Contents

1

Chapter I: Introduction

This chapter serves to introduce the background to the "Macao Special Education Curriculum Development Project", illustrating new trends and concepts in special education, and explaining the positioning and usage of the "Supplementary Curriculum Guide (Special Education)" (hereafter referred to as "Supplementary Guide").

The "Supplementary Guide", a core document to the "Macao Special Education Curriculum Development Project", aims to inform schools and teachers of the philosophy, positioning, and implementation mode of the project as they carry out Macao's special education curriculum in practice.

A.   Origin and Rationale for the Supplementary Guide

1.   The latest trends in special education

Over the past three decades, the international community has witnessed transformative changes in the concepts and practice in special education. Since the publication of the Salamanca Statement by UNESCO in 1994, inclusive education (or integrated education) has become the dominant educational model for students with disabilities around the world. The Salamanca Statement emphasizes the concept of Education for ALL and holds that students with disabilities should have access to educational opportunities equal to those of mainstream students. This concept is applied to the domain of curriculum design and leads to the inclusive curriculum model (One Curriculum for All).

2.   The growing trend in the promotion of inclusive curricula

The fundamental ethos of inclusive education is that all students should have equal rights to education, one exemplification of which is to the right to study according to the same curriculum framework. Therefore, special education curriculum must be guided by the principle of "inclusion" ---the curriculum is considered "One Curriculum for All" only when it caters to students of different abilities (including students with severe intellectual disabilities).

The General Assembly of the United Nations passed the Convention on the Rights of Persons with Disabilities (CRPD) (hereafter referred to as the Convention) in 2006 to promote and protect the rights of all persons with disabilities. The Convention states that necessary adjustments should be made under certain circumstances to ensure that persons with disabilities have equal access to their rights and the exercise thereof. The People's Republic of China signed the Convention in 2007, and it was later passed

and approved by the Standing Committee of the National People's Congress in 2008. This means that China has the obligation to implement the Convention and must take appropriate measures to this end.

The curriculum policies adopted by countries around the world in the practice of inclusive education share the common feature of establishing standards or goals that cover the capabilities of all students. It is important that these standard areas are all derived from the central curriculum of formal education and that they also include the abilities of all students, including those with severe intellectual disabilities.

3. Development and current situation of the special school curriculum in Macao

For years the development of a special education curriculum in Macao has been reliant upon the self-development mode of individual schools themselves. Although there have been exchanges and mutual consultations among the schools in this process, there is still a lack of a unified curriculum structure, learning units, and assessment criteria. Also, the curriculum leans heavily towards catering to the rehabilitation needs arising from the challenges the students face. The reference to the formal education curriculum in the special education curriculum is limited to selecting contents from textbooks used in formal education and simplifying them to form the main body of the special education curriculum.

The Macao SAR government began to legalize the formal education curriculum in 2014, and has successively promulgated the Administrative Regulation No. 15/2014, "Curriculum Framework for Formal Education of Local Education System" (hereafter referred to as "Curriculum Framework") and Administrative Regulation No. 10/2015, the "Basic Academic Attainment Requirement of Local Education System" (hereafter referred to as "The Requirements of Basic Academic Attainments"). The Requirements of Basic Academic Attainments for Infant Education, Primary Education, Junior Secondary Education and Senior Secondary Education have also been implemented year by year since the academic year 2015/2016. This means that the formal education curriculum in Macao is proceeding towards standardization and unification in a programmatic fashion. The legislation of formal education curricula in the territory can be regarded as the most appropriate time for Macao to design its special education curriculum, because the education goal, subject structure, and learning units of the formal education curriculum under the principle of equal educational opportunities should be applicable to students with special educational needs (hereafter referred to as "SEN"). The key is that teachers need to have a set of guidelines to supplement or adapt the formal education curriculum according to the learning abilities and learning modes of students with SEN. Therefore, the Macao Education and Youth Development Bureau (hereafter referred to as "the DSEDJ") invited the Centre for Advancement in Inclusive and Special Education (CAISE) of The University of Hong Kong, together with special education teachers from nine public and private schools in Macao, to initiate the Macao Special Education Curriculum Development Project. The core tasks of the project include:

- Developing and drafting the Learning Ability Progress Level (hereafter referred to as "the Level") for seven subjects, namely Chinese, Mathematics, General Studies, Science and Humanities, Arts, Information Technology, Sports and Health (from October 2016 to June 2019) and for English (from January 2021 to June 2021);
- Compiling the "Supplementary Curriculum Guide (Special Education)" for the subjects.

The emphasis of the project is that the compilation of the special education curriculum should be based on the formal education curriculum, which is the future direction for special education development in Macao and also the purpose of this project. This direction not only guarantees students the right to study according to the same curriculum framework, but also ensures that the educational elements of the curriculum will not be compromised due to excessive emphasis on skill training. In addition, teachers can build a community with affiliated schools and reach a consensus on the assessment criteria when formulating the same curriculum framework. The project also emphasizes that the Level and the Supplementary Guide should be compiled with special education teachers in Macao as the main contributors. The process of writing the Level and the Supplementary Guide involved gathering the fruits of specialist teachers' professional knowledge and years of accumulated teaching experience in each subject, which enabled the final writing to possess characteristics unique to Macao.

B.   Objectives of the Supplementary Guide

The purpose of the Supplementary Guide is to provide support for teachers in planning, developing and formulating a curriculum for students with SEN. Teachers can make references to and combine the use of the guidelines from the formal education curriculum, the Curriculum Framework and The Requirements of Basic Academic Attainments. In general, the Supplementary Guide can help schools for students with SEN to develop an inclusive education system from the following aspects:
- Review and revise the present directions in special education and lay the foundation for developing a new special education system,
- Link up with Macao's formal education curriculum and identify priorities appropriate for the special education curriculum,
- Respond to students' diverse learning needs,
- Overcome barriers to teaching and assessment for full inclusion of all students.

C.   Functions of the Supplementary Guide

The functions of the Supplementary Guide are to:
- Provide information to help teachers plan, prepare, develop and design a curriculum catered to students with different learning needs according to the education goals of each subject; illustrate how to adjust the course contents so that all students can have the opportunity to access the formal

education curriculum according to their own abilities,

- Provide a spectrum of learning ability descriptors to demonstrate the levels of learning ability and learning outcomes,

- Establish the relationship between The Requirements of Basic Academic Attainments and the special education curriculum,

- Provide a modulation system of learning assessment, with the emphasis on the principle of comprehensive judgment,

- Provide sample classroom activities, stimulate students' curiosity, teach students in accordance with their aptitude, and practice the important educational principle of teaching tailored to the individual students' abilities.

D. Characteristics of the Supplementary Guide

1. Designing inspiring learning activities

Chapter III of the Supplementary Guide shows relevant learning strands of various subjects and their importance to students with SEN. Teachers may have the impression that some of the complicated and abstract topics in certain subjects are beyond the understanding of students with SEN; some examples of teaching activities are demonstrated in Chapter V of the Supplementary Guide for teachers to adjust the teaching scenarios and goals. This ensures that even students with lower ability levels can study the contents of related subjects.

2. Adaptation to diversity of learning needs with the formal education curriculum as its basis

Chapter IV of the Supplementary Guide, in conjunction with the Curriculum Framework and The Requirements of Basic Academic Attainments, retains as many relevant contents within the learning strands of each subject as possible. The curriculum objectives and learning outcomes are based on the formal education curriculum and can be adapted according to the diversity in learning.

3. Identifying students' abilities with the set of continuum descriptors learning ability levels in the learning strands of each subject

To enable every student with SEN to locate their entry point in each learning strand of various subjects, the spectrum of learning ability level descriptors for each subject is provided in Chapter VII of the Supplementary Guide, covering learning abilities from the lowest level (or those emerging at the earliest stage) to the highest level (or those compatible to mainstream schools), for teachers to clearly identify the levels of students' learning ability in each learning strand. This is the core element of the Learning Ability Progress Level.

4. Knowing the progress of the teaching foci in major education stages

In order to show clearly the levels of learning ability of students with SEN of different age groups, the Learning Ability Progress Level is divided into four stages according to the age of students. In these four stages, students are expected to gain not only in age-appropriate but also socially developmental learning experiences, but also make progress in subject knowledge so that they can accumulate knowledge and experience in the learning process. Teachers can also avoid unnecessary repetition to improve educational efficacy.

5. Uniform terms to describe different groups of students

We use "students with special educational needs" to replace terms which have been used to describe different disabilities of students, such as the hearing impaired students, visually impaired students, physically impaired students, slow learners, or students with mild, moderate, or severe intellectual disabilities. We believe that each student is on the same route of learning progress, with different needs in education. We do not explicitly classify students according to psychological and medical systems, because we design students' learning objectives mainly based on their ability levels in different subject strands. For example, a student who is classified as suffering from "cerebral palsy" in the psychological and medical system may have an average level of intelligence even if he or she cannot speak or is wheelchair bound, or with relatively weak sensorimotor ability. Based on the concept proposed in the Learning Ability Progress Level, a student's learning ability in Physical Education may be only at level L3, while his or her learning ability in Chinese "listening" may have reached level L10.

This method of describing the levels of students' learning ability can change the perception of students' learning potential among teachers or other stakeholders. At the same time, teachers can refer to different ability levels to set more suitable learning goals for students so as to raise their expectations of the students' learning ability.

E. How to Interpret the Supplementary Guide

The Supplementary Guide is designed to cover students with SEN aged between 3 and 21, including students in special education classes and in special education small classes, as well as inclusive students in regular classes. Students enrolled in various special education classes are the target subjects of the Supplementary Guide, since most of the students in the above mentioned classes have notably different levels of learning ability in different subjects. Nevertheless, teachers who teach students of different gender and ethnic, cultural, religious, and family backgrounds can all use the Supplementary Guide as a teaching reference.

In the Supplementary Guide, the term "teacher" may include homeroom teacher, teachers of various subjects, subject panels, teaching assistants, parents, therapists, counselors, social workers, psychologists, principals and all others who take care of students with SEN. When using the Supplementary Guide, teachers should refer to the curriculum guides of the DSEDJ and school-based curriculum materials, for planning and compiling the teaching contents, according to the curriculum of different education levels, as well as the learning ability level of students with SEN. The Learning Ability Progress Level also provides an accurate description of students.

2

Chapter II: Objectives, Curriculum Framework and Teaching Principles of English Education

This chapter is written with reference to the formal education curriculum guide for English in Macao. The purpose is to show that the English curriculum for students with SEN is derived from the formal education curriculum, and that with adjustments the formal curriculum guide can be applicable to students with SEN so that every student enjoys the same learning opportunities.

A. Objectives of English Education

In setting objectives of English language teaching as well as developing English language curriculum for students with SEN extensive references have been made on Macao educational documents and formal curriculum guides, in particular, the Requirements of Basic Academic Attainments for different key learning levels. This is to ensure that despite their low levels of learning abilities, SEN students can be taught towards achieving the objectives of English Education set for mainstream students and are NOT denied the access to educational goals. In this respect, we have identified the following objectives from the mainstream documents which are relevant for teaching English to SEN students:

1. Develop students' proficiency in learning the four modalities of English language and in applying them in their daily lives and communication

English is a widely used language in the international community and is the medium of communication and interaction among nations of the world. Macao is keeping abreast with this trend as it is becoming increasingly globalized and more and more English is being used in many sectors like business, education, tourism, etc. Learning the four basic skills of English is essential for personal enrichment and in keeping in touch with the challenges of Macao's advancing social and economic scenes.

English is both learned as a body of language and as a means of communication. Students are fostered to acquire the ability to express their ideas, describe factual events, opinions, personal experiences, simple responses and so on through writing and speaking. Learning the English Language can help students in communication by exposing them to different texts, encouraging them to express their ideas through writing and speaking and by cultivating students' motivation and self-confidence in learning English. Equipping students with necessary skills and giving them an accessible platform to showcase their skills allows students to develop their communication.

For students with SEN, it is equally important for them to learn all four basic skills and be an integral part of the social and economic scenes.

2. Cultivate students' respect for cultural differences and broaden their view

In addition to extending students' knowledge in English, they are able to experience other cultures to broaden their views and are nurtured with an attitude to respect the cultural differences. As Macao is becoming increasingly globalized world, students are more likely to encounter people from different cultures and backgrounds with different accents and ways of speaking. Knowledge of cultural differences and cultural sensitivity allow students to understand diversities and why they may exist. Learning the English language exposes students to these diversities that otherwise might not be accessible.

Cultural diversity is the reality of our community. It is an integral part of growth for both mainstream and SEN students to be able to appreciate and enjoy the visual manifestation of the unique characteristics and artifacts of the English culture.

3. Develop students' interest and self-confidence in learning

Learning a second language is not in itself a motivating engagement as its functions overlap with those of the first language learning. Teachers should design different activities for students to arouse their interest and give them appropriate incentives to stimulate their motivation with the purpose of acquiring English and raising their achievement to cater their personal and society development. Besides, teachers can develop students' positive attitude towards learning English by providing them with opportunities to acquire the relevant skills.

For these reasons, it is important that students' interest is maintained in all activities and that they are motivated to learn. For example, in Kindergarten, students can be exposed to cartoon characters. In Primary, students can talk about games or topics that interest them. In Secondary, students can be exposed to activities that incorporate the English language.

Interest-laden activities may be more essential for students with SEN as quite a number of them may resist learning this new medium of instruction, new concepts and new objects. Teachers should always present English with interesting and attractive cultural artifacts to excite their motivation to learn English.

4.   Provide students with a foundation of English that will help prepare them for further studies or employment

A long-term objective of language learning is to equip them with a foundation of English that will help prepare them for further studies or employment or just taking part in the social life. Learning English is therefore not just fulfilling long-term academic and career goals. It also prepares them to play an active part in social life and be an integrated member of the community. Learning materials used during instruction should therefore be authentic and representative of Macao's unique use of English (e.g. signs, locations, food, and commerce).

