

FUNG KAI LIU MAN SHEK TONG SECONDARY SCHOOL

Student Assessment Pilot Scheme

School background

- A CMI Secondary School in Sheung Shui
 - ▣ Because of the special geographic location, the school has admitted a considerable amount of students from Shenzhen
- The school was established in 1996
- Mostly average students in terms of English proficiency
 - ▣ Weaker language support from their families
 - ▣ Need to be provided with more exposure to English

Why do we join the Pilot Scheme?

- To provide students with more exposure to English materials
- To enable students to have greater autonomy over their study
- To provide students an extra source of assessment (i.e. continuous assessment [formative])
- To provide teachers with instant data and analysis about students' performance

Class selected for Pilot Scheme

3A

- A large class which consists of 42 students
- An elite class in the form
- Students in this class have relatively better foundation of English
- The learners' diversity is quite big
- Notes:
In fact 3A and other F.3 classes did the SA system as well (twice per term). However, 3A students did 1 extra time per term as a part of the Pilot Scheme.

Focus of the Pilot Scheme

- To investigate if SA system is helpful in enhancing students' motivation in self-learning

Procedures

1. Review on the school-based curriculum and find out the themes to be focused on
 - Units 1 and 4: Travelling in Macau/Travelling in London
 - Unit 7: Law and order
2. Discussion on skills to be covered
 - Reading and listening (receptive skills)
3. Selection of tasks
 - Tasks selected are based on the themes chosen to ensure their suitability
4. Introducing the SA system to our students

Procedures (Cont'd)

4. Completion of tasks by students during the opening period (i.e. one week)
 - The teacher took them to MMLC to complete the tasks for the 1st assessment
 - Students are allowed to complete the tasks at home for other assessments
5. Data Analysis
 - Our TA will print all the reports for F.3 Teachers
6. Follow-up work by teachers
 - Identify the weaknesses of students based on the basic competence descriptors of questions poorly done
 - Carry out remedial measures

Time line:



- 1st assessment: December 2012
- Theme: Travelling Overseas
- Tally with school-based curriculum
(i.e. Units 1 and 4: Travelling in Macau / London)
- Skills: Listening + Reading
- Different text types
 - Travel brochure article
 - Travel blog

Part 1



Click the best answer.



1. According to Sam, why does he need a holiday?

- A. He is bored.
- B. He wants to take a break.
- C. He wants to meet new friends.
- D. It is a family holiday and he has to go.

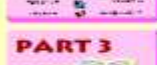
2. According to Susan, why is London a good place for visitors? London has _____.

- A. delicious food
- B. shopping malls
- C. beautiful parks
- D. all of the above

BACK

NEXT

EXIT



Part 2



Miss Chan is telling her class about Ice Festivals. She asked her students to read the following passage about Japan's Snow and Ice Festival. Read the following passage.

- ① Around the world, most children love to play in the snow and build snowmen. In Japan, however, this common playground activity is turned into a form of art.
- ② In fact, snow becomes the artist's tool at the Sapporo Snow and Ice Festival that is held each year in February. Many international visitors head to Sapporo, the capital of Japan's northern island of Hokkaido. They see the city come to life with icy, glittering sculptures that are usually shaped like huge monsters and mermaids, gods and demons, palaces and pyramids.
- ③ The Snow and Ice Festival began in 1950 when high school students built six snow statues in Odori Park in Sapporo. Five years later, members of Sapporo's

To help you understand this article, you are asked to complete the following quiz. Click the best answer.

