Basic Competency Assessment (BCA) Project

Data-driven studies to identify students' learning difficulties and critical features
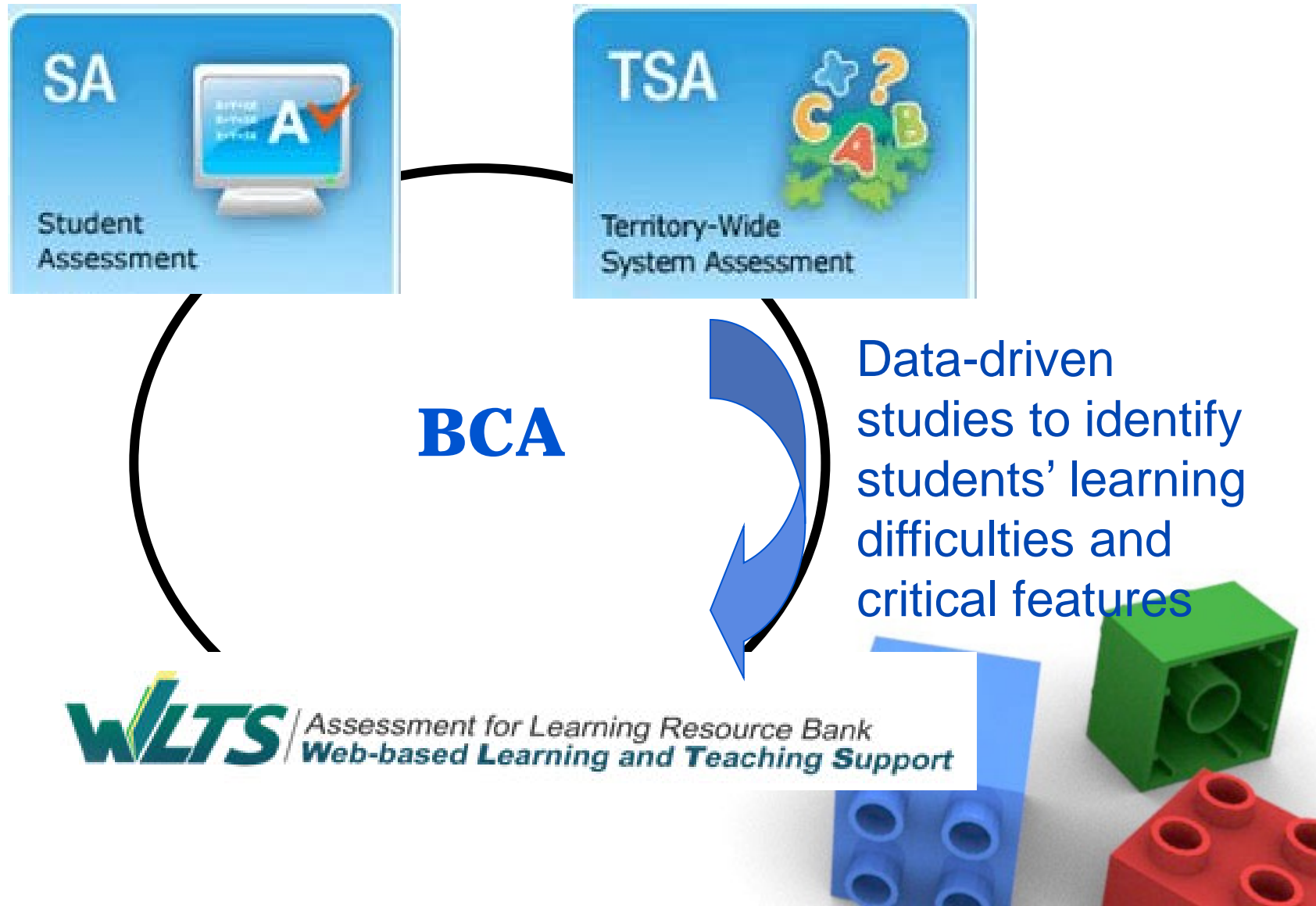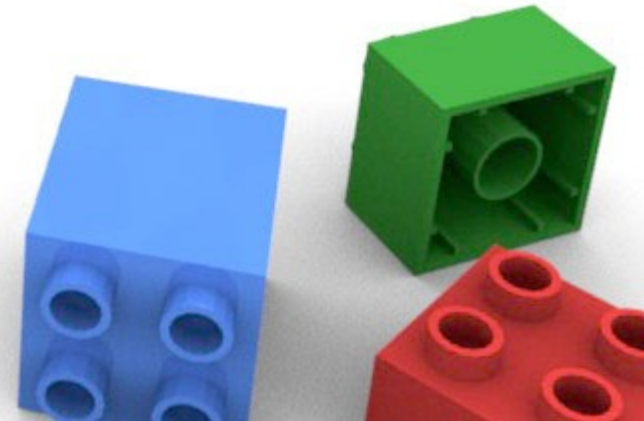
School Case
2008 TSA Report - Reading
(Simulated data)

Basic Competency	Item Description	Item No.	School A %	Territory-wide %
L2-R-5-P3BC	My First Pet 3ERW1 / 3ERW3 Part 1	Q01	14.3	46.7
	My First Pet 3ERW1 / 3ERW3 Part 1	Q03	18.4	46.7
	My First Pet 3ERW1 / 3ERW3 Part 1	Q07	71.4	70.9

What went wrong?