5.   Cultivate students' abilities and strategies to learn English on their own in order to establish a foundation for future development of English skills

Life-long learning has become the common goal of education and so it will be for English. Students should be encouraged to extend their learning out of the boundary of formal classroom learning and open opportunities for learning on their own. Lifelong learning can be achieved by cultivating habits and making learning environment inviting and motivating. Learning English becomes a self-fulfilling lifelong pursuit.

B.   English Curriculum Framework

In the process of developing the English Language Curriculum for students with SEN, we have adopted the curriculum framework used in mainstream schools where English is taught as a second language. The curriculum structure is built around the four strands of language modalities e.g. listening, speaking, reading and writing. It should be taken into consideration that students with SEN are fostered to acquire relevant skills of learning English Language as the second language (ESL) under the principle of "One Curriculum for All". Hence, the areas of English Language learning applicable to students with SEN are set with reference to the formal curriculum guide and the Requirements of Basic Academic Attainments with the purpose to give them a broad and balanced learning experience. This is shown in the diagram on p.12 on how different learning areas are organized to provide broad and balanced exposure and experiences using English:

Learning the English language allows students to engage with a broad variety of texts. Exposure to different texts and engagement with them allow individuals to increase their level of communication in the English language, whether verbal or nonverbal. Lastly, values can be imparted through learning about cultural differences and being sensitive to other people's life experiences. According to the four principles mentioned above, balancing language learning and providing purposeful context could enhance students extending knowledge, experience, intellectual development, long life studies, pleasure and work.

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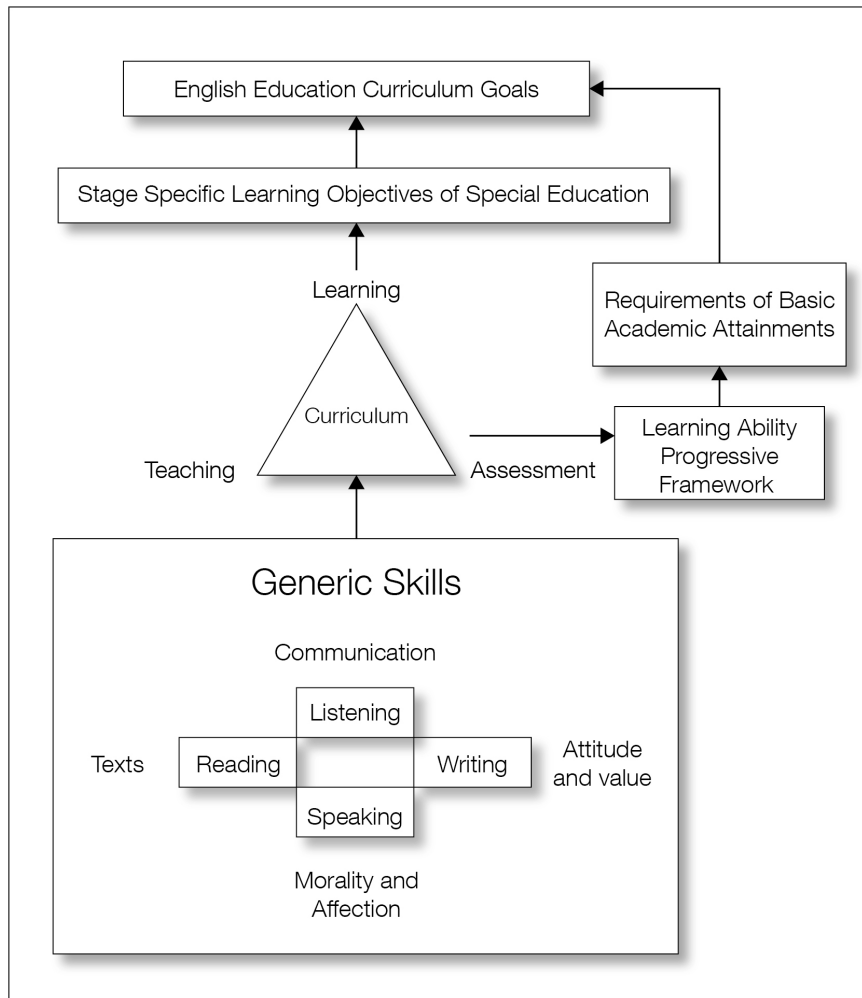
- Communication: The organized learning areas of English Language (*Second Language) for students with SEN are "Listening", "Speaking", "Reading" and "Writing". Students with these four skills are able to take part in simple conversation may it be through verbal or through nonverbal means (e.g., alternative and augmentative communication),

- Text: Different kinds of teaching materials should be employed. Various teaching strategies and approaches should be applied to meet students' diversity,

- Attitude and value: English Language is taught for functional purposes and to foster students' positive attitudes towards learning English over a long period of time, develop self-directed learners and to impart humanistic values. Attitude and value teaching are important because these elements can help students in their behaviour and decision-making to determine what is right, wrong, good, or unjust. Therefore, it is essential to immerse these two elements in the curriculum,

- Morality and affection: The elements of supporting students to comprehend moral and civic values should be embedded in English language curriculum in order to nurture them to become responsible and caring members of the society. Morality and affection are crucial because they refer to the set of standards that enable people to live cooperatively in the community.

C.   Course Positioning of English Education

Macao is an international city. Students have the opportunity to meet many English-speaking people and tourists, so having basic oral and reading skills can be beneficial. The positioning of the English course is the second language of the students. It mainly allows students to use English for daily communication, which can be used for communication between people and leisure. Learning English allows students to broaden their horizons and participate in more work.

Every student should have the privilege to learn English as it is described as an international language. English language education serves to develop their competence for study, work, and leisure. It is essential for students to acquire the ability in English to prepare for the rapid changes of the society, especially in the use of communication information technology (ICT) in this era. English is considered as a tool for students to express ideas and to be exposed to various experiences with the purpose of providing them with opportunities for personal and intellectual development.

D.   Teaching Principles of English Education

Teachers should take reference to formal curriculum guide and The Requirements of Basic Academic Attainments as the prior principle of teaching English when they design their lesson plans. Other essential principles are as below:

1.   Attention to the communicative dimension of language teaching and learning

English teaching should be done to develop communicative competence, rather than an extensive focus on knowledge of grammar and vocabulary. The language function – how efficiently students can use the English through listening, speaking, reading, and writing, are more important than the language form (i.e., whether or not students can produce a verb form for the tense correctly).

2.   Design a student-centred learning mode

English lessons are planned to encourage students' participation in different kinds of activities and to enhance their motivation in learning English. Student needs take the prior consideration when teachers design lessons in order to promote an incentive learning atmosphere through tailoring suitable learning materials and allocating activities for students according to different stages of mental development.

The role teachers serve is to first teach skills students need so that they can participate and engage in the classroom. Teachers also serve as facilitators when they give space so that students can engage in more self-directed and independent learning. Lastly, teachers are communication partners who encourage the use of the English language in a way that is reinforcing for the students.

3. Consider students' diversity

Every student has their own learning process and pace. These differences may be affected by personality, interest, ability and experience. Teachers should teach students with a gradual and sequential process, allow them to move forward at their own pace and learn from their mistakes. Teachers should consider their students' diversities. For example, there are students who are verbal and nonverbal, and students with speech difficulties who might need supplementary instructional materials. Teachers should design different kinds of learning content, teaching methodology to cater the needs of student to help them reach the attainment.

4. Differentiated instruction

Teachers' recognition of applying specific strategies and approaches for teaching students with SEN is an essential factor in teaching English. Teachers should consider designing sequential and cumulative structure lesson plans and using multi-sensory strategies. Differentiation can be done based on students' needs and different learning styles of students can be considered (e.g., visual, auditory, physical, verbal, logical, and social). Charts, graphic organizers, pictures, read-aloud, discussions, and other strategies can be used. It is effective to drive student's motivation by recognizing their efforts and abilities.

5. Learning to learn

Students are encouraged to reflect on their work and learning. For instance, they are encouraged to express what they like about their work or about the book the class has read. They are also encouraged to express what they can improve on in their learning. Lastly, skills are taught so that students can engage in self-directed learning that is appropriate for them (e.g., searching unknown words on the internet, choosing their own books to read, choosing what topic to write about, and deciding on the format of their essay).

6. Assessment for learning

    The purpose of assessment is to collect evidence of the student learning in order to understand students' learning achievements. Assessment must match with the learning goals, learning process and learning content. The result of assessment is able to designate students' learning performance, progress and their attitude. Moreover, it should be an indication for teachers to adjust their teaching progress, teaching strategies and approaches to meet students' diversity. The method for assessment could be in various formats or patterns only if they are executed under the principle of consisting of formative and summative assessments. Teachers should be open-minded on what constitutes assessments. Assessment need not only be restricted to paper-based assessments.

3

Chapter III: Responding to Students' Learning Needs in English Education

This chapter discusses the basic characteristics of English Education and its importance in meeting learning needs of students with SEN. It proposes adjustments to the learning contents and curriculum implementation to ensure that all students have the opportunity to learn in all fields.

A.   Importance of English Education to Students with Special Educational Needs

English is an international language and the major language for media, information technology and entertainment. Learning the English Language helps students develop their interests and curiosity towards various endeavors. Learning English gives an opportunity to learn more about different cultures, people and communities.

Learning English offers students with SEN opportunities to:
- acquire basic skills in English and apply them in study, work and leisure,
- enhance their personal, intellectual and social development,
- become more aware and develop understanding of people from other countries and cultures,
- enhance self-esteem and global competitiveness by encountering other opportunities for new achievements,
- develop capabilities for lifelong learning and better prepare them for further studies, careers and the demands of the modern world.

Every student is entitled to English Education. Through learning the English Language, students can enhance their understanding of the societies of the world and of different ethnicities, broaden their experiences and establish positive values and attitudes. For example, a student can talk to other people that use the English Language and gain information from books and ICT to learn, enjoy and share.

Despite their different capabilities and needs, in order for students with SEN to use English for various purposes described in the learning targets, it is important that they develop a certain degree of competence in the skills of listening, speaking, reading and writing, as well as the essential language development strategies.

B. Learning Contents of the English Education

The primary and major source of learning contents must be those that build up the four basic skills of the English Language, that is, the four strands of listening, speaking, reading and writing. In the learning process, the strands are connected and cannot be isolated and separated. To ensure that the contents of the curriculum are broad and balanced and can contribute to the all-round development of the student, they are complemented by contents that develop generic skills and those that nurture attitudes and appreciate positive values in life.

1. Contents to build up the four basic language skills, listening, speaking, reading and writing

In designing learning contents for English, emphasis should be placed on helping students with SEN master the language forms, communicative functions and skills of the four basic strands. This includes learning of literacy in the sequence of 'word', 'phrase' and 'sentence'. However, learning in 'context' should not be overlooked as pure language form learning in make-do contexts will be too abstract, if not meaningless to these children. Teachers are therefore encouraged to provide opportunities for practice of these elements in meaningful contexts. To maximize the effect of learning by SEN students, teachers should adopt 'simplified' versions of the learning units.

2. Contents to instill motivation in the use of English

The essence in learning is to motivate children to learn English and become interested in it. Motivation starts with being willing to listen, speak, read and write. Once they have confidence and are willing to learn, they will be motivated to learn English.

For students with learning difficulties, it is particularly important to note that the learning environment should reflect real contexts that are familiar to them. Festivals and events that are widely promoted in Macao, and daily experiences that these students have encountered should be included, such as in restaurants, households, supermarkets, shopping malls, etc.

3. Contents to apply generic skills

Generic skills are skills acquired though teaching and learning of different subjects. They are both the products (or by-products) and catalysts of learning English. Through applying generic skills in organizing activities of English lessons, the range and quality of language will be further enhanced. These abilities can also be transferred to other fields of learning. The nine generic skills include collaboration, communication, creativity, critical thinking, IT skills, calculation, problem solving, self-management, and research skills. In the next paragraphs we will discuss how generic skills benefit learning English.

i. Communication

Communication is a continual process in which a group of two or more people interact with one another. Students have opportunities to learn the most appropriate means to receive useful information and to engage in reflection regarding communication.

For students with learning difficulties, it is particularly important to note that the learning environment should reflect real contexts that are familiar to them. For effective learning in the field of communication, students should learn to speak, listen, read and write. Students with disabilities may still be able to develop good communication skills. In short, teachers may use the familiar sounds of the English Language and use a range of methods that develop speaking and listening skills, instead of purely relying on non-verbal cues.

ii. Collaboration

The basis of collaboration is the understanding of differences. Students should be aware of the strengths and limitations of their peers in small and larger contexts. Teachers should help to create or facilitate learning environments if collaboration is to take place.

For teachers in special schools or general education settings, attention should be placed on membership of groupings, homogeneous or heterogeneous, where collaboration is expected. Also, the designed group work should be in students' general interest. Assigned tasks should also indicate consideration as to the ability level of individuals. Working relationships are significant and crucial for sustainable learning.

iii. Problem solving

Problem solving involves collecting useful information and making appropriate decisions to solve a problem. Using a second language to find a solution stimulates more cognitive processes within a student with learning difficulties. Understanding the content of a second language is undoubtedly a process of problem-solving. As a higher cognitive process, we have lots of scenarios which require us to solve problems with English. For example, students may want to visit a sightseeing spot in an English-speaking environment. With a fair understanding of English, students may seek assistance from English speaking GPS, ask English-speaking locals, read maps, etc. Under such a scenario, students may practise English and their problem-solving skills at the same time.

