Assessment for Learning: Enhancement Measures of the TSA and
Using Assessment Data to Enhance Learning and Teaching – Primary English
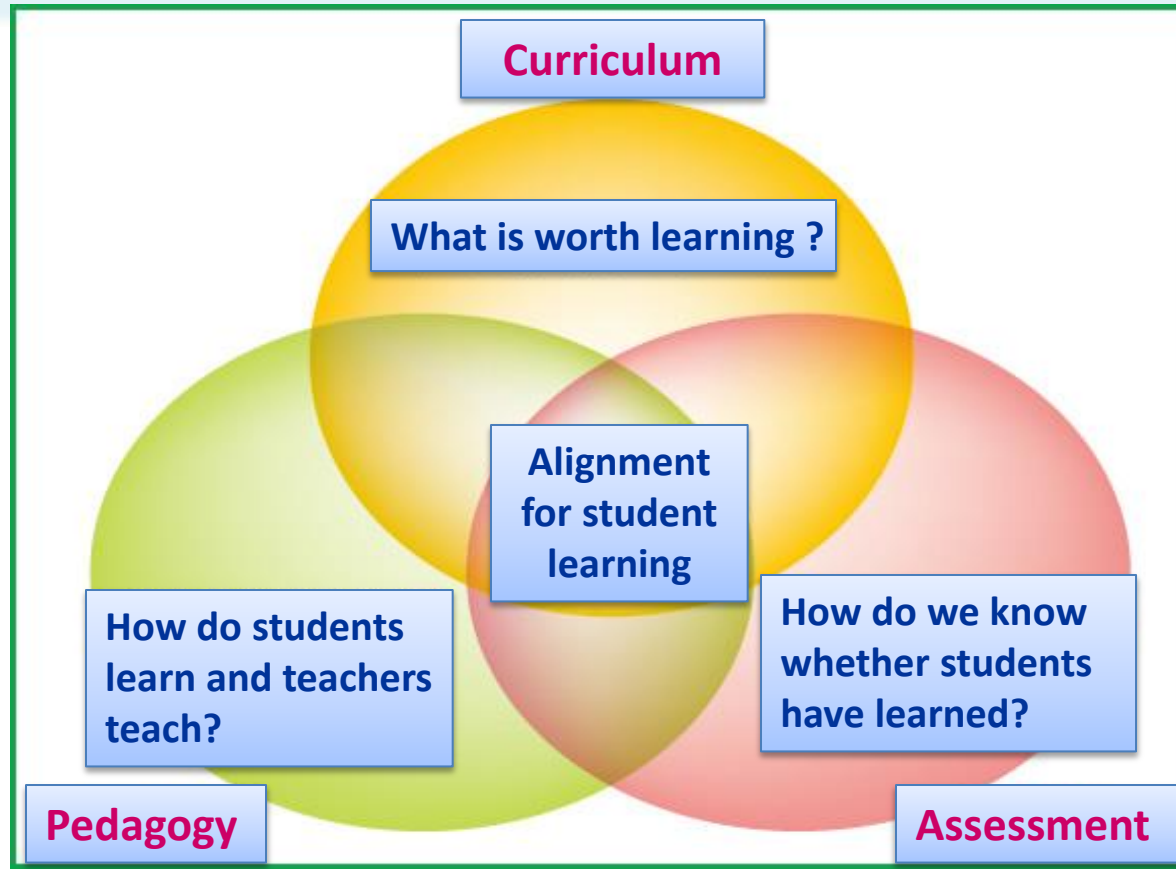
Flora Leung
Assessment & Support Team
Education Infrastructure Division
Education Bureau

Today's Programme

Time	Content	Speakers/Guest Speakers
1:45 - 2:00	Registration	
2:00 - 3:15	1. Enhancement measures of the TSA 2. Using assessment data to enhance learning and teaching	Ms Flora Leung Fung Yin Senior Curriculum Development Officer (Assessment & Support / English)
3:15 - 3:30	Break	
3:30 - 4:00	Aligning objectives in the L-T-A loop	Mr Martin Ma Kar Kin Principal, St Anthony's School
4:00 - 4:45	Using SP Xpress for assessment data analysis to enhance the learning and teaching of reading strategies	Dr Zoe Chan So Yee English Panel Chairperson, Lingnan University Alumni Association (HK) Primary School
4:45 - 5:00	Q&A	All speakers

Curriculum

What is worth learning ?

Alignment for student learning

How do students learn and teachers teach?

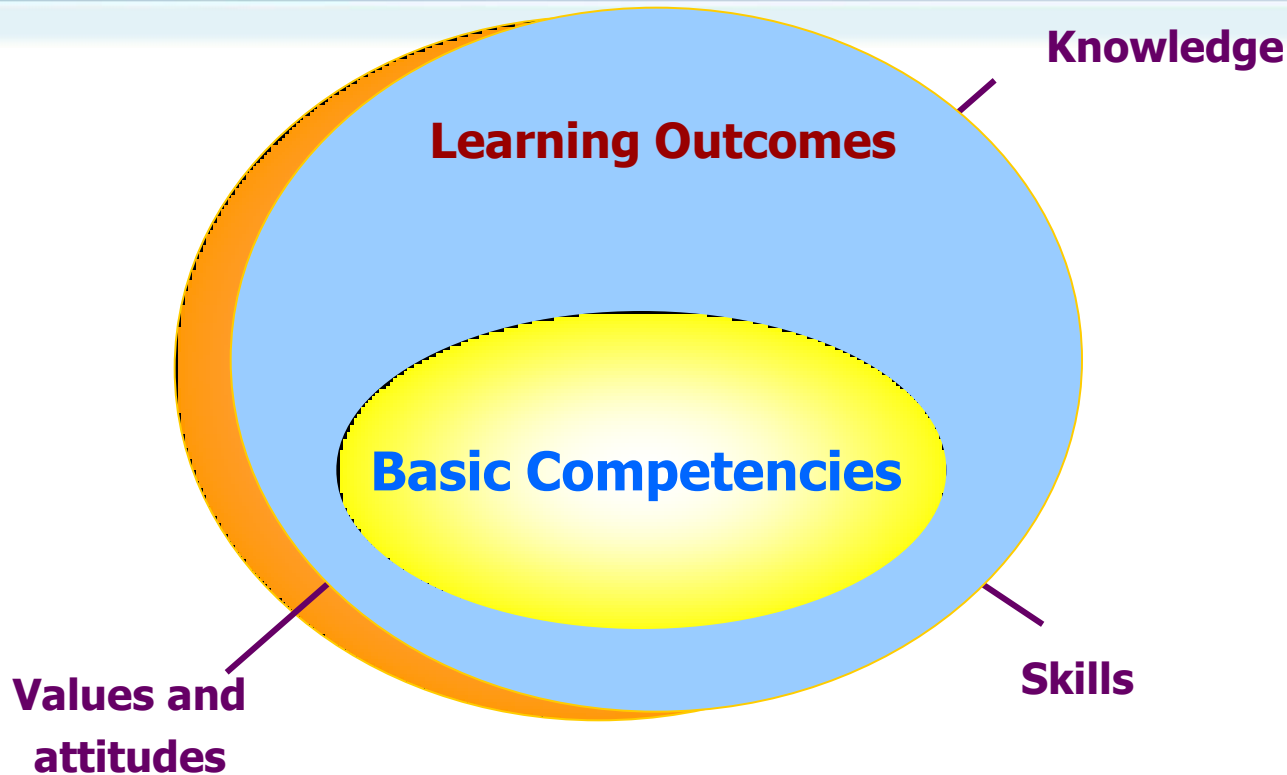**How do we know whether students have learned?**

Pedagogy

Assessment

Background

Basic Competency Assessments

to enhance the effectiveness of assessment mechanisms in facilitating learning and teaching

Basic Competencies (BC)
BCs are the **essential knowledge, skills and application** necessary for students to progress learning from one key stage to another in the curricula of the core subjects. BCs represent just **part of the curriculum requirement**.

