e. “to compare/contrast”
- the **related language items**, e.g. “*both*”, “*compared to*”, “*more/-er...than*”, “*however/but*”, “*on the other hand*”

Chinese or Western Parenting: Which is Best for You?

...Ms Chua was both too strict with her children and too critical of western parenting methods...

...Instead, they said that “good parents make sure their children get top grades”...

...Other studies show that, compared to western parents, Chinese parents spend 10 times longer every day doing homework and other academic activities with their children...

...Chinese parents, however, believe that they know best for their children, and therefore make their choices of activities and courses of study for them...Chinese parents, on the other hand, believe that their children can...

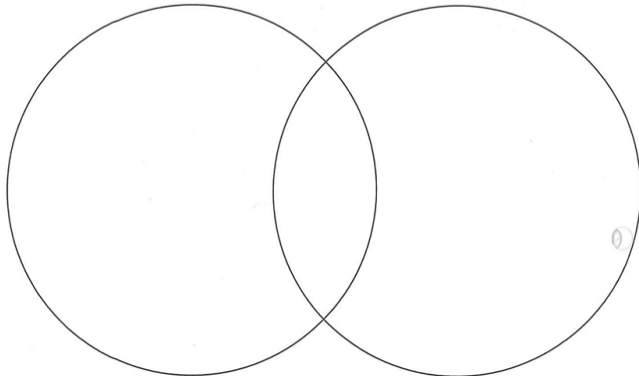
Curriculum Planning

Enhancing the interface across key stages of learning

Integrating **Writing across the Curriculum** in the English Language Curriculum, e.g.

You can use the Venn diagram below to organise your ideas:

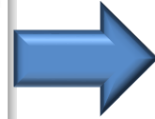
Amy Chua's "typical" Chinese parents vs My parents / most parents in Hong Kong



Useful expressions

Similarities
Both types of parents...
Like the "typical" Chinese parents, my parents also.....

Differences
By contrast,...
On the other hand
However
Compared to Western parents, Chinese parents are much stricter
Instead of making me play music, they let me do sports



I'm certain that it's just a stereotype. Sure, a lot of parents from China are strict compared to the ones from the west. But as you know, I'm from Hong Kong but unlike Amy Chua, my parents aren't that strict! My parents allow me to participate in extracurricular activities and I can watch the TV whenever I want!

Race doesn't determine whether western or Chinese students are good at Mathematics or not. Both western and Chinese parents wish their kids to do their best at school, maybe the Chinese students just happen to work harder than western students!

In this case, it doesn't involve the parents.

Guiding students to plan for their writing task using a Venn diagram

Apply the language items to compare the different views and behaviour between Amy's parents and the students' parents in the writing task

Curriculum Planning

Enhancing the interface across key stages of learning

Curriculum Mapping

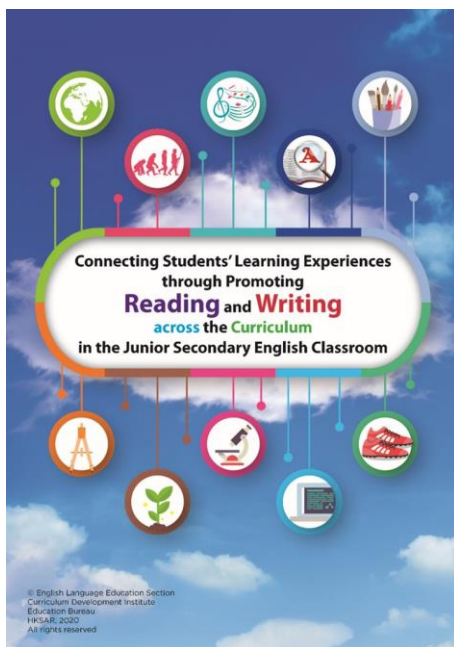
	Secondary 2	English Language	History	Science
R e a d i n g ↓ W r i t i n g	Learning and teaching strategies	Use of visual representation (e.g. a Venn diagram) to help students deconstruct the text		
	Rhetorical functions	To compare/contrast		
	Language items	<u>Showing similarities</u> <i>Both, like, similarly</i>	<u>Showing differences</u> <i>Unlike, while, however/but, instead of</i>	
	Teaching focus	Introducing the forms and functions of the target language items	Reinforcing the use of the target language items	
	Topic	Cultures of the World	Industrial Revolution	Respiration
	Providing relevant contexts for the application of the target language items (e.g.)	<i>“Unlike western parents, Hong Kong parents tend to focus much on their children’s academic performance...”</i>	<i>“Water power was a source of energy before the Industrial Revolution, while the steam engine has become an important source of energy after the Revolution...”</i>	<i>“Like respiration, burning also produces heat energy...”</i>

Curriculum Planning

🌱 Enhancing the interface across key stages of learning

More examples

(Junior Secondary Level)



https://www.edb.gov.hk/RWaC_JS


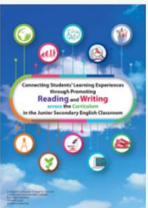
(Senior Secondary Level)



https://www.edb.gov.hk/Academic_English

References for Cross-curricular Learning

References and Resources (Secondary Level) - Cross-curricular Learning

Cross-curricular Learning	Year
	SOWIT Videos Resource Kit (Part I) 2021 (Online)
	Connecting Students' Learning Experiences through Promoting Reading and Writing across the Curriculum in the Junior Secondary English Classroom 2020 (Print/Online)



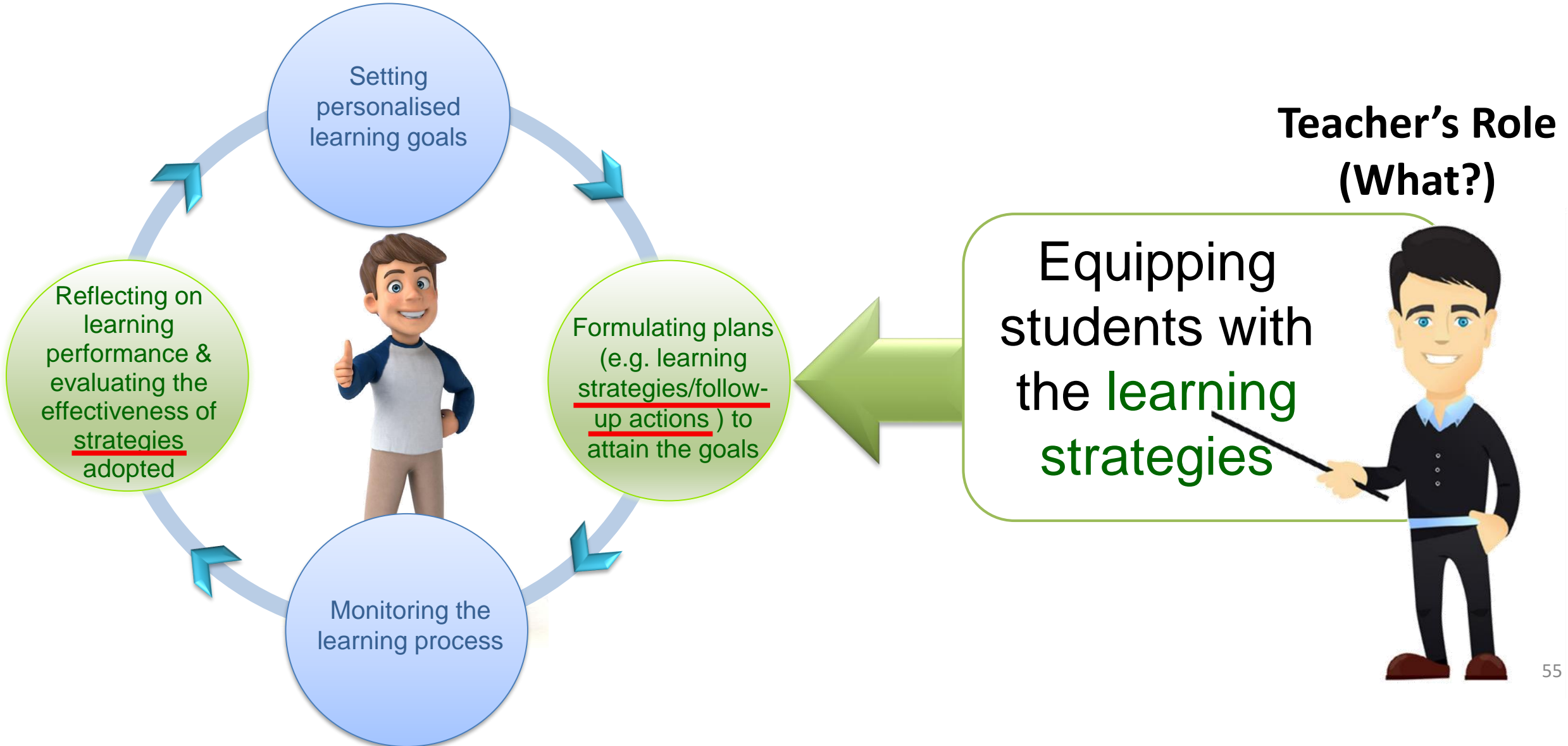
http://www.edb.gov.hk/values_ed_ele



<https://www.edb.gov.hk/sow>

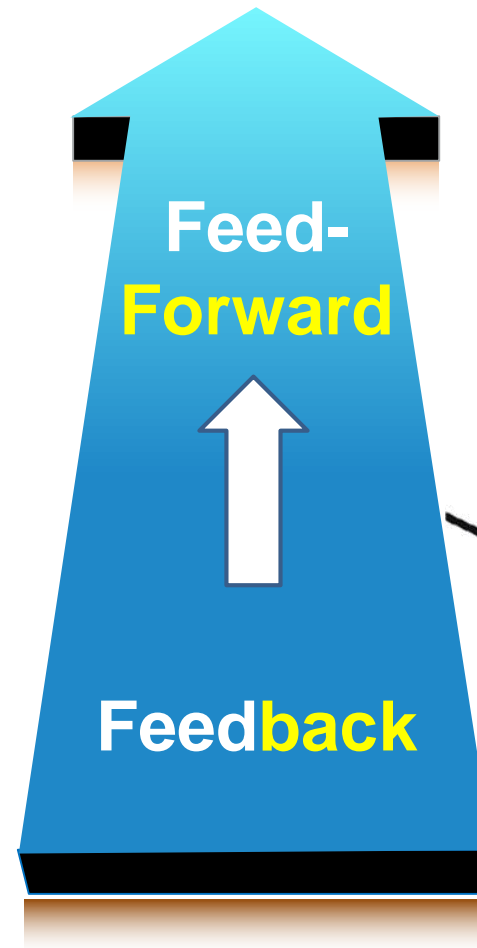
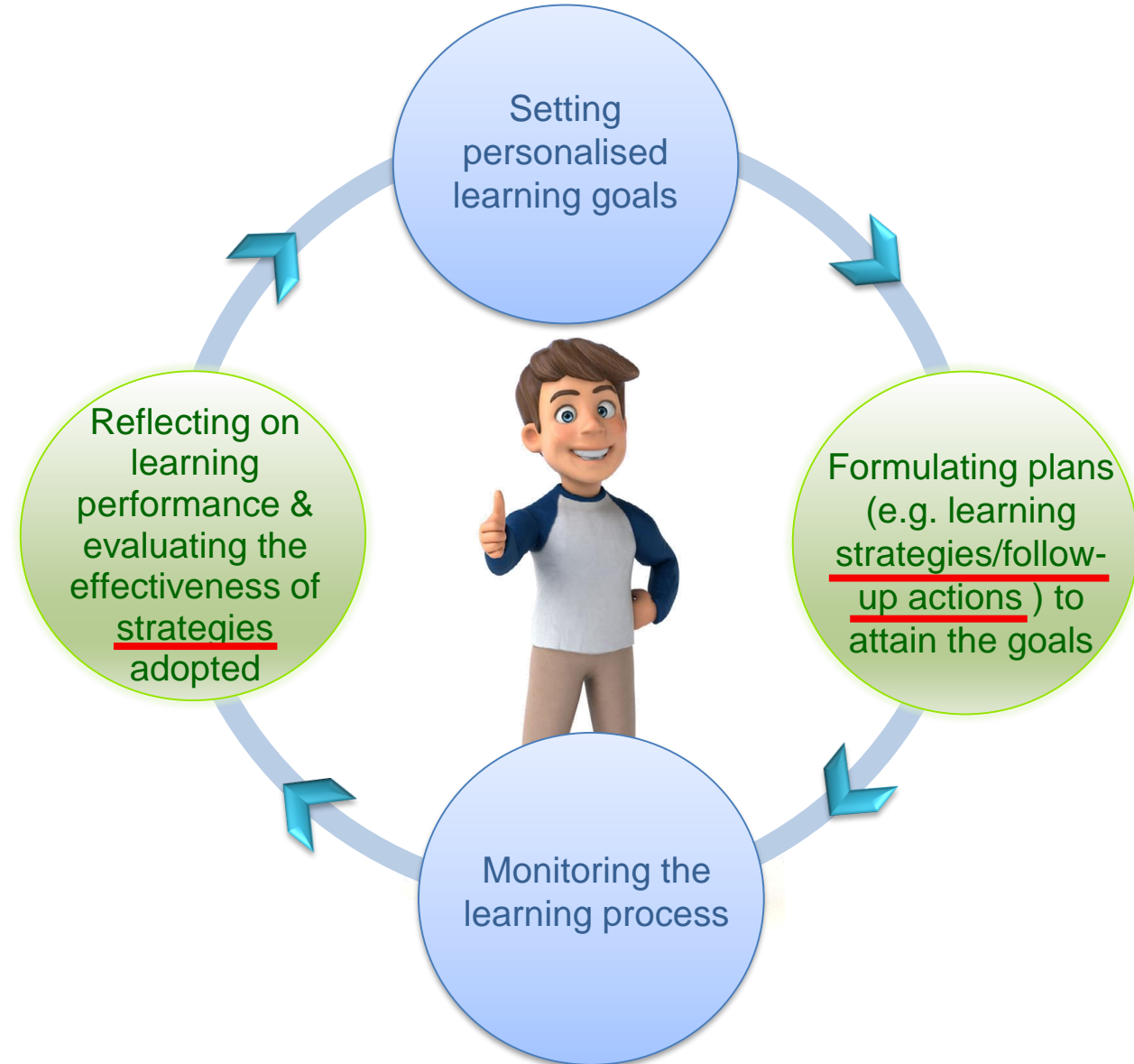
Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning

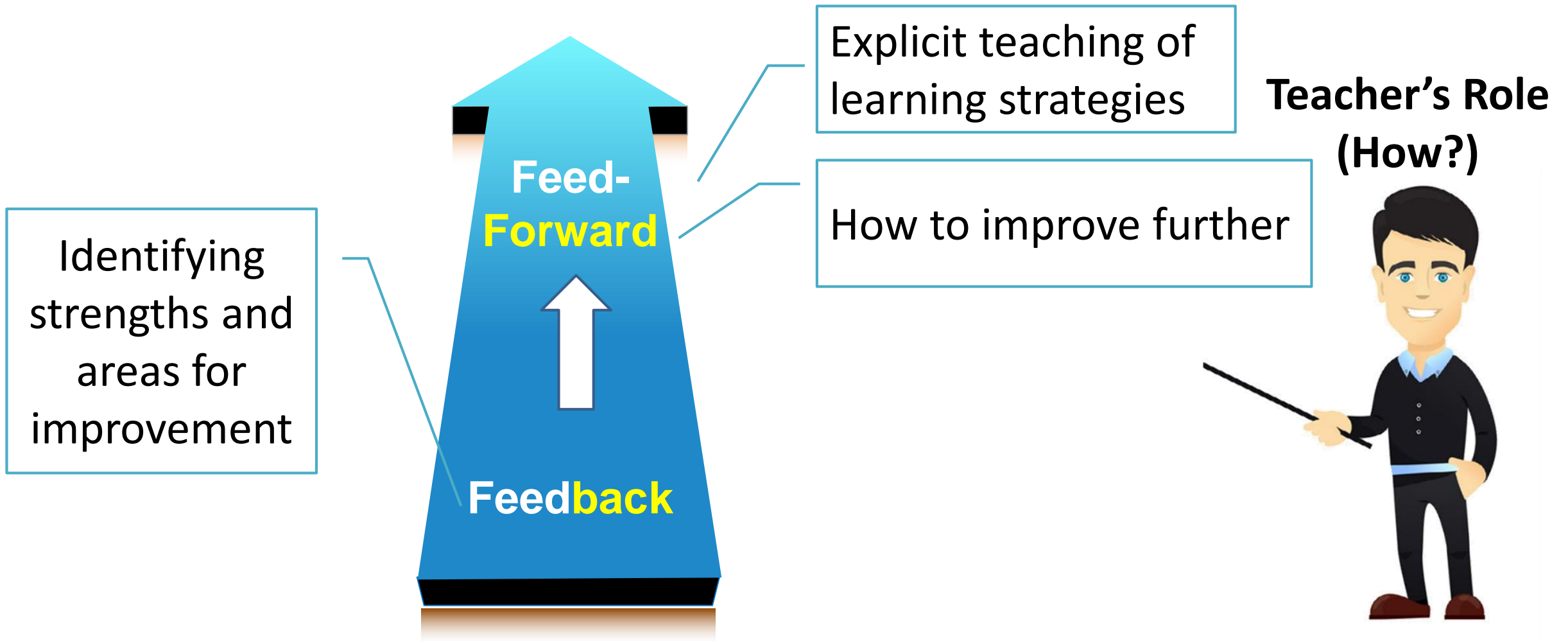


Teacher's Role (How?)



Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work

What do the students need to do in order to get there?

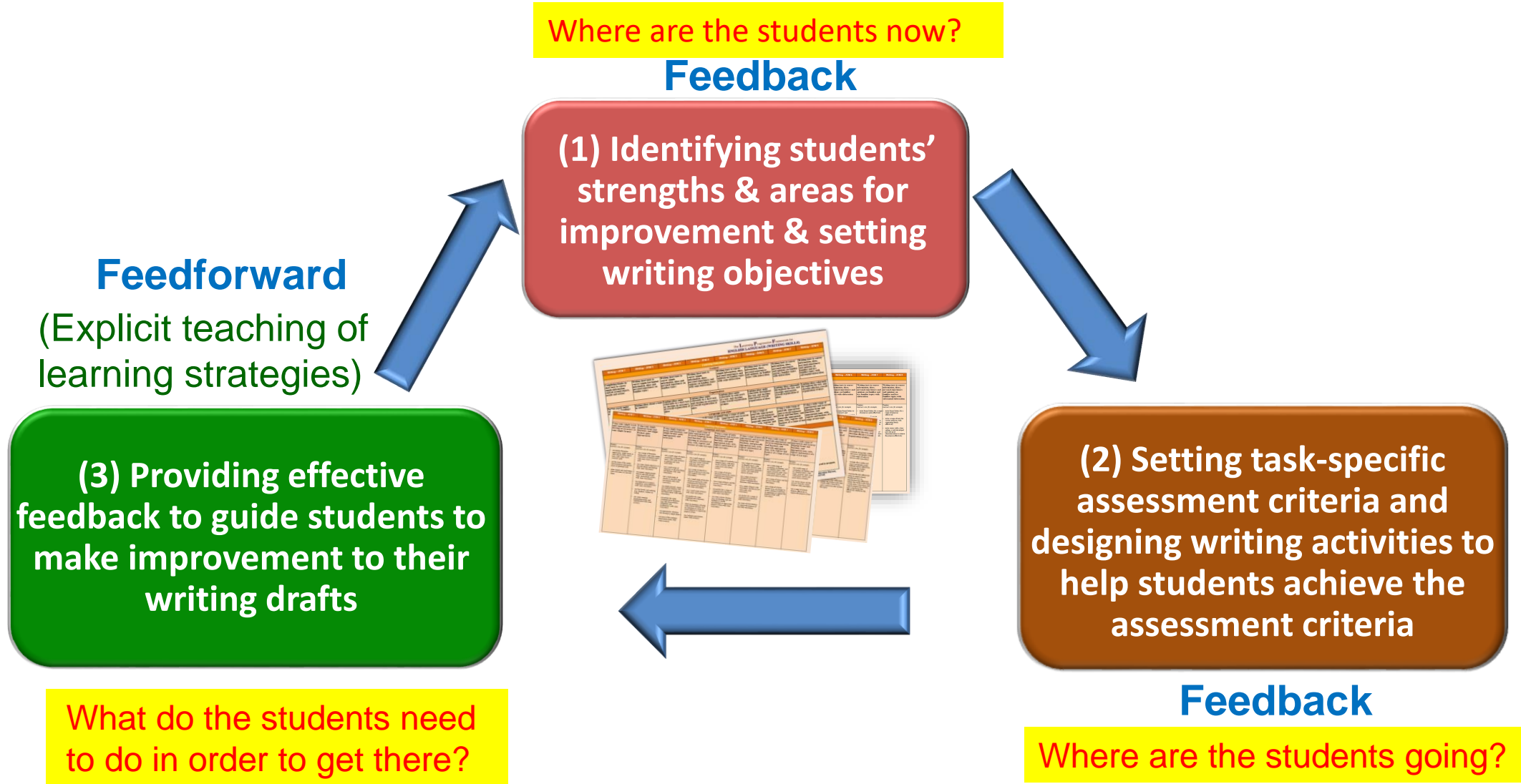
- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

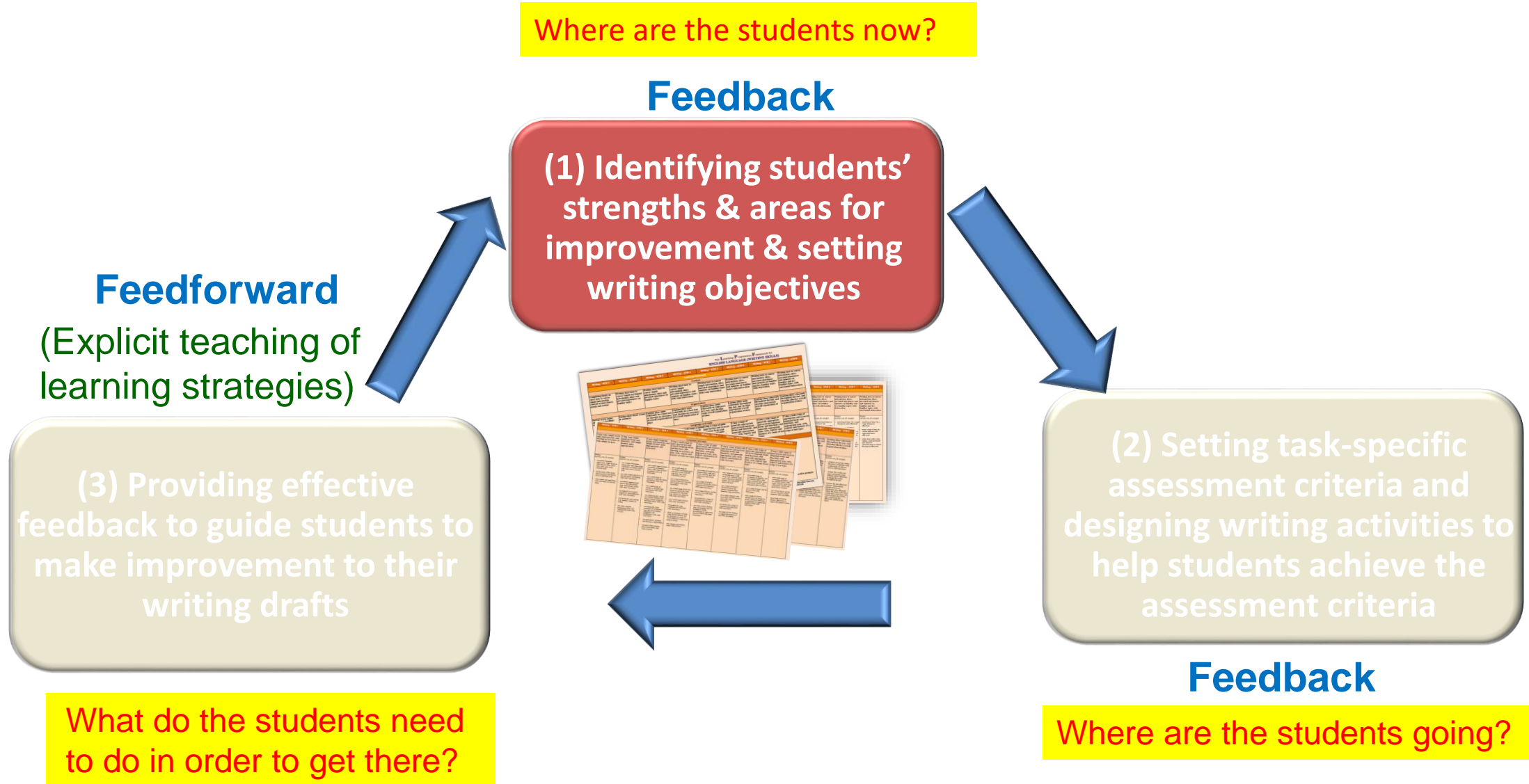
Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

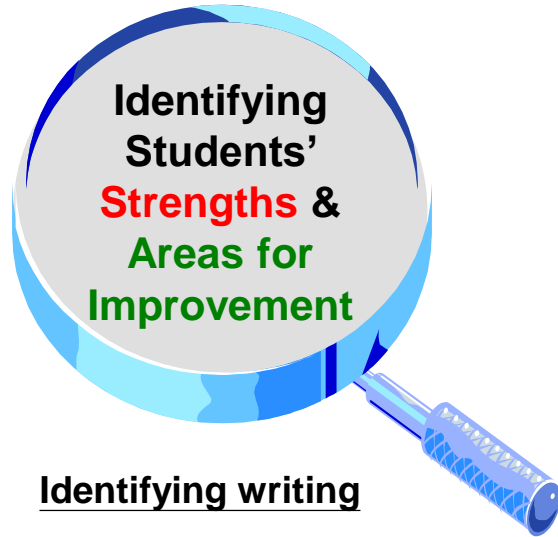
🌱 Promoting Assessment for/as Learning



Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

Where are the students now?



Identifying writing skills and strategies that

✓ need to be further stretched

✓ } need to be supported
✗ }

? need to be given opportunities for development

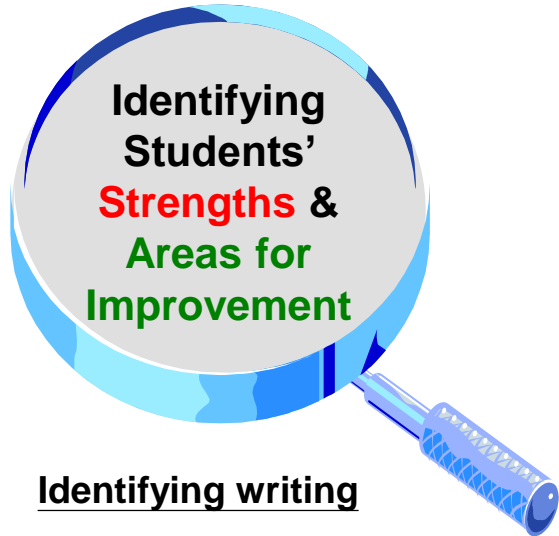
An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Content		
Writing short texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey simple information, ideas, personal experiences and opinions on familiar topics with some elaboration	Writing texts to convey information, ideas, personal experiences and opinions on familiar topics with elaboration
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> ✓ write and reply to simple letters to share personal experiences ✓ write simple descriptions of objects, people, places and events with some details ✓ write simple stories 	<ul style="list-style-type: none"> ? write some formal letters to make simple requests and enquiries ✓ write a range of simple texts to describe, recount, record, explain and propose with some supporting details ✓ write stories with a setting, a simple plot and simple characterisation 	<ul style="list-style-type: none"> ✗ write some formal letters to make requests and applications with supporting details ✓ write a range of texts to describe, recount, record, explain, propose and summarise with supporting details ✓ write stories with a clear setting, and some development of plot and characters

Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

Where are the students now?



Identifying writing skills and strategies that

- ✓ need to be further stretched
- ✓
 - ✗
 } need to be supported
- ? need to be given opportunities for development

An example

Writing – ATM 4	Writing – ATM 5	Writing – ATM 6
Organisation		
Linking ideas quite coherently in a short text, and showing an awareness of overall organisation of ideas	Linking ideas quite coherently in some parts of a text, and showing some overall organisation of ideas	Linking ideas quite coherently throughout the text, and showing appropriate overall organisation of ideas
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ establish links using a small range of cohesive devices with some consistency ✓ arrange ideas in a short text using simple means (e.g. providing illustrations or explanations) to show a generally clear focus 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ? establish links within some paragraphs using a range of cohesive devices with some consistency ✓ arrange ideas in some paragraphs using different means (e.g. using topic sentences, providing justification, providing resolutions to problems in stories) to show a generally clear focus 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✗ establish links within and across paragraphs using a range of cohesive devices with some consistency ✓ arrange ideas within and across paragraphs using different means (e.g. summarising, creating climax in stories) to show a generally clear focus

Learning, Teaching and Assessment

● (1) Identifying students' strengths & areas for improvement & setting writing objectives

An example

Where are the students now?



Identifying writing

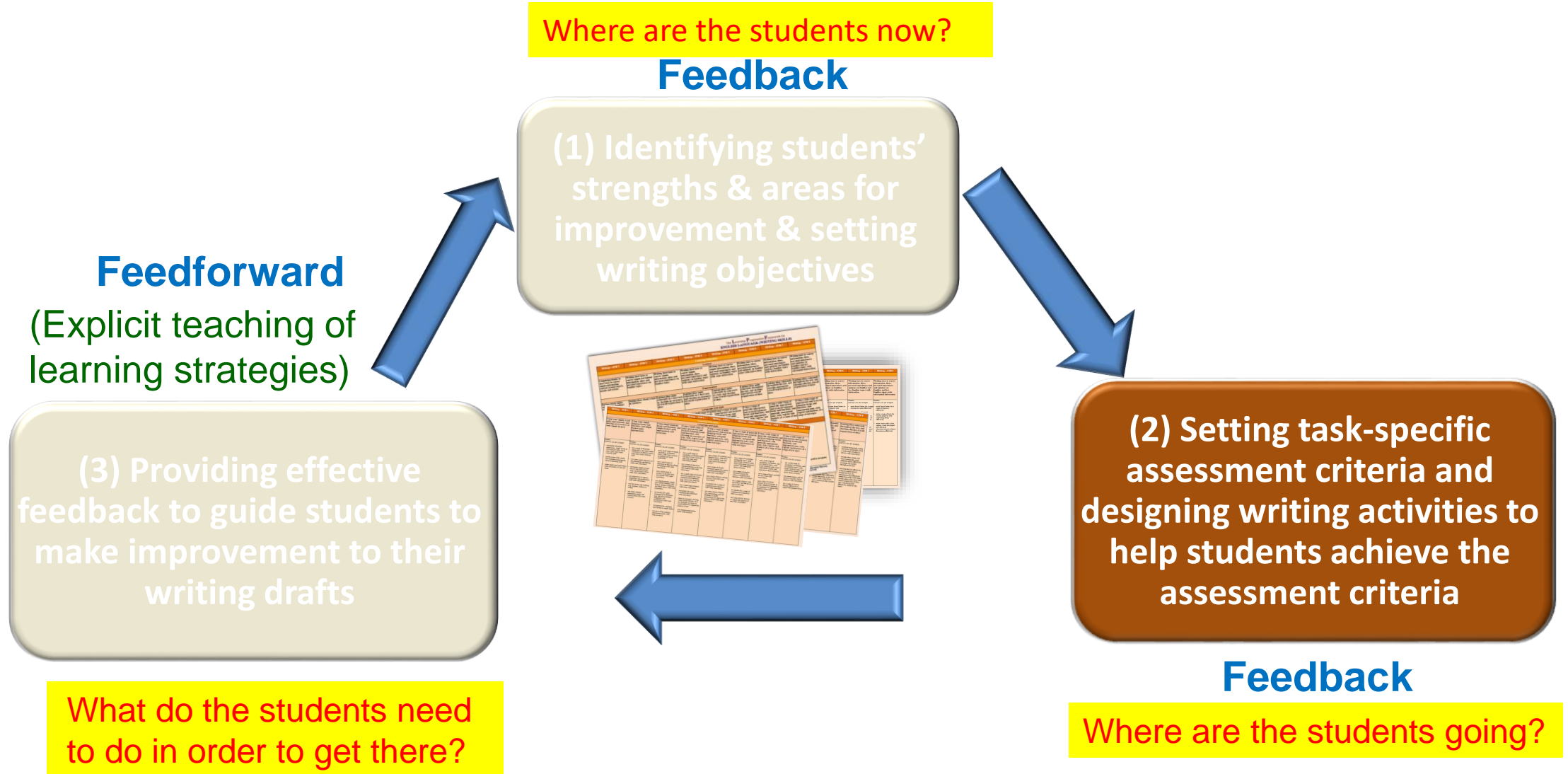
skills and strategies that

- ✓ need to be further stretched
- ✓ } need to be supported
 - ✗ }
- ? need to be given opportunities for development

Writing – ATM 3	Writing – ATM 4	Writing – ATM 5
Language and style		
Using simple language forms and functions, and simple formats quite appropriately and accurately	Using a small range of quite appropriate and accurate language forms and functions, and showing an awareness of tone, style, register and features of some text types	Using a range of quite appropriate and accurate language forms and functions, and quite appropriate tone, style, register and features of some text types
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ use a small range of simple vocabulary on familiar topics, with some accuracy in spelling and word collocation ✓ use simple present, simple past (mainly familiar verb forms), present continuous and future tenses with some consistency ✓ use appropriate salutation and closing in simple letters 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ use a range of adjectives/ adjective phrases to describe and compare with some consistency ✓ use a small range of tenses with some consistency ✓ show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✗ use a range of vocabulary on familiar topics, with most words correctly spelt and some word collocations correct ✗ use a range of tenses and the passive voice with some consistency ? use some stylistic features (e.g. use headings and sub-headings to clarify presentation) to support the purpose of text with some consistency

Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Learning and Teaching

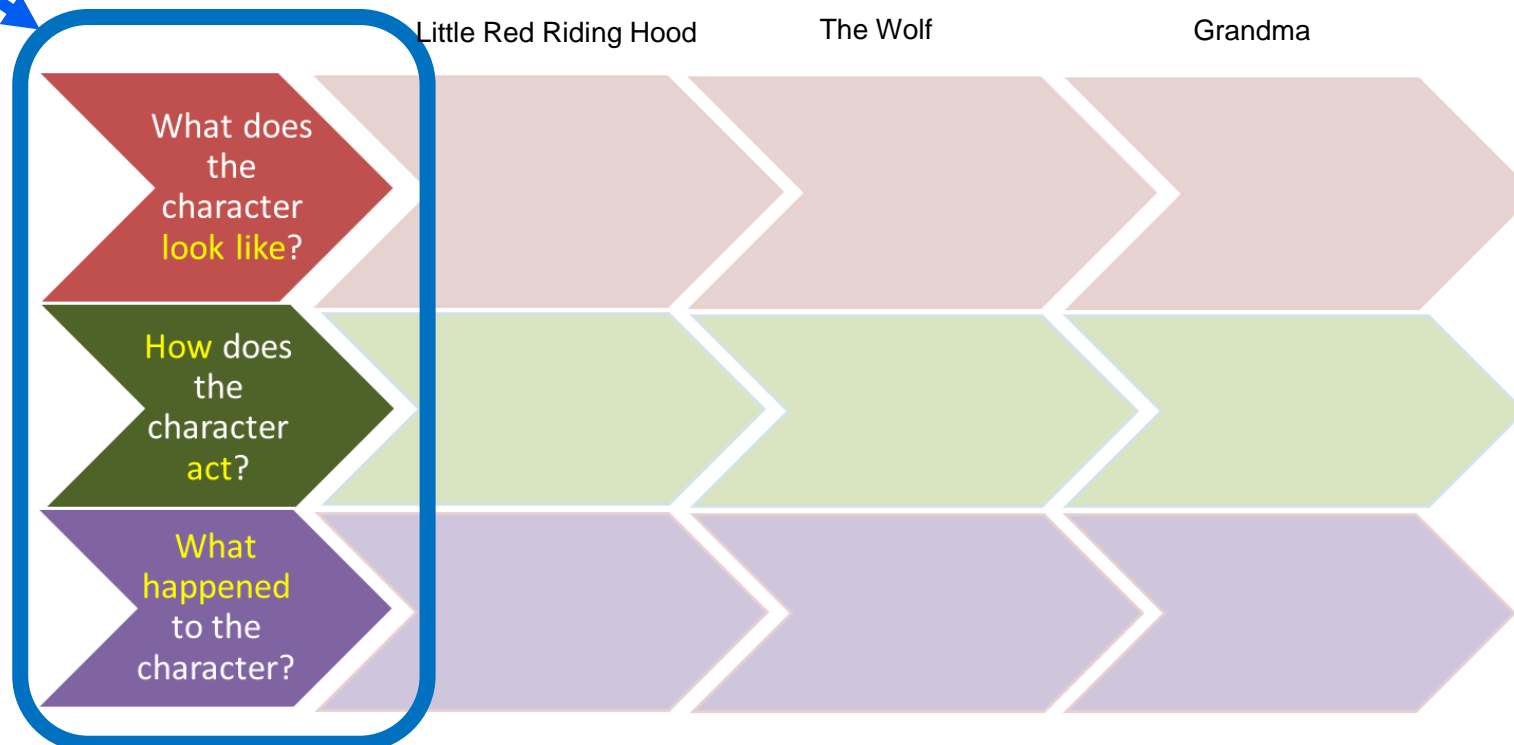
- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria **Where are the students going?**

Activity 5 (Pre-writing)

Think about the main characters and the key events of the rhyme “*Little Red Riding Hood and the Wolf*”.

Drawing students' attention to the **characterisation framework**

A Character Map



Content

ATM 5.3

write stories with a setting, a simple plot and simple characterisation

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria **Where are the students going?**

Activity 5 (Pre-writing)

Think about the main characters and the key events of the rhyme “*Little Red Riding Hood and the Wolf*”.

A Character Map



Content

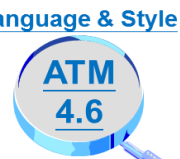
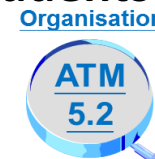
ATM 5.3

write stories with a setting, a simple plot and simple characterisation

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria

Where are the students going?



Activity 6 (While-writing)

In groups, rewrite a specific part of the rhyme “*Little Red Riding Hood & the Wolf*” with creativity. Fill in the blanks using your knowledge about rhyme if possible.


Little Red Riding Hood and the Wolf

⋮

He quickly put on Grandma's clothes
He dressed himself in coat and hat
He put on shoes, and after that,
He even brushed and curled his hair
Then sat himself in Grandma's chair.
In came the little girl in red
She stopped. She stared. And then she said,
"What great big ears you have, Grandma."
"All the better to hear you with" the Wolf replied.
"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with" the Wolf replied.
He sat there watching her and smiled.
He thought, I'm going to eat this child.
⋮

(_____) and the Wolf

Finally, Wolfie decided to declare his love to his dream girl, _____. Hoping to draw her attention...



He quickly put on _____,
He dressed himself in _____.
He put on shoes, and after that,
He even _____,
Then sat himself in _____.
In came _____.
She stopped. She stared. And then she said,
"What _____ you have, Wolfie."
"All the better to _____," the wolf replied.
"What _____ you have, Wolfie."
said _____.
"All the better to _____," the wolf replied.
He sat there watching her and smiled.
He thought, I'm going to _____.

Learning and Teaching

- (2) Setting task-specific assessment criteria and designing writing activities to help students achieve the assessment criteria **Where are the students going?**

Activity 6 (While-writing)



In groups, rewrite a specific part of the rhyme "Little Red Riding Hood & the Wolf" with creativity. Fill in the blanks using your knowledge about rhyme if possible.

Little Red Riding Hood and the Wolf

⋮

He quickly put on Grandma's clothes
He dressed himself in coat and hat
He put on shoes, and after that,
He even brushed and curled his hair
Then sat himself in Grandma's chair.
In came the little girl in red
She stopped. She stared. And then she said,
"What great big ears you have, Grandma."
"All the better to hear you with" the Wolf replied.
"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with" the Wolf replied.
He sat there watching her and smiled.
He thought, I'm going to eat this child.

⋮

(Winnie) and the Wolf

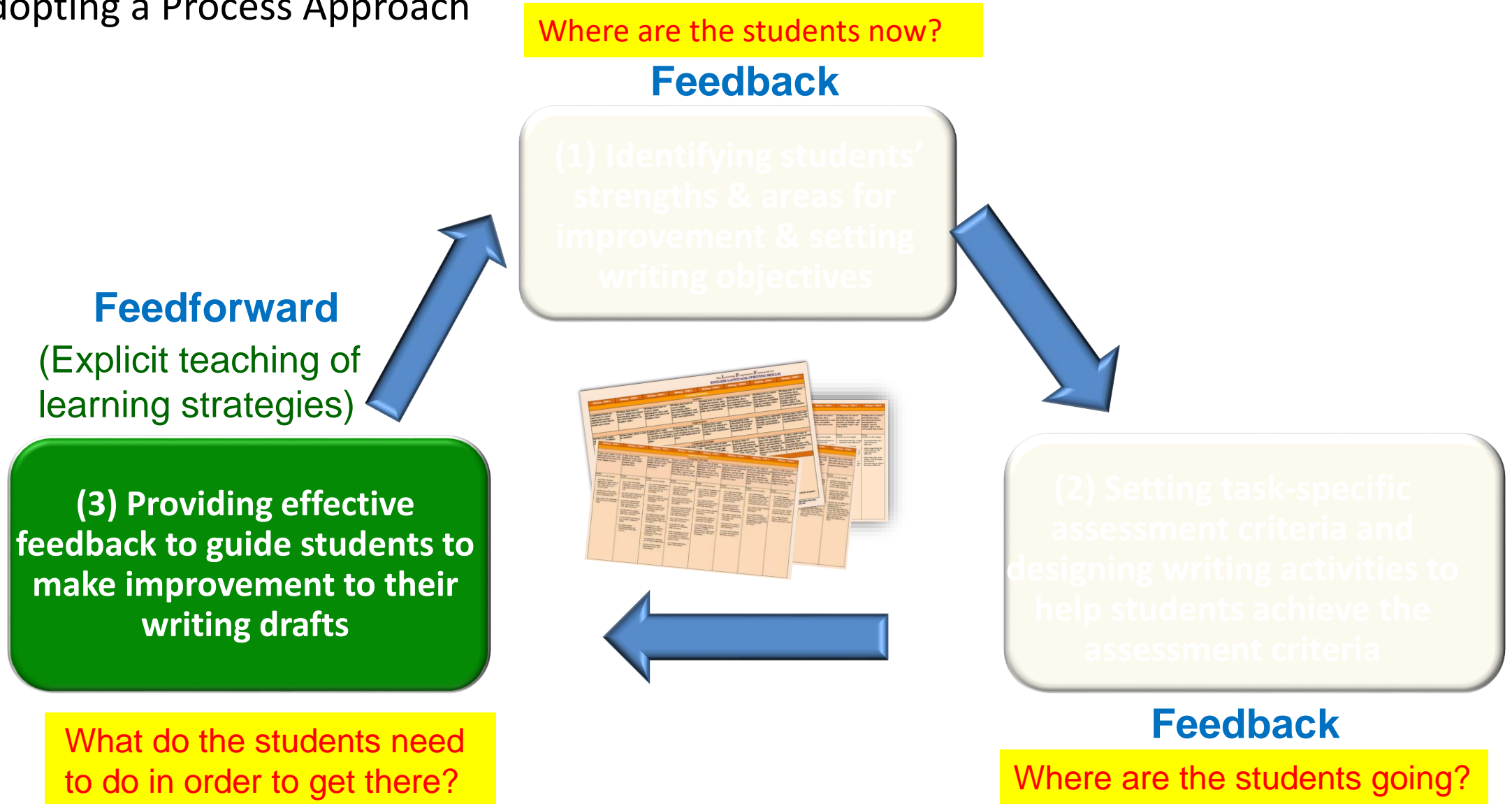
Finally, Wolfie decided to declare his love to his dream girl, Winnie. Hoping to draw her attention...

He quickly put on hip-hop clothes,
He dressed himself in jeans and hat.
He put on shoes, and after that,
He even wears his brother's top,
Then sat himself in coffee shop.
In came his dream girlfriend in red.
She stopped. She stared. And then she said,
"What big strong arms you have, Wolfie."
"All the better to hug you with," the wolf replied.
"What charming lips you have, Wolfie."
said Winnie.
"All the better to kiss you with," the wolf replied.
He sat there watching her and smiled.
He thought, I'm going to ask her out.



Learning, Teaching and Assessment

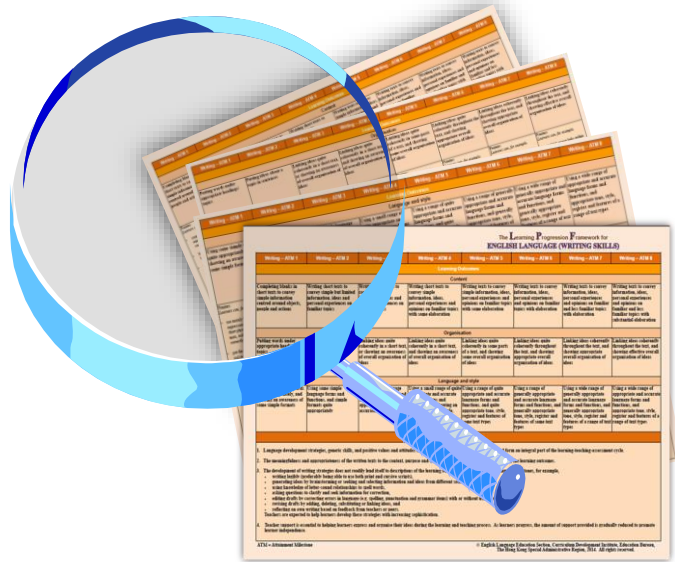
Adopting a Process Approach



Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

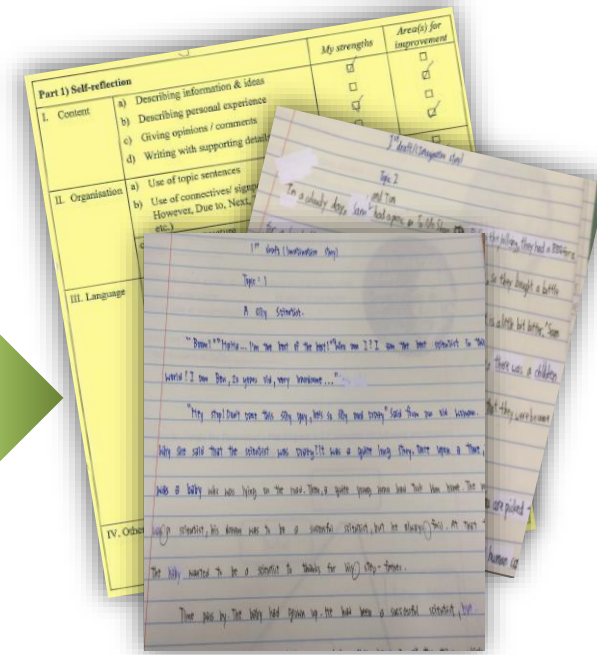
Developing Task-specific Assessment Forms for Self-, Peer-, Teacher Assessment with the Use of the LPF



Identifying **learning objectives /goals** and **assessment criteria** with reference to the LPF

Part 1) Self-reflection	My strengths	Area(s) for improvement
I. Content		
a) Describing information & ideas	<input type="checkbox"/>	<input type="checkbox"/>
b) Describing personal experience	<input type="checkbox"/>	<input type="checkbox"/>
c) Giving opinions / comments	<input type="checkbox"/>	<input type="checkbox"/>
d) Writing with elaborations / supporting details	<input type="checkbox"/>	<input type="checkbox"/>
II. Organisation		
a) Use of topic sentences	<input type="checkbox"/>	<input type="checkbox"/>
b) Linkage within paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
c) Linkage across paragraphs	<input type="checkbox"/>	<input type="checkbox"/>
d) Clear text structure (e.g. Introduction, body and conclusion)	<input type="checkbox"/>	<input type="checkbox"/>
III. Language		
a) Use of vocabulary	<input type="checkbox"/>	<input type="checkbox"/>
b) Spelling	<input type="checkbox"/>	<input type="checkbox"/>
c) Use of tenses	<input type="checkbox"/>	<input type="checkbox"/>
d) Use of passive voice	<input type="checkbox"/>	<input type="checkbox"/>
e) Use of preposition	<input type="checkbox"/>	<input type="checkbox"/>
f) Use of connectives	<input type="checkbox"/>	<input type="checkbox"/>
g) Use of punctuation marks	<input type="checkbox"/>	<input type="checkbox"/>
h) Capitalisation	<input type="checkbox"/>	<input type="checkbox"/>
i) Use of pronouns (e.g. he, she, it)	<input type="checkbox"/>	<input type="checkbox"/>
j) Use of articles (e.g. a, an, the)	<input type="checkbox"/>	<input type="checkbox"/>
k) Parts of speech (e.g. adjectives, adverbs, nouns)	<input type="checkbox"/>	<input type="checkbox"/>
l) Using a variety of language structures	<input type="checkbox"/>	<input type="checkbox"/>
IV. Others		
a)	<input type="checkbox"/>	<input type="checkbox"/>
b)	<input type="checkbox"/>	<input type="checkbox"/>
c)	<input type="checkbox"/>	<input type="checkbox"/>

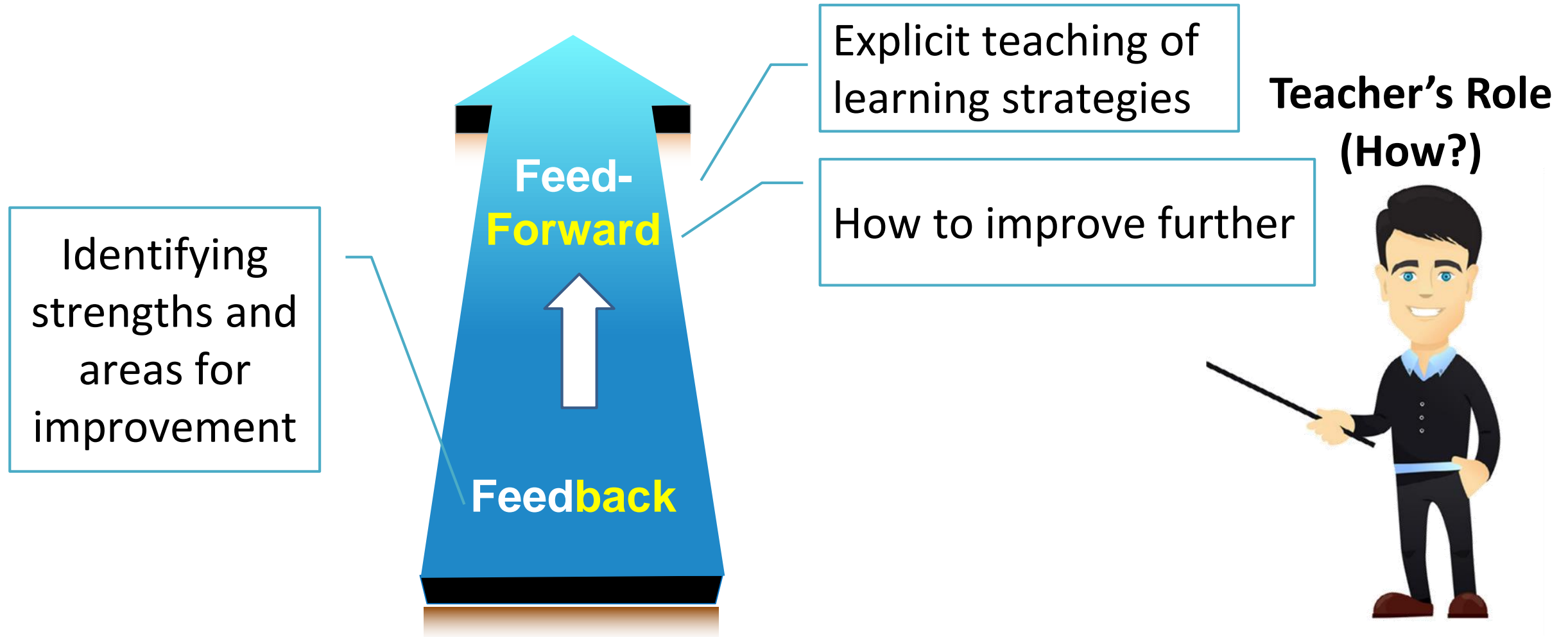
Developing **Task-specific Assessment Forms**