4. Contents to nurture values and attitudes

Through learning the English Language, students can enhance their understanding of themselves, society, their country and ethnicity, and broaden their learning experience and establish correct values and attitudes. The following are some examples of helping students establish values and attitudes through learning English:

i. Appreciate different cultures

When students watch English videos or listen to English songs, they can learn more knowledge and information about cultures of different countries through English and understand the life patterns of different regions and ethnicities. When students have a better understanding of a culture, they learn to appreciate more. Therefore, in the process of learning English, the teacher will guide students to think about the cultures that use the English Language.

ii. Construction of self-image

Students can learn an additional language so that they can build self-confidence. After mastering the basic skills, students will be more courageous and confident to learn foreign languages and can also compare and contrast learning other languages or skills. It also helps to enhance students' sensitivity to different languages. This stimulation also helps to increase their interest in learning new things. It can enhance positive self-image during the learning process.

iii. Accept and respect differences

There are also many native English speakers and foreign tourists in Macao. Students can communicate with them in English. This is a fundamental value for an inclusive community and a good medium to cultivate this value and is of equal importance to SEN students.

English is a concrete capability that individuals need in society. The curriculum contents primarily allow students to build up basic skills, generic skills and value, inspiring students' good sentiments within society whilst enhancing their basic understanding of society through the learning environment, interpersonal relationships, communication and actions. During school life, students can develop decent social behaviour to get along with others. These are the essential elements in learning English.

C. Adjustment to the English Curriculum

This section discusses the basic characteristics of English Education and its importance to students with SEN and proposes to adjust the learning content and curriculum implementation to ensure that all students have the opportunity to learn in all fields, such as listening, speaking, reading and writing.

1. Listening
    - To develop awareness and an enjoyment of the basic sound patterns of English,
    - To encourage interest and motivation to learn the English Language,
    - To listen to the English Language in the context of daily life experiences (e.g., an instruction in a simple context) and be able to respond,
    - To understand the contents of speech like speed, pitch or tone in daily life experience,
    - To give appropriate responses to the speaker in terms attitude and politeness,

- To develop enjoyment of English Language information from different media (e.g., the Internet, movies, music),
- To develop an ability to listening comprehension and to then make appropriate responses.

2. Speaking
- To develop the motivation and the ability to give oral responses in English,
- To develop the motivation and the ability to communicate using the English Language at different levels of complexity,
- To develop the motivation and the ability to use the language purposefully in authentic situations (e.g., face-to-face conversation, phone calls),
- To develop the ability to use different forms of expression, including non-verbal means (e.g., body language, facial expressions, communication boards),
- To develop the ability to use appropriate words, speed, pitch or tone when speaking in different contexts.

3. Reading
- To recognize some obvious features of the English Language in simple written texts (such as the direction of English writing, the characteristics of an alphabetic script),
- To enhance motivation and ability to find out and use information; to express and apply ideas, and to solve problems,
- To recognize/understand common text types such as notices, short stories, poems, song lyrics, etc.,
- To encourage students to find reading English a source of pleasure and an intrinsic experience.

4. Writing
- To develop handwriting in order to write legibly, fluently and with increasing speed,
- To express feelings, requests, and establish relationships other than using direct oral channels,
- To exchange messages at different levels of complexity,
- To be able to record information or memories in writing,
- To be able to establish deeper thinking and more organized expression.

D. Enhancing the Effectiveness of English Education

The core of these teaching principles is a student-centred approach. Besides paying attention to tailoring the lessons to students' needs, creating an adaptive environment should take prior consideration in promoting effective learning. SEN students may appear to have different needs in their learning process; therefore, teachers should design various strategies to meet their specific needs.

1. For students with hearing impairments, teachers can consider the following suggestions:
    - To arrange the students to sit in the position near the teacher's desk (about 1 to 1.5 meters away from the teacher) and away from the corridors and other auditory stimuli. Additionally, this position should be convenient for the students to see other classmates easily,
    - To avoid standing with their back to the light or with their back to the students,
    - To use a wireless tuner in the class and maintain a natural and appropriate speaking speed, pause and tone when talking with the students,
    - To signal school bells and the fire alarm by light or text simultaneously with sound, and have the warning message from the loudspeaker written on the blackboard or displayed on the electronic screen,
    - To pre-announce keywords, proper nouns, new characters and vocabulary, current number of pages, key points, assignments and assessment scopes to students and write information on the blackboard so that they can have a preview,
    - To give out a clear indicating signal to the students when changing the topic, page number or activity,
    - To provide visual teaching materials and teaching aids, such as lecture notes, videos, pictures, physical objects, and subtitled films to help students understand the teaching content,
    - To allow students to use equipment or mobile phone apps to record the lecture, or borrow notes from other students to copy the lecture content after class, to use gestures and facial expressions to assist students' understanding when teaching,
    - To encourage students to express themselves in words or complete sentences and help them understand basic grammar. Additionally, to focus on the student's 'content' rather than the "accurate pronunciation" of expression in order to keep their participation in communication activities,
    - To ask team members to speak clearly one by one in a group discussion, to avoid the situation that the students have to deal with sounds from different sources at the same time during group activities,
    - To read out dictation content slowly and in a shorter length of sentence, repeat the content multiple times and allow the students to extend time to finish the dictation,
    - To reduce the amount of verbal assessment and apply other types of assessment to replace the verbal assessment.

2. For students with visual impairments, teachers can consider the following suggestions:

    •   To arrange a fixed seat arrangement and a safe environment installed with handrails and sidewalks for the visually impaired so that they are able to follow the regular track to their seats safely,

    •   To provide the students with auditory teaching materials and teaching aids, such as audio books, computer-assisted instructions, audio computers, braille books, video magnifiers, projectors and magnifying glass, and advise them to apply auditory, tactile and practical facilities as their learning medium,

    •   To enhance the students' learning efficacy, teachers should use teaching aids especially designed for visual impaired students, such as concavo-convex pictures and charts, character cards with large fonts, and bright-colored pictures and simple charts drawn with thick lines,

    •   To allow students to accomplish their assignments in different media, such as computers, typewriters, tape recorders, verbal assessments, etc. Additionally, to amend the format of worksheets or test papers. For example, to modify worksheets to have enough spacing and words with a larger font size,

    •   To allow students to record during the lesson and provide photocopies of notes or lecture content to assist students in revising at home.

3. For students with physical disabilities, teachers can consider the following suggestions:

    •   To provide students with an accessible campus, tools and facilities such as wheelchairs and lifts. Furthermore, to arrange classrooms in a lower floor and seats closer to the door for the students,

    •   To assist their learning, the students should be provided with writing aids, such as forearm writing instruments, oblique writing tables and page turners; computer-aided facilities should be offered to the students who have great difficulty in writing to replace handwriting,

    •   To allow students to answer questions in spoken form or by underlining key points and to reduce the burden of writing by offering them different types of format such as multiple choice, true or false questions, linking and matching when designing worksheets for them,

    •   To reduce the amount of work or use a recorder to complete the assignment for the students with slow writing speed or inflexible hands.

4. For students with speech impairments, teachers can consider the following suggestions:

    •   To provide students with auxiliary communication tools such as Augmentative and Alternative Communication (AAC), and a tablet and/or computer,

    •   To give students additional hints or guidance (verbal or nonverbal clues) and to assist them in expressing themselves. Moreover, to provide additional information or modification to students' output during the conversation to assist them in completing their answers,

    •   To allow students to extend the time available to express themselves when the assignment involves oral expression. Additionally, to focus on the student's 'content' rather than the 'form' of expression in order to maintain their speaking confidence and motivation,

- To allow students to answer questions in a shorter sentence and, when it is necessary, with the assistance of words, pictures and charts simultaneously to make up for the insufficiency,

- To reduce the amount of verbal assessment and use other types of assessment to replace the verbal assessment,

- To bear an open-minded attitude to communicate with the students, avoid focusing on their mistakes made and encourage their participation in communication.

5. For students with autism spectrum disorder, teachers can consider the following suggestions:

- To provide students with a regular and structured environment: pasting the timetable and school rules in the classroom, clearly indicating the assignment collection location and students' seats with pictures or numbers so that they can follow the same pattern instructions in their learning process,

- To verbally and/or visually inform students in advance when any changes will be made, such as seat arrangement, so that students are mentally prepared,

- To simplify the written textbooks, list the main points of learning in the order of importance and use larger fonts or different colours to distinguish and reinforce learning priorities,

- To read out the questions with the students before guiding them in solving applied problems, ask them to circle the key points in the question and clarify the meaning of the question by showing physical objects or drawing pictures to assist their understanding of the question,

- To provide students with clear examples of homework and tests. The teachers should use keywords, pictures, mind maps and videos in their teaching to assist students' understanding of the teaching contents,

- To reduce the proportion of the tests assessed by spoken or written performance; to assess the students by observation, verbal reports or hands-on operations instead.

6. For students with attention-deficit/hyperactivity disorder, teachers can consider the following suggestions:

- To provide students with a quiet learning environment, and avoid arranging students to sit near the window or close to the door,

- To provide students with a regular and structured environment: pasting the timetable and school rules in the classroom, clearly indicating the assignment collection location and students' seats with pictures or numbers so that they can follow the same pattern instructions in their learning process,

- To cover the less important part of the textbook or assignment by using tools or auxiliary equipment to assist the students to focus on the major teaching content,

- To use a desktop screen to block factors influencing their attention and allow the students to use earplugs to keep away from possible interruption when necessary,

- To apply the procedure analysis method to divide the learning process into several stages and shorten the activity time (less than 20 minutes each), and revise the materials more than once when necessary,

- To ask more questions to maintain students' interest so as to extend their concentration time, and to convey the lessons with different approaches as well as appropriate body language, speaking tone, etc.,
- To divide a test into different sections and assess each section individually, and to remind students to maintain their concentration when they are doing the test,
- To set up an incentive program with correspondent rewards to encourage the students to complete their work in time and foster them to behave well in school.

7. Cross-disciplinary collaboration

When the physical conditions of the classroom have been improved and different strategies are applied to meet students' diversities, a cross-disciplinary team is also essential for contributing to effective English learning. The cross-disciplinary team includes counsellors, occupational therapists, speech therapists, and physiotherapists, etc. Their collaboration enables individualized educational programs to be executed efficiently to meet individual student's situations so as to aid them to achieve their level in their studies. During the learning process, the team members assist the students in learning individually or in group work inside (if possible) or outside school when it is necessary. For example, a student with poor fine motor control has difficulty in writing the curved lines of English letters. The teacher can ask the occupational therapist to assist the student in writing when the student attends their follow-up consultation time in a centre. This student's parents can follow the occupational therapist's suggestions to aid the student to write at home.

4

Chapter IV: Learning Ability Progress Level and Requirements of Basic Academic Attainments

Since the 2015/2016 academic year, Macao has gradually implemented the "The Requirements of Basic Academic Attainments for Local Formal Education" for different education levels. This chapter elaborates on the relationship between the Learning Ability Progress Level and the Requirements of Basic Academic Attainments, and further explains the function and application of the Learning Ability Progress Level.

A.   Relationship between the Learning Ability Progress Level and the Requirements of Basic Academic Attainments

1.   The Requirements of Basic Academic Attainments

The Macao Special Administrative Region promulgated "The Requirements of Basic Academic Attainments" in 2015, which set out the basic academic attainment expectations for all levels of formal education in Macao, including infant education, primary education, and junior secondary and senior secondary education. The Requirements of Basic Academic Attainments aim to provide specific requirements on the basic qualities expected for students upon completing various education levels, including basic knowledge, skills, ability, emotion, attitude and values. It also provides standards to guide and regulate teaching practice, and to assess teaching quality.

2.   The Learning Ability Progress Level

In principle, the content of the Requirements of Basic Academic Attainments should cover all students. However, students with SEN may diverge from each other in learning ability and learning progress, while the Requirements of Basic Academic Attainments designed and formulated based on various education levels fail to give an effective description of their learning outcomes. Students learn through a continuous process and make progress step by step. A progressive set of level descriptors which cover the entire learning journey may better reflect the learning outcomes of students with SEN. Therefore, the Learning Ability Progress Level refers to a set of systematic stepwise descriptions of performance indicators, where, starting from the very basic reflective response and the sensorimotor perception, to describe the ability of students, and demonstrate the learning progress of students with SEN within each learning levels, and thus give a better exemplar of the individualization of special education.

3. The relation between the Requirements of Basic Academic Attainments and the Learning Ability Progress Level

The Requirements of Basic Academic Attainments and the Learning Ability Progress Level are both performance indicators within the subject strands. The Requirements of Basic Academic Attainments describe the basic ability of the whole student community upon completion of a specific education levels in the formal school; while the Learning Ability Progress Level refers to a continuously developing spectrum of learning progression for an individual, especially the learning ability of each student with SEN. To tie in the curriculum regulations in Macao, the learning performance descriptors of the Learning Ability Progress Level quote from those of the Requirements of Basic Academic Attainments at each education level to the greatest extent, to illustrate the learning efficacy of students.