2. Who started the Sapporo Snow and Ice Festival?

- A. a group of artists
- B. international visitors
- C. Sapporo's students
- D. Sapporo's Defense Force



Home

PART 1

PART 2

PART 3

EXIT

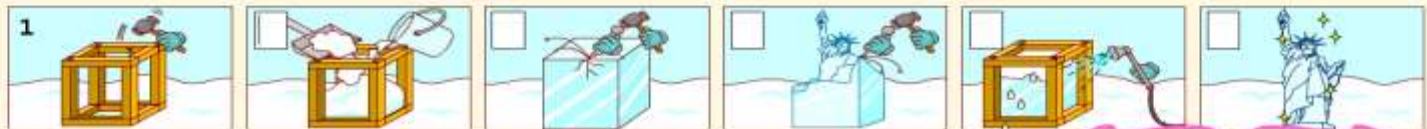
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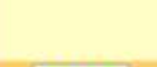
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To help you understand this article, you are asked to complete the following quiz. Click the best answer.

5. The following pictures show the process of building a snow sculpture. Arrange the following pictures in the correct order. Key in the correct number in the box.



BACK **NEXT**



Part 3



Peter is reading his friend's travel blog.

My Travel Blog

at Kruger Park, South Africa on 29 July 2010



At 5:30 am, my alarm rang – I jumped out of bed and took a hot shower. I dressed in a flash, popped a pancake into my mouth, grabbed my camera and was off – ready for the wildlife at Kruger Park!

Click the best answer:

Whole passage

18. The style of this writing is _____.

- A. formal
- B. informal
- C. poetical
- D. literary

BACK

Time line:



- 2nd assessment: May 2013
- Theme: Law and Crime
- Tally with school-based curriculum (i.e. Units 7: Law and Order)
- Skills: Listening + Reading (with short answers)
- Different text types
 - Statement of an eyewitness (crime suspects)
 - Newspaper article

Navigation sidebar with icons for home, back, forward, and search. It contains four buttons labeled PART 1, PART 2, PART 3, and PART 4, each with a small icon. At the bottom is an EXIT button with a door icon.

Part 1



You have 15 seconds to read this part.

Michael was one of the eyewitnesses in a motorcycle accident. He is now at the police station talking to Superintendent Tam about the rider of the motorcycle. What does the rider look like? Listen to the tape and drag the correct pictures to create the picture of the rider. The tape will be played ONCE only. The tape will begin now.



BACK NEXT

A vertical sidebar on the left side of the page. At the top is a pink arrow pointing right. Below it are five buttons: 'PART 1' (pink), 'PART 2' (pink, highlighted with a darker pink background), 'PART 3' (pink), 'PART 4' (pink), and 'EXIT' (orange with a door icon). At the bottom is another pink arrow pointing left.

Part 2

Choose the best answer.

1. The show will not feature _____.

- A. cake baking
- B. a book review
- C. bedroom decorating
- D. an interview

2. Sheila usually writes _____.

- A. murder mysteries
- B. non-fiction
- C. plays
- D. film scripts



Part 3



Mark saw a hit-and-run incident last night. He is now reading a newspaper article about it on the Internet. Read the article.


Wednesday, 8 January, 20XX

Hit-and-run Incident in Kwai Chung

Clara Lai

A 20-year-old man was seriously injured last night in a hit-and-run incident when a motorcycle ran off the road and up onto the pavement in front of a vacant shop in Kwai Chung.

Two eyewitnesses said that the man was knocked down by the black

Click the best answer . 

9. Why was this "a hit-and-run incident" instead of "a hit-and-run accident"?

- A. The motorcyclist may have been drunk.
- B. The motorcyclist did not want to harm the victim.
- C. The motorcyclist may have wanted to harm the victim.
- D. The motorcyclist may have lost control of his motorcycle.