Basic Competency Assessment

SA
學生評估

TSA
全港性系統評估

BCA

wLTS Assessment for Learning Resource Bank
Web-based Learning and Teaching Support
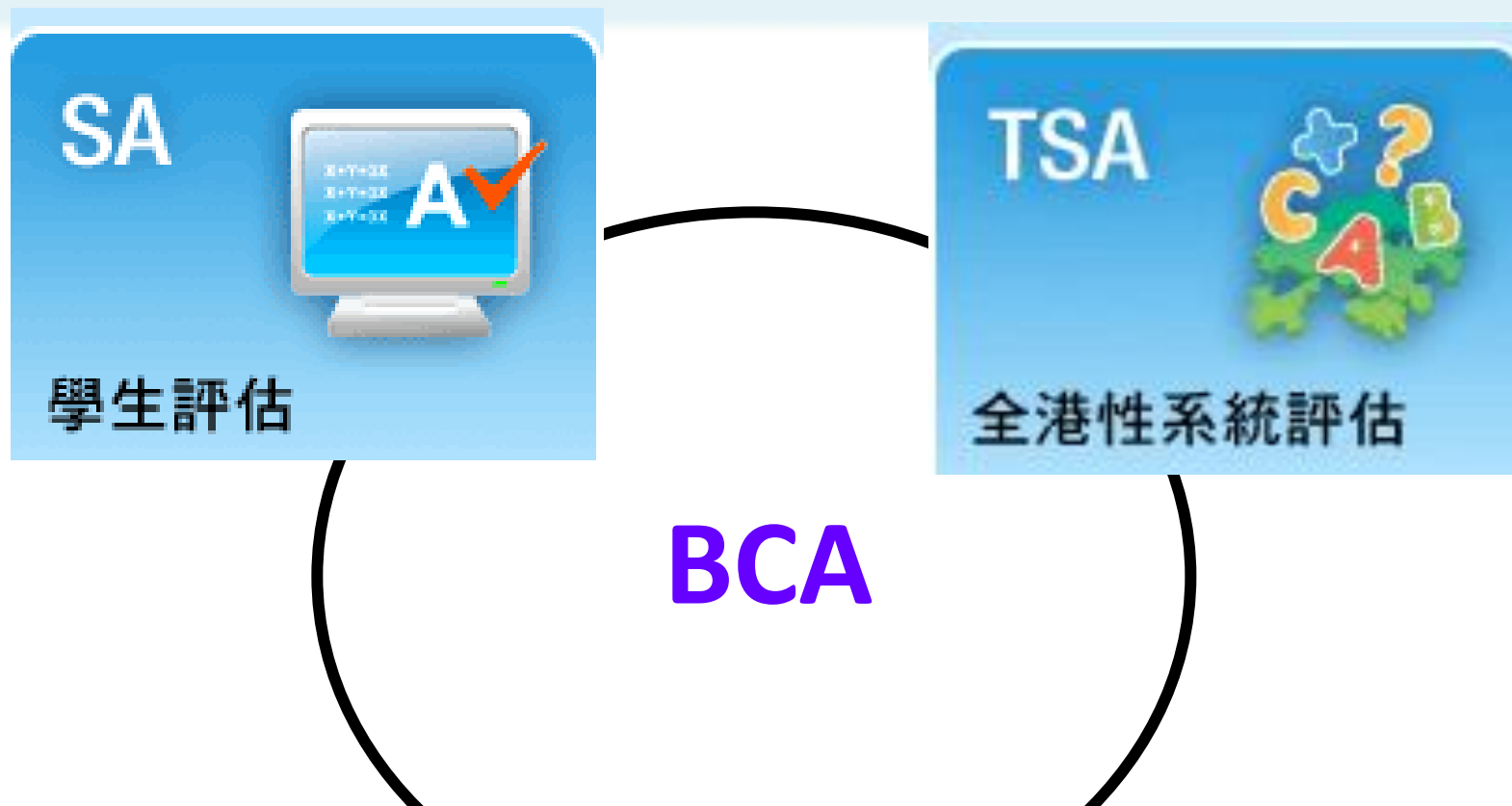
Main purposes of TSA

- To provide the Government and school management with information on school standards in key learning areas for the purposes of **school improvement** and to provide **more focused support**.

- To provide teachers with feedback positively so as to **enhance the effectiveness of learning and teaching**

- To **enhance assessment literacy** and promote the culture of *assessment for learning* in schools, especially in basic education (P1-S3).

Enhancement measures of the TSA

I. Implementation arrangement

Primary Six (P6)	Primary Three (P3) & Secondary Three (S3)
Continue with the alternate-year arrangement for P6 TSA & Pre-S1 HKAT	**Maintain status quo for P3 and S3 TSA**
- Relieving the pressure on students and teachers - Opt-in schools can obtain continuous assessment data - TSA's function of gauging students' attainments and improving learning and teaching can be largely preserved	- Primary schools could gain reliable data for improvement in L&T at an early stage - For secondary schools, teachers appreciate that item analysis reports were useful

Enhancement measures of the TSA

II.   Reporting functions

A.   School level report

Primary schools	Secondary schools
- Not disclose BC attainment rates of the CEM subjects from 2014 TSA onwards	Remain unchanged
- Not disclose the data of same cohort of primary school students in the School Supplementary Report from 2014 TSA onwards	Remain unchanged
- Remove the TSA from the Key Performance Measures	Remain unchanged

Item Analysis Report
(sorted by BCs)

2010 年全港性系統評估
Territory-wide System Assessment 2010
題目分析報告 (以基本能力為序)
Item Analysis Report (sorted by Basic Competencies)

機　　密
CONFIDENTIAL

學校 School: School B (全日制) (hkp00999)
級別 Level: 小六

數學 Mathematics

範疇 Dimension	基本能力+ Basic Competency	卷別 Sub-paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
數 Number	KS2-N1-1	6M1	Q01	A		0.0%	0.7%
				B		0.0%	0.4%
				C*		100.0%	97.9%
				D		0.0%	1.0%
				U#		0.0%	0.1%
		6M2	Q01		0	0.0%	4.6%
					1	100.0%	95.4%
					U#	0.0%	0.0%
	KS2-N1-2	6M3	Q01		0	0.0%	2.1%
					1	100.0%	97.9%
					U#	0.0%	0.0%

13

Remove the TSA from Key Performance Indicators

**Performance
Indicators**
for Hong Kong Schools

2008

with Evidence
of Performance

For
Secondary,
Primary and
Special
Schools

Quality Ass
Education E

IV. Consequential changes

**If no TSA attainment rate
in school report**

AREA 8 · Participation and Achievement

Performance Indicators	Focus Questions
8.1 Academic Performance	• How well do students perform in internal assessment?
	• ~~How well do students perform in the Territory-wide System Assessment?~~
	• How well do students perform in public examinations and how good are value-added results? (applicable to secondary students)
	• How good are students' achievements and performance in other academic-related areas?
8.2 Non-academic Performance	• How good are students' participation and achievements in the school's extra-curricular activities?
	• How good are students' participation and achievements in inter-school activities and open/international competitions?
	• How good are students' levels of physical fitness?

Enhancement measures of the TSA

II. Reporting functions

B. a more interactive platform (beginning 2014/2015)

a. Question papers with model answers and question items will be shown

b. Charts showing performance over 3 years on a particular BC/question intent.

c. Schools are allowed to request accounts for different users (e.g. PSMCD, EPH, subject teachers).

d. Training sessions for account administrators and users will be provided.

New feature already available

Phase One（2014）

## Question papers with question items and model answers will be shown

閱讀下面的文字，然後回答問題。

從前，在大海中住着兩個大小差不多的小島，他們是兩兄弟。哥哥叫大冬冬，驕傲自大；弟弟叫小丁丁，脾氣暴躁。兩兄弟都愛斤斤計較，不理會對方的感受，每天吵個不停。

大冬冬說：「小丁丁，你看，我的樹比你多，小鳥都愛來我這裏玩，多熱鬧！」弟弟不服氣地說：「你有什麼了不起？我的環境最優美，綠海龜最愛在我這兒產卵。」哥哥說：「哼！我這兒也有綠海龜來生小寶寶。」弟弟哈哈大笑：「你那兒只有幾隻海龜，算得上什麼。你看看我這兒，全是圓滾滾、雪白雪白的小寶貝。」大冬冬說：「我的樹長得又粗又壯，樹上的鳥兒會唱歌，又會跳舞，我才是最了不起的！」

這兩兄弟天天吵架，吵得綠海龜都跑光了，吵得鳥兒都飛走了，吵得海浪一波波的想逃跑，終於把海神激怒了。海神生氣地說：「我讓你們兩個有樹，有沙灘，有鳥，有海龜，是希望你們可以照顧一些我無暇照顧的生命，你們卻吵成這個樣子，連鳥兒、海龜和海浪為了逃避你們製造的噪音，都紛紛躲起來了。現在我要把你們打入海底，如果你們能好好反省，真心悔改，我才讓你們重見天日。」

大冬冬和小丁丁沉入黑漆漆的海底，不能聽鳥兒唱歌，也不能和小海龜玩耍。他們終於知道錯了，互相道歉。從此以後，兄弟倆相親相愛，不再吵架，默默地等待再升起的那一天。
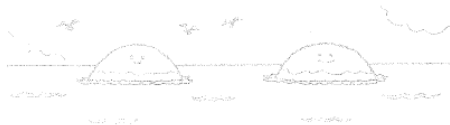
2008-TSA-CHIN-3CR1-2　　2

請把電腦條碼貼在方格內 →

從文中找出適當的詞語，填在第 1—2 題的橫線上，使句子的意思完整。

1. 星期天，百貨公司人來人往，十分 ___熱鬧___ 。

2. 媽媽白天工作，下班後還要___照顧___我們，真辛勞。

3. 大冬冬和小丁丁兩兄弟的性格有什麼分別？

   哥哥_____，弟弟_____，常常為小事爭吵不休。

4. 為什麼鳥兒最初喜歡到大冬冬那兒去？
   ○ A. 因為有美麗的沙灘，氣候適宜。
   ○ B. 因為有鳥龜產卵，提供充足糧食。
   ○ C. 因為小丁丁常和鳥兒吵架，鳥兒不喜歡他。
   ○ D. 因為有茂盛的樹林，適合鳥兒生活。