Understanding students' writing performance through **a variety of assessment activities** (e.g. self-, peer-, teacher assessment)

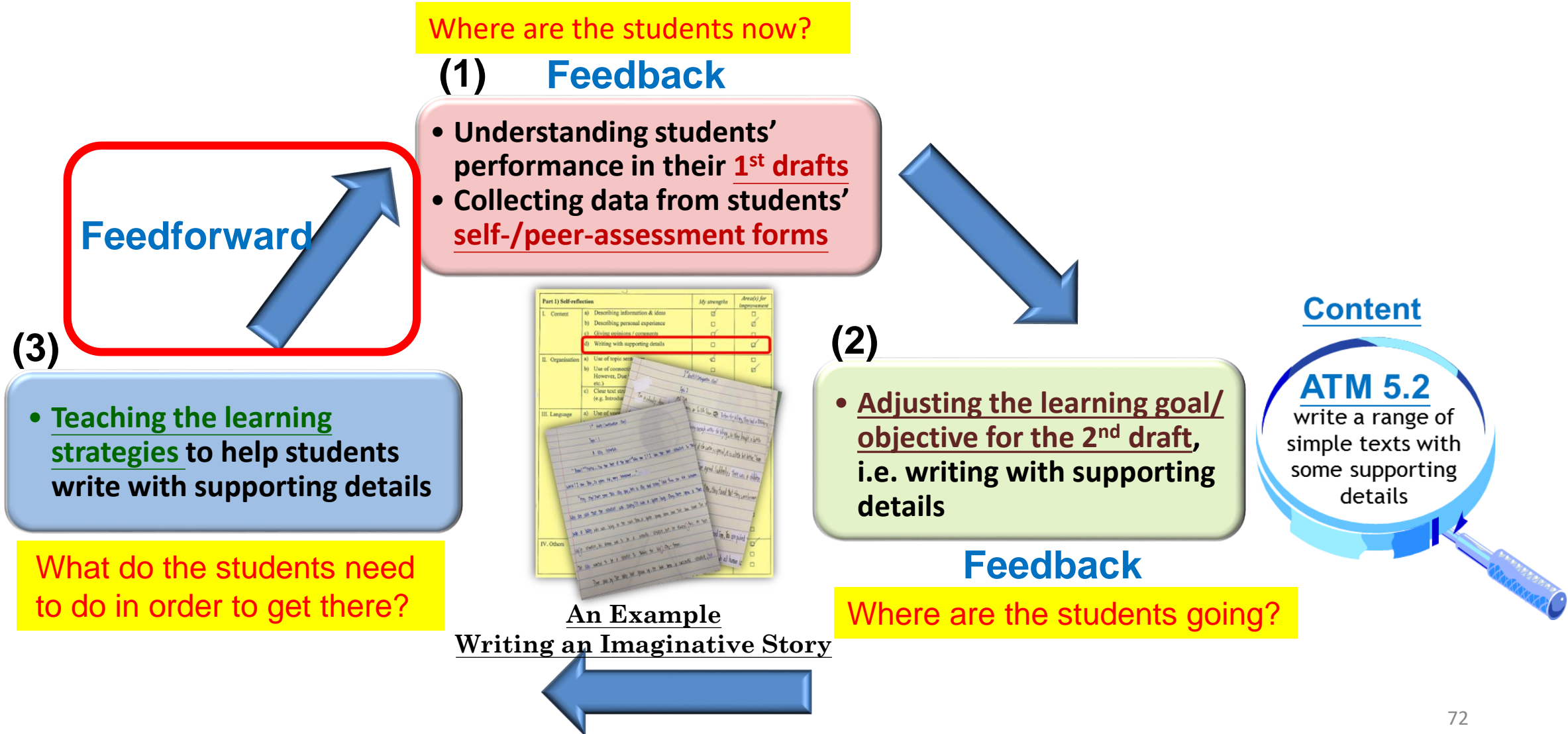
Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



Assessment

Adopting a Process Approach



Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward What do the students need to do in order to get there?

Teachers' Role

Providing **reference points** for the assessment criteria **using models of good work**

- 1 using adjectives
- 2 using relative clauses (who/which/that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

An Invisible Adventure with my Friend

One afternoon, my **best** friend, Jane, and I left school and saw this **catchy** poster "Coca Cola! Buy one get one free!" **outside the nearby** fast food shop. Jane and I decided to try it together. Jane wondered, "It **smelt like medicine!**" "Oh, it's the **new** taste, cherry coke!" explained the shopkeeper. We had a **funny** feeling. The drink **was** **dancing inside our stomach!** Our adventure started after we had finished the drink **which I never thought I would try!**

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward **What do the students need to do in order to get there?**

Teachers' Role

Equipping students with the **skills and strategies through targeted instruction**

- 1 using adjectives
- 2 using relative clauses (who/which/that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Activity 7 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a school day. I paid attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something happened. My classmate, Jacky, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found a note "Close your eyes and make a wish!"

Language & Style

ATM 4.2

use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6

show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Assessment

- (3) Providing effective feedback to guide students to make improvement to their writing drafts

Feedforward What do the students need to do in order to get there?

Teachers' Role

Equipping students with the **skills and strategies through targeted instruction**

- 1 using adjectives
- 2 using relative clauses (who/which/that)
- 3 using figurative language (e.g. simile, metaphor, personification)
- 4 using prepositional phrase

Activity 7 (Post-writing)

Improve the following paragraph by applying the strategies above.

The Magical Fortune Cookie

It was a **usual** school day. I paid **good** attention in the lessons as I always did. At recess time, I went to the tuck shop and bought myself some snacks as usual. However, something **unusual** happened. My classmate, Jacky, **who is a shy cunning fox**, whispered in my ears, "You don't have to buy snacks today, you can have this!" I opened the package and found that it was a fortune cookie! I found **note inside the cookie**, "Close your eyes and make a wish!"

Language & Style

ATM 4.2

use a range of adjectives/ adjective phrases to describe and compare with some consistency

Language & Style

ATM 4.6

show an awareness of using some stylistic features (e.g. use dialogues in stories to create interest) to support the purpose of text

Use of the LPF for Speaking

The Learning Progression Framework for ENGLISH LANGUAGE (SPEAKING SKILLS)

Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Expressing an opinion, making a choice, and providing a short, straightforward piece of information received around objects, people and events.	Providing and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using a range of non-verbal expressions.	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, using non-verbal expressions to facilitate communication.	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, and using appropriate expressions to facilitate communication.	Organising, presenting and exchanging simple information, ideas and personal experiences on familiar topics quite clearly, and using a small range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and personal experiences on familiar topics with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and personal experiences on familiar topics with some abstractness quite clearly, and using a range of formulaic communication strategies.	Organising, presenting and exchanging information, ideas, and personal experiences on familiar topics with some abstractness quite clearly, and using a wide range of communication strategies to achieve desired effects.
Language							
Use oral communication in simple language forms and functions quite appropriately.	Use oral communication forms and functions quite appropriately.	Use oral communication forms and functions quite accurately.	Use simple language forms and functions quite accurately.	Use a small range of language forms and functions quite appropriately and accurately.	Use a range of language forms and functions quite appropriately and accurately.	Use a range of language forms and functions generally appropriately and accurately.	Use a wide range of language forms and functions accurately and accurately.
Communication Skills							
Presenting oral simple words accurately.	Presenting oral simple words and using appropriate stress, rhythm and intonation quite accurately.	Speaking simple and short stretches of English showing an awareness of stress, rhythm and intonation.	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation.	Speaking simple English quite accurately, and with increasingly appropriate intonation.	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation.	Speaking English fluently and fluently, and with generally appropriate stress, rhythm and intonation.	Speaking English accurately and fluently, and with a high degree of appropriateness in the intonation.
<p>1. Language development strategies, teachers' skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.</p> <p>2. The development of oral basic communication strategies does not readily lend itself to descriptions of the learner outcomes in terms of such attainment milestones, for example:</p> <ul style="list-style-type: none"> • sharing interest in communication, • making eye contact, • speaking at a volume appropriate to the situation, • responding to others with appropriate gestures and facial expressions, • non-verbal communication and discussion. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</p> <p>3. Apart from routine learners in rehearsal speaking activities, more opportunities for spontaneous interaction are provided to create them for communication in social / academic situations as appropriate.</p> <p>4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.</p> <p>5. Apart from routine learners in rehearsal speaking activities, more opportunities for spontaneous interaction are provided to create them for communication in social / academic situations as appropriate.</p>							

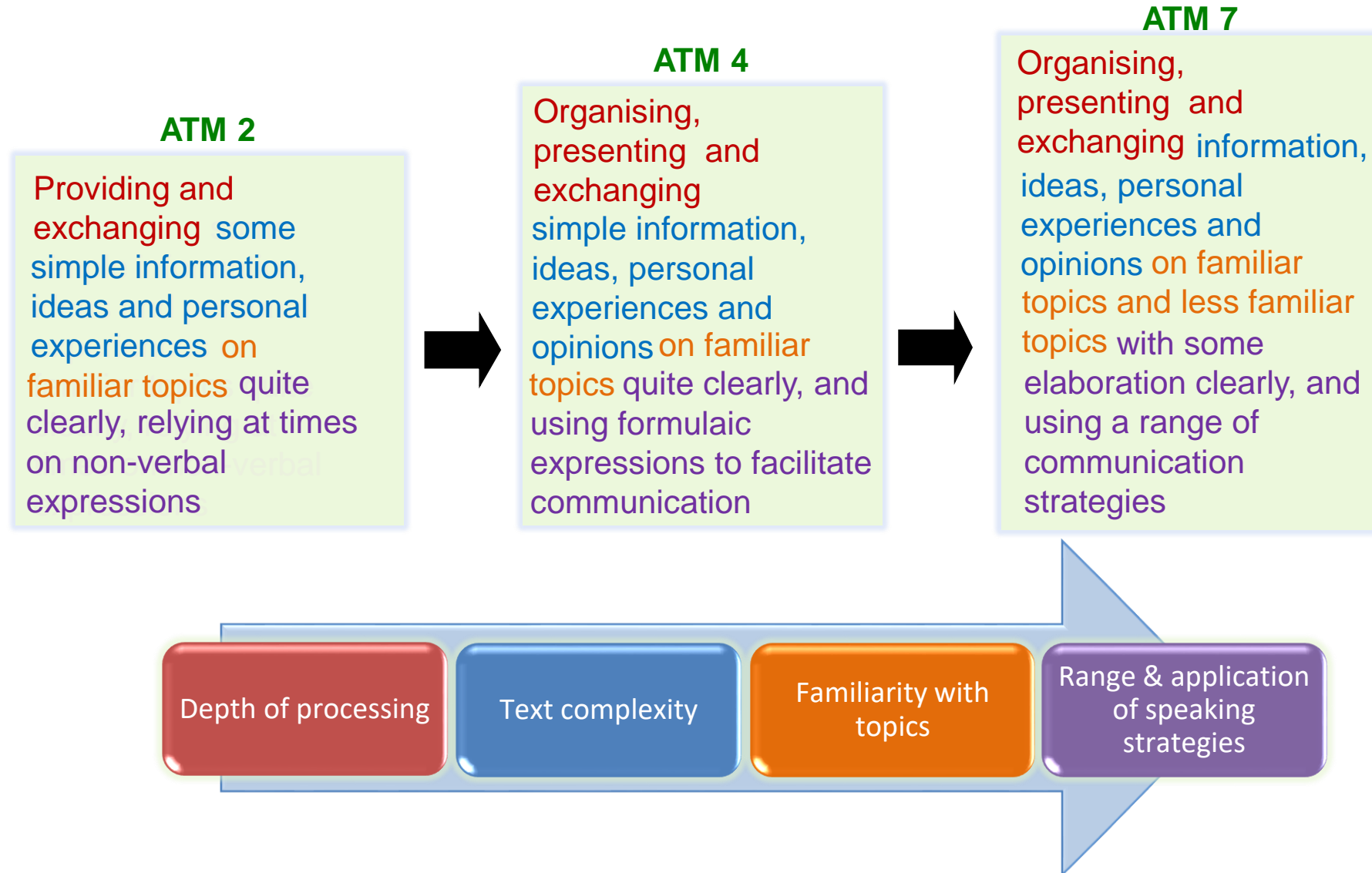
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The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Content, organisation and communication strategies							
Engaging in classroom routines, and providing a short, straightforward item of information centred around objects, people and actions	Providing and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, relying at times on non-verbal expressions	Organising, presenting and exchanging some simple information, ideas and personal experiences on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics quite clearly, and using formulaic expressions to facilitate communication	Organising, presenting and exchanging simple information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a small range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar topics with some elaboration quite clearly, and using a range of formulaic communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with some elaboration clearly, and using a range of communication strategies	Organising, presenting and exchanging information, ideas, personal experiences and opinions on familiar and less familiar topics with elaboration clearly, and using a wide range of communication strategies to achieve desired effects
Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>	Pointers <i>Learners can, for example,</i>
<ul style="list-style-type: none"> exchange simple greetings and farewells make simple requests state their own name and age name some objects, animals and colours express likes and dislikes 	<ul style="list-style-type: none"> express and respond to thanks and apologies accept or decline offers ask and answer questions in very short, common social exchanges (e.g. buying and selling) give brief descriptions of objects, people or places in show-and-tell activities role play scripts from short, simple fables and stories give brief and simple personal responses to the characters or events in stories read in class 	<ul style="list-style-type: none"> open, maintain and close short and simple interactions (e.g. making and answering simple and structured telephone calls) using mainly formulaic expressions give short and simple instructions to complete a task (e.g. making a sandwich) retell a small part of a familiar story heard in class respond to characters and events in familiar stories through making some simple evaluative remarks 	<ul style="list-style-type: none"> open, maintain and close simple interactions (e.g. asking and giving directions) using mainly formulaic expressions give simple presentations on topics of personal choice, mainly based on information from prepared scripts express simple opinions about a topic of interest recount simple events by providing a clear sequence retell simple and familiar stories respond to characters and events in familiar stories through describing own related experiences and making simple evaluative remarks 	<ul style="list-style-type: none"> sustain conversational exchanges by asking and responding to follow-up questions (e.g. discussing the arrangements for a class party), requesting repetition or clarification as appropriate give presentations on familiar topics with some elaboration, adding signals to mark the beginning and the end express opinions about a topic of interest with some reasons recount events by providing details of who, what, when, where and/or why summarise part of a text (e.g. a story or an article) respond to characters and events in simple imaginative and narrative texts (e.g. films, short stories) through making predictions and simple evaluative remarks 	<ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on familiar topics (e.g. planning and carrying out a project about festivals), seeking further information, acknowledging and encouraging others' contributions as appropriate give presentations on familiar topics with some elaboration on appropriate aspects, repeating the key points as appropriate express opinions about a topic of interest, with supporting evidence (e.g. source, data, quotes) summarise a text respond to characters, events and issues in imaginative and narrative texts through giving some evaluative comments 	<ul style="list-style-type: none"> sustain conversational exchanges and contribute to discussions on less familiar topics (e.g. planning and carrying out a project on genetically modified food) in addition to familiar ones, leading and redirecting discussions as appropriate give presentations on both familiar and less familiar topics with some elaboration on appropriate aspects, rephrasing the key points as appropriate present views and arguments with reasons and illustrations, summarising or reformulating for the benefit of others summarise different viewpoints in a discussion respond to characters, events, issues and themes in imaginative and narrative texts through giving evaluative comments 	<ul style="list-style-type: none"> extend conversational exchanges and make significant contributions in discussions on a variety of topics, using negotiation skills to solve problems or reach consensus give presentations on both familiar and less familiar topics with elaboration on appropriate aspects, adding some spontaneous remarks as appropriate present persuasive views with elaboration and justification put forward arguments and refute opposing points of view with justification paraphrase the content of oral and written texts for various purposes (e.g. clarification and recapitulation) respond to characters, events, issues and themes in imaginative and narrative texts through giving substantial evaluative comments