Whole passage

BACK NEXT

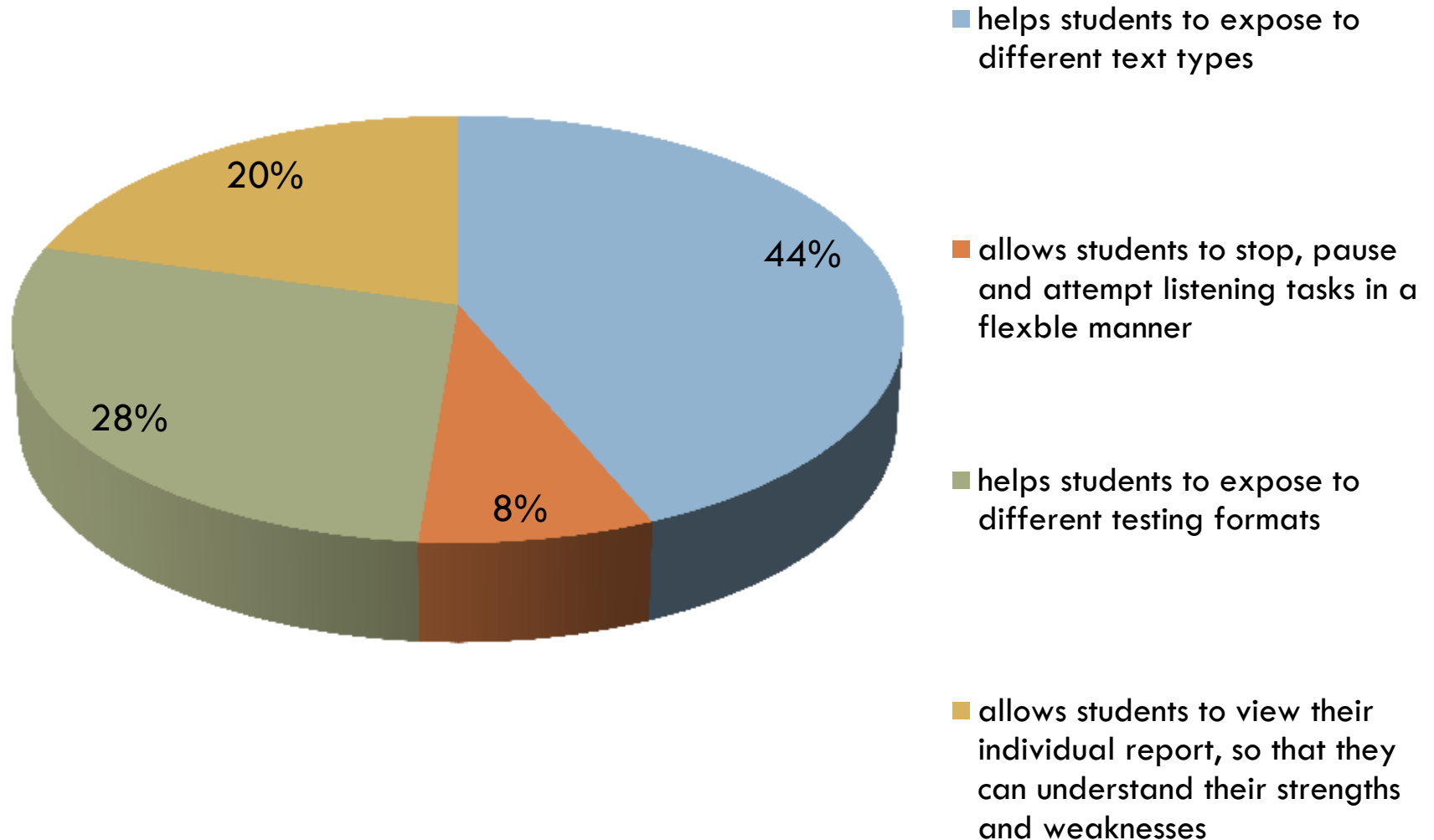
Teacher's feedback

- High attempt rate:
 - ▣ Over 96% of students attempted the tasks
- Teachers find it much easier to identify the strengths and weaknesses of students and hence adjust the focus of teaching
 - ▣ For example, from the results of listening assessments, it is found that our students are particularly weak at understanding:
 - Unfamiliar words or expressions
 - Inference
- Students formed the habit of doing the assessments once the assessments are available