5. 文中所說的「圓滾滾，雪白雪白的小寶貝」(第 8-9 行)指的是什麼？

   這是指___(綠)海龜蛋 ／ 龜蛋___。

2008-TSA-CHIN-3CR1-3　　3　　續　後　頁

全港百分率
Territory-wide percentage

7.0%
92.0%
1.0%
3.5%
96.5%
0.0%
5.5%
94.5%
0.0%
90.0%
0.5%
3.0%
1.5%
5.0%
7.5%
92.0%
0.5%
0.5%
90.0%
3.0%
1.5%
5.0%

範疇 Skill	基本能力 Basic Competency	卷別 Sub- paper	題號 Item no.	選項 Option	得分/等級 Score/ Grade	學校百分率 School percentage	全港百分率 Territory-wide percentage
閱讀	BR1.2 能理解所學詞語 三年分析	3CR1 3CR3	Q01 Q01		0 1 U#	5.0% 95.0% 0.0%	7.0% 92.0% 1.0%
		3CR1 3CR3	Q02 Q02		0 1 U#	0.0% 100.0% 0.0%	3.5% 96.5% 0.0%
		3CR1	Q10		0 1 U#	2.0% 98.0% 0.0%	5.5% 94.5% 0.0%
				A* B 		91.0% 0.0% 3.0% 2.0% 4.0%	90.0% 0.5% 3.0% 1.5% 5.0%
						10.0% 90.0% 0.0%	7.5% 92.0% 0.5%
	三年分析	3CR3	Q06	C D U#		0.0% 91.0% 3.0% 2.0% 4.0%	0.5% 90.0% 3.0% 1.5% 5.0%

2. 流感高峰期到了，老師提醒我們要注意個人衛生，保持課室
   清潔 ＿＿＿＿＿＿ 。

And with charts showing performance over 3 years
(on a particular BC/question intent)
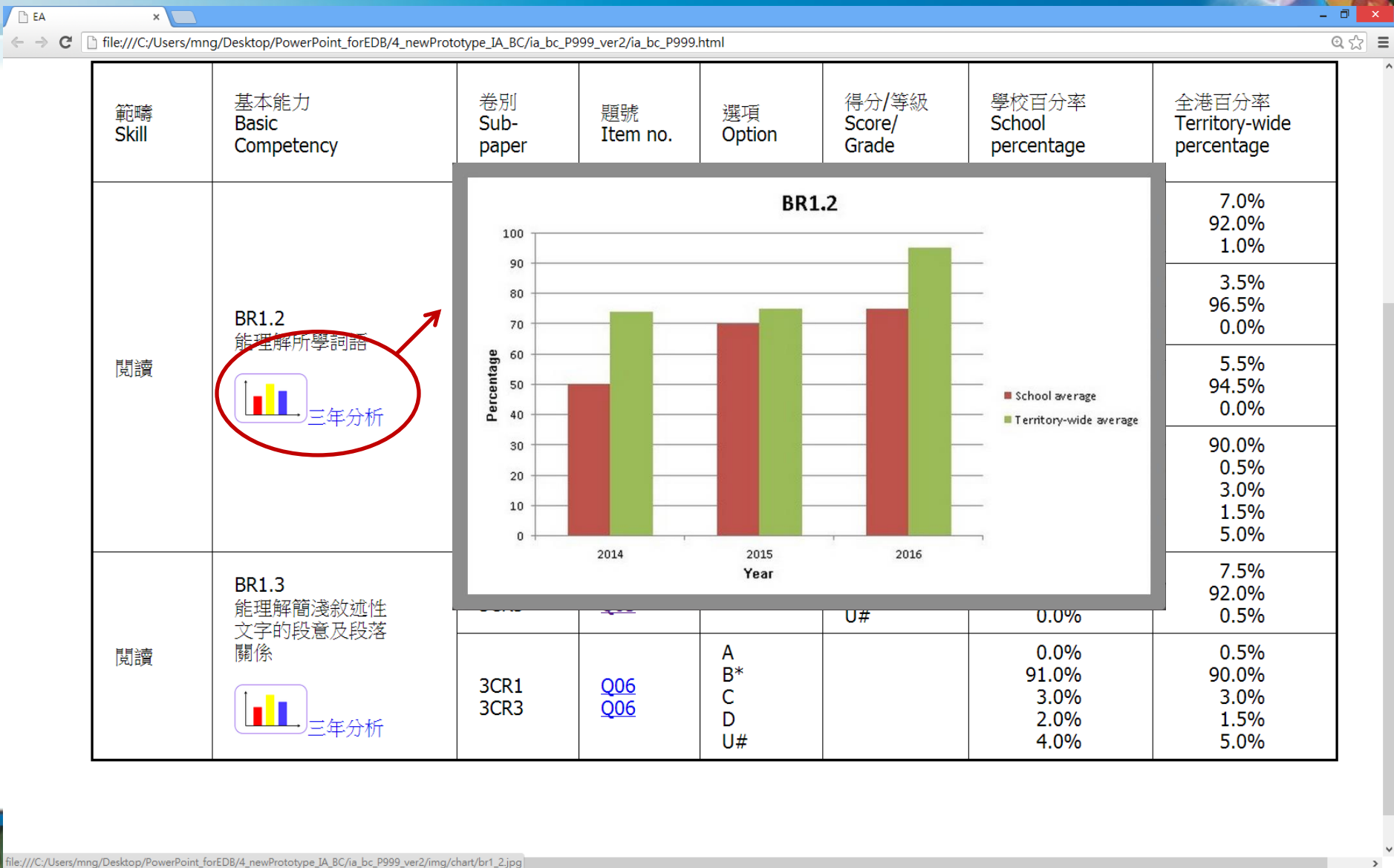
Tasks and exemplars with annotations will also be shown

Chi Lang & Eng Lang Writing

Math

P3 E Student Exemplar

Today, I made a new friend she was kind and helpful. A1 at school
We went to the park after school, then, we ate ice-cream together. She told me she like playing foot-ball.

範疇 | 基本能力 Basic | 卷別 Sub- | 題號 | 選項

學生能理解和解答加、減法的簡易應用題（例如 Q13/M1; Q14/M1; Q11/M3; Q13/M3）。在 Q12/M2 中，一些學生不小心計算減法或混淆減數和被減數 Q12/M2

(205+139-500
=156 (元)

Annotation

➢The student is able to provide brief and relevant ideas/responses to the questions ("Today, I made a new friend at school.", "We went to the park after school…", "She told me she like playing foot-ball."). The ideas are quite clear.

➢The student uses a small range of vocabulary ("kind", "helpful"), sentence patterns ("We went to the park after school, then, we ate ice-cream together.") and cohesive devices ("and", "then") fairly appropriately with some grammatical mistakes ("She told me she like playing foot-ball.")

• 學生大致能理解篇章內容，如複述篇章的表層信息，找出文中的因果關係，歸納篇章內容，以及掌握段落大意等。在〈快樂農莊〉中，學生能整合篇章信息，找出符合快樂農莊前院的景象(3CR1第4題)。學生也能理解文中的因果關係，找出「我」和妹妹到快樂農莊的原因(3CR1第3題)和為什麼妹妹要舉行派對(3CR3第6題)。在段落理解方面，學生能掌握「第二段和第三段」是描述「我」和妹妹照顧種子的情形(3CR2第6題)。

4. 下列哪一

○ A   ○ B

○ C   ○ D

3CR1第4題 答案：「B」

Chi Lang & Eng Lang Reading & Listening

Common misconceptions

The levels of BC are changing.

TSA papers are getting more and more demanding!

The difficulty level of sub-papers will affect the attainment rate.

The attainments rates can be calculated from the school percentages of correct responses.

Design of the TSA

Designed according to documents on Basic Competencies

Formulate test blueprint → Pretests were conducted in schools when drawing up "assessment blueprint" to determine text types, duration and number of assessment items. Schools sectors were also consulted on assessment duration.

↓

Design items

↓

Review items → TSA Moderation Committee is composed of academics from tertiary institutions, officers from EDB & HKEAA and serving teachers. Meetings are conducted regularly to ensure item quality and to endorse reviewed items. Assessment coverage across number of items and the duration of each sub-paper are also discussed.

↓

Endorse items →

↓

Administer TSA

↓

Review meetings (Subject level) → Review meetings are conducted after release of TSA results each year to review the current year assessment items. The views are submitted to Moderation Committee for consideration.

Will the BC standards change if there is a change in the performance of students?

- To maintain the standards, a secure **research test** is used to link and equate students' performance across years so that the item difficulty indices in different years can be calibrated on the same scale.

- Hence, the BC standards set in the first year remains **unchanged across the years**.

Does the difficulty level of the sub-paper affect students' attainment rate?

