

Using SP Xpress for Assessment Data Analysis to Enhance the Learning and Teaching of Reading Strategies

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Assessment for Learning

The purpose of assessment for learning is to collect information about students' progress and achievements in relation to the learning objectives at the corresponding level. Teachers review their expectations of students' learning, the content of learning, and their teaching strategies to enhance learning and teaching through assessment, thereby providing *quality feedback* on how to improve performance. This is assessment for learning.

CDC, 2004

Our Aim

Every teacher has:

- (1) equipped oneself to make well-founded judgments about students' attainment, especially in reading,
- (2) understood the concepts and principles of progression, and
- (3) enabled oneself to use assessment judgments to plan ahead, particularly for students who are not achieving basic levels of competence.

Using SP Xpress® (Version 2.2) as an Analysis Tool

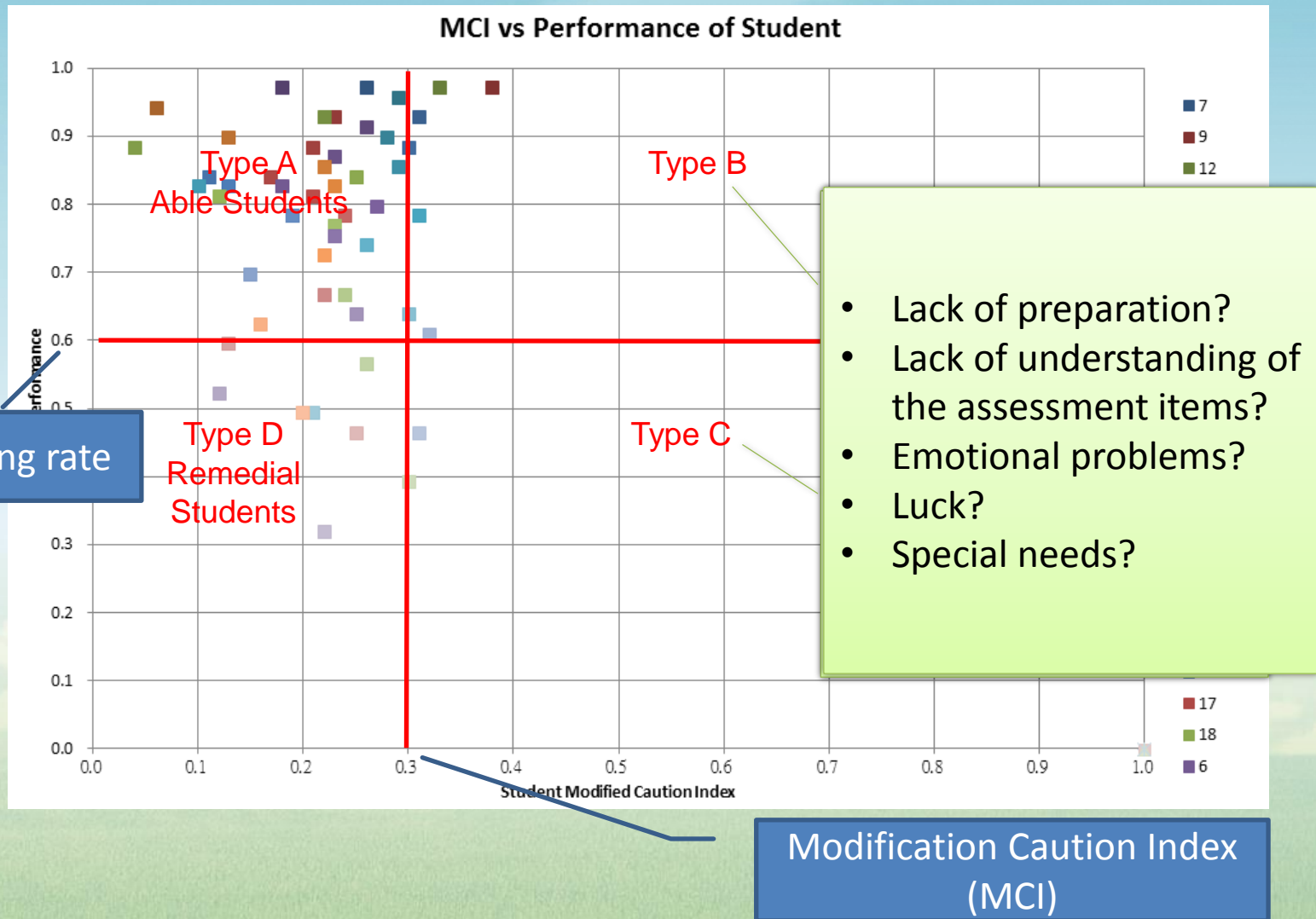
- An assessment data analysis tool which helps teachers to implement assessment for learning
- Analyzes students' performance in assessments, thereby generating statistical data and graphs to help teachers diagnose the strengths and weaknesses of each student
- Helps teachers further improve the quality of assessing items in order to transcend learning and teaching