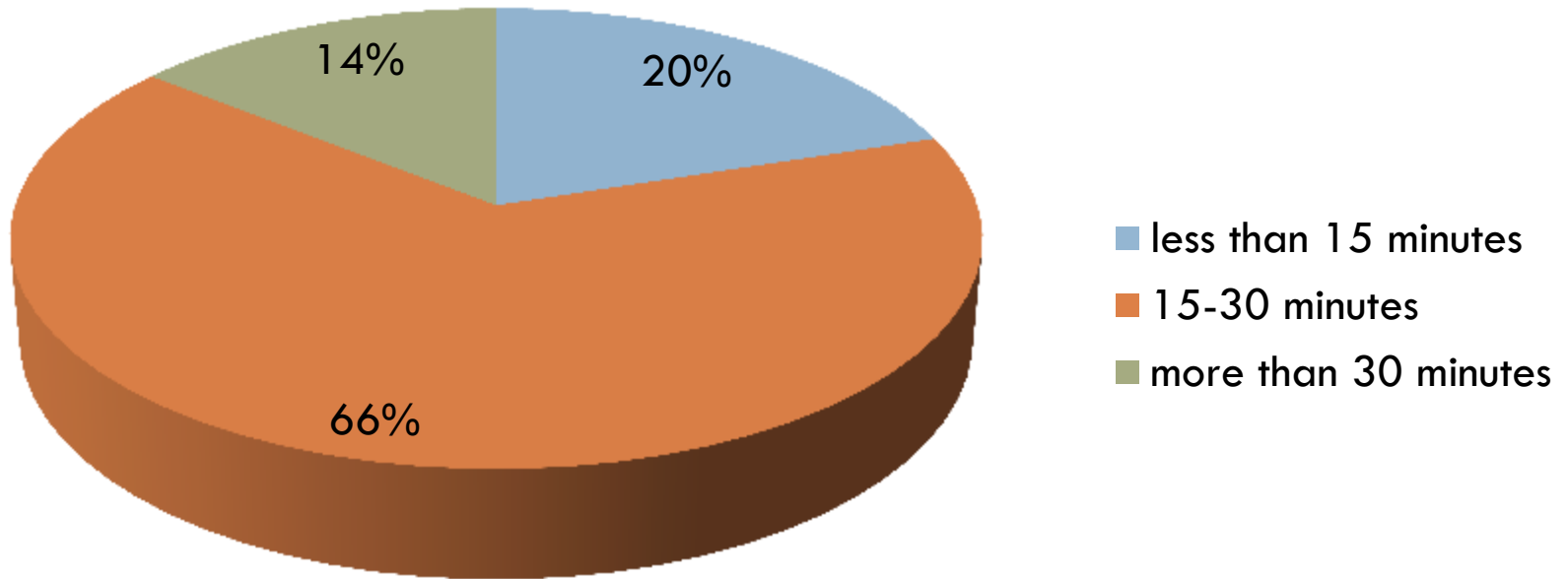
Students' feedback

- A questionnaire was conducted among students after the completion of the 2nd assessment
- 35 completed questionnaires have been collected
- Major concerns:
 - ▣ How the SA system can help students with learning
 - ▣ How much time they need to complete one assessment
 - ▣ How difficult the questions are