- As each sub-paper includes overlapping items for **equating** purposes, a student's ability index can be estimated regardless of the difficulty of the sub-papers.

- The responses from all students of all sub-papers are merged into a single data matrix from which the item difficulty indices and students' ability indices are estimated using psychometric methods.

- Hence, the measure of a student ability index is **not affected by which sub-paper he/she attempts**.

Facility and Attainment Rate

- Facility (答對率)
  - percentage of correct responses

- Attainment rate (達標率)
  - percentage of students achieving Basic Competency

Are the two related?

Facility and Attainment Rate

- **The raw score involved in each sub-paper for attainment rate calculations is set by means of pyschometric computation. Others (including the EDB) have no access to such information.**

- **Even if one knows that raw score, one still cannot project the percentage of students' attainment rate from facility average.**

Conclusion:
Don't overplay the facility. Maximize the use of the item analysis report to inform learning and teaching.

Basic Competency Assessment (BCA) Project

SA — Student Assessment

TSA — Territory-Wide System Assessment

BCA
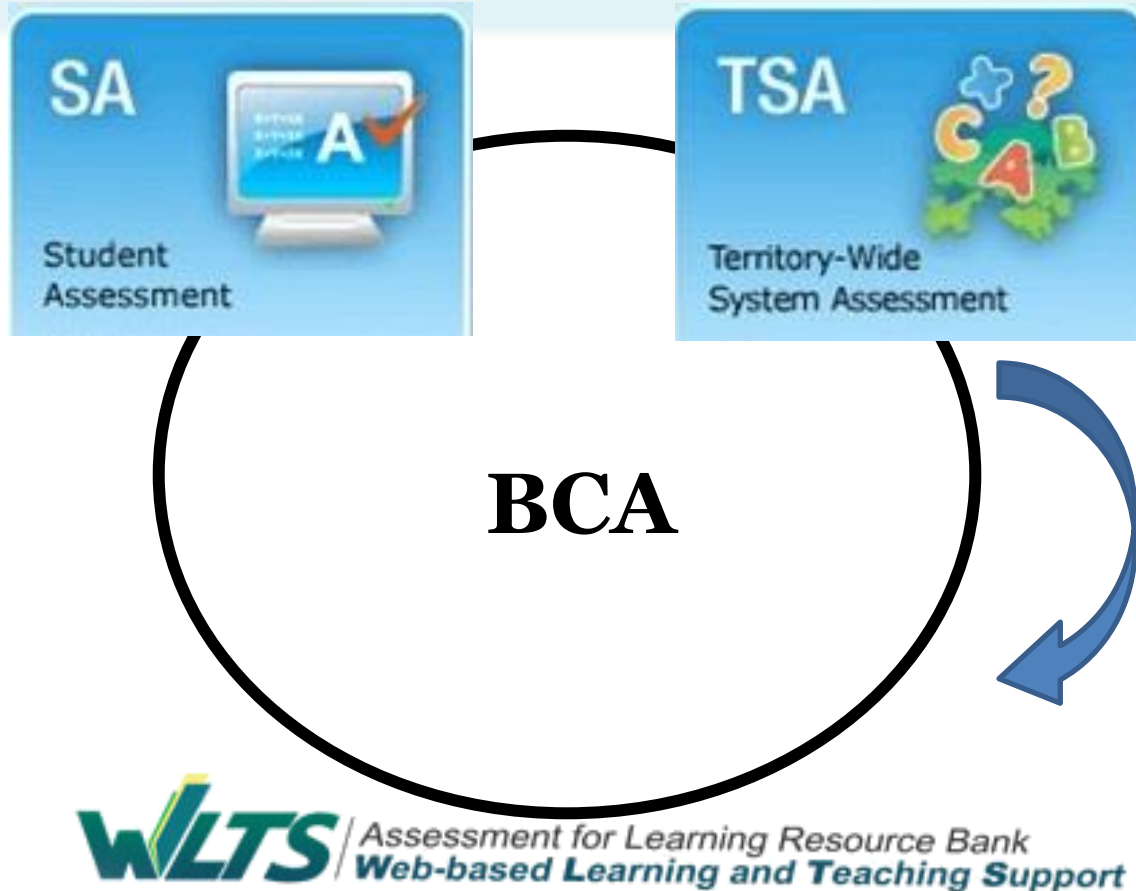
Data-driven studies to identify students' learning difficulties and critical features

WLTS | Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

What does assessment data tell us?

TSA 2013 P3 English Listening Weaknesses

- Identifying key words on less familiar topics

- Identifying connection of ideas which are not linked with cohesive devices

- Distinguishing some vowel sounds (e.g. J<u>a</u>ne from J<u>u</u>ne; J<u>ea</u>n and J<u>oa</u>n)

TSA 2013 P3 English Reading Weaknesses

- Identifying key words

- Understanding connection between ideas in longer texts

- Applying reference skills (book knowledge)

- Following pronoun references

TSA 2013 P3 English Writing Weaknesses

- Content: elaborate the ideas

- Grammatical mistakes
  - **Tenses**: Mum <u>see</u> a boy <u>took</u> her purse.
  - **Sentence structure**: Peter see a man <u>take out a girl purse</u>.
  - **Preposition and pronoun**: He fight <u>to</u> the boy.
  - **Incorrect expression**: I in Wanchai met him.

- Spelling mistakes
  - orange→organe / nose→noes

TSA 2013 P6 English Listening Weaknesses

- Understanding connection between ideas

- Extracting specific information

- Sequencing

- Simile

TSA 2013 P6 English Reading Weaknesses

- Inferencing skills

- Understanding the connection between ideas

- Dictionary skills

- Without pictorial cues:
  - Predicting the meaning of unfamiliar words
  - Sequencing
  - Main ideas
  - Predicting the likely development

TSA 2013 P6 English Speaking Weaknesses

- Mispronounced words:
  - house → horse / fridge → fat
  - Words with more than three syllables
- Elaborating answers of unfamiliar topics
- Insufficient vocabulary to do the presentation
- Using connectives to link ideas

TSA 2013 P6 English Writing Weaknesses

- Content: clarity and coherence

- Language:
  - Vocabulary e.g. repeated use of action verbs
  - Sentence patterns e.g. awkward phrasing
  - Verb forms e.g. inconsistent use of past tense
  - Spelling/grammar

    picnic→pinic / barbecue→barbear

CASE STUDIES
Using assessment diagnostically to inform learning and teaching

Research Studies: English Language

Key Stage / Topic	Project Name (Year)	Focus	
KS1-3 / Reading	The Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (ELE – Phase I-IV) (08-09, 09, 09-10, 10-11)	I:	TSA item and data analysis + learning problem identification
		II:	Empirical study to verify causes of learning problems
		III:	Diagnostic assessment + teaching strategies & exemplars
		IV:	Action research + intervention strategies & exemplars

Research Studies: English Language

Key Stage / Topic	Project Name (Year)	Focus
KS3 / Speaking & Writing	The Study of Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Speaking and Writing at Key Stage 3 (11 – 12)	Authentic assessment data analysis + verifying key learning problems
KS2-3 / Writing	Developing Support Tools for Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Writing at Key Stage 3 (12 – 13)	Writing ePlatform: Corpus-based error identification + differentiated instant feedback + concordancing + metalinguistic awareness raising

Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (ELE)

- An EDB commissioned research project with four phases (2008-2011)

- Principal Investigator:
  Dr Anthony KK Tong, University of Hong Kong

- Findings:
  The causes of reading difficulties include students' limited vocabulary sizes and text type knowledge, lack of reading skills to cope with harder items and lack of interest to process the reading texts.

  Source:
  Dr Anthony KK Tong (2009/10) Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (English Language Education) – EDB commissioned research project.

The Lexical Bar

- The text of The Three Frogs" (TSA 2008 P.3 Reading) contains a total of 145 words.

- Some weaker students did not know up to 28 words in the text.

- Nearly 20% of the text!

Part 2A

Mary is reading a story about three frogs.

Read the first part of the story.

The Three Frogs

Once upon a time, there were three frogs. Their names were Jack, Tom and Bill. One day, the three frogs were sitting next to a pond. They looked up at a castle on top of a hill.

"We are so ugly and green now! How can we be princes again?" they cried. |5

"We can go to the castle and kiss the sleeping princess. She lives at the top of the castle," said Jack.

When the sun came up, the three frogs started to jump. Jump, jump, jump. They only got to the top of the hill when the sun went down. |10
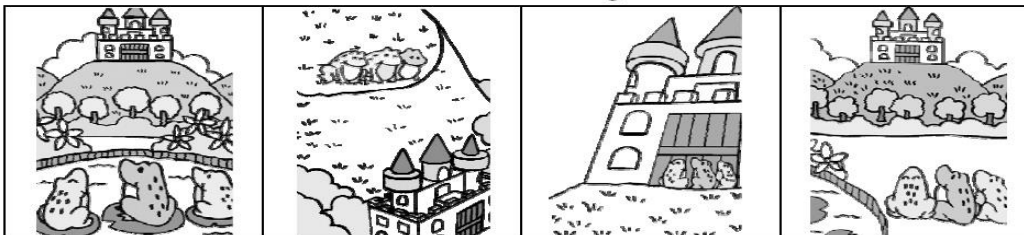
"It's too dark now. We can't see the way to the castle," said Tom.