B. Structure and Connotation of the Learning Ability Progress Level

1. Structure of the Learning Ability Progress Level

The Learning Ability Progress Level is a system composed of different levels of learning abilities arranged in a progressive order. The structure of it can refer to the Learning Ability Progress Level Concept Framework:

*   In consideration of the ability of students with SEN and the existing special education situation in Macao, the Learning Ability Progress Level is divided into 18 levels, from the behaviours at the sensorimotor development stage of infants, to the learning ability of typical students during early childhood period, junior primary level, senior primary level and junior secondary level.
*   The levels are represented by the initial "L", which is taken from its title Learning Ability Progress Level.
*   The Learning Progress Level of each subject is composed of two major parts, "the sensorimotor development stage" and the "disciplinary development stage". Based on learning progression, "the sensorimotor development stage" are divided into 6 levels (L1-1 to L3-2), and "disciplinary development stage" are divided into 15 levels (L4 to L18).
*   The ability levels at sensorimotor development stage are further divided into two sublevels to enable a better identification of students' learning progress by teachers and stake holders, as the sensorimotor stage is based on the cognitive development of infants in the early stage which requires description in more detail. The ability descriptions from L1 to L3 are generic across all subjects and learning strands. Subject related examples are provided to demonstrate the specific learning scenarios and experiences related to each subject.
*   Learning performance descriptors try to quote from the contents of the Requirements of Basic Academic Attainments at each education level, with appropriate modifications in accordance with the characteristics of the performance of students with SEN at each level.
*   The levels at "disciplinary development stage" are categorized into strands of each subject:

- ✧ Chinese / English: "listening", "speaking", "reading", and "writing";
- ✧ Mathematics: "Numbers and Algebra", "Measurement, Graphics and Space", and "Statistics and Probability";
- ✧ General studies, Science and Humanities: "self-development", "humanistic society and life", "natural environment and life", and "science and life";
- ✧ Physical Education and Health: "sports skills", "sports and fitness", "sports and physical/mental health", and "sports and social adaptability";
- ✧ Information Technology: "communication and cooperation", "application and creation", and "concept and perception";
- ✧ Art: "developmental skills and process", "artistic circumstances", "creativity and imagination", and "arts appreciation".

Concept Framework of the Learning Ability Progress Level

Senior Secondary Education	Junior Secondary Education	Primary Education	Infant Education	Learning Ability Progress Level	Learning ability of corresponding peers	Special Education stages
Distribution of learning ability of SEN students						
Few				L18	Junior Secondary	Senior Secondary
Few				L17	Junior Secondary	Senior Secondary
Few				L16	Junior Secondary	Senior Secondary
Some	Few			L15	Senior Primary	Junior Secondary
Some	Few			L14	Senior Primary	Junior Secondary
Some	Few			L13	Senior Primary	Junior Secondary
Most	Some	Few		L12	Junior Primary	Primary
Most	Some	Few		L11	Junior Primary	Primary
Most	Some	Few		L10	Junior Primary	Primary
Most	Most	Some		L9	Early Childhood	Primary
Most	Most	Some		L8	Early Childhood	Primary
Most	Most	Some		L7	Early Childhood	Primary
All	Most	Most	Few	L6	Early Childhood	Primary
All	Most	Most	Few	L5	Early Childhood	Primary
All	Most	Most	Some	L4	Early Childhood	Primary
All	All	Most	Most	L3-2	Sensorimotor	Infant
All	All	Most	Most	L3-1	Sensorimotor	Infant
All	All	All	All	L2-2	Sensorimotor	Infant
All	All	All	All	L2-1	Sensorimotor	Infant
All	All	All	All	L1-2	Sensorimotor	Infant
All	All	All	All	L1-1	Sensorimotor	Infant

2. Connotation of the Learning Ability Progress Level

The learning ability for students with SEN at each education level is assessed and evaluated based on the experience and observations of professional special-education teachers. According to their growth and development, students with SEN are expected to reach no higher than L6 level in the preschool education stage, while students with SEN in senior secondary school stage rarely exceed L18. It should be pointed out that students with SEN do have the potential to demonstrate learning ability exceeding the estimated level at certain education levels. For example, a student with SEN in the early childhood stage may exceed the L6, and a student with SEN in the senior secondary school stage may outperform L18. In these scenarios, the principle of "one curriculum framework for all" should apply to them to extend their learning level to L7 or the level of the formal senior secondary education.

The Learning Ability Progress Level describes the abilities of students, as demonstrated in their learning experience, arranged in a progressive manner. The Learning Ability Progress Level only represents the significant indicators at each educational stage for each subject, which shall not be considered as representations of the overall learning content, nor the whole curriculum. Therefore, descriptions of the Learning Ability Progress Level should not be considered as equal to the curriculum content or learning objectives.

C. Learning Development Stages

1. Sensorimotor Development Stage

Human development at the infant stage is mostly reflected by sensorimotor development. Sensorimotor training plays an important role in basic education. All learning behaviour and cognitive development of students start with information collection and analysis by effectively utilizing sensorimotor ability, followed by systematic processing of information. The process of information selection highlights a sound rapport among the acute sensory motors and accurate sensory coordination, motors and technics. Therefore, whether students can receive and analyse information, extract and store knowledge in memory, and utilize knowledge in the proper time and condition is subject to his/her acute sensory ability, appropriate selection and reaction, and long-term memory.

All children go through the sensorimotor development stage. Most children pick up these skills in a natural manner in daily life without taking specific courses; however, students with SEN are constricted to various extents by a slower development in intelligence and learning progress, therefore students with SEN require special training and study to master relative skills.

Uzgiris & Hunt (1975) proposed the six strands of sensorimotor and cognitive foundations in early developmental stage, including:

- The development of visual pursuit and the permanence of objects
- The development of means for obtaining desired environmental events
- The development of vocal imitation and gestural imitation
- The development of operational causality
- The construction of object relations in space
- The development of schemes for relating to objects

The above mentioned six strands, universally applicable to all learning fields, constitute the foundation for cognitive development for infants. In other words, these abilities are the foundations for all subjects; students with SEN, especially students with severe learning disorders, develop quite slowly in the early stage. Therefore, these students may not be able to surpass L3-2 level within the complete special education learning stages. Under such circumstances, a broad and balanced curriculum system within their capability is of great significance as it enables the opportunity to get access to a rich learning experience.

2. Early childhood stage

The early childhood stage, as the starting point of formal education, is recognized as an important stage to lay the foundation for lifelong learning and whole person development. Childhood growth and development is a continuous spectrum with established sequences. Generally speaking, children reaching a certain age or developmental stage demonstrate corresponding changes in their physical ability, cognition, language, behaviour and social interaction patterns. These developments are subject to predetermined genetic factors as well as to acquired experiences and educational environment.

Though students with SEN sometimes fail to develop at the speed of ordinary children, their developmental process demonstrates the same patterns. For example, a student learns to walk before mastering running, and learns to speak individual words before speaking full sentences. Thus, the purpose of establishing the Learning Ability Progress Level is to provide a stage-based reference for teachers and stake holders, so that they can develop a better idea of the status quo of students and their learning targets. In compiling descriptors L4 to L9, special reference is taken from the characteristics of early childhood development to include the developmental milestones.

3. The stage of cognition and skill development

While students grow, they continue to make progress in physical ability, knowledge and skills on the basis of early childhood development. In accordance with the cognitive development theory proposed by Piaget,

students reaching the mental age of six have entered the period of concrete operations. In this period, students are able to solve issues based on concrete experience and logical thinking, utilize specific objects to assist thinking, and better understand the principle of reversibility and conservation. They are fairly good at the use of inductive logic, and handling issues involving complicated and abstract standards.

As mentioned above, students with SEN are not different from typical children regarding the cognitive development process. If the mental age of students with SEN can reach the period of concrete operation, it is possible for them to learn more complicated and abstract content. However, due to the diversity and complexity of students with SEN, their developmental process may not be the same as typical children. For example, they may not complete learning contents within one year as typical children may. Therefore, the descriptions of ability and performance based on different levels enable teachers and stake holders to recognize the cognitive ability of students with SEN and their developmental pattern. Starting from L10, each level is approximately equal to the learning content of the average child within one academic year.

4.   The stage of higher-order thinking development

Recent decades have witnessed a widely supported proposal on reforming the curriculum and teaching paradigms in the international community, which strongly calls for equipping students with higher order thinking to cope with the ever-changing world. Yeung (2012) elaborated on the connotations of higher-order thinking, including four dimensions as below:
- Traditional thinking strategies
- Core thinking skills
- Integrated thinking models
- Thinking dispositions

Some students with SEN, especially those with severe learning difficulties, may not be able to reach the stage of higher-order thinking regarding cognitive development, but this shall not rule out the possibility that they can cultivate higher-order thinking, given upon abundant learning experience. Therefore, providing a broad and balanced curriculum for students with SEN can help them to broaden their experience and enhance their abilities, which is also the duty of teachers.

D.   Application of the Learning Ability Progress Level in Learning and Teaching

1.   The Learning Ability Progress Level has the following advantages：
- It provides a systematic and clear description concerning the learning performance of students at each level, enabling the school, teachers, parents and other stake holders to better understand the learning ability of students and communicate with among stake holders,
- It provides details on the assessment of learning progress, a framework for teachers to refer to in the process of identifying and reporting learning outcomes. The Learning Ability Progress Level can also provide information for the formulation and modification of future learning objectives and plans to promote the learning outcome,
- Teachers need to collect massive data on learning performance as evidence of learning outcomes; Teachers should carefully observe the learning performance of students and enhance the knowledge of students, which is conducive to adjusting the teaching strategy,
- In the collection of performance evidence, teachers should conduct "modulation" to reach a common consensus on the student assessment, which is conducive to enhancing teachers' understanding of the Level principles and their professional development.

2.   Applying the Learning Ability Progress Level to promote learning

It is commonly believed that the subject content of the education curriculum is too challenging, abstract and inaccessible for students with SEN. The reason for this widely held perception lies in the current practice of the uniformity of levels of ability for each subject unit, which requires all students to reach certain attainment levels at specific learning stages. For example, only students reaching primary school level are allowed to learn Tang poetry. In fact, the learning content should be considered as the vehicle of learning, while the core of learning should be put on the objective and the individual growth of students in each subject area, including knowledge, skills and attitude; Therefore, curriculum design based on the framework and foundation of formal education in accordance with the ability level of students, can ensure that all students obtain a broad and balanced development. The level-based performance indicators and subject orientated curriculum feature a high efficacy special education and lay the foundation of inclusive education.

The subject content is the vehicle for learning. The guiding principle for curriculum design is to broaden students' life experience, enable them access to knowledge at different levels and develop cognition through individual experience and comprehension. Students with severe learning difficulties, due to genetic limitation, may not exceed the sensorimotor development stage even after years of schooling. However, through subject related learning, students can have opportunities to broaden their experience in different contexts. This is the principle of depth and broad in curriculum design.

Students with SEN should adopt the same teaching topics and units as those of the mainstream students

to ensure a broad and balance curriculum, though teachers can exercise discretion to adjust the contents based on the learning ability of the students. This is the professionalism of teachers. This practice may properly address the lack of proper teaching textbooks for students with SEN. When the teachers master the learning ability progress of students, they should adjust the learning contents based on the formal curriculum, and design learning experiences adjusted to the students. Schools should maintain enough "learning units" for each level, each subject and each strand, to satisfy the learning needs of students at each education level, so that the same teaching units will not be used repeatedly over years.

3. Applying the Learning Ability Progress Level to assess learning efficacy

To ensure students with SEN learn under the same curriculum framework of formal education, the key lies in the application of the Learning Ability Progress Level that includes the fundamental abilities within each subject. We believe that all students, irrespective of their ability level, have the ability to learn, though to different degrees of development and progress. Therefore, the Level starts from the sensorimotor development stage of infants. Each student (including student with severe learning difficulty), in principle, could demonstrate their learning ability within each subject. In this way, teachers can set objectives, activities and expected outcomes in line with the learning content. The learning experience of students is based on his/her ability of performance; thus, the teachers may effectively cater for learning diversity among students based on their learning ability.

The Learning Ability Progress Level is a tool to assess learning progress but should not be used as the teaching content. Students with SEN may not make learning progress as expected, with fluctuations from time to time. Thus, the Learning Ability Progress Level shall not be applied as daily progress assessment, but rather the learning outcome of students after a period of study.

Data on the Learning Ability Progress Level of each school should be collected and uploaded to the data processing platform. The system, with a certain amount of data accumulated, can conduct data analysis for the purpose of teaching feedback and improving teaching efficacy, including analysis on intra-school, intra-subject, intra-strand and intra-year performance report, as well as the annual progress for individual students.

4.   Applying the levels to promote professional development

The Learning Ability Progress Level provides teachers with a set of language to describe the learning performance of students. It can not only strengthen professional communications among teachers from the same and different schools, but also help to establish the special education culture within school/s. The set of language can also play a role at the home-school level, enabling parents to better comprehend and understand the students and their learning performance.

When applying the Learning Ability Progress Level to identify the level of students' learning ability, teachers should collect evidence of students' learning performance, which may include photos, videos and audios. Teachers should organize "modulation" meetings to discuss the progress level of the student concerned. These processes help teachers to have a more thorough understanding of the ability of the student and design more relevant learning activities.

When teachers compose or interpret the Learning Ability Progress Level, they can experience the multiple feasibility of special education; understand the concept of "one curriculum framework for all"; within the appropriate curriculum framework, it is possible and necessary to provide formal education opportunities to all students (including students with SEN). Schools should develop a common consensus on this perspective, which may help to consolidate the foundation of professionalism for special education and improve the professional development of teachers in special education schools.

5.   The Learning Ability Progress Level is **NOT** designed for the following purposes:
   ✖   to identify the learning ability of students on a daily basis,
   ✖   to conduct progress assessment on a daily basis,
   ✖   to specify the learning content or to be used as teaching curriculum,
   ✖   to assume students acquire the same levels in each subject strand or teaching unit,
   ✖   to assume that the performance of students at a specific subject unit is the same as their annual progress, and from that determine students' individual learning objectives,
   ✖   to label students,
   ✖   to identify and affirm the special educational needs of students.

5

Chapter V: Opportunities and Activities

This chapter focuses on the feasible learning opportunities and suggested teaching activities in English teaching for students with various learning needs at different educational stages.