Progression of the Learning Outcomes

Content, Organisation and Communication Strategies

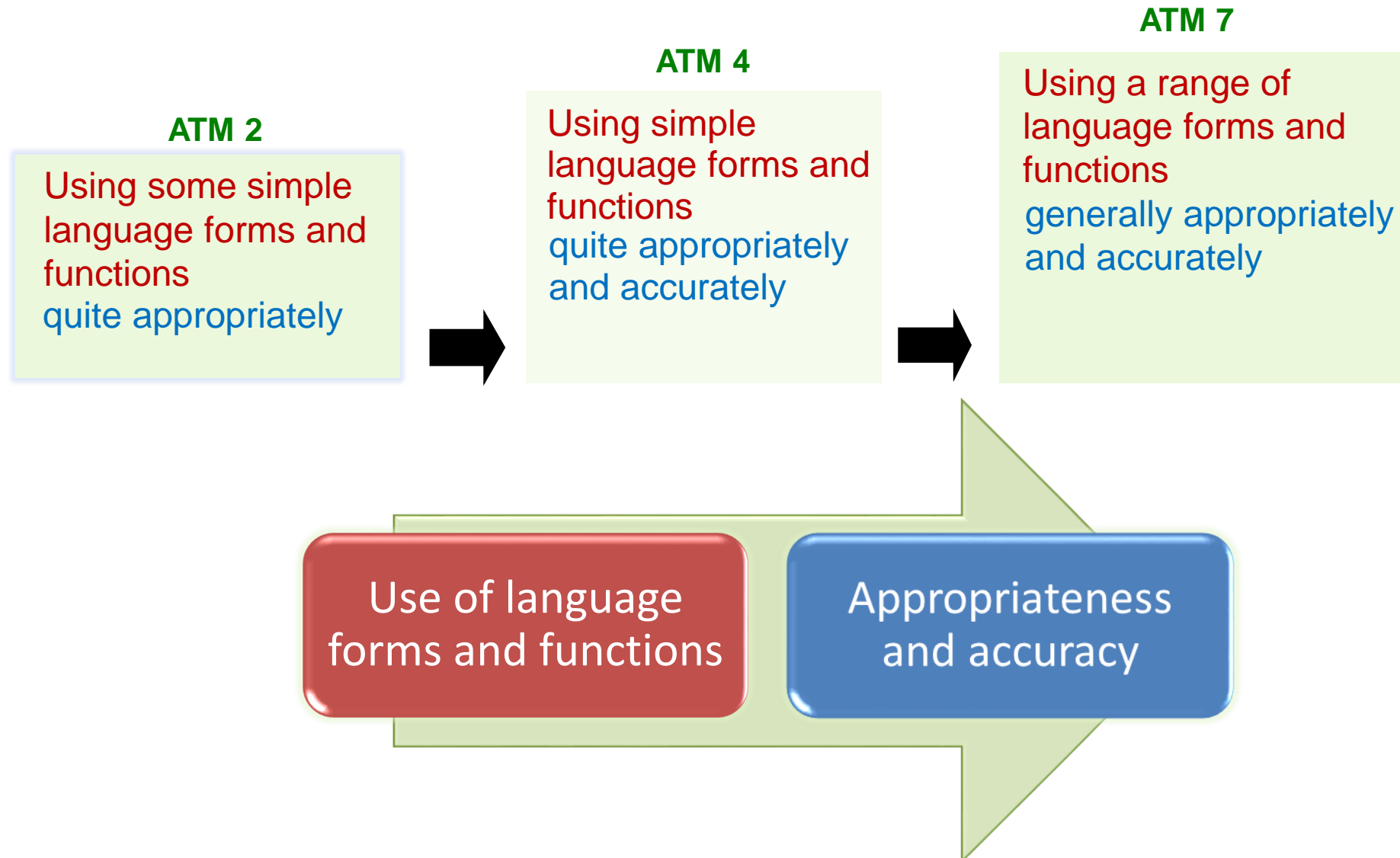


The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Language							
Using predominantly formulaic language and simple words quite appropriately	Using some simple language forms and functions quite appropriately	Using some simple language forms and functions quite appropriately and accurately	Using simple language forms and functions quite appropriately and accurately	Using a small range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use simple formulaic expressions to engage in classroom routines (e.g. 'How are you?' / 'I'm fine, thank you.', 'Pardon?', 'May I go to the toilet, please?') use some high-frequency function words (including mainly pronouns, articles and auxiliary verbs) and simple content words (including mainly nouns, verbs and adjectives) to respond to simple questions use mainly single-word utterances or short phrases to convey meaning 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a small range of formulaic expressions, and some simple vocabulary from school texts ask and answer some simple questions with a formulaic stem (e.g. 'Is it red?' / 'Yes, it is.', 'What is it?' / 'It's a bike.') produce simple phrases and short sentences involving repetition or listing (e.g. 'I like bananas, apples and oranges.') use mainly simple present tense to describe present states and habitual actions with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and some simple vocabulary on familiar topics (e.g. family, school) in structured dialogues (e.g. A: Hello. May I speak to Tony, please? B: Speaking. A: This is Peter. Are you coming to my house this Saturday? B: Yes I am. A: OK. See you then. B: See you.) ask 'Yes/No' and simple 'Wh' questions with some consistency use imperatives to give instructions, and express obligations and prohibitions with some consistency use present continuous and future tenses with some consistency use modals to talk about abilities with some consistency use simple connectives and pronouns to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of simple vocabulary on familiar topics in structured dialogues ask 'Wh' questions with some consistency use familiar past tense verb forms with some consistency use modals for some communicative functions with some consistency use simple adjectives/adjective phrases to describe things and feelings with some consistency use simple adverbs/adverb phrases to describe time, place and manner with some consistency use some connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a small range of vocabulary on familiar topics in open-ended dialogues ask 'Wh' questions with some consistency use a small range of tenses to refer to past, present and future events with some consistency use modals for a small range of communicative functions with some consistency use a small range of adjectives/adjective phrases to describe and compare with some consistency use a small range of adverbs/adverb phrases/adverbial clauses for a small range of communicative functions (e.g. concession, result) with some consistency use a small range of connectives, pronouns and possessive adjectives to link ideas with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ask a range of questions including indirect questions in conversations and group discussions with some consistency use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency use modals for a range of communicative functions with some consistency use a range of adjectives/adjective phrases to describe and compare with consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency use a range of connectives, pronouns and possessive adjectives to link ideas with consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ask a range of questions including indirect questions in conversations and group discussions with consistency use a range of tenses, and active/passive voice for various purposes with some consistency use modals for a range of communicative functions with consistency use a range of adjectives/adjective phrases to describe and compare with consistency use a range of adverbs/adverb phrases/adverbial clauses for a range of communicative functions with consistency use a range of connectives, pronouns and possessive adjectives to link ideas with consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality use a range of tenses, and active/passive voice for various purposes with consistency use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Progression of the Learning Outcomes

Language

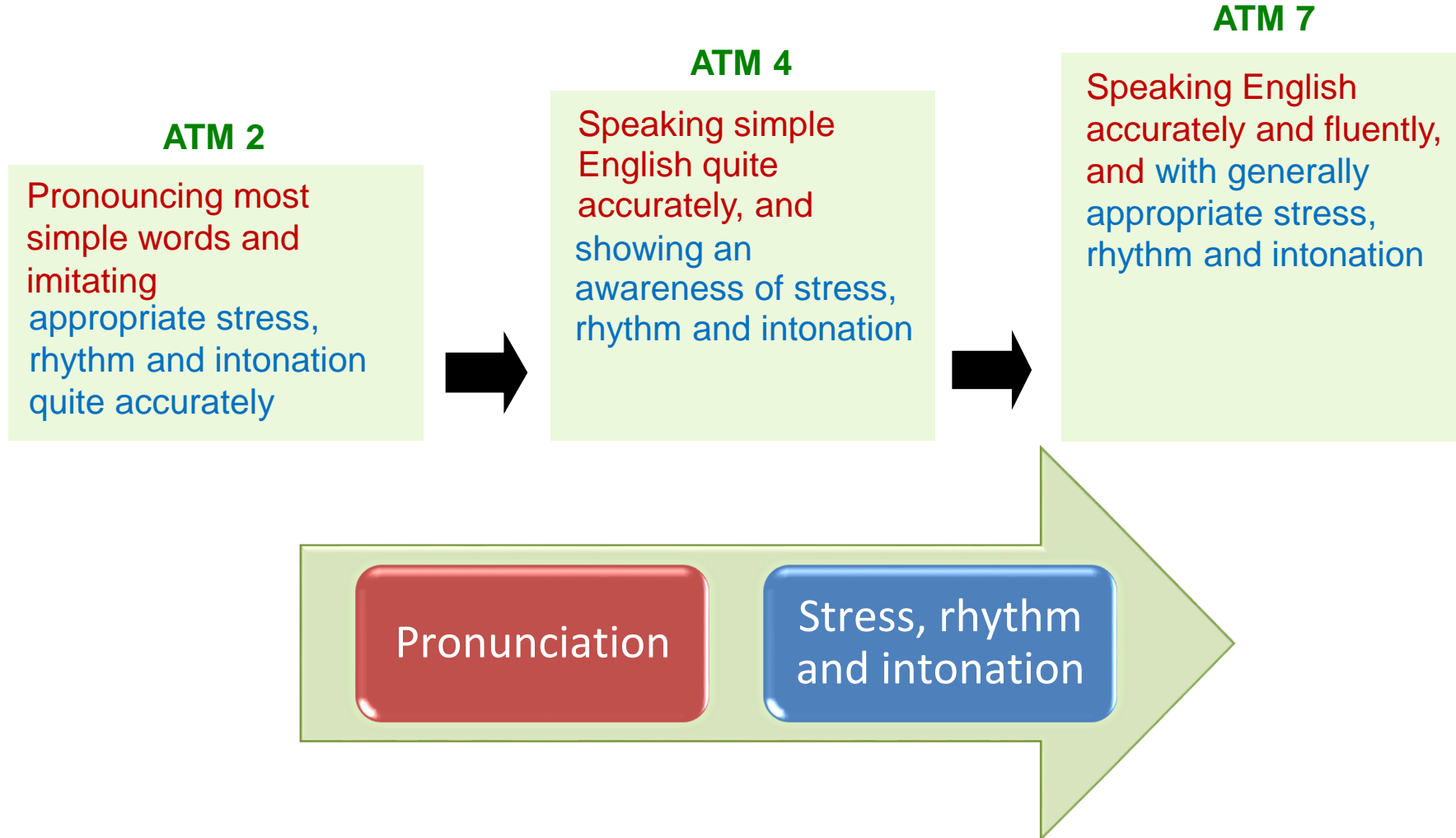


The LPF for English Language (Speaking)

Speaking – ATM 1	Speaking - ATM 2	Speaking – ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Learning Outcomes							
Pronunciation, stress, rhythm and intonation							
Pronouncing some simple words quite accurately	Pronouncing most simple words and imitating appropriate stress, rhythm and intonation quite accurately	Speaking simple and short stretches of English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately, and showing an awareness of stress, rhythm and intonation	Speaking simple English quite accurately and fluently, and with occasionally appropriate stress, rhythm and intonation	Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce some simple words with generally accurate word stress 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most simple words with generally accurate word stress read aloud short and simple stories/poems/rhymes imitating appropriate stress, rhythm and intonation with some accuracy 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce simple words quite accurately pronounce occasionally the final consonants of words (e.g. 'five', 'six', 'far') produce short spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud short and simple texts quite fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words quite accurately pronounce some sound clusters quite accurately (e.g. 'drink', 'watched') produce spontaneous utterances showing an awareness of stress, rhythm and intonation read aloud simple texts fluently 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar words and some unfamiliar words quite accurately pronounce most sound clusters quite accurately produce spontaneous utterances with occasionally appropriate stress, rhythm and intonation, taking some pauses to search for fairly basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words quite accurately pronounce most sound clusters generally accurately produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> pronounce most familiar and unfamiliar words accurately produce long utterances with generally appropriate stress, rhythm and intonation 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> speak English with clear and accurate pronunciation produce long utterances naturally using appropriate stress, rhythm and intonation

Progression of the Learning Outcomes

Pronunciation, Stress, Rhythm and Intonation



Learning, Teaching and Assessment

Promoting Assessment for/as Learning

Where are the students going?

- Identifying learning goals and assessment criteria
- Using examples & models of strong & weak work

What do the students need to do in order to get there?

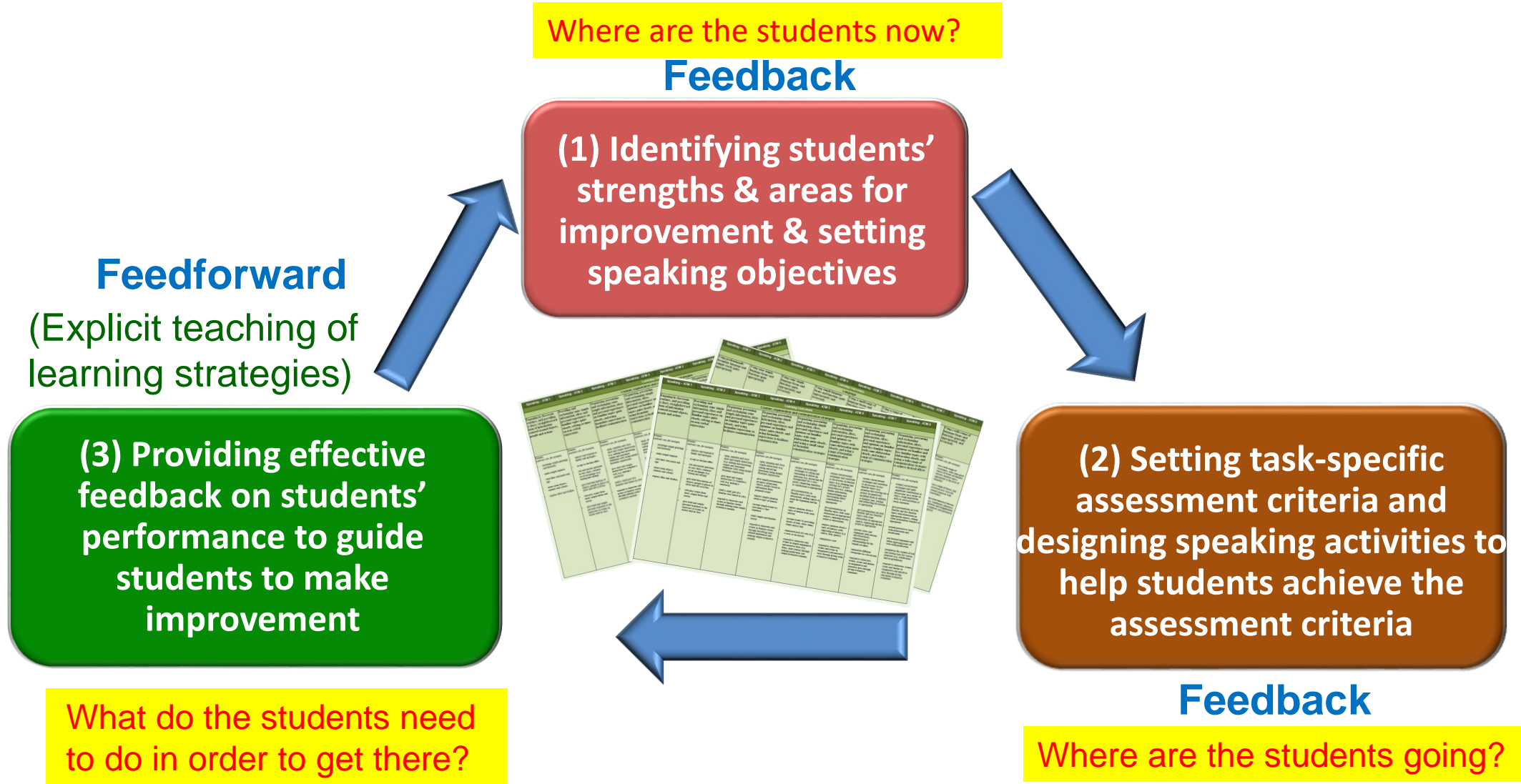
- Equipping students with the skills and strategies through targeted instruction and guidance
- Providing quality feedback that helps students progress further
- Engaging students in self-reflection & letting them keep track of their own learning

Where are the students now?

- Understanding students' learning performance through a variety of assessment activities, e.g. self-, peer-, teacher assessment

Learning, Teaching and Assessment

🌱 Promoting Assessment for/as Learning



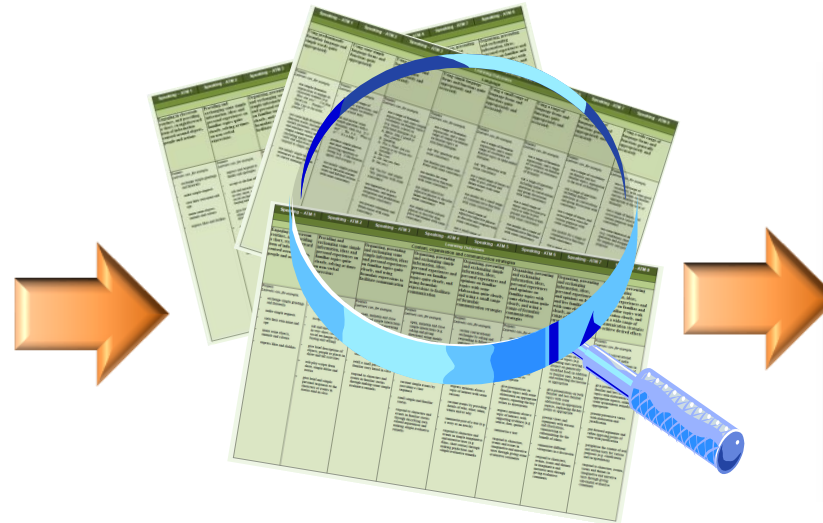
Assessment

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

Developing Task-specific Assessment Forms for Self-, Peer-, Teacher Assessment with the Use of the LPF

Understanding students' speaking performance through a variety of assessment activities (e.g. self-, peer-, teacher assessment)



Identifying learning objectives/goals and assessment criteria with reference to the LPF

To: _____			
From: _____			
	Please tick (✓) as appropriate.		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The students can	To be improved	Good	Very good
A. Content, Communication strategies			
1.) maintain eye contact with the audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.) give appropriate gestures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.) include relevant ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.) respond to other classmates' ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Pronunciation			
1.) pronounce most words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.) present their work fluently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.) present their work in an interesting/ attractive/ creative way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.) present their work with elaborations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.) speak at an appropriate volume.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. What do you like about their poster performance?			