"Then we will wait for the moon to come out," said Bill.

Soon, the moon came out and the frogs jumped to the bottom of the princess' castle. |15

Choose the best answer by blackening the circle.

1. Read lines 3 – 4. Where were the three frogs?

  ○ A.   ○ B.   ○ C.   ○ D.

Part 2B

Read the second part of the story.

"Oh dear! The castle is so tall," the frogs said. "There is no door and the window is so high!"

"I know!" said Tom. He threw a magic bean onto the ground and said, "One, two, three!" Suddenly, a plant grew out of the ground. It got to the princess' room. The three frogs climbed up 5 to the bedroom window and saw the princess sleeping in her bed. They hopped onto the bed.

"Me first," said Tom.

"No, me first," said Jack.

"All together," said Bill. 10

"One, two, three, kiss!"

Then, there was a puff of smoke and they could not see the princess.

When the smoke went away, the frogs saw a small animal on the 15 bed. It looked just like them.

"Oh no!" the princess cried and she hopped out of the bedroom.

How much vocabulary and how should it be learnt?

Key Stage	Stage Target	Cumulative Target
KS1	1000	1000
KS2	1000	2000
KS3	1500	3500
KS4	1500	5000

Source: Dr Arthur McNeill, Enhancing the Effectiveness of English Vocabulary Learning and Teaching at Primary Level – CDI workshop 2007

- Find ways to expand students' vocabulary sizes. Repeated encounters of the target words are important.
- Teach vocabulary building skills explicitly. Devote more time and effort in vocabulary building work in the classroom.

WLTS units with a focus on vocabulary building skills

Word Formation (compound words, prefixes, suffixes)

KS2   Hong Kong Adventure 1-4

Word Association (synonyms, antonyms, homonyms)

KS2   Super Word Kid

Sight Words (high frequency words)

KS1   Sight Word Park

A cluster of units focusing on compound words (Unit 1), prefixes (Unit 2), suffixes (Unit 3) and the application of word formation skills (Unit 4).

Online games

Level 5: An Email to Grandpa

To:	Christian Cheng < chrischeng@mail.com >
From:	Susan Cheng < susancheng@hongkong.com >
Subject:	We found the treasure!

Dear Grandpa,

How are you? I'm sorry I have not written to you for a while. I was very busy. We found your treasure map and we had a fun and exciting adventure in Hong Kong!

We followed the first hint and went to Hong Kong _____ Park. It is the home of a big family of _____ like birds and _____. We helped the _____ at the park to feed Pui Pui the Crocodile.

Then, we took the tram to the Peak. The view of Victoria Harbour was wonderful. But the park on the _____ was dirty. So we cleaned it up and threw the rubbish into _____ bins.

The third hint took us to Hong Kong _____. We met Mickey Mouse and his friends Baby the Bear. He asked us to find his honey pot in the foggy forest. The forest was _____. We had to run away from the dangerous animals.
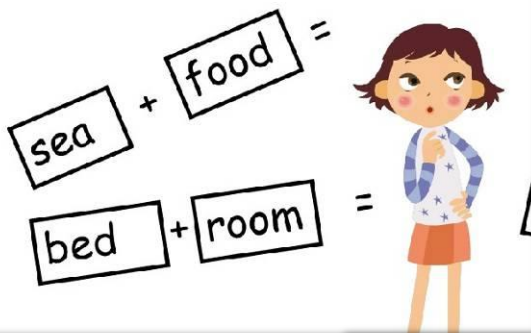
Each unit has an interactive game aiming at different word formation skills.

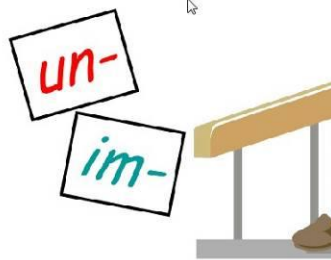In story mode, learners can learn the skills in a meaningful context.

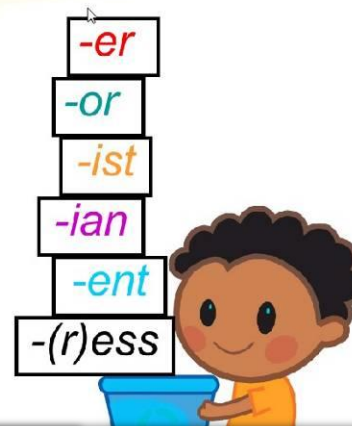In practice mode, learners choose one of the skills they want to work on.
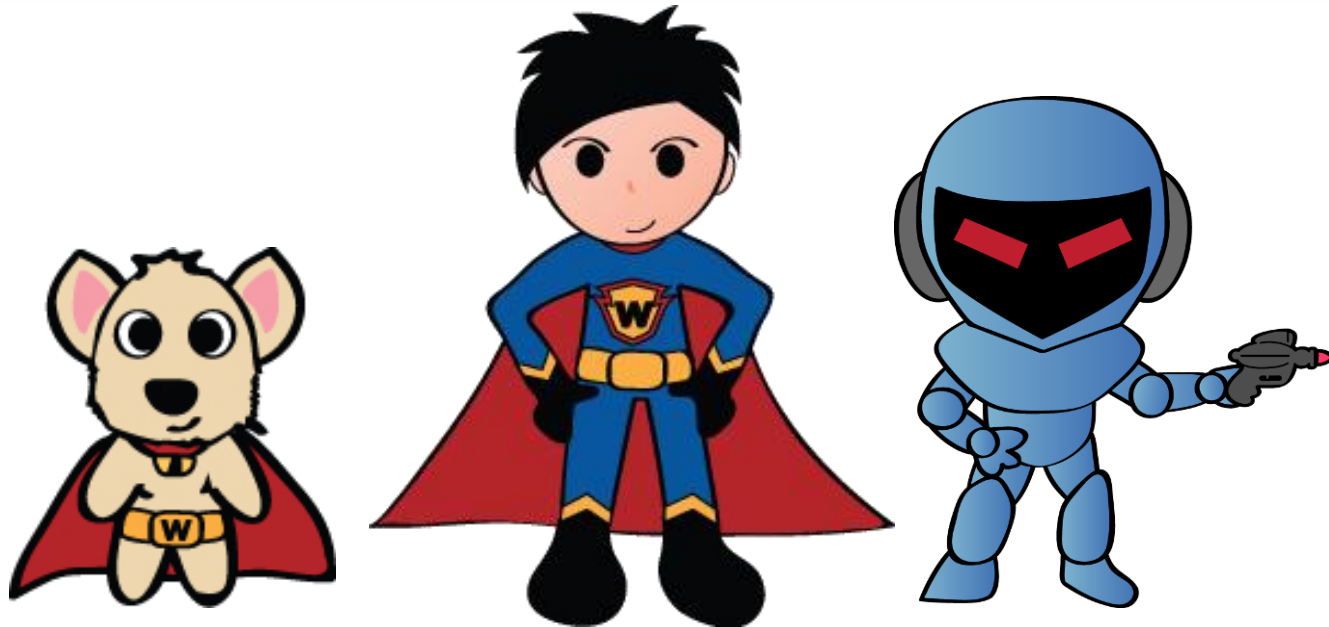
PowerPoint tutorials with simple interactive activities are available for group or individual learning / consolidation.

Super Word Kid

What are Synonyms?

PPt tutorials for classroom use

Super Word Kid 1   A Superhero Was Born

One thing to note…

Some words have more than one meaning.

We call them *homonyms*.

With different meanings, they have different synonyms.

Introduction of homonyms:
To alert students that they cannot replace a word with any of its synonyms in a certain context.

great

Meaning 1:
very big in size or number
Synonyms:
big, large, huge...

Meaning 2:
very important
Synonyms:
vital, serious

Meaning 3:
very good
Synonyms:
wonderful, excellent, cool, super, fantastic

Meaning 4:...
Meaning 5:...

24

Can you use any synonyms to replace the word *great* in this sentence?

Peter is a *great* football player.

Meaning 1: great → big in size
Peter is a big football player.

Meaning 2: great → very important
Peter is a serious football player.

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Web-based Learning and Teaching Support

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Now you try. Replace the red word with a synonym.

Peter caught a cold last night.
He was very *sick*.

Introducing the idea of word collocations with examples

53

Now you try. Replace the red word with a synonym.

Peter caught a cold last night.