Text Type: Cartoon and Dialogue

Part 1

Peter and Mary are reading a comic.
Read the comic.

1. My name's Jack. My family and I live in a three-storey house.

2. I sleep here with my brother!
Dad and I sleep here!
Grandma and I sleep here!

3. Just outside my window is an old tree. It is very tall and strong. The leaves are soft and green.
Tweet! Tweet!

4. One night, I was sleeping. Suddenly, I heard a noise!
What was that?

請把電腦條碼貼在方格內
Please stick the barcode label in the box.

5. I looked out of the window. There was a cat in the tree!
Meow!
Come here, kitty!

6. The cat jumped from the tree onto me.
Hey! I didn't know you could jump so far!

7. The cat looked tired but happy. It curled up against my teddy bear. Soon we fell asleep.

8. And that's how Pierre became my first pet!

How TSA data feedback learning and teaching

My First Pet　　　　　　　　　　**3ERW1 / 3ERW3 Part 1 Q01**

How many people live in Jack's house?

	School Percentage	Territory-wide Percentage
A. 3	63.3%	36.5%
B. 4	16.3%	8.6%
C. 5	6.1%	8.1%
D. 6	14.3%	46.7%

Strategy students need to develop:
Understanding the connection between ideas

Analysis
Students who chose Distractor A did not read the texts in the three bubbles in Picture 2. They only counted the persons they could see in the picture.

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How TSA data feedback learning and teaching

My First Pet   **3ERW1 / 3ERW3 Part 1 Q03**

In Picture 3, Jack says, 'It is very tall and strong.'
The word 'It' refers to the _____.

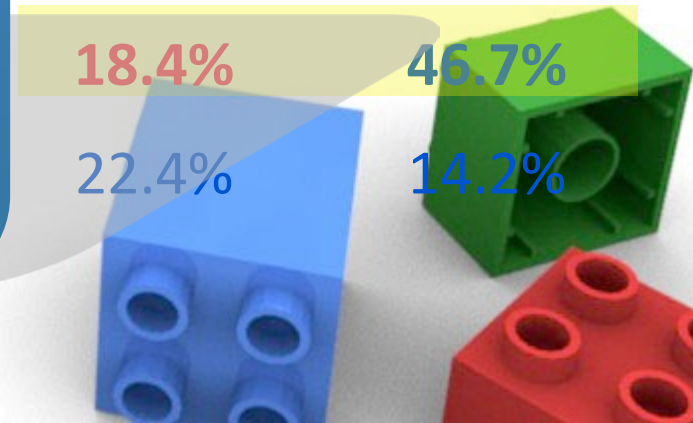|	School Percentage	Territory-wide Percentage
A. bird	55.1%	33.2%
B. window	4.1%	5.2%
C. tree	**18.4%**	**46.7%**
D. cat	22.4%	14.2%

Strategy students need to develop:
Pronoun referencing

Analysis
'It' refers to the tree, but over half of the students chose 'bird'. This demonstrates a weak understanding of the use of pronoun 'it'.
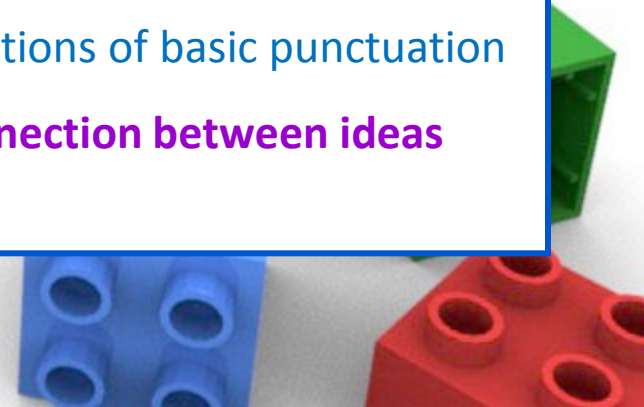
Key Stage 1 Reading
Basic Competency Descriptors

L2-R-5-P3BC Using a small range of **reading strategies** to understand the meaning of short and simple texts with the help of cues	• recognizing key words in a sentence • predicting the content using the book covers, picture cues, prior knowledge and personal experience • predicting the meaning of unfamiliar words by using picture cues and contextual clues • recognizing formulaic or common expressions • recognizing repetitive language patterns • understanding the functions of basic punctuation • **understanding the connection between ideas**