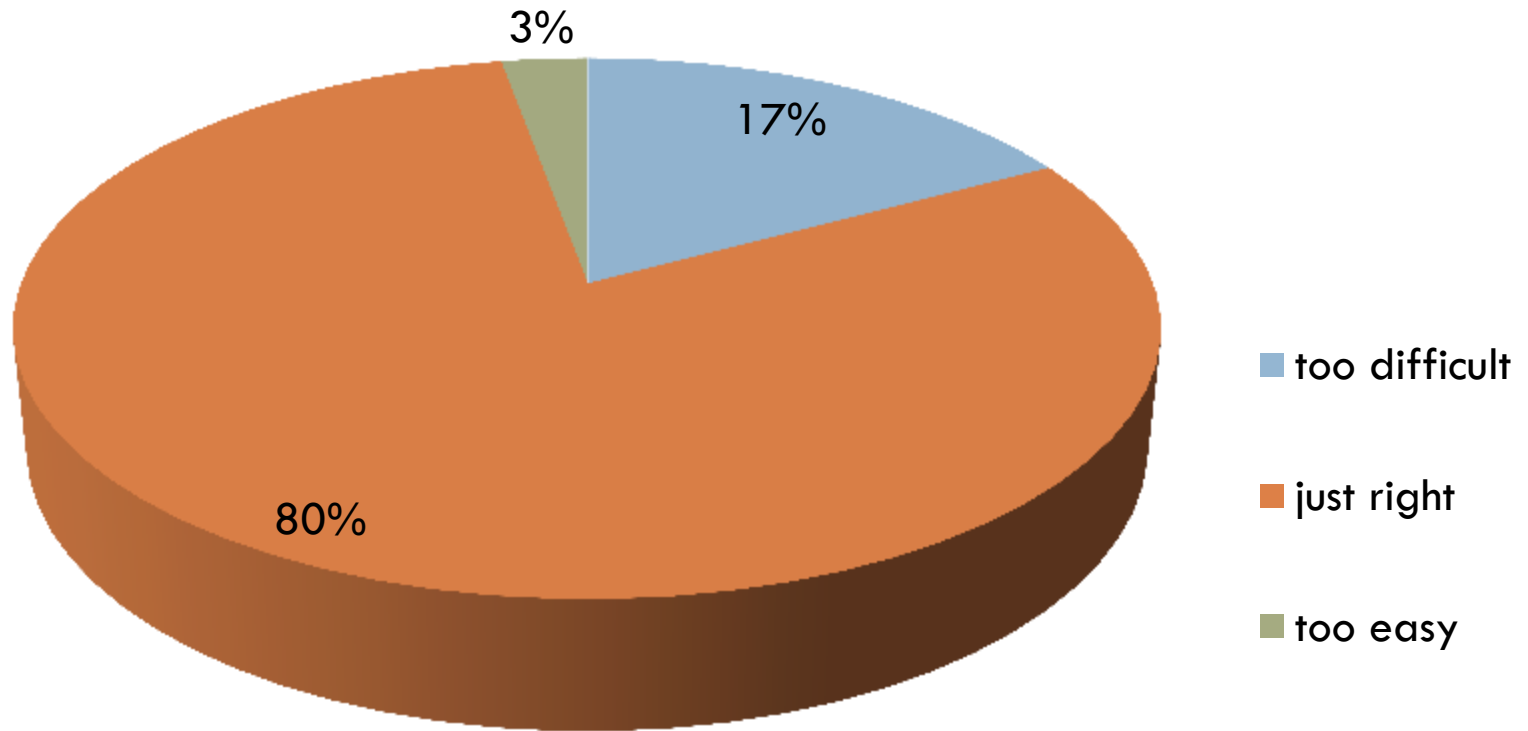
How can the SA system help students learn better?



How much time do they need to complete one assessment?



How difficult are the questions?



How does it help students with learning?

- 1) Individual report
 - provides students instant feedback on their performance
- 2) Gain more exposures to different text types
 - Poem, book reviews, film reviews, etc
- 3) Have more fun from doing the exercises
 - Interactive questions included
(e.g. drag and drop)

Student Assessment Report

3A 2012-2913_3A_Assessment 2_reload

Student Name		Student Number	
Class	3A	Subject	English Language
Date	2013-06-02		
Number of Items	27		
Number of BCs	3		

Part	Student's Answer	Correct Answer	Right/Wrong	Possible Problem(s)	Basic Competency	Language Skill
P1	B	B	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Unable to extract specific information (e.g. recognizing the features of 'a sharp nose', 'a thin moustache', etc 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> Key Stage 3 Listening (Web-based Learning and Teaching Support of EDB)
	A	A	<input checked="" type="checkbox"/>			
	A	A	<input checked="" type="checkbox"/>			
	A	A	<input checked="" type="checkbox"/>			
	C	C	<input checked="" type="checkbox"/>			
	A	B	<input type="checkbox"/>			
	B	B	<input checked="" type="checkbox"/>			
P2	D	B	<input type="checkbox"/>	<ul style="list-style-type: none"> Unable to identify main ideas from the recording Unable to make inferences 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> Key Stage 3 Listening (Web-based Learning
	D	A	<input type="checkbox"/>			