Designing learning activities and Task-specific Assessment Forms with reference to the LPF

Learning and Teaching

Activity 8

With reference to the LPF for Speaking, what are the challenges that your students are facing?

Content, organisation and communication strategies

Language

Pronunciation, stress, rhythm and intonation

Learning and Teaching

Activity 9

Suggest speaking activities to help students deal with these challenges.

Content, organisation and communication strategies

Language

Pronunciation, stress, rhythm and intonation

Learning and Teaching

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

Activity 10

Watch a video clip about a student's performance in presenting her views about banning smoking in the public. Focus on the communication strategies demonstrated by the student. Identify areas for improvement for the student to work on and suggest learning activities/tips to help the student make improvement.

Areas for Improvement

- *Eye contact*
- *Gestures/body language*
- *Posture*

Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria **Where are the students going?**

- Using examples and models of strong and weak work

**Authentic learning
materials**

Sample work of students

Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

An example

Where are the students going?



Maintaining eye contact

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Underlying Principles		
<p>The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,</p> <ul style="list-style-type: none">• ✓ showing interest to communicate,• ✓ facing the listener,• ✓ maintaining eye contact,• ✓ speaking at a volume appropriate to the situation,• ✓ enhancing own spoken texts with appropriate gestures and facial expressions,• ✓ responding readily to others' questions, opinions or comments, and• ✓ turn-taking in conversations and discussions. <p>Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.</p>		

Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

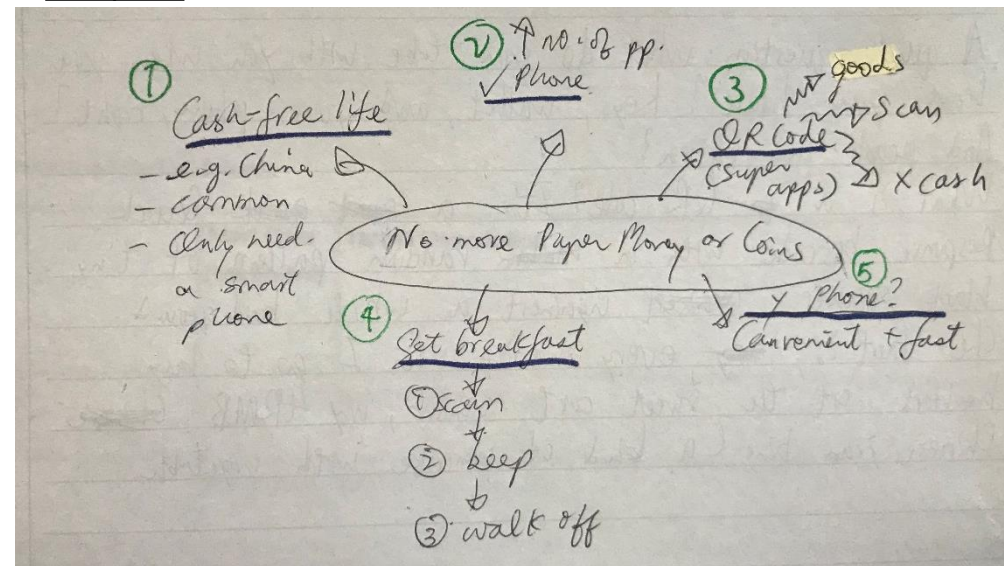
Note-taking Skills

Sample A

A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China? What is a QR code? It's a ~~quick~~ ~~code~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background. The fact is, ~~any~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~Chinese~~ Chinese jian bing (a kind of pancake with vegetable

Sample B

VS



Activity 9b

Comment on the two note-sheets prepared by two different students.

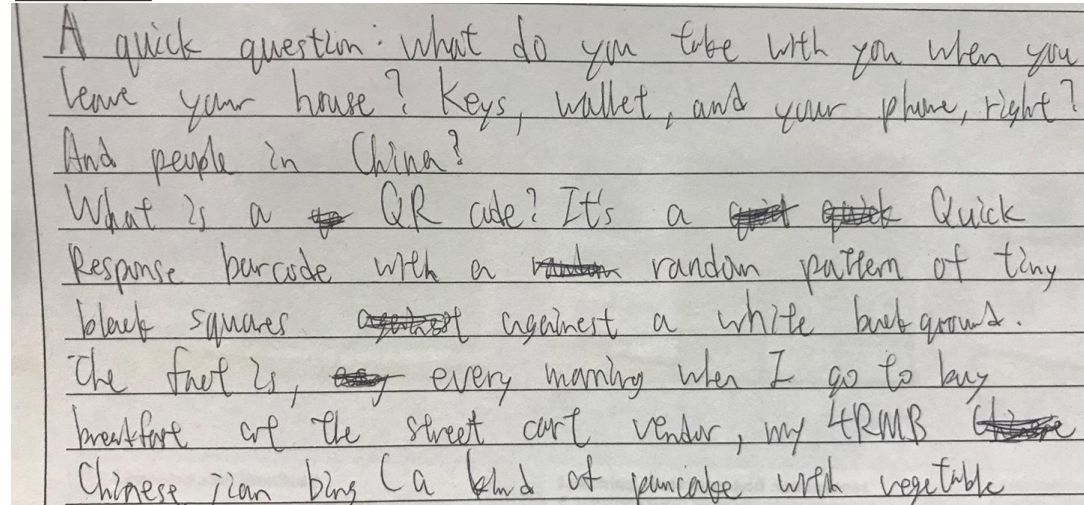
Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Note-taking Skills

Sample A



A quick question: what do you take with you when you leave your house? Keys, wallet, and your phone, right? And people in China? What is a ~~qr~~ QR code? It's a ~~qr~~ ~~code~~ Quick Response barcode with a ~~random~~ random pattern of tiny black squares ~~against~~ against a white background. The fact is, ~~any~~ every morning when I go to buy breakfast at the street cart vendor, my 4RMB ~~is~~ Chinese jian bing (a kind of pancake with vegetable

The overreliance on notecards remains a problem. It is recommended that candidates take notes (i.e. short phrases and key words) as a reminder of things they would like to bring up in the discussion, and speak as if these were ideas they had been thinking about, rather than writing out ideas in complete sentences.

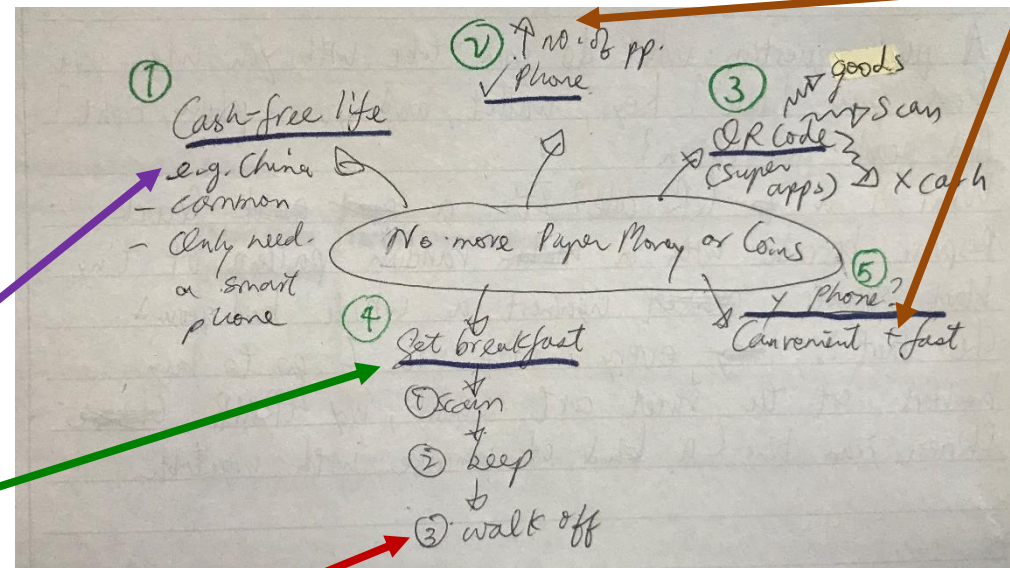
Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Note-taking Skills

Sample B



• Use of abbreviated forms

• Highlighting key points

• Numbering

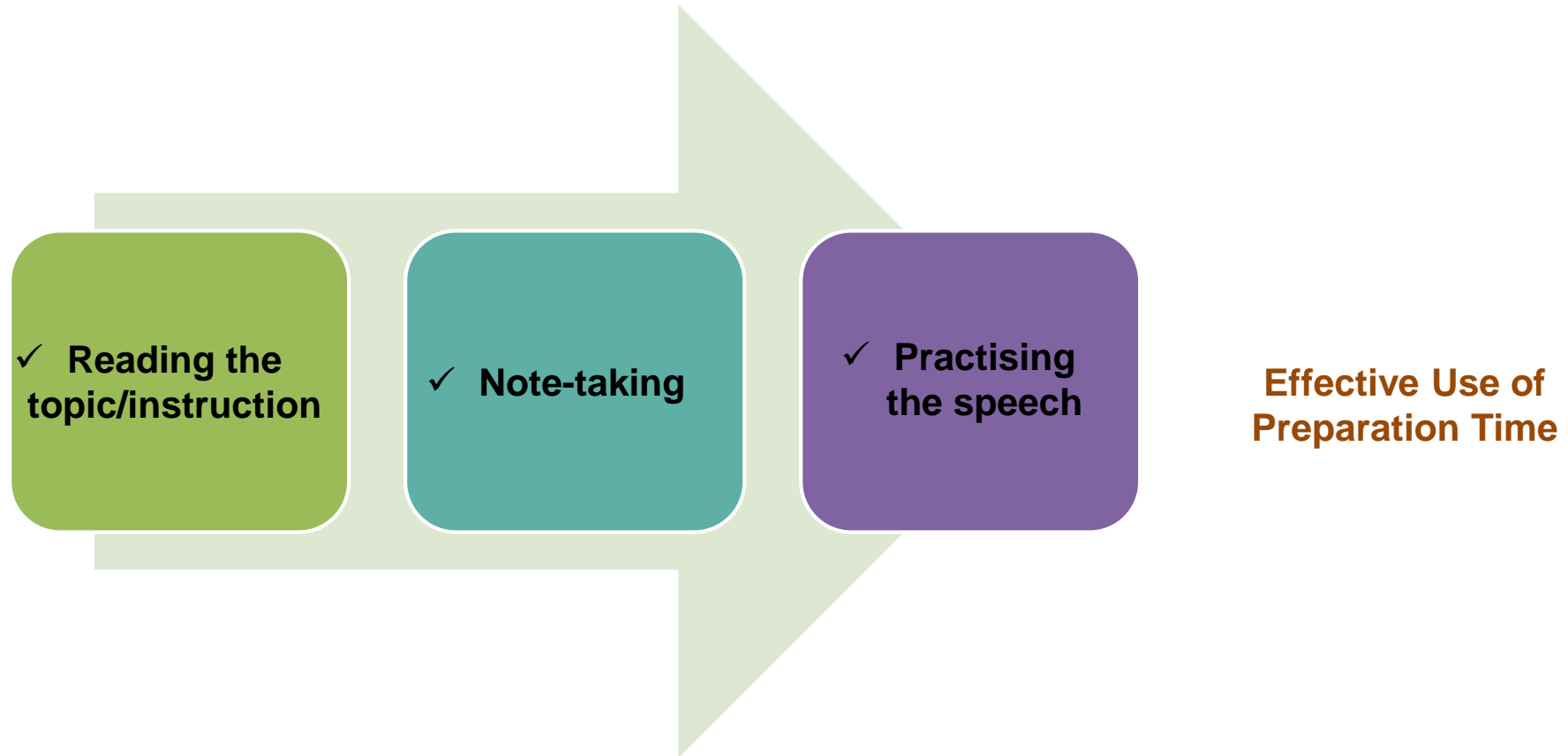
• Use of symbols

• Use of graphic organisers

Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

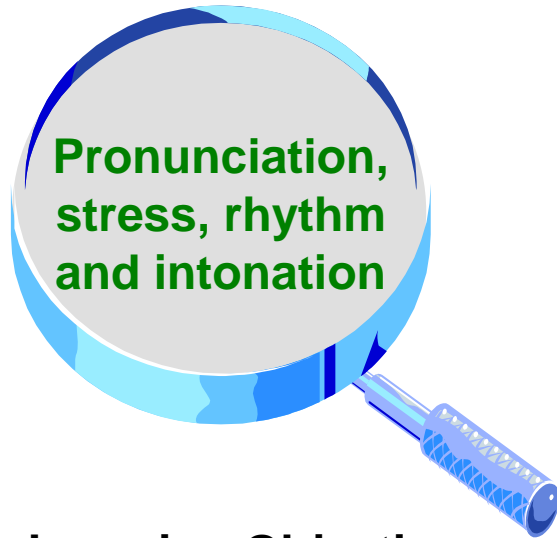
What do the students need to do in order to get there?



Learning, Teaching and Assessment

- (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

Where are the students going?



Learning Objective (Speaking)

Produce utterances naturally

An example

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Pronunciation, stress, rhythm and intonation		
Speaking English quite accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with generally appropriate stress, rhythm and intonation	Speaking English accurately and fluently, and with a high degree of appropriateness in the use of stress, rhythm and intonation
Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words quite accurately ✓ • pronounce most sound clusters generally accurately ✓ • produce spontaneous utterances with generally appropriate stress, rhythm and intonation, taking few pauses to search for basic lexis and grammar 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ pronounce most familiar and unfamiliar words accurately ✓ • produce long utterances with generally appropriate stress, rhythm and intonation 	Pointers <i>Learners can, for example,</i> <ul style="list-style-type: none"> ✓ speak English with clear and accurate pronunciation ✓ • produce long utterances naturally using appropriate stress, rhythm and intonation

Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

Phonics Knowledge (Word Level)

Onset

The opening unit of a syllable that comes before the vowel sound

Cat

Rime

The ending unit of a syllable that includes the vowel and the following consonant sound(s)



Link Sounds in Utterances (Sentence Level)

And say it's **s** **all** right
Give yourself **f** **a** chance
You've got **t** **a** soul

have **e** **a** good time
'Cause **e** **it**'s all right

Silent -e

Learning, Teaching and Assessment

- (1) Identifying students' strengths & areas for improvement & setting speaking objectives

Where are the students now?

Activity 12

Study an excerpt from a group discussion about flying drones in Hong Kong. Suggest areas for improvement for the students to focus on.

Student A: *I think Lantau Island is a good place for the drone lovers because there are fewer high rise buildings there.*

Student B: *I totally agree with you. Cheung Sha is a great spot for flying drones!*

Student C: *I agree with you. I think Stanley is better as the scenery is fantastic.*

Student D: *I take your point. And I believe drone lovers would also like to fly their drones in Sai Kung as there are many country parks suitable for flying drones...*

Areas for Improvement

Learning, Teaching and Assessment

● (2) Setting task-specific assessment criteria and designing activities to help students meet the assessment criteria

An example

Where are the students going?



Learning Objective (Speaking)

Use a wide range of vocabulary appropriate to the context

Speaking – ATM 6	Speaking – ATM 7	Speaking – ATM 8
Language		
Using a range of language forms and functions quite appropriately and accurately	Using a range of language forms and functions generally appropriately and accurately	Using a wide range of language forms and functions generally appropriately and accurately
<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of formulaic expressions, and a range of vocabulary on familiar topics with an awareness of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with some consistency ✓ use a small range of tenses and active/passive voice to refer to past, present and future events with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a range of vocabulary on familiar and less familiar topics, appropriate to the level of formality ✗ ask a range of questions including indirect questions in conversations and group discussions with consistency ✓ use a range of tenses, and active/passive voice for various purposes with some consistency 	<p>Pointers <i>Learners can, for example,</i></p> <ul style="list-style-type: none"> ✓ use a wide range of vocabulary, with some good choice of words on familiar and less familiar topics, appropriate to the level of formality ✓ use a range of tenses, and active/passive voice for various purposes with consistency ✓ use some rhetorical devices (e.g. conditional, rhetorical questions and exaggeration) for emphatic and persuasive purposes

Learning and Teaching

(3) Providing effective feedback on students' performance to guide students to make improvement

What do the students need to do in order to get there?