Key Stage 2 Reading
Basic Competency Descriptors

L3-R-5-P6BC

Using a range of **reading strategies** to understand the meaning of simple texts with the help of cues

- **scanning** for specific information
- **skimming** for gist
- **sequencing** events
- identifying **main ideas**
- identifying **details that support a main idea**
- **making inferences**
- **working out the meaning** of unknown words by recognizing prefixes and suffixes
- **predicting** the likely development of the text
- understanding the **connection between ideas** by identifying a range of cohesive devices
- …

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) (08 – 09)	TSA item and data analysis + learning problem identification
KS1-3 / Reading	The Study of Using Assessment Data (Including TSA Data) to Enhance Learning and Teaching (ELE – Phase II) (09)	Empirical study to verify causes of learning problems
KS1-2 / Reading	The Study of Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Reading (Phase III) (09 - 10)	Diagnostic assessment + teaching strategies & exemplars
KS1-2 / Reading	The Study of Using Assessment Data (Including TSA Data) to Enhance the Learning and Teaching of Reading (Phase IV) (10 – 11)	Action research + invention strategies & exemplars

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.

The Lexical Bar

For example, the text of The Three Frogs" (in TSA 2008 Reading paper) 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

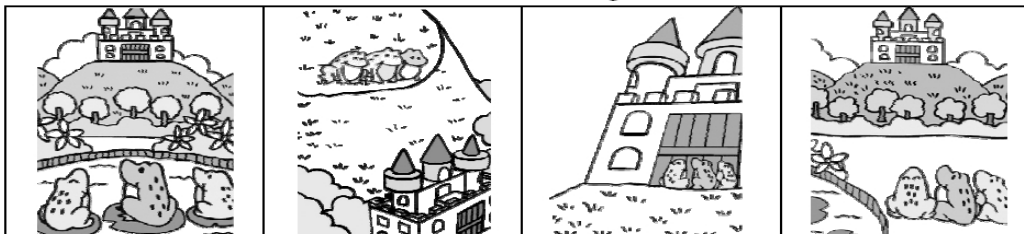"It's too dark now. We can't see the way to the castle," said Tom.

"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.

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 (2007) Enhancing the Effectiveness of English Vocabulary Learning and Teaching at Primary Level – CDI workshop

- 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.
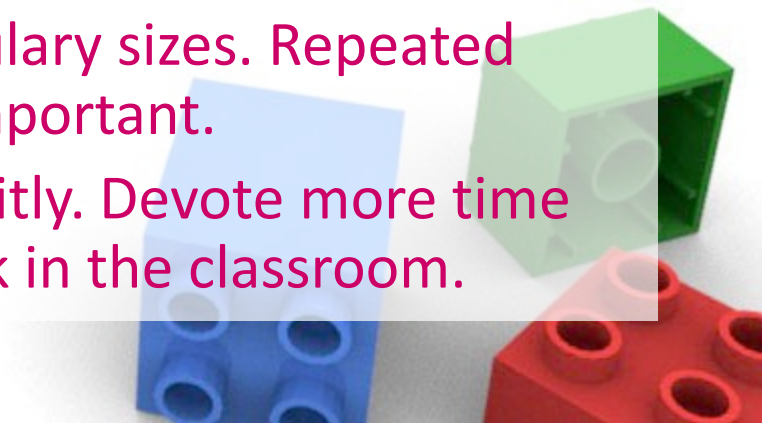
WLTS units with a focus on vocabulary building skills

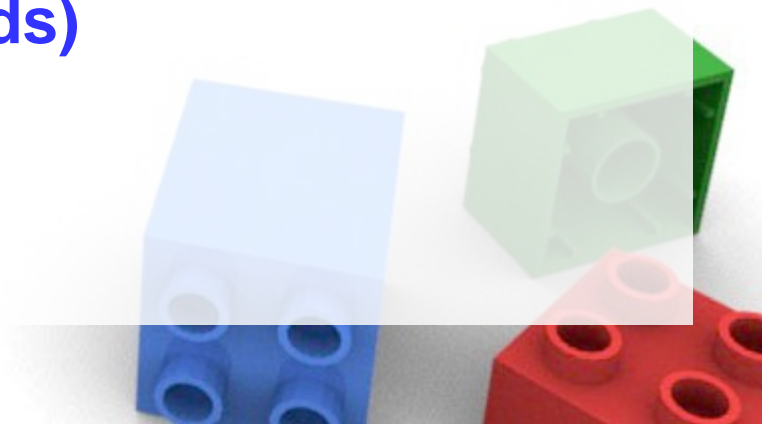**Word Formation (compound words, prefixes, suffixes)**

KS2   Hong Kong Adventure 1-4

Word Association (synonyms, antonyms, homonyms)

KS2   Super Word Kid

Sight Words (high frequency words)

KS1   Sight Word Park

Hong Kong Adventure 1-4

Discover Hong Kong (Hong Kong Adventure 1)

Hong Kong Adventure *1*
Discover Hong Kong

WLTS

An Unlucky Day (Hong Kong Adventure 2)

Hong Kong Adventure 2
An Unlucky Day!