A.   Example of Teaching Activity in Infant Education

Subject: English	Strand: Listening and Speaking	Stage: Infant Education
Duration:	4-6 lessons	

Unit:	My Five Senses
Formal Teaching Objectives:	Listening: • Be able to understand the words in everyday use and instructions, and act according to the given instructions. Speaking: • Pronounce clearly and correctly and be able to utter relatively complete and coherent sentences with appropriate volume, speed and intonation.
Inclusive Objectives:	Through this unit, students can: • Listen and give responses to instructions that they are familiar with. • Listen and respond to options and choices. • Listen and imitate naming the objects. • Repeat and imitate similar sounds. • Repeat and imitate vocalizing sounds similar to models. • Repeat and imitate short phrases by listening to the teacher.
Keywords:	Eyes, ears, mouth, nose, hands

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
• Listen and give responses to instructions that they are familiar with. • Listen and respond to options and choices. • Listen and imitate naming the objects. • Repeat and imitate similar sounds. • Repeat and imitate vocalizing sounds similar to models. • Repeat and imitate short phrases by listening to the teacher.	**Follow the Leader!** • Students imitate the teacher pointing to their eyes, ears, nose, mouth, and hands. • Students follow the teacher's instructions. The teacher gives orders such as: "Touch your nose", "look at my hands" and the students follow the gestures and/or imitate the words. • Students take control, going to the front of the class to be the leader. They give an instruction such as "Hands!" and their classmates imitate the instruction. Students may create new actions or copy the teacher.	L2-1	• Listen attentively and give a response such as laughing when teacher says, "touch your nose". • Imitate similar sounds like /m/ for "mouth".
		L3-2	• Respond to options and choices with actions or gestures like choosing to imitate classmate touching their nose. • Communicate conventionally by vocalizing sounds similar to models like following the teacher to say "eyes".

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
	• Students are encouraged to chant and shout phrases like: "Touch your eyes", "Wiggle your ears".	L5	• Respond appropriately to requests containing two key words like "<u>look</u> at my <u>hand</u>". • Repeat and imitate short phrases by listening to the teacher: "Touch your eyes"
• Listen and give responses to instructions that they are familiar with. • Listen and respond to options and choices. • Listen and imitate naming the objects. • Repeat and imitate similar sounds. • Repeat and imitate vocalizing sounds similar to models. • Repeat and imitate short phrases by listening to the teacher.	**Mystery Bags - What's Inside?** • Students are shown a mystery bag with different objects inside. There are hard, soft, smooth, squishy and rough objects. • Students are shown that you can get objects out of the mystery bag and try to guess what is inside. • Students take turns to get objects from the mystery bag and see how they feel. The students try to respond to questions such as "Do you like it?" "What is it?" and imitate. They are encouraged to answer in short phrases. • Students show the objects they got from the mystery bag to the class. • Students find or bring from home different materials and objects and create their own mystery bag. They share their own mystery bag with their classmates.	L2-1	• Listen attentively and repeat gesture to produce an interesting event. • Imitate similar sounds like /e/ for "yes".
		L3-2	• Respond to options and choices with actions or gestures like putting a hand inside a mystery bag. • Communicate conventionally by vocalizing sounds similar to models like saying "hand".
		L5	• Respond appropriately to requests contain two key words like "Like it?" • Repeat and imitate short phrases by listening to the teacher like "a ball".

B. Example of Teaching Activity in Primary Education

Subject: English	Strand: Reading and Writing	Stage: Primary Education
Duration:	4-6 lessons	

Unit:	**My Favourite Sports**
Formal Teaching Objectives:	Reading: • Scan the text to look for specific pieces of information. Writing: • Write simple sentences to describe pictures and on familiar topics.
Inclusive Objectives:	Through this unit, students can: • Respond to options and choices with actions of gestures. • Read given words and show understanding through completing a related action. • Make choices about pieces of information from reading text. • Write some words to describe pictures.
Keywords:	Sports, like, don't, ball, football, basketball, kick, play, run, throw

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
• Respond to options and choices with actions of gestures. • Read given words and show understanding through completing a related action. • Make choices about pieces of information from reading text. • Write some words to describe pictures.	**Let's Get Physical!** • Students go to the playground, hall, or school field. • They are shown different types of balls, as well as large cards with words and actions printed on them. • The balls might be: a football, a baseball, a tennis ball, a basketball, a yoga ball. • The cards might show: kick, throw, hit, bounce, roll. • Students are put into two or more groups, with each group receiving the same balls and cards. • Groups decide which card to match with which ball. There are no right or wrong answers. For example, kick - yoga ball or bounce – baseball. • They take turns to do the actions as their group members try to say or chant: "Roll it, roll it! Throw it, throw it!" • The teacher gives the groups the option of removing the card with the image, leaving only the written form. Students decide whether they are confident enough in their reading to have the images taken away. • After further practice, the teacher gives the groups the option of switching the cards around and encouraging them to make it as fun and silly as possible. Students might enjoy rolling the tennis ball and trying to throw the yoga ball, for example. • Chanting and/or mimicking the words is encouraged throughout. • Follow up writing activities according to students' levels.	L3-2	• Respond to options and choices with actions of gestures like choosing to play with different balls. • Show ability to match cards and balls.
		L5	• Match different cards and ball with own preference. • Identify some English letters in the word cards. • Produce meaningful marks or symbols on the cards.
		L9	• Identify the written form of the words even the images are taken away. • Able to write a sentence beginning with a high frequency phrase or words like "I kick a yoga ball."
• Respond to options and choices with actions of gestures. • Read given words and show understanding through completing a related action. • Make choices about pieces of information from reading text. • Write some words to describe pictures.	**Let's Get Creative!** • Students create a book about the action verbs and sports they have learned. Students can choose to create a physical book, while others can opt for PowerPoint or another program. • Some students can record themselves reading their book or PowerPoint. • Books can be personalized with the students' artwork, or with photos of them and their classmates taken during the first activity - "Let's Get Physical!" • Less able students can take short videos of their classmates doing the actions and can choose the correct written form and/or recording from a set of limited options.	L3-2	• Take the initiative to explore objects for a long time like watching the videos taken by classmates. • Show ability to choose books.
		L5	• Match different cards and ball with own preference. • Produce meaningful marks or symbols to describe pictures.
		L9	• Read the books or PowerPoint presentations they created. • Able to write simple sentences like "This is__." to describe pictures in the book.

C.   Example of Teaching Activity in Junior Secondary Education

Subject: English Language	Strand: Listening and Speaking	Stage: Junior Secondary Education
Duration:	6-8 lessons	

Unit:	**Travelling**
Formal Teaching Objectives:	Listening • Obtain specific pieces of information in simple spoken texts. Speaking • Use vocabulary that is appropriate to the speech event.
Inclusive Objectives:	Through this unit, students can: Listening: • Listen to the content and choose the relevant answers. • Listen to the content and answer with a single word. • Listen to the content and answer in complete sentences. Speaking: • Repeat and imitate short phrases. • Use simple words or phrases to respond to the questions. • Raise questions to get information.
Keywords:	T-shirt, colour (e.g., white, pink), size (e.g., small, medium, large) country (e.g., China, Japan, Thailand), price (about numbers), payment (cash, MACAUpass, Mpay)

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
• Listen to the content and choose the relevant answers. • Listen to the content and answer with a single word. • Listen to the content and answer in complete sentences.	**Buying souvenirs** • Students listen to the tape script once. [Based on Dialogue (1)] https://drive.google.com/file/d/11E76t8OJDC6-MIO0Vi-O20_eUw5AX0wT/view?usp=sharing • It is about buying souvenirs in a shop. • Students form groups of 3. Each group includes high, more, less able students. • Teacher plays the clip once again, different students in the group take turns to answer the questions. → Less able students in all groups try to answer the first two questions (Colour and size) by choosing the pictures. → More able students in all groups then try to answer the next two questions (material and country) by answer in single word. → Highly able students in all groups then answer the last two questions (price and payment) in complete sentences. • All groups have to send a representative to give the correct answers according to their ability in front of the class. The fastest one in each turn will be a leader to guide the others to say the answer together.	L5	• Listen to the content and answer simple questions by picking up the right answers in words or pictures.
		L9	• Listen to the content and answer simple questions by saying a single word like "white".
		L12	• Listen to the content and answer the questions in simple complete sentences.

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
• Repeat and imitate short phrases. • Use simple noun phrases and verb phrases to respond. • Raise questions to get information.	**Role-play** • Teacher plays the audio clip. (Script of Dialogue 1) https://docs.google.com/document/d/1IUdqV5lEaPildG0WUQqSNwOaB4Kmpojmol-x7xKUfis/edit?usp=sharing • Each group includes students with different abilities. • The group discusses what they want to buy in a souvenir's shop, taking Dialogue 1 as a model. • Students design their dialogue content based on the dialogue 1 script. Different students take different roles to finish the task. → Highly able students leads the group to read the dialogue, less able students try to repeat and imitate. → Less able students and more able students pretend to be a customer and answers the questions raised by the highly able students who pretend to be a salesperson in a souvenir shop. • Students practise their role play in groups. • Each group comes out to the front of the classroom to present their role play, and other students vote for the best presentation and try to explain the reasons.	L5	• Repeat and imitate short phrases like "Here you are". • Use gestures, picture cards and simple single words to respond to a question.
		L9	• Reply to questions starting with the modal verb "can". • Reply the questions by using simple noun phrases and verb phrases.
		L12	• Communicate in the affirmative or negative in response to simple questions when interacting with others. • Use "how much" to ask and answer questions about the prices of things.

D. Example of Teaching Activity in Senior Secondary Education

Reference: Living English for the Certificate Exam 4A, Entertainment, Aristo Educational Press Ltd, 2004 Edition.

Subject: English Language	Strand: Reading and writing	Stage: Senior Secondary Education
Duration:	6-8 lessons	

Unit:	Friends
Formal Teaching Objectives:	Reading • Gather relevant information from print and digital sources. Writing • Use appropriate linking devices to link ideas and produce longer sentences.
Inclusive Objectives:	Through this unit, students can: Reading: • Match pictures with the target words. • Scan for specific information and answer the relevant questions. • Share ideas after reading a passage. • Use relevant devices to assist in reading. Writing: • Reorder sentences of 4-5 words. • Write simple sentences to describe a person.

	• Use conjunctions to make sentences. • Write a short paragraph with at least 3 sentences. • Proofread their writing.
Keywords:	noisy, cheerful, quick tempered, courageous, cruel, adventurous, kind-hearted, silly, hardworking, honest, funny

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	
• Match pictures with the target words. • Scan for specific information and answer the relevant questions. • Use relevant devices to assist in reading.	**Who is your favourite character in the show Doraemon?** • Students read the passage about Doraemon's diary, which describes different cartoon characters based on their personality. With teacher's guidance as necessary. https://drive.google.com/drive/folders/13uCBgpBxx03O39DydAuFWT3WuLKYRcyR?usp=sharing • Students form groups of 3. Each group includes high, more, less able students. • Students are asked to match Chinese definitions with the target vocabulary (in English). → Highly able student: 8 → More able student: 5 → Less able student: 3 • Students are encouraged to use an online dictionary or translation tools to check the meaning and pronunciation of the words. → Google Translate https://translate.google.com/?hl=zh-TW → Cambridge Dictionary Online https://dictionary.cambridge.org/zht/ → Yahoo Dictionary https://hk.dictionary.search.yahoo.com/ • Each group takes a photo on their work and deliver their presentation. They then check their answers among the groups. • For consolidation, students of the similar ability are invited to come out to the front of the classroom and play a game.	L9	• Remember more than 3 target words and the Chinese meaning.
		L12	• Read a short text about Doraemon and look for specific information.
		L15	• Look up the words in the dictionary to assist reading.

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome		
	• One more student volunteer comes out and takes a word card, and tries to read aloud the word, then let the participants pick the card with the correct Chinese definition. The fastest student earns a point for their group. • Students then write down their own notes.			
• Reorder sentences of 4-5 words. • Use conjunctions to make sentences. • Write a short paragraph with at least 3 sentences. • Proofread their writing.	**Character of my Friends** • Teachers put the pictures of the four characters from Doraemon on four walls in the classroom. • All students can go and stick the adjectives under the pictures and show their personality. • Each group chooses one of the characters and do the following three tasks by different ability students. → Less able students get a bag of word cards and they do the practice on the target sentence structure by reordering the sentence. They may refer to the text if they find any difficulties. Then, they can make two sentences to describe the character. → The more able students have to write a short paragraph with at least 3 sentences with correct conjunctions. → The highly able students have to do the proofreading and guide the more able and less able students to read aloud the lines. • After they have finished the sentences, they can stick the final work under the pictures, all students go and have a gallery walk, and give comments or suggestions. • Each group takes turns to give out a presentation in front of the class. • Teachers check the answers with the students after each presentation.	L9	• Reorder short sentences with three to four words, getting most of the words in the correct place.	
		L12	• Write short paragraphs of at least 3 sentences with suitable conjunctions "and" or "or".	
		L15	• Edit the group drafts by proofreading the spelling and punctuation.	
• Scan for specific information and answer the relevant questions. • Use relevant devices to assist in reading. • Share ideas after reading a passage. • Write simple sentences to describe a person. • Write a short paragraph with at least 3 sentences. • Proofread the writing.	**Making friends** • Students create a profile for one of their friends, with a nickname only, and they write a few sentences to describe the person. • Students stick the profiles around the classroom and walk around to read these profiles without asking questions. • Students choose to make friends with someone based on these profiles and write down their reasons. • The teacher invites each student to share his/her reasons for choosing someone to make friends with.	L9	• Scan for specific information and answer the questions about another's profile. • Write simple sentences to describe a friend.	
		L12	• Look up the meanings of words in the dictionary or notes online. • Write a short paragraph to describe a friend.	
		L15	• Share reasons for choosing someone to make friends with after reading the profiles. • Proofread the others' work, e.g., spelling and punctuations.	

6

Chapter VI: Assessment and Rating Modulation Mechanism

This chapter explicates the application of the Learning Ability Progress Level for student's assessment, emphasizing the importance of professional discussion. In daily teaching practice, teachers are encouraged to observe the learning performance of students, collect evidence and identify the learning outcome. It is suggested to read this chapter together with Section D in Chapter IV on the application of the Learning Ability Progress Level in teaching and learning.