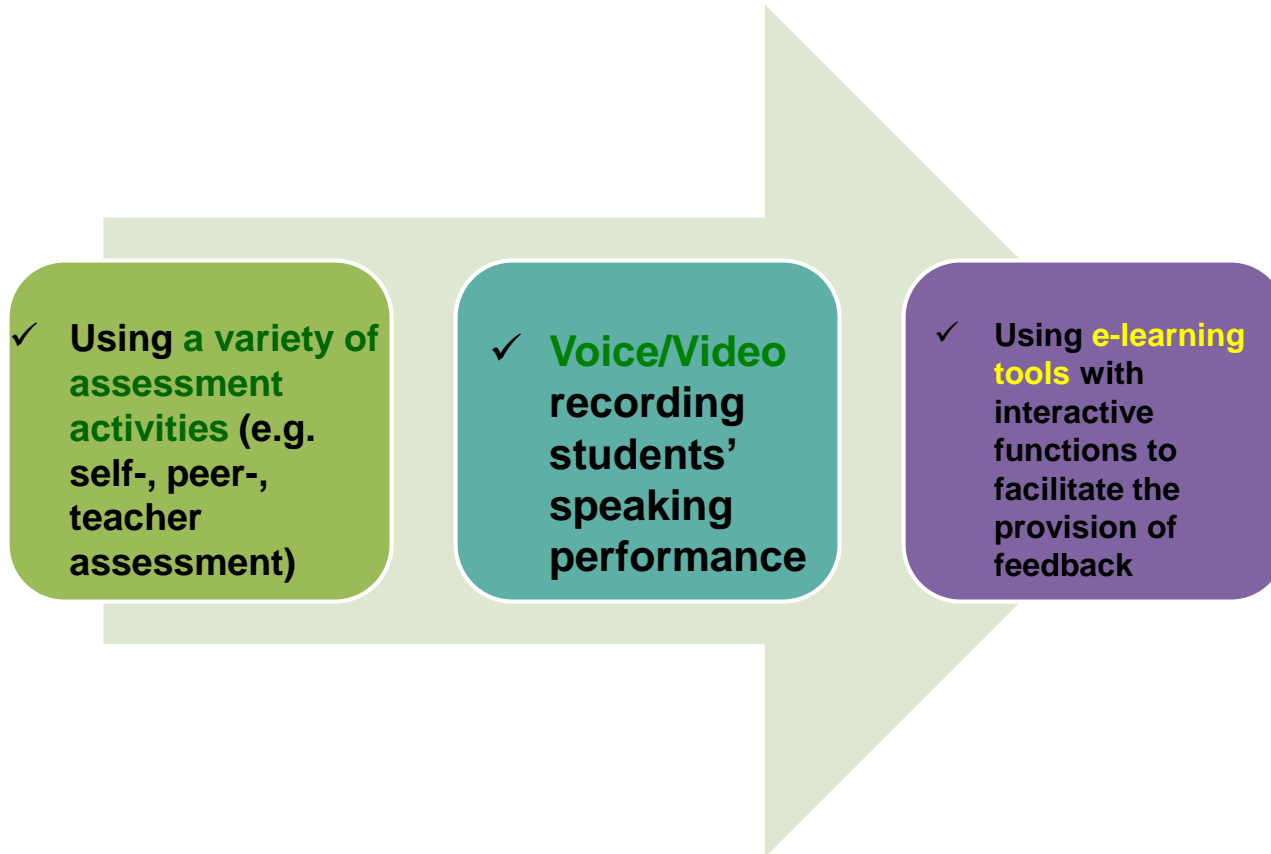
Activity 13

Watch a video clip about Jimmie who is going to meet his fiancée unexpectedly. Identify the choice of words used in expressing agreement.

Priest 1:	Anne's here, or will be! Get back, you animals!
Priest 2:	Her train arrives in 40 minutes!
Jimmie:	There's no direct trains from Athens to San Francisco.
Priest 3:	No, (a) <u>it's true</u> , Jimmie.
Priest 4:	She wants to have dinner with you.
Jimmie:	Dinner? From now on we do it my way, all right? Agree?
Priests:	(b) <u>Agreed</u> !
Jimmie:	All right! OK.
Jimmie:	All right. I'm too excited to think! What do we do?
Priest 4:	Well, we obviously can't have a wedding in a church infested with brides.
Jimmie:	(c) <u>Exactly</u> ! Can you get to the station?
Priest 3:	What? In 40 minutes?
Jimmie:	(d) <u>Yes</u> ! Thank you. Guys, I'm leaving you to take care of this mob. Don't let me down.

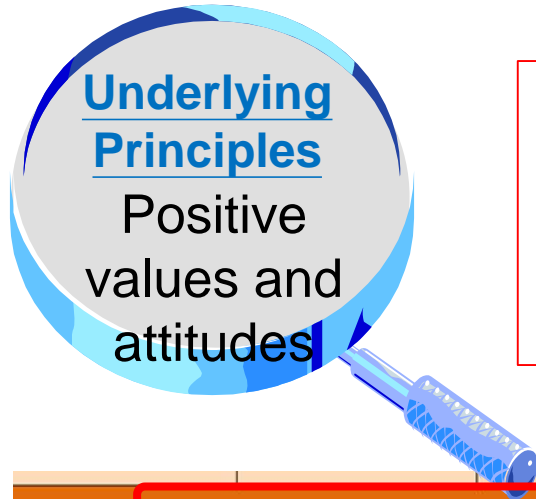
Assessment

🌿 (3) Providing effective feedback to guide students to make improvement to their speaking performance



Promoting Positive
Values and Attitudes
(Underlying Principles)

Promoting Positive Values and Attitudes



1. Language development strategies, generic skills, and **positive values and attitudes** are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
2. The meaningfulness and appropriateness of the written texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.
3. The development of writing strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
 - writing legibly (preferably being able to use both print and cursive scripts),
 - generating ideas by brainstorming or seeking and selecting information and ideas from different sources,
 - using knowledge of letter-sound relationships to spell words.

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.
2. The meaningfulness and appropriateness of the spoken texts to the context, purpose and audience are implicit in and apply across all the learning outcomes.
3. The development of some basic communication strategies does not readily lend itself to descriptions of the learning outcomes in terms of eight attainment milestones, for example,
 - showing interest to communicate,
 - facing the listener,
 - maintaining eye contact,
 - speaking at a volume appropriate to the situation,
 - enhancing own spoken texts with appropriate gestures and facial expressions,
 - responding readily to others' questions, opinions or comments, and
 - turn-taking in conversations and discussions.Teachers are expected to help learners develop these basic communication strategies according to learners' individual affective development.
4. Teacher support is essential to helping learners express and organise their ideas during the learning and teaching process. As learners progress, the amount of support provided is gradually reduced to encourage learner independence.
5. Apart from engaging learners in rehearsed speaking activities, more opportunities for spontaneous interactions are provided to prepare them for communication in social / academic situations as appropriate.

Promoting Positive Values and Attitudes

1:20-2:02

And I couldn't change anything. It's not like just fixing my hair one day and everything was fine. I couldn't change my circumstance. I couldn't just wake up one day and say, "Hey, give me arms and legs. I need arms and legs." You know what I mean? Like you go to a bodybuilder, you know, **"Can you make me some arms and legs?" No, I'm just joking. Bodybuilder, you get it? Right? I go up to people, "Can you give me a hand?" I'm just joking!** But it was so hard because people put me down. And I started believing that I was not good enough. I started believing that I was a failure that I'd never be somebody who people would like or people would accept.



1) Which technique is used when Nick said "bodybuilder" and "give me a hand"?

- A.** pun
- B. metaphor
- C. alliteration
- D. personification

Promoting Positive Values and Attitudes

2:31-3:06

There are some things in life that are out of your control, that you can't change and you've got to live with. The choice that we have, though, is either to give up or keep on going. I wanna ask you, what are you gonna believe? Are you gonna believe in yourself or you gonna believe in everybody else's judgement on you? Are you gonna believe people when they say that you're a failure, that no one really likes you, that no one really cares about you? And it's not really to say that hey you need somebody to come up to you and say, "Hey, I really like you. I care about you." It's not that. But it's the fact that people put you down.



2) a) What technique has been employed to convey his messages?

Nick employed the 'Rule of Three' throughout his speech (i.e. when words, phrases or sentences which come in patterns of 3).

b) Can you identify other examples of the 'Rule of Three' in this text?

Promoting Positive Values and Attitudes

Featured Saying of Wisdom: **“It’s not the end until you’ve given up.”**

[2] But it was so hard because people put me down. And I started believing that I was not good
20 enough. I started believing that I was a failure that I’d never be somebody who people would
like or people would accept. And it was so hard, man, I thought to myself, you know, “I can’t
go on the soccer field like everybody else and I can’t ride my bike and I can’t skateboard and
all these sorts of things.” I started getting depressed. I thought, “What kind of purpose do I
have to live?” I mean, are you just here to live to die? I mean, is there not a purpose for me?
25 Is there not a purpose in life? And I had questions and no answers and I asked my mom and
dad, “Why did this happen?” I asked doctors, “Why did this happen?” They don’t know.

[4] I tell you life is interesting. Life is a journey. You see this phone here? Let’s say that I want
to go to the phone. Right? And I start from over here. Now to get to the phone, it’s not like I’m
going to start meditating and going “hummmmm”, and float across the air, right? That’s not
gonna happen. That’s not gonna work. It’s not like I’m going to go “hummmmm” and “wooo”,
40 you know? It’s not gonna work. So I have to take one step at a time, one step at a time, one
step at a time. You can only take one step at a time. I don’t care how big your step is, it’s still
only one step at a time. You can’t take two steps in one. You understand? So it’s like one step
at a time.

Promoting Positive Values and Attitudes



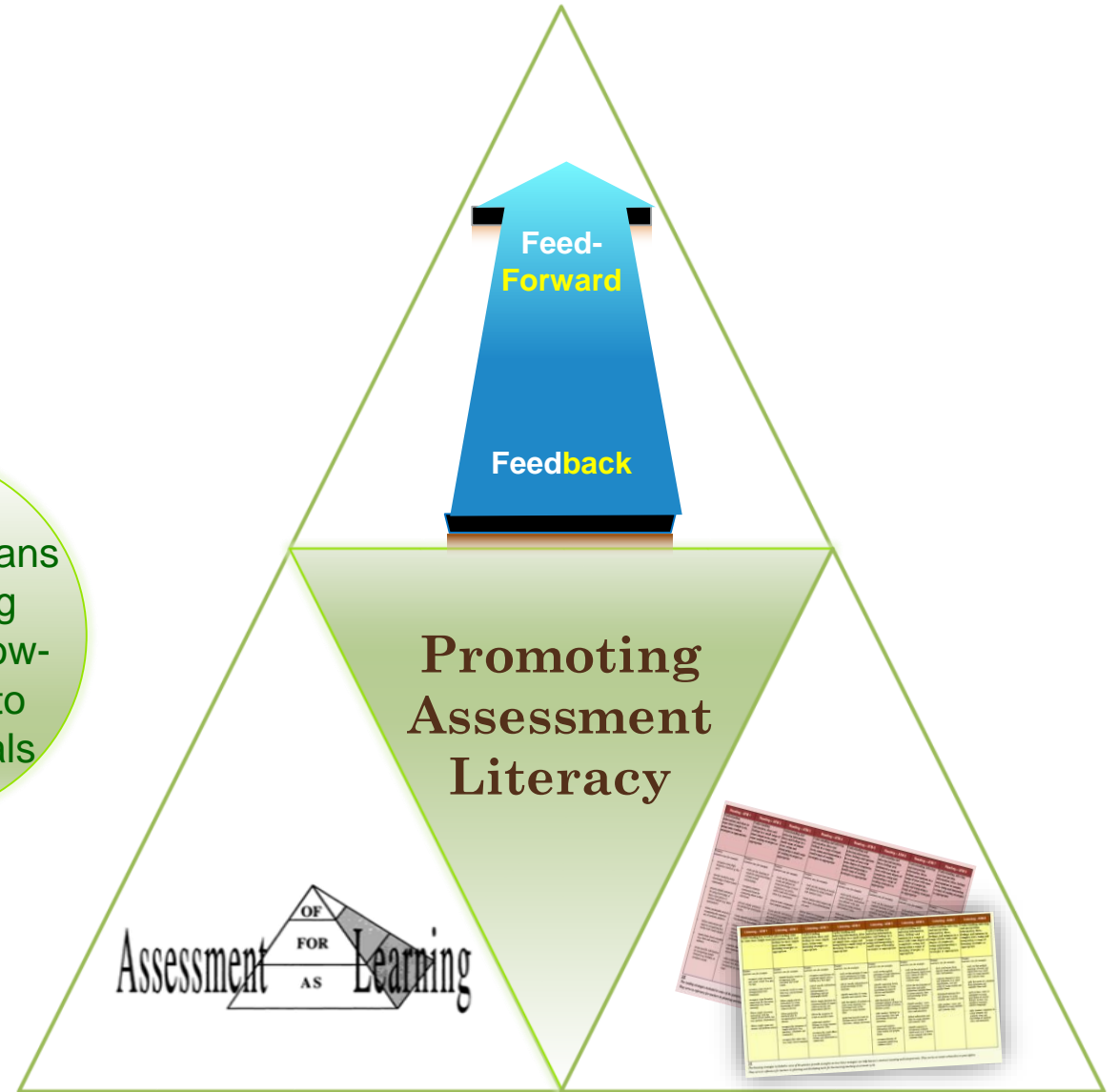
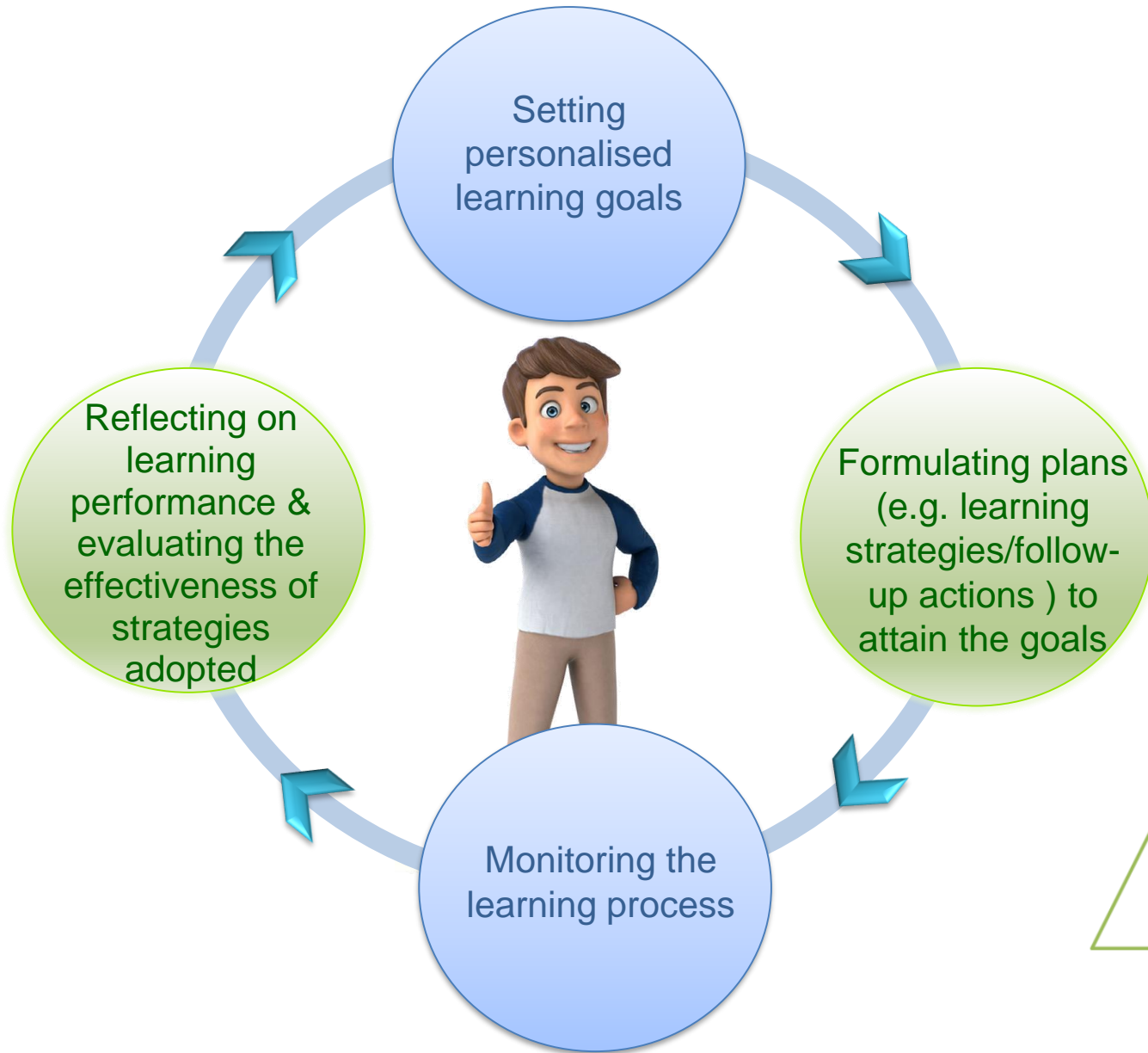
- 3) Have you ever felt worthless or powerless? Write a message to a family member or friend who may have similar emotional problems or suffer from depression. You may use the ideas from Nick's speech to encourage him/her.**

Resource Kit on Inspirational Speeches



https://www.edb.gov.hk/sow_speeches

Promoting Assessment Literacy



Promoting Assessment Literacy

**Beyond Testing and Grading:
Adopting Effective Assessment Strategies to
Enhance English Learning and Teaching**

Assessment usually conjures up images of a marked written assignment, an end-of-term examination or a report card. However, these do not capture the full extent of how assessment operates in the English Language classroom. Assessment not only provides information about students' achievements in relation to the learning targets and objectives, but also shows where the learners are in their learning, where they need to go and how best to get there. The word "assess" comes from a Latin word that means "to sit beside", implying an active partnership between teachers and students, and among students. To achieve these, Assessment for Learning (Afl) and Assessment as Learning (AaL) should go hand in hand. As illustrated in the diagram below, the ultimate goal of Afl and AaL is to improve learning and teaching and nurture lifelong language learners through enhancing their intrinsic motivation and metacognitive strategies.