A Day on Cheung Chau (Hong Kong Adventure 3)

Hong Kong Adventure *3*

A Day on Cheung Chau

Hong Kong Adventure
Unit 4 Treasure Hunt

Story Mode
Practice Mode

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

Hungry   Full

Dirty   Clean

im

____ball

inexpensive

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 Bri Bri the Crocodile.
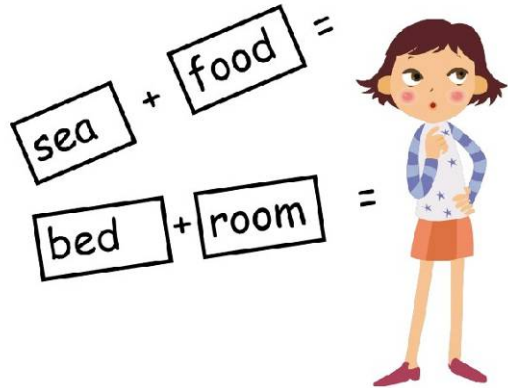
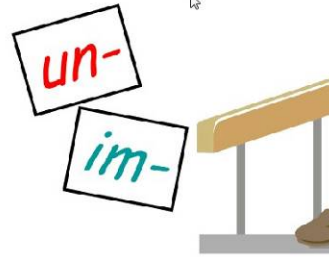Each unit has an interactive game aiming at different word formation skills.

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

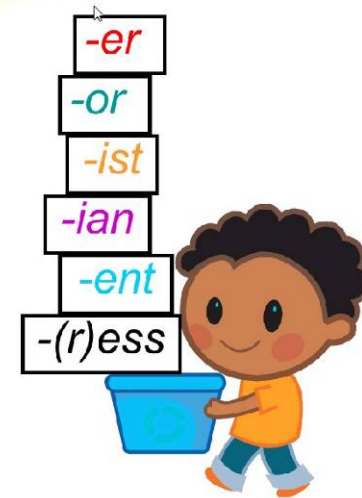In practice mode, learners choose one of the skills they want to work on.

Knowing More About Compou...

Knowing Mor...

Knowing More About Suffixes

-er
-or
-ist
-ian
-ent
-(r)ess

sea + food =
bed + room =

un-
im-

Choose a wo... word v...

time

Can you think of mo... starting with the pr...

safe ✓

Un- is a prefix meaning

Un- is not a prefix here.
The word only starts with

-er -or -ist, -ian
'person' or thing that does something

cook + er   = cooker
act + or   = actor

library + ian = librarian

PowerPoint tutorials with simple interactive activities are available for group or individual learning / consolidation.

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
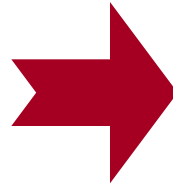
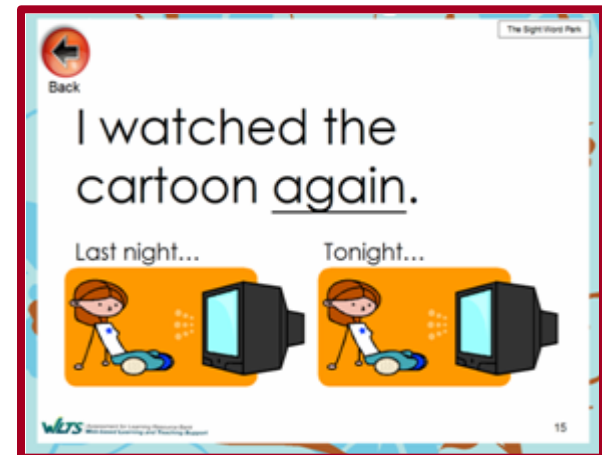# Sight Word Activity Ideas and Online Resources

Trial Version

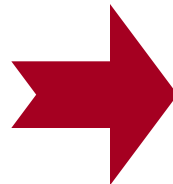A resource pack with diagnostic assessment, teaching ideas, sight word cards, PowerPoint tutorials and more.

Sight word cards
(double-sided)

Press to read

always

I always play football with my friends.

Press to flip

again

I watched the cartoon again.

Last night...   Tonight...

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.

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

ENGLISH LANGUAGE

Related BCs

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

SEARCH RESULTS

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-

24

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

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

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