A. Need for Rating Modulation

It is inadequate and unreliable to judge the students' ability level based on the observation of one single learning incident. Evidence for assessing students' ability should be collected from various learning scenarios over months. Teachers, based on the evidence of students' performance collected from different learning opportunities and contexts, can make professional decisions on whether students can proceed to the next level of learning.

Teachers should adopt the principle of "comprehensive judgment", based on the data and results of school-based assessment, to determine the appropriate level when judging the level of students' ability. However, different opinions may arise among teachers on the performance for some students. In order to reach a valid and consistent judgment, it is necessary to develop a rating modulation mechanism within the same school or among schools.

"Comprehensive judgement" refers to the practice of determining the ability level of students through different sources of evidence. It is not compulsory for students to attain all the learning outcomes indicated in the level concerned, yet they do need to achieve a majority of the descriptions to be qualified for the level considered. To be more specific, if there are 6 descriptors in a specific level, the student should achieve 4 or 5 items and demonstrate potential in the remaining items for which he/she may temporarily fail to meet the requirement due to environmental factors or physical disability. In other words, more cautious measures should be adopted to determine the student performance.

The "rating modulation" mechanism, which enables teachers and stake holders to review, revise and determine the level of students' abilities, is ultimately helping schools to achieve reliability and consistency in the student performance assessment. A sound assessment procedure can thus be established via regular "modulation" practice. An effective modulation cycle starts with a team of teachers discussing the assessment results, followed by whole school participation. Skills and confidence in making valid assessment can be enhanced, and will finally develop into a robust intra-school assessment procedure.

Conducting "rating modulation" among teachers within school can create the following effects:

• To discuss focusing on the student ability,

• To familiarize teachers with the application of the Learning Ability Progress Level,

• To consolidate the teachers' understanding of the level descriptors,

• To promote teachers' understanding of the assessment and promote their professionalism,

• To enable dialogue among teachers, staff and professionals with the same set of language for the purpose of reaching proper judgment based on personal observation.

Schools can also improve the quality of "rating modulation" via discussions with students and their families. The teachers should realize that:

• discussion with students on their homework and sharing with students their progress contributes to students' perceptions of their own study and ability,

• discussion on the student progress with people who interact with the students at various environments is beneficial to decide the most appropriate ability level of students,

• Informal discussions among teachers could offer important insights into the student development in other aspects, which is conducive to enhance all the teaching staff's recognition and perception of the students' ability.

B.   Practice of Rating Modulation

The rating modulation mechanism is a simple process designed to ensure the reliability and adequacy of the assessment approaches. Participants in rating modulation can be teachers and other professionals within the same school, or teachers from other schools. Teachers firstly conduct a preliminary rating for an individual student in accordance with the levels on the basis of the collected evidence of students' performance. Teachers should share their rating decision and supporting evidence on the rating modulation meeting and discuss with colleagues to reach a consensus on the reliability of the judgment. In this process, teachers will discuss the evidence of performance for students of similar levels on the same subject to reach judgment consistency. The rating result should be recorded in the table provided in Appendix 4.1.

The rating modulation mechanism is based on professional dialogue. Teachers can revise their judgment and reach a consensus in the rating modulation process, to reach an agreement on the reliable evidence that can unambiguously support the level of ability students have achieved. The rating modulation mechanism aims to ensure the effectiveness and consistency of the teachers' judgement, and to promote teachers' professionalism. Subject panel heads as well as other professionals also play an important role in the process of rating modulation.

A school should conduct a rating modulation meeting within school each academic year, to ensure a common understanding of the assessment standard of teachers and unified judgement of learning outcomes; the following approaches are suggested for rating modulation meeting:

- Teachers collect evidence regarding the learning performance of students via various learning opportunities and contexts,

- Teachers apply the principle of "comprehensive judgment" to decide the levels of students' ability based on the collected evidence,

- The school conducts rating modulation meeting to discuss the learning abilities of a group of students and reach consensus,

- Teachers discuss the learning ability of other students based on the principle and examples in the first discussion,

- It may be necessary to revise the principle agreed in the first discussion to maintain the consistency of judgment,

- The school should design a system to record the evidence of performance for each individual student and upload the rating results into a database for further analysis,

- The assessment based on the levels and rating modulation meetings is suggested to be conducted once each academic year.

After the rating modulation meeting, teachers can keep the evidence supporting the level judgements as part of the student assessment framework of the school, and as reference materials in the intra-school modulation discussions.

C.   Notes on Collection of Evidence

It is important for teachers to collect multiple learning examples to support the judgment. Examples and evidence can be from various sources in diversified forms, including:

- Pictures and video clips
- Observation records
- Class quizzes
- Anecdotes
- Reports

- Self-evaluation of students

- Peer review

- Students' works

- Other forms of work and practices, etc.

Teachers can keep records based on their own observation, or the observation reported by other people, to assist and support judgment on the learning performance of students. The sources may include:

- Other teachers

- Teaching assistants

- School staff

- Speech therapists

- Physiotherapists

- Occupational therapists

- Social workers

- Parents

- Siblings

- Classmates

- Peers, etc.

Learning environment has a significant impact on students' behaviour. Factors in the learning environment, such as lack of experience, limited opportunities, overly low or high expectations, and inappropriate teaching practice, may become obstacles to learning and hinder the students from understanding their potential. When students intereact with strangers in an unfamiliar environment or a formal learning environment, they will feel great pressure, and thus fail to learn or demonstrate their ability in an effective manner. In other words, students, in a familiar environment and accompanied by trusted teachers, can reliably repeat some reactions. However, students should be able to transfer what they have learned to new contexts or generalize for similar situations.

Teachers can observe the performance and reaction of students outside the classroom, to develop a more thorough understanding of the students' ability in applying the acquired knowledge to the new context. In addition, it is also crucial to record the response of students at home, in the community, different classrooms and other learning activities. Situations outside the classroom can also provide a good opportunity to observe the performance and judge the ability of students in applying the communication, literacy, social interaction and computation skills.

No matter what kind of evidence teachers collect, they should provide background information for record to support their judgement. Relevant background information includes:

- Date and time of the performance recorded,

- The context. For example: in class, in the community, or at home,

- The people with the students, such as therapists, teaching assistants or peers,

- Related resources used, such as the computer or teaching equipment,

- Whether the response is "new" (first time), "emerging" (new but unstable response), or "established" (expected response of students under certain occasions and conditions),

- Degree of guidance, support or prompts offered to the students in making the responses, such as demonstration, imitation or verbal prompts,

- Usage of communication assisting tools (reasonable assistance),

- Whether the teachers have made adjustments or adaptations to the learning activity, such as replacing the expected learning outcomes with others to show the achievements of students.

Most importantly, teachers can develop a clear understanding of the current ability of students and their expected learning outcomes in the process of collecting evidence. Examples of learning performance include:

- Examples of what students "are capable of",

- Evidence collected over a long period from different learning situations,

- Work of students completed without assistance (the degree of assistance also need to be recorded. The gradually withdrawal of assistance can also be recognized as progress),

- Learning outcomes that match the level, but are not included in the descriptions,

- Reasonable usage of assistive devices to help students achieve learning outcomes,

- Exemption of learning performances due to the special handicap of students,

- Non-isolated learning incident,

- Learning outcomes beyond those described in the specific level,

- Not those students have not yet mastered or acquired.

7

Chapter VII: Attainment Level Descriptors of Learning Ability Progress Levels in English Education

This Chapter is composed by teachers participated in the project with reference to the curriculum guides, the Requirements of Basic Academic Attainments, textbooks, and in conjunction with their teaching experience. The levels are divided into two parts: sensorimotor development stage and disciplinary development stage, covering learning performances from early childhood education to senior secondary education. The sensorimotor development stage applies to all learning areas, and the disciplinary development stage has four learning areas: "Listening", "Speaking", "Reading" and "Writing".

A.   Sensorimotor Development Stage (applicable in all learning areas)

L1-1 : Students encounter activities and experiences:
- Look hesitatingly at slowly moving objects. For example, the student looks hesitatingly at the colorful soft toy moving slowly in front of his eyes.
- Attempt to make visual contact with objects. For example, the student turns his head towards a familiar teacher on seeing him.
- Make sounds when not distressed. For example, the student makes a "coo-coo" sound when seated in a comfortable position.
- Show interest in adult's simple actions but not attempt to imitate them. For example, when the teacher waves hands and says "goodbye", the student will pay attention to the teacher's hand movements without imitating the waving.
- Start to show conscious activities. For example, the student holds a big foam letter with both hands and swings the letter.
- Attempt to observe objects. For example, when the student hears a dingdong sound made by a rattle, he will fix his eyes on the source.
- Make reflexive responses. For example, when the teacher holds a letter block and moves closer to the student's eye, the student will react with blinking.

L1-2: Students show emerging awareness of activities and gain experiences:
- Notice a gradually moving object disappear. For example, the student eyetracks a slowly moving puppet wolf disappearing behind the bush when the teacher tells the story "Little Red Riding Hood".
- Focus on some people, events, objects or parts of objects, and try to touch these objects. For example, when the teacher shows a colorful soft toy to the student, he/she notices and will reach out his/her hands for it.
- Respond to infant-like sounds and try to imitate these sounds, without success. For example, when the teacher says aloud the sound like /a/, /i/, the student tries to imitate but does not succeed.
- Imitate simple familiar actions but do not succeed. For example, when the teacher waves hands and says "goodbye", the student will try to imitate the waving, though the action is not well-controlled.
- Repeat arm movements to maintain the object active consistently. For example, the student continually shakes a rattle to maintain the sounding.

- Show alertness of a sound-making object and focus their attention on the source of the sound. For example, when watching the Muppet show, the student notices the voice made by Miss Piggy coming behind the scene and directs his/her attention to the source.
- Start to explore objects with their mouth. For example, the student feels different toys by taking them to his/her mouth.

L2-1: Students begin to respond consistently to familiar people, things and objects:
- Find out completely covered objects. For example, when the teacher covers a toy completely with cloth within the student's sight, the student will pull the cloth away and take the toy.
- Repeat an action to produce an interesting event. For example, the student holds the sound-making rattle and shakes his/her arm continuously to produce sound with joy.
- Imitate similar sounds. For example, when the student hears the teacher say "Ball", he/she imitates and vocalizes similar sounds.
- Imitate familiar actions immediately. For example, when the teacher claps hands and touches the nose alternatively, the student imitates the actions one by one.
- Participate in co-active activities. When the activity stops, the student makes a distinct gesture to request a continuation. For example, when the teacher plays the "ABC" song to students and suddenly stops in the middle, the student makes noises to request the teacher to continue playing.
- Follow a quickly moving object and locate it visually when it lands into views. For example, the student eyetracks the falling puppet "Angry Bird" dropped from high and glances at the puppet on the ground.
- Visually inspect several objects at the same time to induce response or interaction. For example, when the teacher puts several colorful cartoons on the table, the student will glance at one to show his/her preference.

L2-2: Students begin to take the initiative in interactional activities:
- Find the object completely covered in three different locations. For example, when the teacher hides an apple in one of the three baskets in front of the student, he/she searches the apple directly from the correct basket.
- Take the initiative in interactions. For example, the student moves and reaches out for the favourite story book.
- Imitate a familiar single tone. For example, the student imitates the "woo" of wolf when listening to the teacher telling the story "Little Red Riding Hood".
- Imitate unfamiliar actions immediately. For example, when the teacher makes a strange walking style, the student immediately imitates such unfamiliar action.
- Cooperate in shared exploration and collaborative activities. For example, the student turns the big book pages with the teacher.
- Perform actions by trial and error and remember the learned responses over a short period of time. For example, the student drops a ball into a big basket, then turns the basket upside down, and gets the ball out.
- Communicate preferences consistently. For example, the student cheers every time when Anna appears in the pages of the story book "Frozen".

L3-1: Students begin to communicate intentionally with people:
- Concentrate for a short period. Students can find an object hidden under three superimposed covers. For example, the teacher wraps an apple in a paper bag, puts the paper bag into a box and places the box inside a covered basket in front of the student. Then, the student finds out the apple.
- Understand the relationship of a support and objects. For example, the student pulls the tablecloth and obtains the desired book placed on it.
- Imitate unfamiliar sounds, but not very similar. For example, when the teacher demonstrates pronouncing "beautiful", the student imitates but with imprecision.

- Imitate unfamiliar actions they can see themselves doing. For example, when the teacher sings and demonstrates the song "Head, shoulders, knees, and toes" actions, or opens and closes the fisted hand, the student imitates such unfamiliar action which he/she can see himself/herself doing.
- Suggest new actions during a shared activity so that the activity will continue. For example, the student watches the teacher demonstrating touching head, shoulders alternatively, he/she will suggest to touch knees.
- Explore objects in more complex ways. For example, the student explores the "sound book" by pressing different buttons to produce different sounds.
- Communicate intentionally to express their needs. For example, the student will ask the teacher to get the favourite book from the bookshelf at an unreachable level.

L3-2: Students use emerging conventional communication:
- Find the covered object hidden under one of the three covers. For example, the teacher hides an apple in one of the three covered baskets and swaps the baskets slowly in front of the student. The student finds the apple directly from the correct basket.
- Show ability to solve problems systematically. For example, the student takes away the pencil cap and holds the pencil correctly to scribble.
- Communicate conventionally by vocalizing sounds similar to models. For example, the student follows the teacher in singing the "ABC" song.
- Observe and then imitate unfamiliar gestures invisible to them. For example, the student imitates a smile, a blink in "Facial expression game".
- Predict the result if the event takes place repeatedly. For example, after hearing the teacher repeatedly say the letters "a, b, c", the student will say "c" after the teacher says "a, b".
- Take the initiative to explore objects for a long time. For example, the student reads the "sound book" and plays the sound buttons for an extended period.
- Respond to options and choices with actions or gestures. For example, the student passes a "sound book" to the teacher and wants the teacher to turn it on.