He was very *down.*

Important:

Not all the synonyms can replace a word.
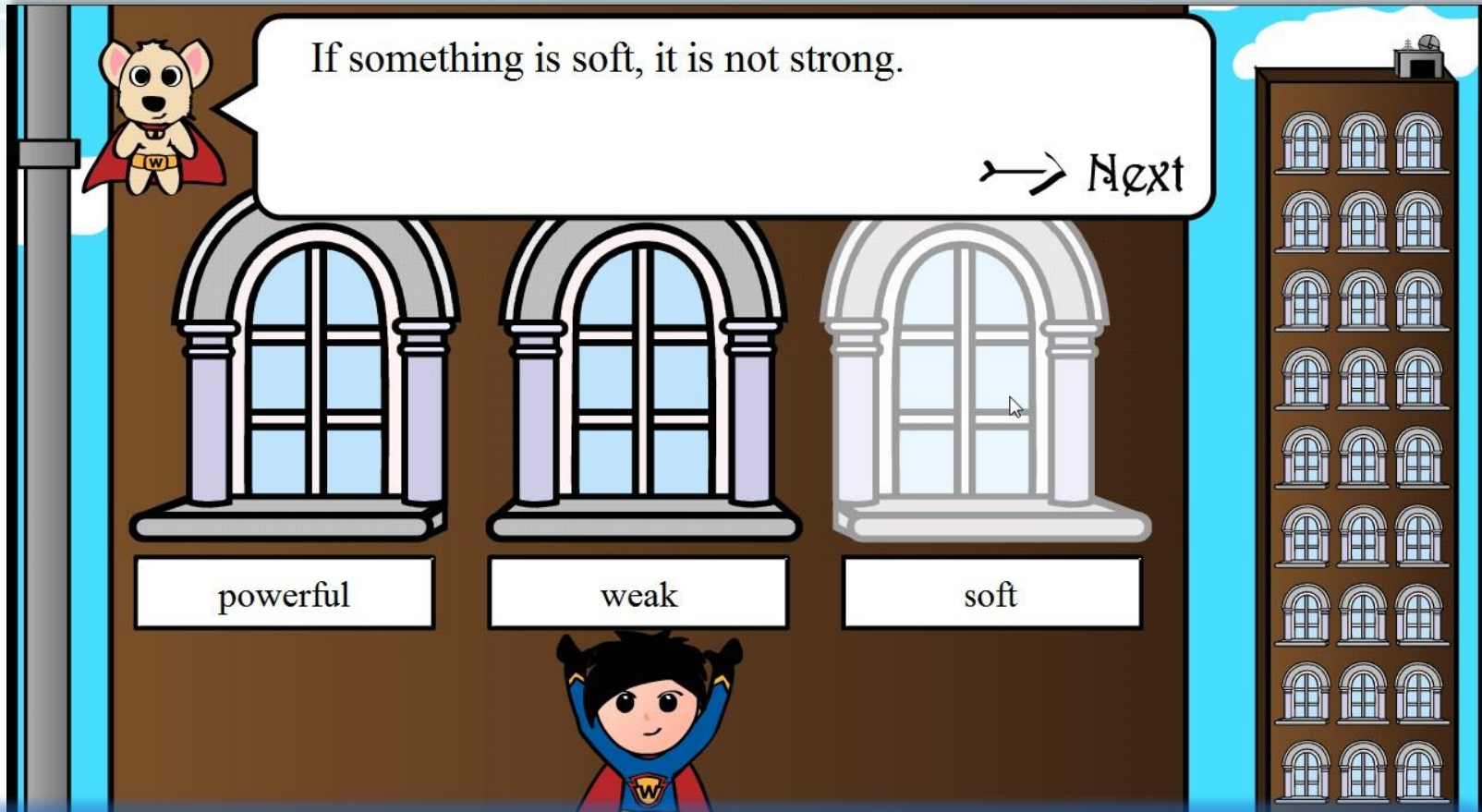
28

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Interactive games

Mission 1: Library Break!

To climb up the building and to save the students held hostage at the Centre Library, players have to choose the correct synonyms of the provided words.

Mission 2: Comic Freeze!

Mission 2: Comic Freeze!

Robot Boy wants to turn all the books and the students into cheese! What should Super Word Kid do? Finish the story.

Tutorial

How to Play ?

Start

Choose the words that best fit the context of the comic strips to make sense of it.

High frequency words

- Direct and explicit teaching of high-frequency words at primary level would benefit students in their development of reading competency

- Sight words: learners should recognize, read and understand instantly at the stage of early literacy

- When learners can read sight words quickly and effortlessly, they can focus on the more difficult words

Sight Word
Activity Ideas
and
Online
Resources

Trial Version

A resource pack with diagnostic assessment, teaching ideas, sight word cards, PowerPoint tutorials, suggested activities and more.

The Best Thing in the World

A story contains all of the 220 Dolch Sight Words

Then he went to a village. He found a small brown bird. It could not fly because its wings were hurt. So he put it in his pocket to keep it warm.
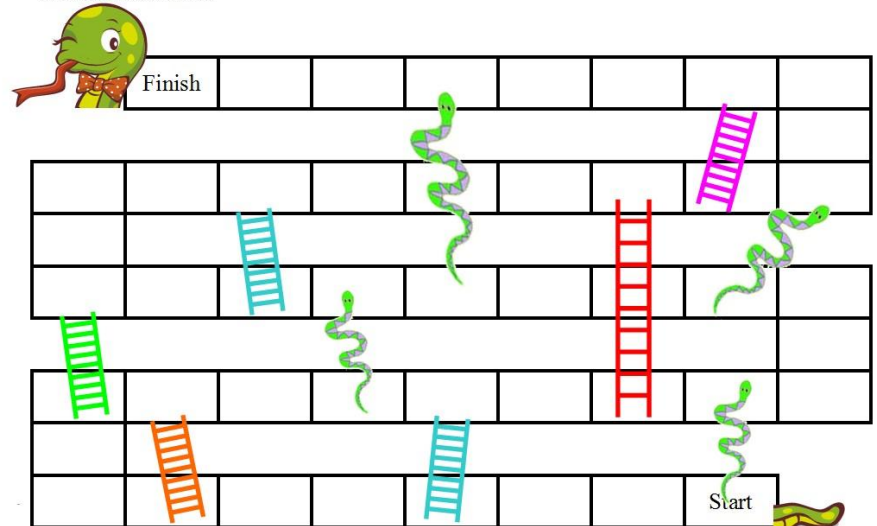
On the next day, the youngest son set off on the journey. On a hill, he met a farmer. He was putting seven big bags on a black horse's back.

A Note to Teacher

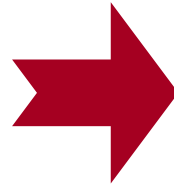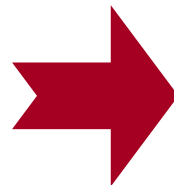An example of the game board:

Finish

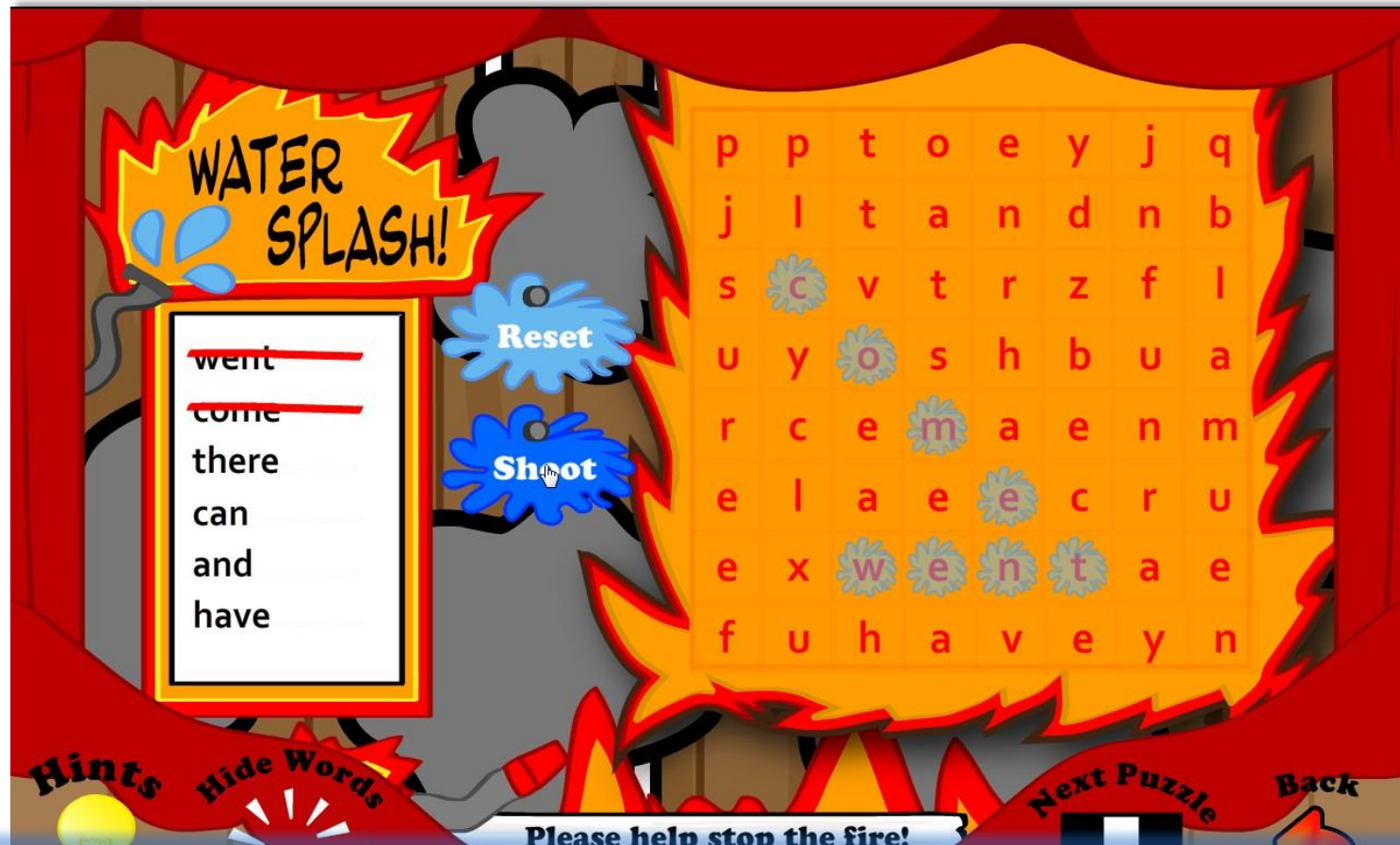Start

Sight word cards (double-sided)