Using SP Xpress® (Version 2.2) as an Analysis Tool

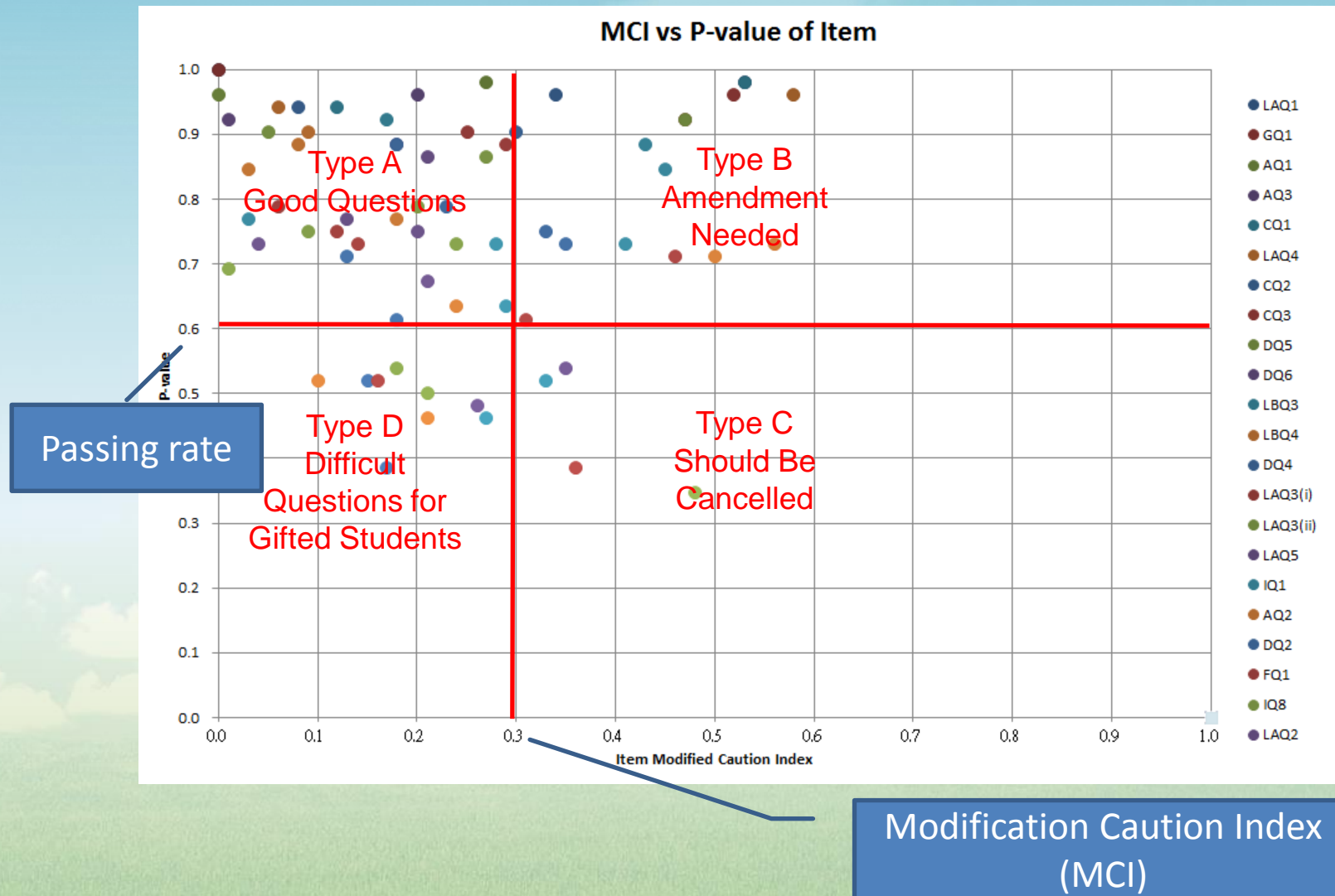
4 categories of students' performance

- Type A:
high learning ability; high learning stability
- Type B:
high learning ability; low learning stability
- Type C:
low learning ability; low learning stability
- Type D:
low learning ability; high learning stability

Using SP Xpress® (Version 2.2) as an Analysis Tool – Decoding of Students' Ability



Using SP Xpress® (Version 2.2) as an Analysis Tool – Decoding of Question Quality



Using SP Xpress® (Version 2.2) as an Analysis Tool

			Column ID: MC or blank	9 MC	6	2	5	1	3	7	13 MC	8	11 MC	12 MC	4	10 MC	14 MC												
			Key:	B	1	1	1	1	1	1	B	1	C	C	1	A	C												
Row ID	Student ID	Student Name	Item Name:	QB1	QB2	QA2	QB1	QA1	QA3	QB3	QC5	QB4	QC3	QC4	QA4	QC2	QC6	MC	CR	TOTAL	MC %	CR %	Total %	MCI	Performance	Type			
27	s27	Isabella Chan		+	+	0	0	+	+	0	A	0	D	+	0	C	+	3	3	6	21.43	21.43	42.86	0.37	0.43	C			
28	s28	Seren		+	+	+	+	0	+	+	+	+	A	+	0	D	D	3	6	9	21.43	42.86	64.29	0.03	0.64	A			
29	s29	Ancl		+	0	+	+	0	+	0	+	+	+	+	0	C	D	4	4	8	28.57	28.57	57.14	0.23	0.57	A			
30	s30	Kris		+	+	+	+	+	+	+	+	+	+	B	+	C	+	4	8	12	28.57	57.14	85.71	0.14	0.86	A			
31	s31	Saf		+	+	+	+	+	0	+	+	+	+	B	0	D	+	4	6	10	28.57	42.86	71.43	0.12	0.71	A			
32	s32	Samuel Li		+	0	+	0	+	+	0	+	0	+	+	+	C	A	4	4	8	28.57	28.57	57.14	0.40	0.57	B			
33	s33	Matthew Wu		+	+	+	+	+	0	+	+	+	+	A	+	B	+	4	7	11	28.57	50.00	78.57	0.21	0.79	A			
34	s34	Konrad Chan		+	+	+	0	0	0	0				A	+	B	+	2	2	4	14.29	14.29	28.57	0.24	0.29	D			
35	s35	Marco Cheng		+	+	0	+	+	0	0				A	3	3	6	21.43	21.43	42.86	0.14	0.43	D			D			
36	s36	Carrie Cheng		+	+	0	+	0	+	0				C	3	3	6	21.43	21.43	42.86	0.23	0.43	D			D			
37	s37	Angel Choi		+	+	+	+	+	+	+				+	6	7	13	42.86	50.00	92.86	0.25	0.93	A			A			
38	s38	Cheryl Kwan		+	0	+	+	+	+	+				A	3	6	9	21.43	42.86	64.29	0.26	0.64	A			A			
39	s39	Stanford Liu					+	+	+	0	A	+	A	+	+	+	A	3	7	10	21.43	50.00	71.43	0.21	0.71	A			
40	s40	Edward Man				0	+	0	0	+	C	+	A	B	0	D	A	1	4	5	7.14	28.57	35.71	0.15	0.36	D			
41	s41	Connie Poon					+	0	0	+	A	0	A	A	0	+	C	2	4	6	14.29	28.57	42.86	0.11	0.43	D			
42	s42	Aslan Pun					+	0	0	+	+	+	+	B	0	D	+	4	5	9	28.57	35.71	64.29	0.15	0.64	A			
43	s43	Sunny Tse		+	+	+	0	+	+	0	A	+	D	B	+	C	A	1	6	7	7.14	42.86	50.00	0.23	0.50	A			
44	s44	Griffin Wong		+	+	+	+	0	0	+	A	0	+	+	0	+	C	4	4	8	28.57	28.57	57.14	0.17	0.57	A			
			Freq. of 1		15	14	14	10	10	10		9			7														
			Freq. of 0		3	4	4	8	8	8		9			11														
			Freq. of Missing		0	0	0	0	0	0		0			0														
			% of 1		83.33	77.78	77.78	55.56	55.56	55.56		50.00			38.89														
			% of 0		16.67	22.22	22.22	44.44	44.44	44.44		50.00			61.11														
			% of Missing		0.00	0.00	0.00	0.00	0.00	0.00		0.00			0.00														
			Freq. of A	0							6		4	2		6	7												
			Freq. of B	18							10		2	6		3	6												
			Freq. of C	0							2		9	9		5	3												
			Freq. of D	0							0		3	1		4	2												
			Freq. of Missing	0							0		0	0		0	0												
			% of A	0.00							33.33		22.22	11.11		33.33	38.89												
			% of B	100.00							55.56		11.11	33.33		16.67	33.33												
			% of C	0.00							11.11		50.00	50.00		27.78	16.67												
			% of D	0.00							0.00		16.67	5.56		22.22	11.11												
			% of Missing	0.00							0.00		0.00	0.00		0.00	0.00												
			Item MCI	0.00	0.48	0.08	0.16	0.20	0.31	0.20	0.20	0.29	0.09	0.40	0.12	0.56	0.12												
			Item P-value	1.00	0.83	0.78	0.78	0.56	0.56	0.56	0.56	0.50	0.50	0.50	0.39	0.33	0.33												
			Item MCI Type	A	B	A	A	A	B	A	A	A	A	B	D	C	D												
			Item Disc. Index	0.00	0.00	0.50	0.25	1.00	0.25	0.50	0.75	0.50	1.00	0.25	0.75	-0.50	1.00												
			Pt-Bis	NA	-0.18	0.40	0.27	0.30	0.09	0.30	0.30	0.15	0.53	-0.05	0.46	-0.29	0.44												
			AlphaWO	0.53	0.58	0.47	0.50	0.49	0.54	0.49	0.49	0.52	0.42	0.57	0.45	0.61	0.45												
			Mean	8.17																									
			SD	2.39																									
			Alpha	0.53																									