B. Disciplinary Development Stage (including "Listening ", "Speaking", "Reading" and "Writing")

L4: Listening
- Demonstrate an understanding of 10 words, which are mainly names of familiar objects. For example, the student can point to or pick up familiar objects when they are named.
- Demonstrate understanding of simple instructions if accompanied with situational and cues from the teacher. For example, Teacher says "Class, all Stand up." (Raising both hands), the student responds appropriately.
- Respond when the student's name is called, by gesturing. For example, when the teacher calls "John", John shows acknowledgement by nodding his head, looking at the teacher, or responding verbally.
- Respond with appropriate gestures to simple greetings, such as to wave hands or bow and respond "Hello", "Good morning", "Good afternoon "or "Goodbye".
- Respond appropriately to simple requests which contain one key word and are accompanied with appropriate cues from the situation and the teacher. For example, "Stand up", "Sit down", or "Put on your shoes" (teacher pointing to the shoes).

L5: Listening
- Demonstrate an understanding of 11-20 words, including the names of familiar objects and actions. For example, the student can point to or pick up familiar objects when they are named and perform the action.
- Respond appropriately to simple requests, which contain two key words. For example, "Clap your hands" or "Open the door".

- Demonstrate understanding of instructions involving new ideas, if accompanied with cues from the situation and appropriate visual cues from the teacher. For example, the teacher says "Go to the toilet" with the picture of a toilet bowl. The student understands that it is the time to go to the toilet.
- Listen and respond to familiar rhymes and songs in English in a non-verbal manner (by gesturing). For example, when the teacher plays a song, the student shows their preference by clapping their hands.
- Respond appropriately to simple Yes or No questions using gestures. For example, teacher holding a ball and ask, "Is this a pencil?" The student shakes his head to tell, "No".

L6: Listening
- Demonstrate an understanding of 21-40 words, including the names of objects and action words. For example, the student can point to or pick up objects or pictures of actions when they are named.
- Respond appropriately to requests, which contain three key words, in familiar situations. For examples, "Give John a Pencil" or "Brush baby's hair".
- Follow instructions to perform actions which require the use of two to three key words. For example, the teacher says, "Line up to go to the toilet" or "Touch your nose and ear".
- Discriminate everyday sounds by matching to the real objects or the pictures of objects in the environment. For example, the student points to the picture of a train while he/she is listening to the sound of a train.
- Identify most of the letters by sound. For example, when the teacher says the sound for "a", the student can point out or choose the letter "A".

L7: Listening
- Recognize all letters by sounds. For example, the teacher says, "b" and the student can circle or pick up letter "b".
- Follow requests and instructions containing three key words. For example, "Put the pen on the table," or "Pass the workbook to Elsa."
- Respond to others in group situations. For example, the student takes turns appropriately in a game such as: Pass the box.
- Demonstrate an understanding of familiar classroom language in a variety of situations. For example, "Line up outside.", "Close the door.", "Clap hands for John".
- Listen and respond to questions about stories. For example, when teacher asks, "Where is Little Red Riding Hood?" the student points at the picture of Red Riding Hood.

L8: Listening
- Demonstrate an understanding of non-concrete objects. For example, size and colours.
- Follow requests and instructions with three or four key words. For example, the teacher says, "Give John a red pencil".
- Show understanding and respond appropriately to the "What" question. For example, the student can answer the questions like "What do you like to eat?" or "What are you doing?" by saying "Ice-cream" or "Drawing".
- Show understanding and respond appropriately to the "Who" question. For example, the student can answer the questions like "Who is swimming?" by pointing at the one who swim in a picture.
- Reply appropriately to another's greeting. For example, the teacher asks, "How are you?" The student replies, "I am fine, thank you."

L9: Listening
- Understand words that functions as nouns, verbs, adjectives and adverbs in appropriate contents.
- Respond in an appropriate way when others express their appreciation. For example, someone says, "Thank you", and the student replies, "You are welcome."

- Respond to questions asking about numbers within a range of 1 to 10. For example, the teacher asks, "How many pencils are there?" showing a picture of five pencils. The student answers, "Five" after counting the pencils one by one.
- Show understanding and respond appropriately to "Where" questions. For example, after listening to a story, the teacher asks, "Where is the dog?", and the student answers, "In the park".

L10: Listening
- Identify basic consonant sounds. For example, ball, pen, mop, thin.
- Identify basic vowel sounds. For example, short vowels "a", "e", "i", "o", "u".
- Understands difference functions of rising and falling tone in asking question. For example, "Is this a pen?" (rising tone), the answer is yes/no, "What is this?" (falling tone), the answer is "Is a monkey".
- Understand familiar classroom language and follow instructions consisting of more than one step. For example, the student responds with the appropriate action when the teacher says, "Take out your book and turn to page 10."
- Listens to recording of 50 words and give information about the text. For example, find out the colour words in the text.
- Show understanding and respond appropriately to the "Whose" question. For example, the student can answer the questions like "Whose bag is this?" by saying "It's Paul's."
- Show understanding and respond appropriately to the "Which" question. For example, the student can answer the questions like "Which one do you like?" by saying "I like the red one."

L11: Listening
- Recognize rhyming words. For example, the student can tell that "Sam" rhymes with "ham" and "jam" when they hear these words.
- Recognize that the use of intonation change the meaning of the instruction. For example, if teacher says "Stand up" with a falling intonation (command), students stand up immediate, while teacher says "Stand up" with a rising intonation (request), students would stand up slowly.
- Follow a conversation that raises questions with "Who", "What", Where", "Whose" and "Which". For example, the student can respond to questions such as: "What is your father's job?", "Who is your English teacher?", "Where do you live?"
- Listen to a script and identify the specific information for completing a given task. For example, the teacher plays a tape about a girl's daily routine. The student listens and circles the correct information in her incomplete timetable.

L12: Listening
- Write a word with reference to its constituent sounds/phonemes. For example, the student can write down "cat" when the teacher pronounces the sounds "c", "a", "t".
- Listen to the script and respond to simple instructions or questions. For example, the teacher plays a tape talking about a lady's shopping activities, the student listens and answers the questions in simple complete sentences.
- Demonstrate an appropriate manner in a group discussion, by indicating that the student is listening with a suitable comment or gesture. For example, the student takes turns to express his opinions, or laughs when someone tells a joke.
- Acknowledge non-verbal communication, such as gestures and facial expressions, and recognize that they convey feelings and intentions. For example, if someone is covering their mouth and whispering, the student shows awareness that they are probably telling a secret.

L13: Listening
- Discriminate between a small range of initial and final consonant sounds in words. For example, walk/talk, cat/cap.

- Able to distinguish different type of texts, such as song, rhythm, poem, drama and story.
- Understand the difference in use of stress when change meaning.
- Understand and follow language and instructions for classroom activities. For example, "Cut the paper into small pieces."
- In response to a "Why" question the student points to one of the three pictures and shows the cause.

L14: Listening
- Identify the gist or main ideas in simple spoken texts. For example, teacher tells a story with not more than four sentences and asks simple questions about the story.
- Understand references in spoken texts by recognizing the use of articles. For example, after listening to the clip "I see a butterfly, the butterfly is yellow and black." The student knows that "the butterfly" is referring to the same butterfly.
- Deduce the meaning of unknown words from the context and phonetic clues. For example, when the student is listening to a sentence "The dining-room is gorgeous, we like it very much." And the student responses to the teacher's question "Do you want to be in this room?" with affirmative answer.
- Identify the stressed syllables in polysyllabic words. For example, <u>ho</u>bby, <u>beau</u>tiful.

L15: Listening
- Recognize repeated expressions in simple spoken texts. For example, the student can recall the repeated sentences or ideas from a song or poem.
- Recognize the connection between ideas supported by appropriate pronouns. For example, after the student listens to the clip, in the clip "Paul is eating a mango, he likes it very much" Who is he?"
- Identify the main ideas in simple spoken texts such as conversations and short talks.
- Understand the speakers' intention, attitudes and feelings through their choice and use of language, gestures and facial expressions. For example, when the student communicates with a speaker who describes an event with a slightly higher tone, the student can feel whether the speaker is happy with this event or not.

L16: Listening
- Identify long vowel sounds (e.g. boy, chain, care) and discriminate between different long vowel sounds in words (e.g. dear/pear, drew/dry)
- Obtain specific pieces of information in simple spoken texts. For example, the teacher plays the recording about a dialogue between mother and daughter and the mother asks the daughter to buy certain food. The student can complete a shopping list while listening.
- Recognize differences in the use of intonation in expression. For example, a falling intonation for Wh-question, rising intonation for yes-no question.
- Identify the main focus of an utterance from its word or sentence stress. For example, when the student communicates with others, he/she can identify the prominent information by hearing strong stressed words.

L17: Listening
- Discriminate between different middle vowel sounds in words. For example, hot/hit/hut.
- Deduce the meaning of unknown words in a spoken text using a range of techniques. For example, listeners may make use of the context and the co-text, or their background knowledge, in deducing the meaning of unknown words.
- Identify the sequence of events, causes and effects. For example, when the student listens to the recording with the signal words, such as 'therefore', 'so that', he/she can identify the cause-and-effect factors.
- Identify the speaker's acknowledgement, agreement, disagreement. For example, when the teacher says, "You have done a good job." The student understands that the teacher has acknowledged his/her work.

If the teacher says, "Maybe, you have to check your work again." The student understands that the teacher has disagreed with his/her ideas.

L18: Listening
- Distinguish between main points and supporting examples in a spoken text. For example, the student listens to a recording about charity, he/she understands the main point is to raise money.
- Deduce intention and attitude from the speaker's intonation. For example, when the speaker's using a falling intonation meaning to say something definite, a rising intonation meaning to raise questions.
- Recognize the connections between ideas in a simple spoken text from cohesive devices including pronoun reference and connectors. For example, when the student listens to the recording with the connective adverbs such as 'moreover', 'finally', he/she can understand the connection of the ideas.
- Take notes on the main points while listening to a talk. For example, the teacher plays the recording about a telephone conversation, the student able to take down the important points while listening.

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L4: Speaking
- Repeat and imitate a single word by listening to others. For example, when the teacher pronounces, "Apple", the student repeats after the teacher.
- Imitate or take initiative to greet familiar people verbally. For example, when the teacher greets, "Hello!" the student imitates, "Hello!"
- Use single words and gestures to show their preferences. For example, the student says "yes" or "no" to show their preferences for an action, object, or person.
- Use a single word to express their needs and requests. For example, the student says "cup" or shows a picture with a cup when he/she wants to drink water.
- Attempt to repeat, or imitate some sounds heard in songs and rhymes through vocalization, signs or gestures.

L5: Speaking
- Name 5-10 familiar single words. For example, apple, ball, cat, dog, egg.
- Repeat and imitate short phrases by listening to others. For example, when the teacher pronounces, "big apple", the student repeats after the teacher.
- Imitate rhymes and songs. For example, when the teacher plays a familiar song, the student tries to follow the song, though the pronunciation is not clear.
- Use single words to indicate the colour of an object. For example, when the teacher points to an apple and asks, "What is the colour?" the student says "red".
- Use gestures, picture cards and simple single words to respond to a question. For example, the teacher asks, "What is it?" the student says "book".

L6: Speaking
- Name 10-20 familiar single words. For example, book, run, jump, sing, draw.
- Repeat and imitate a phrase by listening to others. For example, when the teacher says, "This is my nose", the student repeats it.
- Tell others their name. For example, when the teacher asks, "Who are you?" or "What is your name?" the student attempts to say his/her name.
- Product the sound of the letters on request. For example, the teacher points to the letter "E", and the student can say the sound or name of "e".
- Show appreciation by saying "Thank you" at the appropriate time.
- Use familiar words to express needs. For example, if the student wants to drink water, he/she says, "Water please" to the teacher.

L7: Speaking

- Use two to three words to name different parts of the body and their function. For example, "I can see with my eyes / hear with my ears / write with my hands".
- Attempt to pronounce 26 letters of the alphabet in the correct order. For example, the student can arrange the alphabet blocks and name them in the correct order.
- Students use an increasing number of words from other word classes (not only nouns). For example, the student says "big apple" or "red shoes" when looking at a picture.
- Use familiar words to answer the question: "What is XX doing?" For example, the teacher holds a picture of a cow and asks: "What is the cow doing?" The student replies, "Cow is eating grass."
- Greet others with the appropriate question. For example, the student asks, "How are you?"

L8: Speaking

- Sound out letters in a word. For example, when the student reads the word "dog", he/she utters the sounds "d", "o", "g".
- Use simple adjectives to describe people or things. For example, big, small, short, long.
- Respond verbally to simple questions using two familiar words with a simple adjective. For example, the teacher is holding a picture of a yellow car and asks, "What is it?" The student answers, "Yellow car."
- Answer yes/no questions that deal with familiar events. For example, the student answers his/her name, class name and his/her gender by answering "Yes/No".
- Show understanding and respond appropriately to the "When" question. For example, the student can answer the questions like "When is your birthday?" by saying "It's on the fourth of October."
- Show understanding and respond appropriately to the "What time" question. For example, the student can answer the questions like "What time do you have lunch?" by saying "At one o'clock."

L9: Speaking

- Use simple noun phrases and verb phrases with the main action verb unmarked. For example, "My father gives me a pair of shoes." "I go to school by bus."
- Use familiar words to express their feelings. For example, the student says, "I am happy" when he gets a good mark in a test.
- Use the appropriate register when speaking to familiar interlocutors, such as teachers and peers. For example, the student asks permission from the teacher by saying, "May I drink water?"
- Reply to questions starting with the modal verb "can". For example, the teacher asks, "Can you see the dog?" the student answers, "Yes, I can."/ "No, I can't."
- Attempt to read words with blends and digraphs. For example, the student tries to say words with the letters "fr","ch","sh".