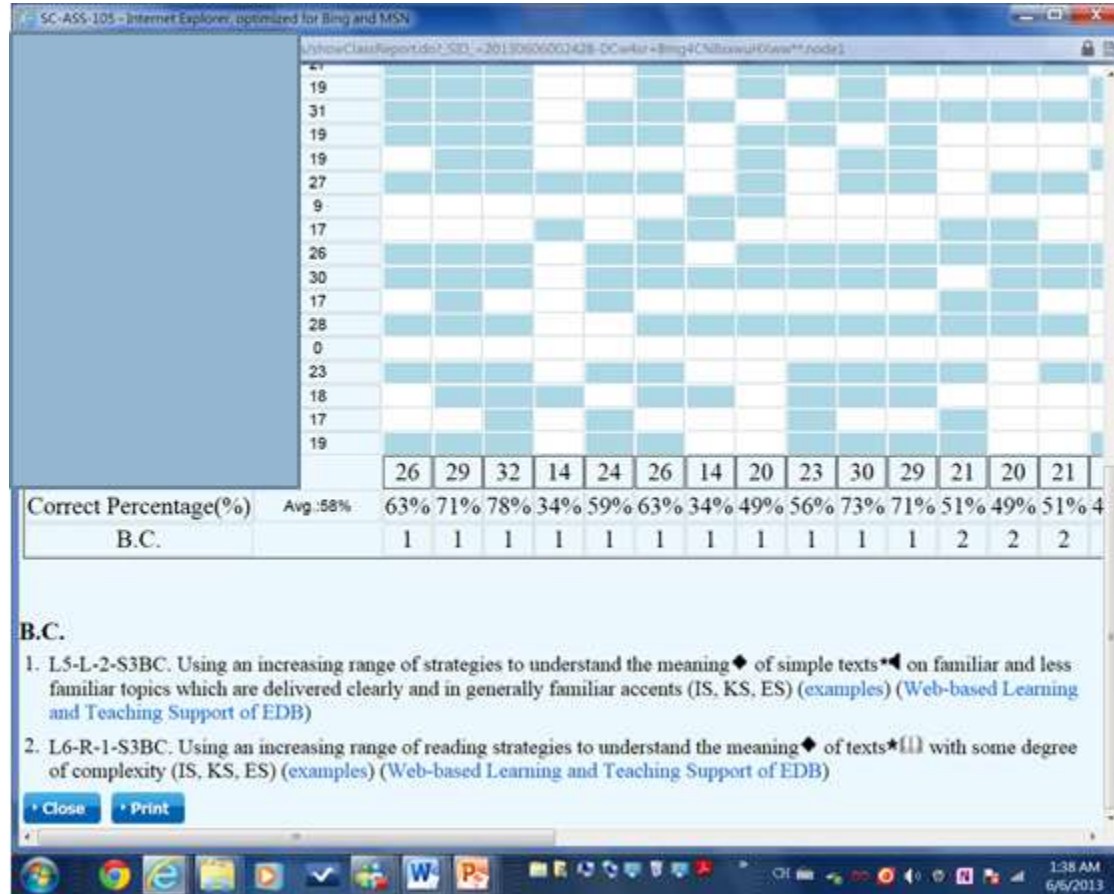
How does it help teachers with teaching?

- 1) Individual report and class report
 - Provide feedback on students performances
- 2) Detailed analysis on basic competences needed for each paper
 - E.g. looking for contextual clues
 - Remedial measures can be done according to students' weaknesses discovered by the system
 - Suggestions on follow-up actions are provided
- 3) Diversity of text types and testing focuses
 - Supplement school-based curriculum

How does it help with teaching?