Procedure of Running SP Xpress[®] (Version 2.2)

- Insert Data
- Create a template in SP Xpress[®] (Version 2.2)
- Run SP Xpress[®] (Version 2.2)

Step 1: Insert Data

			Sequence	1	2	3	4	5	6	7	8	9	10	11	12	13	14
			Is item MC?									MC	MC	MC	MC	MC	MC
			Key:	1	1	1	1	1	1	1	1	B	A	C	C	B	B
Row ID	Student ID	Student Name	Item Name:	QA1	QA2	QA3	QA4	QB1	QB2	QB3	QB4	QC1	QC2	QC3	QC4	QC5	QC6
1	s1	Toby Chan		1	1	1	1	1	1	1	1	B	A	C	C	B	B
2	s2	Mike Cheng		1	1	1	1	1	1	1	1	B	A	C	C	B	B
3	s3	Selena Fong		1	1	1	1	1	1	1	0	B	A	C	C	B	B
4	s4	Vicky Hon		1	1	1	1	1	1	1	1	B	A	A	C	B	B
5	s5	Bari Kwok		1	1	1	1	1	1	1	1	B	A	C	C	A	B
6	s6	Serena Lam		1	1	1	1	1	1	1	1	B	D	A	C	B	B
7	s7	Martha Lau		1	1	1	1	1	1	1	1	B	A	C	C	B	B
8	s8	Oscar Li		0	1	1	0	1	1	1	1	B	A	A	B	B	B
9	s9	David So		1	0	1	0	1	1	1	1	B	A	C	C	B	B
10	s10	Oscar Tso		1	1	1	1	1	1	1	1	B	A	C	C	B	B
11	s11	Henry Tsoi		0	1	1	0	1	1	0	1	B	A	C	C	B	B
12	s12	Hanne Woo		1	1	1	1	1	1	0	1	B	B	C	C	B	B
13	s13	Thomas Yip		1	1	1	1	1	1	1	1	B	A	C	C	B	B

Step 2: Create a template in SP Xpress® (Version 2.2)

The image shows the 'Template Wizard' dialog box of SP Xpress 2.2. The background is an Excel spreadsheet with the '檢視' (View) tab selected. The dialog box contains the following fields and instructions:

Fill in the following details in order to generate a template for test data input

Items with * are compulsory.

School Name : *Example: SP Secondary School*
[Text Box]

*** Level & Class :** *Example: 1A*
[Text Box] P6

*** Subject :** *Example: Mathematics*
[Dropdown Menu] English

*** Test Date :**
[Text Box] 27 / [Text Box] May / [Text Box] 2014

Teacher Name : *Example: Chan Tai Man*
[Text Box]

*** Test Name :** *Example: Test on fractions*
[Text Box] FA 1

*** Number of Students :** [Text Box] 52 *** Number of Items :** [Text Box] 14

Reminder:

- 1: Please do not change the names of the worksheets before the analysis finishes. Changing names will cause error.
- 2: Options of multiple choice items must be coded either as 1,2,3,4... or A,B,C,D....
- 3: For multiple choice items in the same test, only one coding style is allowed.
- 4: Answers to construct response items must be scored as either 0 (wrong) or 1 (right).

Generate Template **Cancel**

SP Xpress® Version 2.2
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Step 2: Create a template in SP Xpress® (Version 2.2)

SP Xpress 2.2 Engv2 [相齊模式] - Excel

檔案 常用 插入 版面配置 公式 資料 校閱 檢視

標準模式 分頁預覽 整頁模式 自訂檢視模式
活頁簿檢視

☒ 尺規 ☒ 資料編輯列
☒ 格線 ☒ 標題
顯示

顯示比例 100% 縮放至選取範圍
顯示比例

開新視窗 並排顯示 凍結窗格
分割 隱藏視窗
取消隱藏視窗
視窗

並排檢視 同步捲動 重新設定視窗位置
切換視窗 巨集

A1 : X ✓ fx Test Information

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
16																						
17				Column ID:	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
18				MC or blank																		
19				Key:																		
20	Row ID	Student ID	Student Name	Item Name:	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14				
21	1																					
22	2																					
23	3																					
24	4																					
25	5																					
26	6																					
27	7																					
28	8																					
29	9																					
30	10																					
31	11																					
32	12																					
33	13																					
34	14																					
35	15																					
36	16																					
37	17																					
38	18																					

SP_Raw Test_Information

Step 3: Run SP Xpress® (Version 2.2)

SP Xpress 2.2 Engv2 [相容模式] - Excel

檔案 常用 插入 版面配置 公式 資料 校閱 檢視

標準模式 分頁預覽 整頁模式 自訂 顯示比例 100% 縮放至 開新視窗 並排顯示 凍結表格 分割 並排檢視 同步捲動 切換視窗 巨集 巨集

SP Xpress 2.2

SP Analysis

Complete Items 1 to 3 and click "Start Analysis" to conduct SP Analysis.