Press to read

Press to flip

Water Splash:
a custom-made word search puzzle

Teachers can input their target words to create their own puzzles.

Sight Word Express: usage

Choose the right word to fit in the sentence.

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Web-based Learning and Teaching Support

| OUR AIM | CHINESE LANGUAGE | ENGLISH LANGUAGE | MATHEMATICS | STUDENT ZONE |

ENGLISH LANGUAGE

Related BCs

SEARCH RESULTS

Home > English Language > KS2 (P.4-P.6) > Listening > L4-L-3-P6BC

KS2 (P.4-P.6) Basic Competencies

⊟ Listening

L3-L-1-P6BC -
Discriminating between words
with a range of vowel and
consonant sounds

L4-L-2-P6BC -
Understanding the use of a
small range of language
features in simple literary /
imaginative spoken texts

L4-L-3-P6BC -
Using a range of strategies to
understand the meaning of
simple texts on familiar topics
which are delivered clearly in
familiar accents

⊞ Reading

⊞ Writing

⊞ Speaking

Learners' Possible Problems and Suggested Follow-up Actions

🔍 SEARCH AGAIN

| Follow-up Materials | Other Resources | Related Module |

Follow-up Materials

Learners' possible problem(s) (for reference only)

1 Learners are not able to use a range of strategies to understand simple instructions and questions related to familiar contexts.

2 Learners are not able to listen for gist / main ideas in short conversations.

3 Learners are not able to discriminate between intonations for various purposes.

4 Learners are not able to identify key words / extract specific information.

5 Learners have difficulties in understanding the connection between ideas (by identifying cohesive devices).

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-

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STUDENT ZONE

ENGLISH LANGUAGE

P1 - P3 | **P4 - P6** | **S1 - S3**

Listening

Dos and Don'ts

Going for a Picnic - 1 Going to the Zoo

Going for a Picnic - 2 At the Supermarket

Guessing Animals - Which Animal Is It

Happy to Read Aloud

King Kong and Ken

Listen to My Voice - 1 Pat is Home

Listen to My Voice - 2 My New Timetable

*Writing e*Platform

The Writing ePlatform provides instant informing feedback to assist Key Stage 3 students writing, allowing students to take a discovery-based approach to their learning of accurate and fluent English.

At this initial stage, the feedback focuses on common writing problems, especially for low achievers.
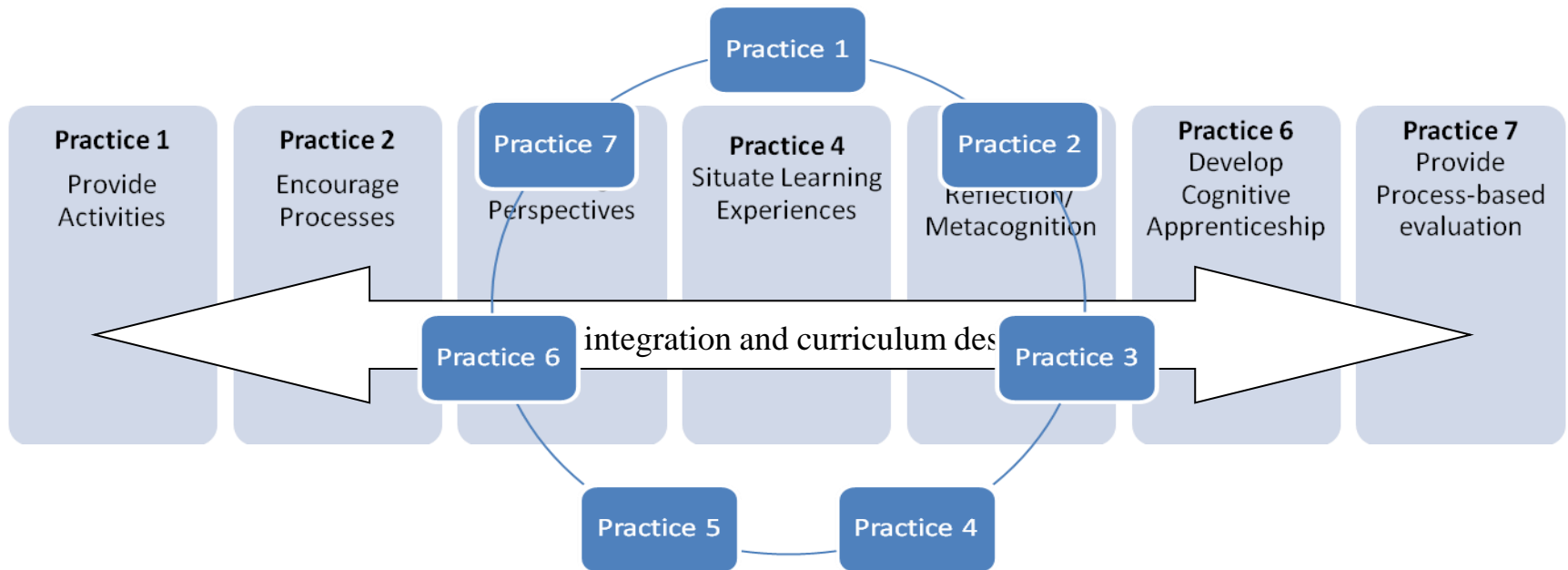
EDB

HKUST

HKEAA

Rationale: Assessment *of*, *for*, and *as* Learning

Approach	Purpose	Reference Points	Key Assessor
Assessment *of* Learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment *for* Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment *as* Learning	Self-monitoring and self-correction or adjustment	Personal goals and external standards	Student

Assessment As Learning (Earl, 2003)

E-learning vision

*e***Lab** and the writing process

Student writes a draft

Student submits draft to eLab

eLab analyses student's text

eLab identifies problems in writing

Student receives feedback

Student rewrites/adjusts draft

eLab interface

*e*Lab & flexibility

Choose the language area(s) you want to check: Language Area Filter

Choose your English level: Basic Intermediate Advanced Check Submit

Your Writing

Please enter y

Language Area Setting

🔧 Please choose the language area(s) that you want to check.

☑ Verb (tense and form) ☑ Article ☑ Pronoun

☑ Word Choice ☑ Number (singular/plural) ☑ Spelling

☑ Preposition ☑ Word Form ☑ Agreement (e.g. Subject-Verb)

☑ Sentence Structure ☑ Other

Check All Uncheck All

OK Cancel

*e*Lab & rich interactive feedback

Choose the language area(s) you want to ch...

Choose your English level: | Basic | Inte... | Check | Submit

Your Writing | **Word Tag** | Vo...

Please enter your writing below:

Although I like it, but it is not...

...these are rarely used in the same sentence.
Use Word Neighbors to look for examples of how "although" and "but" are used by native writers of English.

✗ Although it looked like a high-class hotel but I only paid fifty-five dollars to stay there.
✓ It looked like a high-class hotel but I only paid fifty-five dollars to stay there.

✗ Although the food was not great but I felt very happy that I was able to cook the meal by myself.
✓ Although the food was not great, I felt very happy that I was able to cook the meal by myself.

✗ Although you want to eat quickly when you are hungry but you should eat slowly so that you can judge more easily when you have had enough.
✓ Although you want to eat quickly when you are hungry, you should eat slowly so that you can judge more easily when you have had enough.

eLab & vocabulary building

Choose your writing topic: An enjoyable trip ▼   Useful words for your writing.