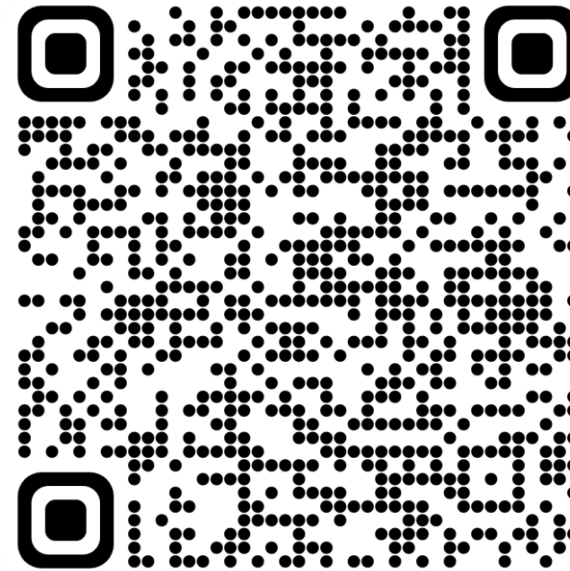
AaL occurs when students are engaged as active participants in assessment. They **monitor** their learning progress and use feedback received to **reflect** on learning and set goals.

Afl occurs when teachers use information about student learning to inform teaching and provide **feedback** to students.

ASSESSMENT-RELATED RESOURCES

The English Language Education (ELE) Section provides support for schools to develop effective strategies and practices for assessing students. A variety of resources (e.g. references, professional development programme materials, the assessment task bank) are available for teachers' use. For details, come visit our website at http://www.edb.gov.hk/ele_assessment.

Leaflet on "Beyond Testing and Grading: Adopting Effective Assessment Strategies to Enhance English Learning and Teaching"



https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/references-resources/Assessment/Assessment_leaflet_ELE.pdf

Summary

The LPF for English Language



represents the growth of learners on a developmental continuum in English Language learning



acts as a reference tool for teachers to help students learn better (Assessment for/as Learning)



helps identify learners' strengths and areas for improvement



serves as reference for holistic curriculum planning

The LPF (e-Version)

The Learning Progression Framework (LPF) for English Language

The LPF for English Language

Background of the LPF

Understanding the LPF

Download the Exemplars

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. The continuum is divided into eight attainment milestones (ATMs) for each of the four language skills (i.e. listening, speaking, reading and writing) from the basic level (ATM 1) to the advanced level (ATM 8). While the ATMs are expressed in the form of outcome statements, which give general descriptions of students' performance, pointers are specific examples of what students are able to do in demonstrating the LOs, which support the outcome statements. It should be noted that the pointers are meant to elucidate the LOs. They are neither prescriptive nor exhaustive, and must not be regarded as a checklist for English language development. As these ATMs can provide a clear focus and direction for learning, teaching and assessment throughout primary and secondary education, schools are encouraged to make reference to the LPF when they plan and review the school English Language curriculum and assessment, instead of relying solely on the Basic Competency Descriptors for the Territory-wide System Assessment (TSA), which represent only part of the essential knowledge and skills to be acquired by students in relation to the learning targets and objectives for KSI – 3.



- <http://www.edb.gov.hk/lpfenglish>

The Learning Progression Framework (LPF) for English Language (Available for download)



Listening Skills

Speaking Skills

Reading Skills

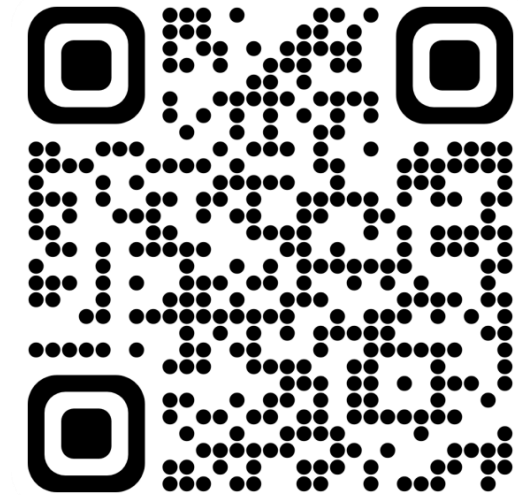
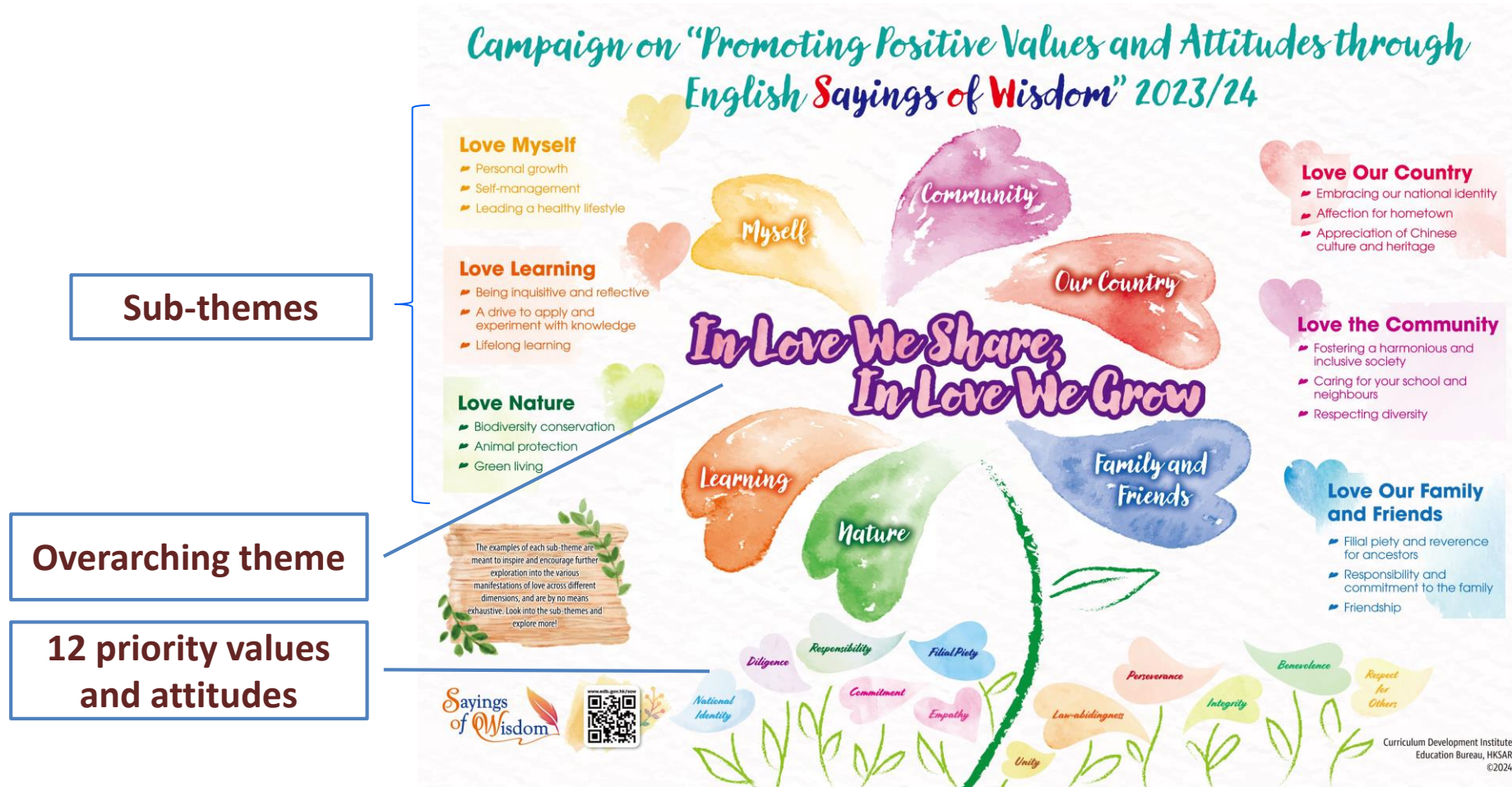
Writing Skills

Campaign on “Promoting Positive Values and Attitudes through English **Sayings of Wisdom** 2023/24”

Resources



A Poster Introducing the Overarching Theme and Six Sub-themes of the **SOW** Campaign 2023/24



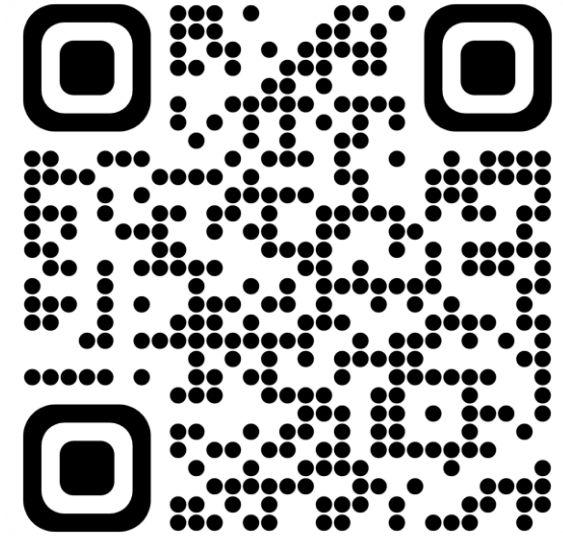
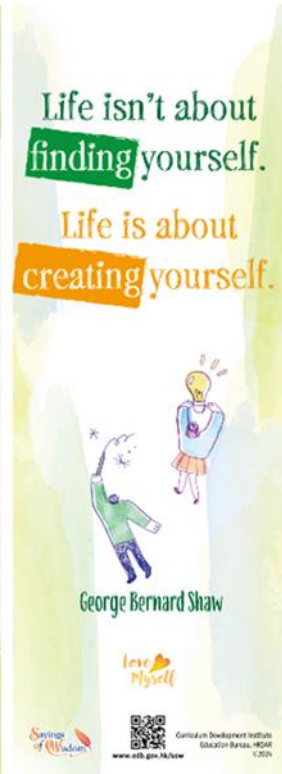
https://www.edb.gov.hk/sow_posters

(Size: A2)

18 Posters on Selected Sayings under the Six Sub-themes

Posters

©2024 (New)



https://www.edb.gov.hk/sow_posters

(Size: Half of A3)

SOW-related Competitions/Activities

Poetry Remake Competition (Secondary)



Submission period

7-8 March 2024 (9:00 a.m. to 12:30 p.m. and 2:00 p.m. to 5:00 p.m)

Details

Please refer to the [competition webpage](#) for learning and teaching resources in support of the competition.

School-based Activity:
Week of Love and Growth
(Primary/Secondary)

"We Write · We Sing" Music Competition (Primary/Secondary)



Time period

October 2023 - July 2024

Details

A singing competition which engages students in writing lyrics and performing songs that promote positive values and attitudes, with the use of melodies newly composed by the Hong Kong song-writer Mr NG Lok-shing, Ronald ([Competition webpage](#))

Filmit 2024:
A Student Film Competition
(Primary/Secondary)

"SOW in Love" Letter Writing Competition (Primary/Secondary)



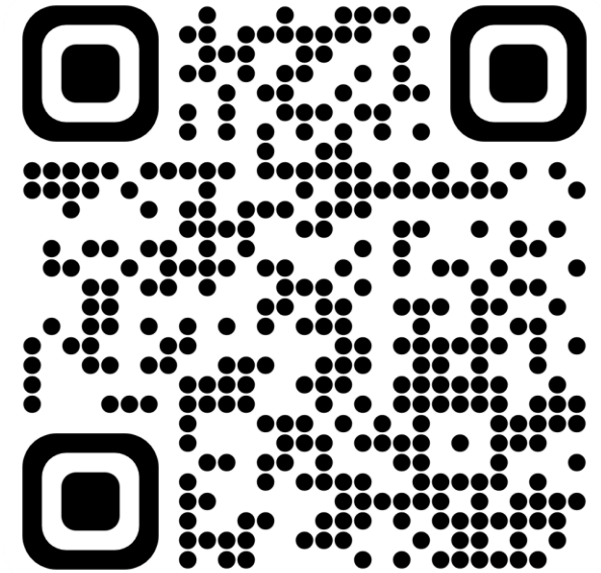
Time period

November 2023 - March 2024

Details

A writing competition inviting students to write a letter with a SOW of their choice and create a 2D artwork to express their affection and gratitude for people and things which are dear to their hearts ([Competition webpage](#))

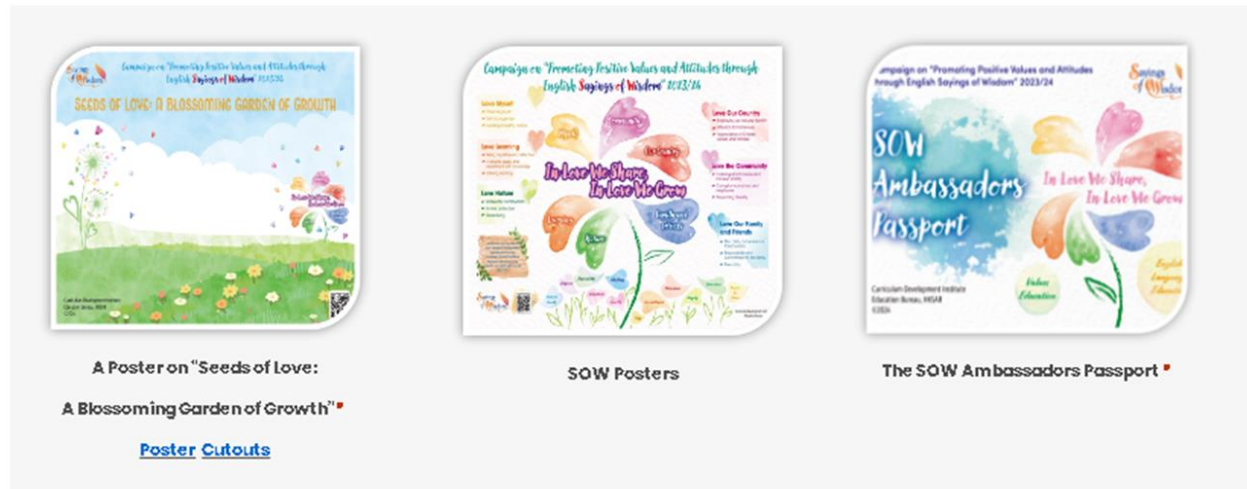
Story to Stage Puppetry
Competition
(Primary)



https://www.edb.gov.hk/sow_competitions

SOW-related Competitions/Activities

Support Measures/Resources • For registered schools



A Poster on "Seeds of Love: A Blossoming Garden of Growth"
[Poster Cutouts](#)

SOW Posters

The SOW Ambassadors Passport



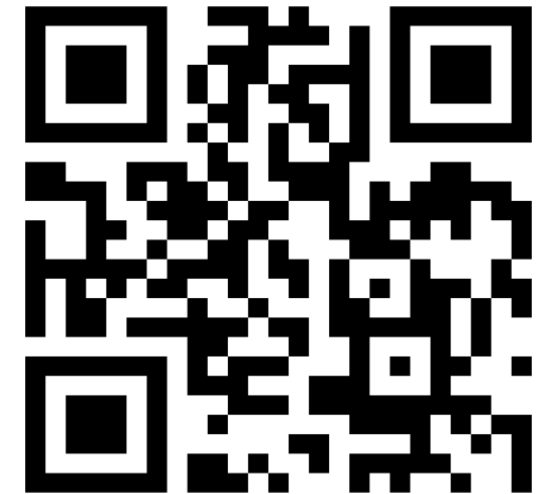
A Collection of English Learning Activities for the Promotion of Values Education: Examples from the School-based Activity "Week of Positivity"



Experience Sharing Session on Promoting Values Education in the School English Language Curriculum
[Primary Level](#)
[Secondary Level](#)

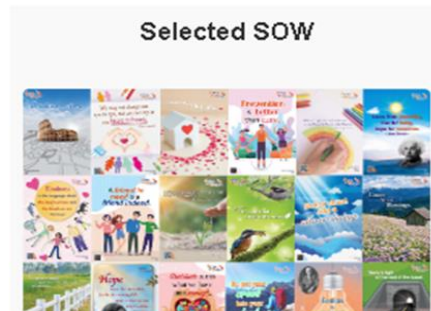
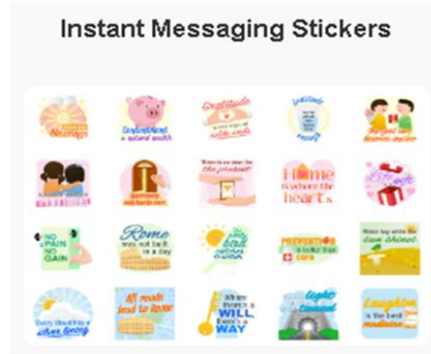
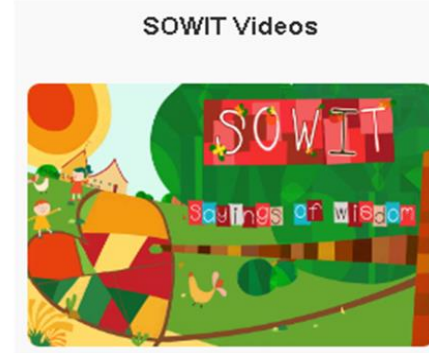


One-Stop Portal of Learning and Teaching Resources on Promoting Values Education in the English Language Curriculum



<https://www.edb.gov.hk/WoLG>

Learning and Teaching Resources



<https://www.edb.gov.hk/SOW>