1. The number of options for MC items : *Example: 4*
2. The options are : ☒ A,B,C,D... ☐ 1,2,3,4...
3. Missing data are represented by (Case sensitive): *Example: J*

Outputs from SP Analysis:

- SP Chart
- Modified Caution Index (MCI)
- MCI Charts
- Item Discrimination Index
- Point Bi-serial Correlation
- Traceline Analysis
- Mean Performance
- Standard Deviation
- Cronbach Alpha

Start Analysis **Cancel**

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SP Xpress Version 2.2

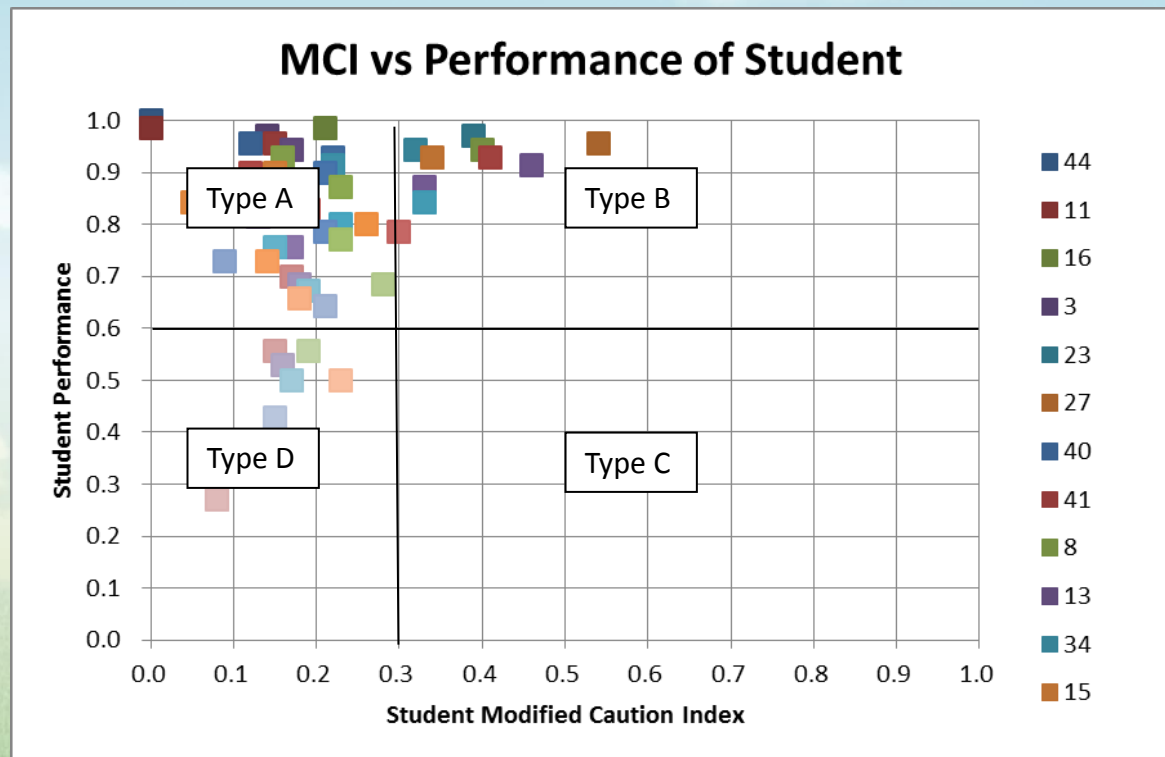
Row ID	Student
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

The Use of School-based Assessment Information

Using Summative Assessment Data for Groupings

Place students into 2 groups according to English learning ability in Primary 4 to Primary 5.

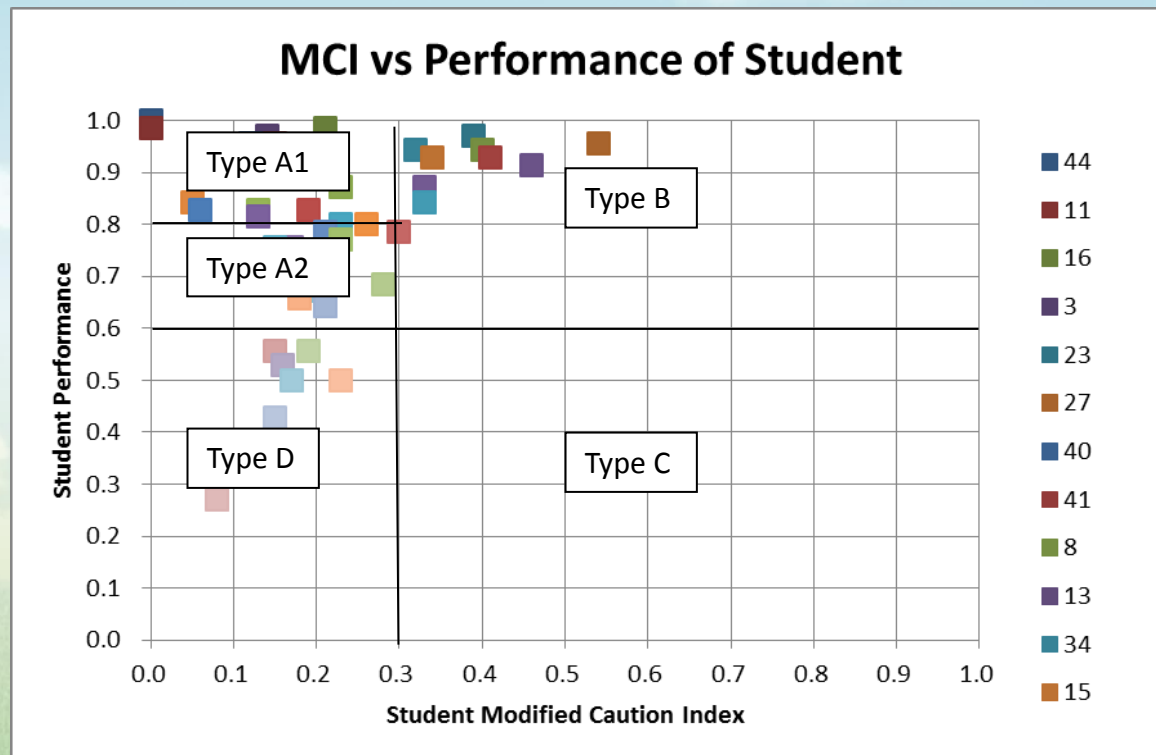
- RED Group (Type A)
- BLUE Group (Type D)



Using Summative Assessment Data for Groupings

Place students into 3 groups according to English learning ability in Primary 3 and Primary 6.

- RED Group (Type A1)
- BLUE Group (Type A2)
- YELLOW Group (Type D)



Using Summative Assessment Data for Locating Students' Learning Difficulties

21 Reading Strategies

- Locating specific information
- Constructing meaning from the text
- Identifying main ideas
- Interpreting references
- Finding word meaning from context or knowledge or the world
- Reference skills
- Finding word features
- Making inferences
- Making predictions
- Understanding intention, attitudes and feelings conveyed in the text
- Identifying meaning of specific words or expressions
- Recognizing the format and language features of some common text types
- Problem solving skills
- Synthesis skills
- Evaluation skills
- Analysis skills
- Relating personal experience or knowledge or the world to reading
- Using pictorial clues to help understanding
- Dictionary skills
- Identifying onomatopoeic words
- Vocabulary application

School-based Curriculum Framework

Lingnan University Alumni Association (Hong Kong) Primary School.

English Language Subject.

2013-2014.

School-based English Language Curriculum Plan (Reading).