Choose the language area(s) you want to check: Language Area Filter

Choose your English level: Basic Intermediate Advanced   Check Submit

Your Writing   Word Tag   Vocab-Profile

This word cloud allows you to see the number of times a word appears in your text. Notice that there are two colours: BLACK and BLUE. If you notice that a BLACK word is appearing a lot, you may be repeating that word too often. The BLUE words are very common in English and may be repeated in a text.

again (1)   thing (1)   what (1)   pretty (1)   not (1)   it (2)   hoped (1)   some (1)   did (1)

eating (2)   of (5)   unforgettable (1)   city (1)   tasty (1)   fishball (1)

because (2)   only (2)   trip (2)   good (3)   them (1)   eletronic (1)   kok (1)

firstly (1)   china (2)   very (1)   for (3)   although (1)   is (1)   want (1)   days (1)

go (2)   time (1)   delicious (1)   went (5)   pay (1)   hong (5)   kind (1)   lot (2)

stayed (1)   an (1)   could (3)   mon (1)   such (1)   shopping (3)   money (1)

lastly (1)   also (2)   watched (1)   have (3)   in (3)   mainland (2)   found (1)

enjoyable (2)   many (1)   the (8)   seller (1)   we (13)   secondly (1)

eLab & vocabulary building

The vocab-profile shows you the range of vocabulary that you are using in your text. As you progress in your writing, keep track of the vocabulary that you use. Expanding your vocabulary beyond the Key Stage 1 and 2 word lists will allow you to write more about your topic.

Please go here to see a list of words related to the topic you are writing. Using these words would give you more flexibility in writing.

Please go here to learn more about important vocabulary building skills through the Web-based Learning and Teaching Support resource that provides self-learning materials, interactive activities, online games, etc.

	Percent
KS1 Words:	71%
KS2 Words:	8%
KS3 Words:	2%
KS1 + KS2 + KS3	(81%)
Common Words:	3%
Rare/Foreign Words:	16%
Total:	100%

an enjoyable trip there was a amazing and enjoyable trip on last summer holiday i rememered that my family and i went to hong kong that was the first time i went to hong kong hong kong is famous in the food shopping and the night view firstly we went to mon kok to have some tasty food such as curry fishball they were as delicious as what we could have in mainland china also the service of the shop were good the seller were very nice to us secondly we went shopping that was amazing that we could buy many different kind of thing there every of them were pretty good although we bought a lot of eletronic production and souvenirs we did not pay a lot of money lastly we went to the seaside and watched the view it was unforgettable because it was beautiful that we could not see in mainland china despite we only stayed for a few days we found that hong kong was a good city for buying eating and enjoying i

eLab & vocabulary building

Suggested vocabularies for "An enjoyable trip"

Describing Things

amazing	amount	amusing	attractive	average	balanced	blunt	can
cone	dark	divide	double	either	enough	even	familiar
fantastic	few	flat	foggy	harmful	height	huge	less
light	marble	material	measure	medium	metal	narrow	neither
none	odd	perfect	plastic	plural	pointed	pyramid	real
reduce	roll	rough	serious	several	shallow	sharp	silk
single	singular	smooth	spare	spot	stripe	tight	tiny
total	weigh	whole	wool				

General Content Words

believe	care	decide	detail	develop	fantastic	important	improve
information	insect	instrument	interest	item	joy	machine	matter
measure	metal	person	pleasant	purpose	reason	special	staff
strange	suggest	support	team	topic	transport	trouble	type
vehicle	way	wonderful					

Society, People and Personal Information

active	adult	ankle	annoying	appearance	argue	attractive	beard
behave	bitter	blind	bone	bow	calm	charming	cheek
chest	chin	close	confident	conversation	cousin	crawl	cruel
cunning	curious	deaf	diligent	disappointed	dizzy	dull	dumb

eLab & vocabulary building

Click the word/phrase below to search them in [Google Scholar ▾]

annoying *adj.*

- adverbs
    - **very**, **extremely**, **fairly**
    - [**See more**]
- prepositions
    - **to**
- verbs
    - **be**, **prove**
    - [**See more**]
- annoying + nouns
    - **thing**, **bug**, **habit**, **problem**, **buzz**, **quirk**, **sister**, **voice**

Click here to search in **Word Neighbors**
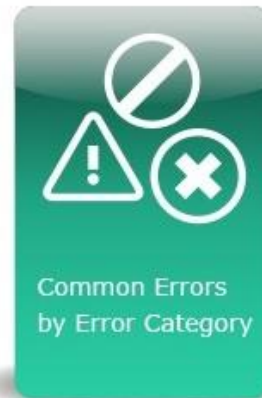
eLab & concordancing

Word*Neighbors

NOTE: The division of words into classes (e.g. noun, verb, etc.) by a computer program is NEVER 100% accurate. The classification given here is a close approximation of the characteristic ways that the word behaves. However, you must use your **human judgment** in deciding the class of the word!

Search results for **although (CONJ)**	Text Type
1 **Although** concentrating on the Classical period, the tour will also cover some of the buildings of Christian Rome. **...more**	Advertisements BNC-HCP
2 **Although** management was not specifically aware of it, Mr. Compton's previous changes -AMP and competencies -- was an attempt to change the management culture prior to reengineering. **...more**	Articles & Reports (Business & Administration) 0136.TXT
3 **Although** he does get the chance to accuse his former master, Falkland, of having committed a murder and of having shifted the blame and punishment onto an innocent tenant farmer, the legal system continues to operate as it has throughout **...more**	Articles & Reports (General) 60.4handwerk.TXT
4 **Although** Spacks is mainly concerned with fiction, in Leapor's poetry a reader is often drawn into such a relationship with the poet, and into the privileged society of her closest friends. **...more**	Articles & Reports (Humanities & Social Science) BNC-AN4
5 For example, **although** Microsoft Excel can not replicate a database, it can update a database replicated by another product. **...more**	Articles & Reports (Instructions) REPJET.TXT
6 Furthermore, **although** the panel was unaware of it, the Commission joined with the debtor in bankruptcy in moving to vacate the decision in Telsey. **...more**	Articles & Reports (Law) case 12.txt
7 **Although** the tags will point to the required record addresses directly, accessing or retrieving these synonyms requires a head movement of at least one cylinder. **...more**	Articles & Reports (Science & Engineering) BNC-FPG
8 **Although** Batty's been missed, Fairclough can provide a John Wark-like threat in the opposition box. **...more**	Correspondence BNC-J1C
9 It might even be possible to scare him into silence, **although** when he was brought to Owen's office in the early hours of the morning that did not seem very likely. **...more**	Fiction (Prose) BNC-HTX
10 **Although** large areas of grassland still remain on unploughable slopes, particularly on the north-facing scarp, they have largely changed in character. **...more**	Miscellaneous Text BNC-B31

*e*Tutor

The eTutor helps learners of English with common errors
and has been specifically designed for students based in Hong Kong.

Common Errors
by Writing Topic

Common Errors
by Error Category

Common Errors
Explained in
Cartoons

Links to Useful
Tools to Use
When Writing

*e*Tutor

⚠️ Article Errors

(Click here to see hints and tips on avoiding article errors)

These are common errors made by Hong Kong students. Click on the links below to see more information on particular errors.

- (Determiner) + another
- (Noun) is (noun)
- (Proper noun) is (noun)
- A (word that starts with a vowel)
- After the (holiday)
- After the (mealtime)
- Amount
- An (word that starts with a consonant)
- An advice
- Each of (plural noun)
- Go to the bed
- Have a (mealtime)
- Hundred dollars
- In (initialised place name)

eTutor & the 10 common error

Common Errors by Error Category

Writing ePlatform
- developed by EDB and HKUST

e tutor

Common Errors by Error Category

Agreement
(e.g. Subject-Verb)
Click here for hints and tips

Number
(Singular/Plural)
Click here for hints and tips

Verb
(Tense & Form)
Click here for hints and tips

Article
Click here for hints and tips

Preposition
Click here for hints and tips

Pronoun
Click here for hints and tips

Spelling
Click here for hints and tips

Word Choice
Click here for hints and tips

Word Form
Click here for hints and tips

Sentence Structure
Click here for hints and tips

Other

*e*Tutor

Common Errors Explained in Cartoons

Common Errors Explained in Cartoons

Oh ... I see. Well, you'd be better off using your funds

[Afford](#)

Hah? Is there anything wrong with my grammar?

[Amount](#)

AT LAST, I want to improve my understanding of English grammar.

[At Last](#)

I failed my driving test last week.

[Before](#)

Ah ... I guess I should have said that I ALSO took part in many

[Besides](#)

Well, I'm BORED of you ...

[Boring](#)

Don't be mean. Please?

You do NOT CARRY an ACCENT in English.

I'm really worried about taking Physics 2.

*e*Tutor

eTutor

🔧 Links to Useful Tools to Use When Writing

Links to Useful
Tools to Use
When Writing

Word Neighbors lets you search for examples of authentic English sentences. Click here to see a tutorial on how to use Word Neighbors.

Access the rich bank of English language learning materials in the Web-based Learning and Teaching Support (WLTS).

Find word combinations using Just The Word.

Use Google-based tools, such as Google Fight, Google Ngram Viewer, Google News, Google Books and Google Scholar to check whether your phrases are commonly used.

eLab Teacher interface

Curriculum

What is worth learning ?

Alignment for student learning

How do students learn and teachers teach?

How do we know whether students have learned?

Pedagogy

Assessment