- 4) **A flexible source of assignments**
 - Different skills tested
(e.g. Listening with recording provided)
 - Flexible design of exercises based on needs
(i.e. A big pool of exercises available for selection)
 - Multi-purpose (e.g. in-class exercise, holiday HW, etc)
- 5) **Lessen marking workload**
 - Marking are done automatically by the system
 - It helps to save teachers' time on doing the analysis,
which is quite time-consuming

How does it help with teaching?

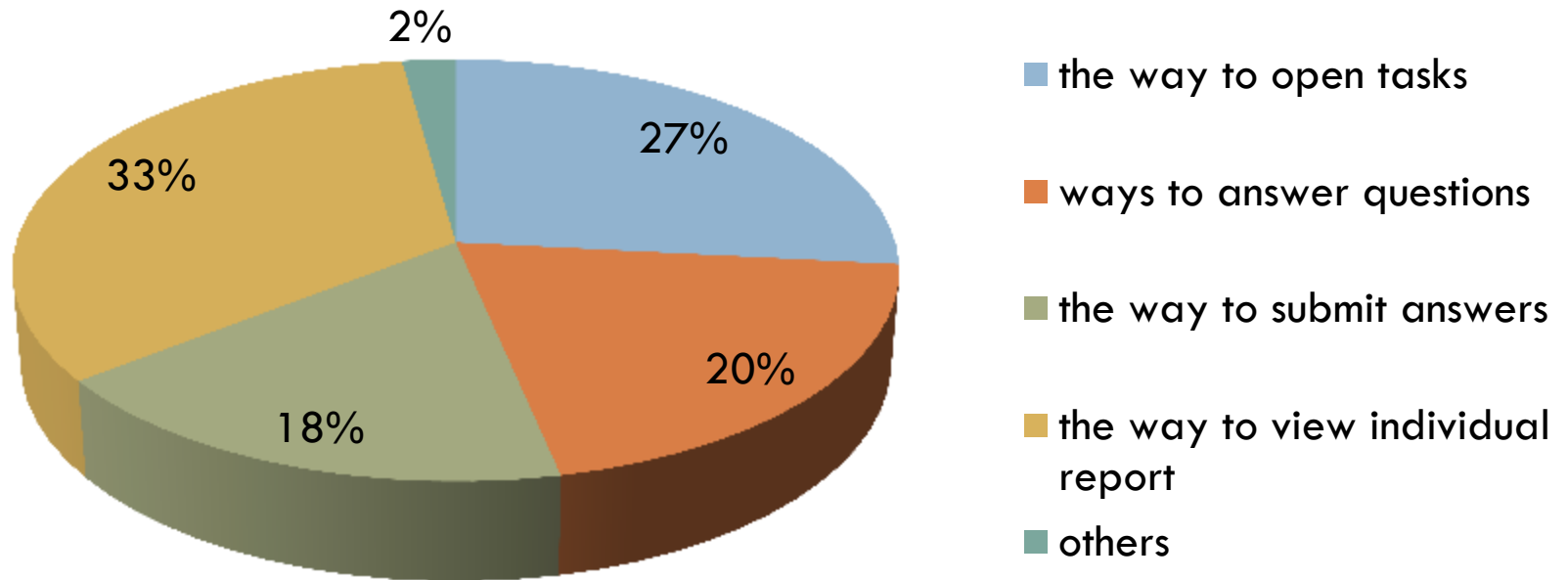


- Suggestions on follow-up actions are provided here:
 - http://wlts.edb.hkedcity.net/en/english/ks3/listening/l5_l_2_s3bc.html

Limitations

- Students may not have computers at home
- Students and teachers may encounter technical problems
 - ▣ E.g. system requirements
- Students may forget the passwords from time to time
 - ▣ Instant support from EA (except holidays)

Areas of improvement



In the future

- Familiarize our teachers with the SA system more
 - ▣ E.g. how to select the right components from the pool of questions for their students
- Better planning on the use of the SA system and the data obtained from the analysis
 - ▣ E.g. further extend the scheme to S2