P.1	P.2	P.3	P.4	P.5	P.6
Reading skills	Reading skills	Reading skills	Reading skills	Reading skills	Reading skills
<ul style="list-style-type: none"> Understand the basic conventions of written English Follow left to right directionality Identify and name all the letters of the English alphabet Recognize the beginning and end of sentences Distinguish between capital and small letters Recognize known clusters of letters in unknown words, e.g. in, thin, thin Recognize familiar words in new texts Use knowledge of basic letter-sound relationships to read aloud single words and short simple texts Recognize common abbreviations and connected forms, e.g. Mr., Mrs. 	<ul style="list-style-type: none"> Understand the basic conventions of written English Sight read common, phonically irregular words, e.g. are, a, you Recognize familiar words in new texts Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts Use knowledge of basic letter-sound relationships to read aloud single words and short simple texts Use knowledge of basic letter-sound relationships to read aloud single words and short simple texts Recognize common abbreviations and connected forms, e.g. 10:00 a.m., 200g.m. 	<ul style="list-style-type: none"> Understand the basic conventions of written English Sight read common, phonically irregular words, e.g. are, a, you Recognize familiar words in new texts Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts Use knowledge of basic letter-sound relationships to read aloud single words and short simple texts Use phonological strategies to decode words, e.g. identifying the onset and rime in words, breaking words up into syllables Recognize common abbreviations and connected forms, e.g. She's clever 	<ul style="list-style-type: none"> Understand the basic conventions of written English Sight read a wide range of common, phonically irregular words, e.g. have, said, was Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts 	<ul style="list-style-type: none"> Understand the basic conventions of written English Sight read a wide range of common, phonically irregular words, e.g. have, said, was Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts 	<ul style="list-style-type: none"> Understand the basic conventions of written English Sight read a wide range of common, phonically irregular words, e.g. have, said, was Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts
<ul style="list-style-type: none"> Locating Specific Information Locate specific information in a short text in response to questions 	<ul style="list-style-type: none"> Locating Specific Information Locate specific information in a short text in response to questions 	<ul style="list-style-type: none"> Locating Specific Information Locate specific information in a short text in response to questions 	<ul style="list-style-type: none"> Locating Specific Information Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases 	<ul style="list-style-type: none"> Locating Specific Information Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases 	<ul style="list-style-type: none"> Locating Specific Information Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases
<ul style="list-style-type: none"> Constructing meaning from the text Identify key words for the main idea in a sentence 	<ul style="list-style-type: none"> Constructing meaning from the text Identify key words for the main idea in a sentence 	<ul style="list-style-type: none"> Constructing meaning from the text Identify key words for the main idea in a sentence 	<ul style="list-style-type: none"> Constructing meaning from the text Recognize recurrent patterns in language structure, such as word structure, word order, sentence structure 	<ul style="list-style-type: none"> Constructing meaning from the text Read written language in meaningful chunks 	<ul style="list-style-type: none"> Constructing meaning from the text Read written language in meaningful chunks
<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. title, author and illustrator) Locate simple information in materials such as price lists and menus 	<ul style="list-style-type: none"> Identifying main ideas Understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) 	<ul style="list-style-type: none"> Identifying main ideas Understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my) Extract information and ideas from texts with help of visual clues 	<ul style="list-style-type: none"> Identifying main ideas Understand the connection between ideas by identifying cohesive devices, e.g. also, at last, because, first, however, if, therefore Identify details that support the gist or main ideas 	<ul style="list-style-type: none"> Identifying main ideas Understand the connection between ideas by identifying cohesive devices, e.g. also, at last, because, first, however, if, therefore Identifying reference words 	<ul style="list-style-type: none"> Identifying main ideas Understand the connection between ideas by identifying cohesive devices, e.g. also, at last, because, first, however, if, therefore Identifying reference words
<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Interpreting reference words 	<ul style="list-style-type: none"> Interpreting reference words 	<ul style="list-style-type: none"> Interpreting reference words 	<ul style="list-style-type: none"> Interpreting reference words 	<ul style="list-style-type: none"> Interpreting reference words
<ul style="list-style-type: none"> Using pictorial clues the help understanding Guess the meaning of unfamiliar words by using pictorial clues 	<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. title, author and illustrator) Locate simple information in materials such as price lists and menus 	<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. title, author and illustrator) Locate simple information in materials such as price lists and menus 	<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. on the spine or blurb) 	<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. on the spine or blurb) and index 	<ul style="list-style-type: none"> Reference skills Understand the information provided on the book cover (e.g. on the spine or blurb), index and glossary
<ul style="list-style-type: none"> Identifying onomatopoeic words 	<ul style="list-style-type: none"> Making inferences Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world 	<ul style="list-style-type: none"> Making inferences Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world 	<ul style="list-style-type: none"> Making inferences Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world 	<ul style="list-style-type: none"> Making inferences Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world 	<ul style="list-style-type: none"> Making inferences Guess the topic and the likely development of the topic by using personal experiences and knowledge of the world
<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language
<ul style="list-style-type: none"> Using pictorial clues the help understanding Guess the meaning of unfamiliar words by using pictorial clues 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language 	<ul style="list-style-type: none"> Understanding intention, attitudes and feelings conveyed in the text Understand intention, attitudes and feelings conveyed in a text by recognizing features such as the choice and use of language
<ul style="list-style-type: none"> Identifying onomatopoeic words 	<ul style="list-style-type: none"> Using pictorial clues the help understanding Guess the meaning of unfamiliar words by using pictorial clues 	<ul style="list-style-type: none"> Using pictorial clues the help understanding Guess the meaning of unfamiliar words by using pictorial clues 	<ul style="list-style-type: none"> Identifying meaning of specific words or expressions Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 	<ul style="list-style-type: none"> Identifying meaning of specific words or expressions Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world 	<ul style="list-style-type: none"> Identifying meaning of specific words or expressions Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Recognizing the format and language features of some common text types 	<ul style="list-style-type: none"> Recognizing the format and language features of some common text types 	<ul style="list-style-type: none"> Recognizing the format and language features of some common text types
	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Problem solving skills Recognize and solve simple problems with reasons 	<ul style="list-style-type: none"> Problem solving skills Recognize and solve simple problems with reasons 	<ul style="list-style-type: none"> Problem solving skills Recognize and solve simple problems with reasons
	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Identifying meaning of specific words or 	<ul style="list-style-type: none"> Synthetic skills Re-read the texts to establish and confirm 	<ul style="list-style-type: none"> Synthetic skills Re-read the texts to establish and confirm 	<ul style="list-style-type: none"> Synthetic skills Re-read the texts to establish and confirm

21 School-based Reading Strategies

Appendix 18 – The 21 Reading Strategies.

Reading Strategies	Bloom's Taxonomy	Examples
Locating specific information	Comprehension	Miss Wong thinks students should _____ in summer. How long is Carol's holiday?
Constructing meaning from the text	Comprehension	What was John doing in his lesson? Wing's Shop does not sell _____.
Identifying main ideas	Application & Analysis	Read line 8. Why is Billy surprised? The teddy bear can _____. What is the best title for this poem?
Interpreting reference words	Application & Analysis	Read lines 3–4: You have all work hard this year. The word "You" refers to _____. Read lines 12–13: <u>They</u> should learn to take only as much food as they need. What does "They" refer to?
Finding word meaning from context or knowledge of the world	Application & Analysis	In "Activities" lessons, Mary will not ... a. make a model b. watch cartoons c. learn how to cook d. do Math homework Read line 23. What is "starvation"?
Reference skills	Comprehension & Application	How many chapters are there in <i>Kites in the Sky</i> ? John lives in <u>Go</u> Tan House. He will go to the exhibition ... a. by bus b. by train c. by MTR d. on foot
Finding word features	Application	In lines 5–6, "fast" rhymes with "last". Which pair of words does NOT rhyme?
Making inferences	Analysis & Synthesis	Judy is a famous ... a. swimmer b. actress c. car racer d. writer Where is the writer?
Making Predictions	Synthesis & Evaluation	What happened to Tom in the end?
Understanding intention, attitudes and feelings conveyed in a text	Analysis	Read line 1: "Oh dear! The castle is so tall," the frogs said. How did the frogs feel when they saw the castle? Read lines 7–8. How did George feel?
Identifying meaning of specific words or expressions	Analysis	Read lines 3–4. "... <u>gox</u> friend, Jane, said I had a great voice." What does "I have a great voice" mean? What does "All aboard!" mean?
Recognizing the format and language features of some common text types	Application	John is reading a ... What is Kate reading?
Problem solving skills	Application & Analysis	How old is John now? When did John's teacher talk about jobs?

Reading Strategies	Bloom's Taxonomy	Examples
Synthesis skills	Synthesis	What is the correct order for the pictures?
Evaluation skills	Evaluation	At the end of their talk, <u>Wu</u> Chen is ... Martin. What do you think of Ann?
Analysis skills	Analysis	Which of the following is NOT true about the car? What kind of movie is <i>The Hero</i> ?
Relating personal experience or knowledge of the world to reading	Evaluation	You are Bunny. What do you want to ask for? Give your <u>three</u> wishes. If you were Joseph, would you buy the magic bananas and the good-luck cat? Why or why not?
Using pictorial clues to help understanding	Comprehension	In Picture 1, John thinks the lesson is ... a. interesting b. boring c. exciting d. difficult
Dictionary skills	Application & Analysis	In line 4, what does "hatches" mean? hatch 1. <u>to</u> draw lines (v.) Sam <u>hatches</u> lines on his <u>Maths</u> worksheet. 2. <u>to</u> come out from an egg (v.) A baby chicken <u>hatches</u> from an egg. 3. <u>to</u> plan an idea (v.) The student <u>hatched</u> up a plan to surprise his classmates. 4. <u>an</u> opening in a wall between a kitchen and a dining area (n.) Mary <u>passed</u> some food to John through the <u>hatch</u> .
Identifying onomatopoeic words	Comprehension	"Tweet! Tweet!" is the sound of ... Read line 4. "Ding" is the sound of ...
Vocabulary application	Application	

Summative Assessment Analysis Report

Lingnan University Alumni Association (ALU) Primary School
English Language Subject 2013–2014
Summative Assessment Analysis

Term: 1st / 2nd Level: P6
Paper: Listening, Reading & Writing
Teacher Set(s): Zoe Chan Level Coordinator: Jade Lee

1. General Evaluation (please tick as appropriate)

Level of Difficulty	too difficult	slightly difficult	about right	slightly easy	too easy
Length					
Coverage					
Other comments:					

2. Students' Performance

Class / Group	No. of students	No. of Grade 1	No. of Grade 2	No. of Grade 3	No. of Grade 4	No. of Grade 5	Passing marks	Highest marks	Lowest marks
Class 1	28	17	7	5	0	0	20	72	22.50
Class 2	18	5	0	15	0	0	22.5	35	27.50
Class 3	8	0	0	0	1	0	22.5	25	22.50
Class 4	22	12	11	10	0	0	22.5	35	22.50

(II) Comprehension Performance

Comprehension I (14%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Average
Reading Strategies	Recognising the format and language features of text types	Making inferences	Making inferences	Understanding location, activities and feelings conveyed in the text	Learning specific information	Vocabulary skills	Globalisation skills	
Class accuracy rate	100	70.00	100	88.89	88	88.00	88.00	88.00
Class accuracy rate	100	66.67	100	88.89	88.00	88.00	88.00	88.00
Class accuracy rate	100	66.67	100	88.89	88.00	88.00	88.00	88.00
Class accuracy rate	100	70.00	100	88.89	88.00	88.00	88.00	88.00
Total accuracy rate	100	70.00	100	88.89	88.00	88.00	88.00	88.00

Comprehension II (10%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Average
Reading Strategies	Recognising the format and language features of text types	Identifying main ideas	Learning specific information	Analysis skills	Learning specific information	Dictionary skills	Constructing meaning from the text	
Class accuracy rate	100	70.00	66.67	70.00	66.67	66.67	70.00	68.75
Class accuracy rate	88.89	33	88.89	66.67	88.89	33.33	100	66.67
Class accuracy rate	88.89	33	88.89	66.67	88.89	33.33	100	66.67
Class accuracy rate	88.89	33	88.89	66.67	88.89	33.33	100	66.67
Total accuracy rate	88.89	33	88.89	66.67	88.89	33.33	100	66.67

(III) Vocabulary Performance (10%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Average
Class accuracy rate	100	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Total accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11

(IV) Writing Performance

Writing I (10%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Average
Class accuracy rate	100	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Total accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11

Writing II (10%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Average
Class accuracy rate	100	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Class accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11
Total accuracy rate	88.89	88.00	100	88.00	88.00	100	100	88.00	100	91.11

(V) Listening Performance

Listening I (3%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Average
Class accuracy rate	100	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00	88.00
Total accuracy rate	100	100	88.00	88.00	88.00	88.00

Listening II (3%)

Question	Q.1	Q.2	Q.3	Q.4	Average
Class accuracy rate	100	100	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00
Class accuracy rate	100	100	88.00	88.00	88.00
Total accuracy rate	100	100	88.00	88.00	88.00

(VI) Other G.E. Items

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Average
Class accuracy rate	100	100	100	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100	100	100	100
Total accuracy rate	100	100	100	100	100	100	100	100	100

Topics (6%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Average
Class accuracy rate	100	88.00	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	88.00	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	88.00	100	88.00	88.00	88.00	88.00
Class accuracy rate	100	88.00	100	88.00	88.00	88.00	88.00
Total accuracy rate	100	88.00	100	88.00	88.00	88.00	88.00

"Each other" & "One another" (4%)

Question	Q.1	Q.2	Q.3	Q.4	Average
Class accuracy rate	100	100	100	100	100
Class accuracy rate	100	100	100	100	100
Class accuracy rate	100	100	100	100	100
Class accuracy rate	100	100	100	100	100
Total accuracy rate	100	100	100	100	100

Occupation Words (6%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Average
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Total accuracy rate	100	100	100	100	100	100

Abstract nouns (6%)

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Average
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Class accuracy rate	100	100	100	100	100	100
Total accuracy rate	100	100	100	100	100	100

Using Summative Assessment Data for Locating Students' Learning Difficulties

Follow-up work

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Average
Reading Strategies	Recognizing the format of text types	Analysis skills	Constructing meaning from the text	Dictionary skills	Identifying main ideas	Constructing meaning from the text	Relating personal experiences to reading	
5Red accuracy rate	92.59%	14.81%	<u>66.67%</u>	37.04%	14.81%	<u>66.67%</u>	100%	56.08%
5Blue accuracy rate	<u>61.54%</u>	15.38%	26.92%	26.92%	15.38%	42.31%	<u>65.38%</u>	36.26%
Total accuracy rate	77.36%	15.09%	47.17%	32.08%	15.09%	54.72%	83.02%	46.36%

- Set up the core reading strategies for the specific form level
 - Comprehension questions during shared/guided reading (unit of work)
 - Comprehension questions in reading worksheets
- Questions with those reading strategies will be assessed with reading comprehension in both formative and summative assessment to understand students' learning progress.

Using Formative Assessment Data for Locating Students' Learning Difficulties

- 8 Formative Assessments in each term
 - 2 Reading assessments
 - 2 Writing assessments
 - 1 Listening assessments
 - 3 Speaking assessments

Using Formative Assessment Data to Detect Students' Learning Difficulties

Follow-up work

Question	Q.1	Q.2	Q.3	Q.4	Q.5	Average
Reading Strategies	Recognising the format and language features of some common text types	Identifying main ideas	Locating specific information	Locating specific information	Analysis skills	
3RED accuracy rate	100%	92.59%	85.19%	<u>77.78%</u>	100%	91.11%
3BLUE accuracy rate	95.83%	95.83%	29.17%	<u>62.5%</u>	54.17%	<u>67.50%</u>
Total accuracy rate	97.92%	94.21%	57.18%	70.14%	77.09%	<u>69.22%</u>

- Decode the target reading strategies for the coming unit
 - Comprehension questions during shared/guided reading (unit of work)
 - Comprehension questions in reading worksheets

Unit of Work

Lingnan University Alumni Association (H.K.) Primary School.

2013-2014 First Term Unit 2.

P. 6 Co-planning Meeting.

Module: Happy Days.

Unit: 2 Tales to Tell.

No. of Lessons: 8 (4 co-teaching lessons, 2 reading lessons, 2 enrichment lessons).

Lesson	Learning Activities	Core Questions	Level of Thinking	Reading Strategies	Teaching Strategies	Teaching Materials
Date: 30 Sept. (2 Oct for BLUE GROUP) Co-teach 1. Reading Oral Interaction.	Activity 1: Phonics (NET): Objective(1): ♦ Identify the sound 'ire'. Procedures: ♦ Introduce the sound 'ire' by showing students the letters and some words with 'ire'. Read aloud the words, e.g. <i>tire, hire, attire, fire</i> . ♦ Invite students to give more examples. (<i>desire, wire, inquire, require etc</i>).	What is it? Think of a word with ire.	Knowledge Comprehension Application			NET: Word cards of "ire".
	Activity 2: High Frequency Words (LET): Objective(2): ♦ Recognise some high frequency words. Procedures: ♦ Introduce 8 high frequency words using flash cards. Show students the words and read once. Don't explain the meaning of them. ♦ After reading the words, ask students to copy them in Word Express.	What is it?	Knowledge Comprehension			LET: Word cards of HFWs.
	RED GROUP & BLUE GROUP Activity 3: Guided Reading (NET & LET) – The Magic Moneybag. Objective: ♦ Use different reading strategies to understand the content of the reader. Procedures: ♦ Divide students into two groups. One reads with LET and the other reads with NET. ♦ Give out the extensive worksheet 1. ♦ Ask students to read aloud the title of the story and guess what the story might be about. ♦ Have students read 'part one' of the story. Ask students questions about part one.	What kind of book do you think it is? What might it be about? Who/le are the main character(s) of the folk tale? What did they do to earn a living? / What did they do to earn money to buy themselves the things they need? How many bundles of firewood did they cut every day? What happened to the bundle of firewood they put in the courtyard one night? What do you think that had happened to the bundle of firewood in the courtyard? If you were the woodcutter, what would you do to find out why the firewood disappeared?	Comprehension Application Analysis Synthesis Evaluation	Recognizing the format and languages features of some common text types Identifying main ideas Constructing meaning from the text Locating specific information Locating specific information Making predictions Relating personal experience or knowledge of the world to reading	<input checked="" type="checkbox"/> Cooperative Learning: Think-pair-share. <input type="checkbox"/> Group Discussion.	Zoe: Extensive Reading WS 1.

Reading Worksheets

Lingnan University Alumni Association (H.K.) Primary School. 2013-2014 First Term (Unit 1). P.6 Reading Worksheet 1

Name:

Class: P.6 ()

Date:

Self Evaluation:

😊😊😊

😊😊

😊

Teacher Evaluation:

😊😊😊

😊😊

😊

Read textbook p.2-5 and answer the following questions by blackening the correct circle.

- What is the text type of this passage? (Recognizing the format and language features of text types).
☒ a. a story ☐ b. an email ☐ c. a diary entry ☐ d. an explanation text.
- Read diary entry 1, what does "resolution" mean? (Finding word meaning from context).
☒ a. celebration ☐ b. goal ☐ c. disability ☐ d. achievement.
- Why did Jade want to dress herself? (Locating specific information).
☒ a. She would like a chance to dress others..
☐ b. She would like a chance to go to school..
☐ c. She thought she was too old to look after herself..
☐ d. She thought she was too old to be dressed by others..
- Read diary entry 3, which of the following is **NOT** true about Jade? (Analysis).
☐ a. She thought dressing herself is difficult..
☐ b. She was surprised when she saw her mum..
☒ c. She was proud of dressing herself..
☐ d. She took a long time to dress herself..
- Read diary entry 4, Jade wrote "My heart sings". What does it mean? (Identifying meaning of specific words or expressions).
☐ a. She had a heart attack. ☐ b. She was happy..
☒ c. She was ready. ☐ d. She saved enough money..
- Read diary entry 4, which word tells you that Jade has waited a long time for her prosthetic legs? (Analysis).
☒ a. finally ☐ b. again ☐ c. ready ☐ d. very..
- Read diary entry 5, what does Jade want to do when she grows up? (Locating specific information).
☒ a. a mountaineer ☐ b. a mother ☐ c. a doctor ☐ d. a writer..

Finish the following sentences. Use only ONE word for each blank. (Vocabulary application skills).

9. Jade is special as she has to move around in a wheelchair. Though she has lost her legs, she is brave because she does not let her (a) _____ get in the way of what she wants to achieve. She made her (b) _____ at New Year. She wanted to overcome her disability and learn to take care of herself. As she wanted to be (c) _____, she tried to dress herself up without the help of her mum. After she did it, she felt very (d) _____ of herself..

Answer the following questions in complete sentences.

10. Ready diary entry 5, why did Jade cry when she took her first step after putting on the prosthetic legs? (Making inferences).

11. What do you think of Jade? Why? (Evaluation).

Teacher's feedback:

Locating specific information

Finding word meaning from context or knowledge of the world

Making inferences

Identifying meaning of specific words or expressions

Recognizing the format and language features of some common text types

Evaluation skills

Analysis skills

Vocabulary application

😊😊😊

😊😊

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Formative Assessments (Reading)

Lingnan University Alumni Association (H.K.) Primary School

2013-2014 First Term Formative Assessment 2

P.6 English (Reading Comprehension & G.E.)

Name: _____ Class: P6()

(A) Tomorrow is a big day for Benny. Read the text and answer the questions by blackening the correct circle. 12marks @2marks

September, 2013
Time allowed: 20 minutes
Marks: / 20
Parent's Signature:

1st January

Today is the first day of the New Year and, I hope, my new life. Tomorrow, I'm going to the hospital for my kidney operation. I feel quite nervous, but I know the doctors will help me. I think when the time comes, I'll be okay. Mum and Dad will wait for me outside the operation room in order to support me anyway.

Mum helped me pack my bag. I packed photos of my family and a few of my favourite books, along with my clothes and other things. My friends all rang to wish me luck. I wonder what it'll be like to have a new kidney – one that works properly. Mum hugged me extra tight before bed tonight. It'll be hard to sleep as I'm very scared. I'll try to just think about how great it'll be to be fit and healthy like the other kids.

1. What is the text type of this passage? (Recognizing the format and language features of some common text types).

- ☒ a. a story ☐ b. a poem ☐ c. an e-mail ☐ d. a diary entry

2. When will Benny go to hospital? (Recognizing the format and language features of some common text types).

- ☒ a. 1st January ☐ b. 2nd January
☐ c. 3rd January ☐ d. 4th January

3. Who are going to go to the hospital with Benny? (Locating specific information).

- ☒ a. Benny's friends ☐ b. Benny's parents
☐ c. Benny's teachers ☐ d. Benny's Mum and friends

4. Which of the following is NOT true about Benny? (Analysis skills).

- ☒ a. He plans to read at the hospital.
☐ b. His mum and dad will go to the hospital with him.
☐ c. He will ring his friends in the hospital.
☐ d. He hopes to be fit and healthy this year.

5. Why did Benny's mum hug him extra tight? (Making inferences).

- ☒ a. She helped Benny pack his bag.
☐ b. She wanted Benny to ring her.
☐ c. She did not sleep well.
☐ d. She wanted to encourage Benny.

6. Why does Benny think it'll be hard to sleep? (Constructing meaning from the text).

- ☒ a. He is nervous about doing homework.
☐ b. He worries about his parents.
☐ c. He is afraid of the operation.
☐ d. He is scared of the future.

(B) Complete Alice's diary with the correct tense of the words in the brackets.

4 marks @1mark

12th October

Today, I found out that my friend Betsy (e.g.) fell (fall) badly on ice. She (1) break (break) three bones in her shoulder. She (2) skate (skate) when she turned quickly and twisted her foot. An ambulance (3) take (take) Betsy to hospital. I visited her in the evening. "My parents (4) just (leave), Alice. We can talk for a longer time." When I left the hospital, it was already 9:00pm!

(C) Replace the underlined words with words which *express stronger feelings*. Use each word from the box only once. 4 marks @1 mark

furious terrified overjoyed thrilled starving

e.g. Miss Lee was angry when her students told lies. furious

1. Jasmine is hungry as she did not eat breakfast this morning. _____
2. David seemed excited to receive a puppy as a present. _____
3. Hilary was happy when she heard she received an award. _____
4. Karen is afraid of spiders and all other insects. _____

+

Teacher's feedback:	???	??	?
Recognizing the format and language features of some common text types			
Locating specific information			
Analysis skills			
Making inferences			
Constructing meaning from the text			

Outcomes of Using Assessment Data Analysis

- Teachers, as well as students and parents, know what students are learning and what is going to be assessed.
- Teachers know more about students' learning difficulties and with the development of structured and systematic assessment systems.
- Teachers find it easier to track students' progress, especially in reading.
- Students' reading level is improving when having benchmark level reading tests and the TSA.

The Use of TSA Data



The Use of TSA Past Paper

- Launch in January
- Select suitable questions from the past papers according to the core reading strategies
- Categorise the question items according the 21 school-based reading strategies

The Use of TSA Past Paper

- Use SP Xpress 2.2 SP Xpress[®] (Version 2.2) as an Analysis Tool
- Diagnose students' weaknesses in reading
- Categorise students' into the 4 types
- Compare the school-based data to the corresponding TSA years
- Compile a TSA Analysis Report

Focused Learning Programme

Demonstrate explicit ways to apply the core reading strategies by using think aloud

- 1 in a week
 - Whole form level (RED, BLUE & YELLOW)
 - Small groups (Type A, B, C & D)
- Focused Reading Booklets
 - Whole form level (RED, BLUE & YELLOW)
 - Small groups (Type A, B, C & D)

Focused Learning Programme – Whole Form Level

Lingnan University Alumni Association (H.K.)

Primary School

↓

2013—2014

Primary 3

↓

↓

↓

Focused Reading Programme

Locating specific information

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↓

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↓

Name: _____ ()

Class: P.3 ()

Focused Learning Programme – Small Groups

Lingnan University Alumni Association (H.K.)

Primary School

2013—2014

Primary 3

Focused Reading Programme (B)

Name: _____ ()

Class: P.3 ()

Lingnan University Alumni Association (H.K.)

Primary School

2013—2014

Primary 3

Focused Reading Programme (C)

Name: _____ ()

Class: P.3 ()

Lingnan University Alumni Association (H.K.)

Primary School

2013—2014

Primary 3

Focused Reading Programme (D)

Name: _____ ()

Class: P.3 ()

Further Development – Self-regulated Learning

Having built on the work of our teachers, our aims for the next stage are that:

- every student is aware of their progress, and understands what is required to improve and how to achieve this.
- every parent is aware of how their child is doing, what they need to do to improve and how they can support their child and their teachers.

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