L10: Speaking

- Ask and answer questions in a complete sentence. For example, the teacher asks, "What can you see in the picture?" The student answers with a complete sentence, "I can see two birds." instead of just saying "Two birds."
- Use "How many" to ask and answer questions about the amount of things.
- Ask and answer questions about people's names and ages. For example, the teacher asks, "What is your name?" The student answers, "My name is Tom." The teacher asks, "How old are you?" The student answers, "I am 5 years old."
- Briefly introduce oneself. For example, "I am Mary. I am 5 years old. I am in Class 1A."
- Use adjectives to describe the appearance of a person or an animal. For example, "John has a round face." "The dog has short legs."
- Show respect and politeness while communicating with others. For example, greet someone in an appropriate manner.

L11: Speaking

- Use "Who" questions to get information about people. For example, the teacher asks "Who is your Maths teacher?" the student answers, "My Maths teacher is Mr. Wu."
- Use "What" questions to get information about things, weather and time. For example, "What is he doing?", "What is the weather like?", "What time is it?"
- Use "Where" questions about location. For example, the student asks, "Where is the library?"
- Describe oneself and familiar people in not less than three sentences.

L12: Speaking

- Use "When" questions to get information about time. For example, "When is the school picnic?", "It's on the thirteenth of November."
- Use "How much" questions to get information about the prices.
- Communicate in the affirmative or negative in response to simple questions when interacting with others. For example, when the teacher asks, "Do you like sushi?" the student may answer "No, I don't like sushi." or "Yes, I like sushi."
- Actively participate in a group discussion, clearly communicating their contributions to the conversation. For example, when a classmate finishes telling them about their new computer game, the student says: "That sounds cool. I want to try that game."
- Verbalize inability to understand or ask for slower repetition of an utterance. For example, "Pardon me?"
- Talk about a recent experience, without prompts or cues, with or without accurate grammar. For example: "Yesterday I go to the park with my mother. She buys me ice-cream. I like ice-cream."

L13: Speaking

- Produce simple phrases and sentences involving lists. For example, "I like bananas, apples and oranges."
- Carry out simple dialogue activities. For example, ask and answer questions about what people like doing in their spare time.
- Use appropriate descriptive words to describe objects or person. For example, use adverbs to describe actions— "John can run quickly." use adjectives to describe people— "She's easy-going."
- Use complete sentences to retell or recall key ideas or messages from a conversation or story. For example, after observing a conversation the student is able to identify the speakers and repeat some of the more important things they said.

L14: Speaking

- Read aloud expressively and rhythmically. For example, the student can read out the poem with appropriate rhythm.
- Raise questions to request for information or to get help. For example, the student asks, "How can I get to the public library?"
- Use adverb and adverb phrases to describe. For example, to describe manners— "We must speak softly and politely." to talk about frequency— "I always/ often/ sometimes/ seldom/ never go cycling on Sundays."
- Apply grammar rules such as subject-verb agreement. For example, "Tom drinks a glass of milk every day."
- Use a range of techniques to start a conversation. For example, the student can start a conversation by asking for an opinion, paying a compliment, offering help, etc.

L15: Speaking
- Share personal experiences briefly. For example, talk about what he/she usually does on the weekends.
- Give a short verbal account of what students do in not less than three sentences.
- Connect ideas by using cohesive devices, begin to express themselves with complex or much longer sentences. For example, and, but, or.
- Say common everyday expressions with appropriate intonation. For example, "Sure!", "Sure?", "No way!", "That's a good point!", "It's a big deal!"
- Use "because" to give reasons when asked "why?" For example, "Why are you writing so many Christmas cards?", "Because I like sending cards."

L16: Speaking
- Use a range of cohesive devices to indicate the relationships between ideas. For example, because, also, at last, before.
- Give an account of a personal experience or describe an incident with clarity. For example, the student can use past tense to tell the things that happened to him/her the previous night.
- Use varied sentence structures. For example, Mary likes cats (SVO), Mary goes to school by bus (SVAA).
- Ask for clarification from other speakers during a conversation. For example, "Can you tell me more about …."

L17: Speaking
- Use appropriate intonation and stress, and vary volume, to convey intended meanings and feelings. For example, the student raises a yes-no question with a rising intonation at the end of the sentence.
- Explain the procedures for doing something with clarity. For example, the student can tell the steps of doing something with connective adverbs, first, next, then, finally.
- Explain the cause and effect of a problem, an issue, etc. For example, the student can use some signal words such as 'so', 'consequently', 'as a result',' because', etc. to make sentences to express the relationship of cause and effect.
- Demonstrate interest and ability in social interaction. For example, the student can apply the acquired speaking skills to communicate with others beyond class activities during recess.
- Discuss familiar topics with others under teacher's guidance. For example, the student can discuss the topics related with the school life or daily living, such as the sport day, school activities.

L18: Speaking
- Pronounce polysyllabic words with proper word stress. For example: ventilation [ˌven.tɪˈleɪ.ʃən/].
- Read aloud a short piece of prose with appropriate stress, rhythm, and intonation.
- Show participation in communication activities by acknowledging, agreeing or disagreeing, asking questions and replying. For example, when the student wants to express his/her acknowledgement to his/her classmate's work, he/she says, "I really appreciate your presentation. It is excellent."
- Maintain an interaction in a discussion by taking one's turn at the right moment and recognizing other's desire to speak. For example, after the student finishes sharing his/her points of view, he/she asks the other student "What's your opinion?", "Do you agree with me?"
- Conclude a short presentation appropriately. For example, the student can use several sentences to retell the main idea as a conclusion for a presentation.

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L4: Reading

- Hold a book (or other type of text) and orient it correctly. For example, when the student takes a book from the shelf, they can hold the book the right side up or when the teacher gives the student a poster, the student can place the poster correctly.
- Turn pages of a book. For example, when the student is reading a book, they can turn the pages of the book in the correct order and direction.
- Attend to the conventions of reading. For example, the student attempts to read text from left to right and top to bottom.
- Match objects to pictures and symbols correspondence. For example, the student can match the picture of an apple with a real apple or when playing a matching game on the tablet, the student can match the same symbols.
- Recognize that marks and symbols convey meaning. For example, the student reacts happily when the teacher draws a tick and a smiley face on her work.
- Show that they can pick their preferred picture book. For example, the student can choose one book from the bookshelf.

L5: Reading

- Recognize at least half the letters of the alphabet by shape, name or sound (uppercase or lowercase). For example, the student can point to 14 letters of the alphabet when the teacher says their name or sound.
- Identify some English letters in books and daily life. For example, when looking at school bulletin boards, the student can point to a specific letter, when asked to.
- Identify their own name. For example, when they go into the classroom, they can find their chair by looking for their name.
- Match objects to pictures or symbols to make a choice or indicate a preference. For example, choosing between two symbols to select a fruit.
- Distinguish some uppercase and lowercase letters. For example, when given some uppercase and lowercase letters, the student can sort the letters into two groups by letter case.

L6: Reading

- Identify most of the letters by shape, name or sound. For example, the student can point to the 26 letters of the alphabet when the teacher says their name or sound.
- Finish a sentence with a familiar word. For example, when the teacher says, "The boy is sitting on a...", the student can finish the sentence with the word "chair" or another suitable word.
- Read at least five words in written form. For example, the student can point to the written form of the and read out loud, "dog", "bus" or "boy".
- Match written words from symbols and pictures in text. For example, if the teacher shows a picture of an apple, the student can pick up the written word "apple" on the word card.

L7: Reading

- Identify all the letters of the alphabet by shape, name or sound (uppercase or lowercase). For example, the student can point to the 26 letters of the alphabet when the teacher says their name or sound.
- Identify the setting of a story. For example, when the teacher asks where the story takes place, the student says "school."
- Point to and read aloud printed words displayed in the classroom. For example, "table", "write board" or "Monday".
- Identify mismatch between an object and a printed word of the object.

L8: Reading

- Arrange the set of five pictures in sequence of events. For example, the sequencing of wake up / change clothes / eat breakfast / get on school bus / go to school.
- Identify words that the student has read before in a reading activity. For example, a student will stop when he/she finds a word that he/she knows.
- Match an increasing number of words to corresponding pictures. For example, when a student plays a pelmanism game, the matching is between picture and printed form of the word.
- Read out a sentence about a picture and fill out the missing part. For example, "John is drinking ____." Students can say "water".

L9: Reading

- Read an increasing number of words relating to abstract concepts. For example, the student points to the correct colour or number after reading "red" or "four".
- Identify familiar written words in different classes. For example, the student is able to read out the noun, verb and adjective in the sentence, e.g., Sam draws a red car.
- Read a story with not more than three sentences, and answer "What" questions about the story.
- After reading a story silently, the student can remember one word from the story.
- Recognize the use of full stop. For example, they stop and take a breath while they are reading simple sentences when they come to a full stop every time.

L10: Reading

- Read aloud compound nouns. For example, the student tries to read "some-one", "bath-room", "hot-dog"
- Read aloud simple sentences. For example, the student can read aloud the sentence "I like to eat a big apple." from text.
- Read out the first and final word of a sentence. For example, "John is kicking a ball."
- Identify the setting of the story. For example, the student can say the time, place or location of the story.
- Describe the character in a story read aloud by the teacher. For example, when reading the story "The Three Little pigs" with the teacher, the student is asked to say one word about the wolf, he says "The wolf is bad."

L11: Reading

- Identify different text types. For example, poems, letters, or short stories.
- Understand simple verses, lyrics, and poems. For example, the teacher sings aloud the song, "Jack and Jill went up the hill" while the student holds the lyrics, when the teacher asks what the main character is, the student can answer "Jack and Jill".
- Construct meaning from texts through focusing on key words. For example, even if the student does not understand all the words on a page, they are able to get the gist of it by focusing their attention on the important words that they are able to read.
- Briefly explain the beginning of the story. For example, after reading a story, the student can tell the teacher what happened in the beginning of the story.
- Arrange the set of five pictures in sequence of events and write it out in complete sentences. For example, arrange the sequence of wake up / change clothes / eat breakfast / get on the school bus / go to school, then write it out in complete sentences.

L12: Reading

- Read a short text to look for specific information. For example, after reading a short paragraph of at least three sentences, the student answers questions about the story.
- Understand the key points from a text. For example, after reading a story, the student can briefly respond about the main characters.
- Express thoughts about a text read. For example, when asked by the teacher, the student can talk about what they think about the text read in two to three sentences.
- Identify the time indicator of the tenses used. For example, "John <u>went</u> to Disneyland last Sunday." "John <u>goes</u> to Amazing Park." "John <u>is going to</u> Ocean Park." When the teacher asks, "Did John go to Ocean Park?", Students can answer "No."
- Construct meaning and locate information from visual texts. For example, after the student sees a movie poster, the student can predict what might happen in the movie and identify the possible characters.

L13: Reading

- Make predictions about stories, characters, and topics of interest using a range of strategies. For example, seeing a picture of a lion holding a mouse, the student will predict the lion will eat the mouse.
- Identify key words for the main idea in a sentence. For example, the teacher gives the student a written text of three to four sentences about buying a shoe, after reading, the student will pick up the key words.
- Read attentively and with purpose. For example, when the student is given multiple texts and, after reading, is able to indicate which of the texts is most relevant to the assigned topic.
- Have an understanding of how punctuation functions in texts and its communicative purposes. For example, the student will read with inflection when reading a question or show excitement when reading an exclamation.
- Understand the connection between ideas by identifying pronouns. For example, when given the sentences "Jack and Charles met. He gave him a book." The student can understand that Jack gave Charles a book.

L14: Reading

- Understand the connection between ideas by identifying cohesive devices such as so, also, however, because. For example, when given the sentence "She did not wake up on time, so she was late for school" the student can understand that she was late for school because she did not wake up on time.
- Infer the meaning of words and sentences from context, sentence structure, illustrations, etc. For example, when given the sentence "When she touched the scorching fire, she got hurt", the student can infer that "scorching" means "hot".
- Locate specific information in a text, in response to questions. For example, when the teacher asks: "What are the elephant's teeth called?" the student scans the article and demonstrates awareness of the fact that elephants have tusks.
- Expand vocabulary knowledge through reading. For example, when reading a passage with unfamiliar words, the student can mark them down to clarify them later.

L15: Reading

- Skim through a text quickly to get a general idea of its content. For example, the student skims an article about elephants then demonstrates awareness that the general idea is about the animal's habitat.
- Scan a text to locate specific information by using strategies such as looking at repeated words, words in bold, italics, or capital letters. For example, when reading a newspaper article, the student can find the place by finding the words with capital letters.
- Use relevant devices to assist in reading. For example, use hard-copy or electronic dictionaries and thesauruses to find definitions and synonyms.
- Demonstrate an understanding of punctuation when reading aloud. For example, the student uses a different voice when reading a dialogue with quotation marks.
- Read or reread a text to look for specific pieces of information.

L16: Reading

- Recognize the format and language features of a variety of text types. For example, the student can recognize that a poem usually has verses, rhythm, and words that rhyme.
- Categorize the materials of different topics or themes into different files for easy access. For example, the student sorts texts into topics, such as 'plants', 'animals', 'people' or text types, such as 'letters', 'fairy tales' or 'newspaper articles'.
- Gather relevant information from print and digital sources. For example, the student can read three books or websites, to find information about 'living a healthy lifestyle'.
- Focus on important information in reading materials through a variety of emphasis techniques. For example, the student can underline, star, or colour code important information.
- Know how to find required information with the help of the library and the Internet.

L17: Reading

- Understand the connection between ideas by identifying cohesive devices. For example, the student can tell the difference between different cohesive devices, e.g., cause and effect, contrast, deduction, adding, similarity, expressing in alternative, giving example.
- Identify the main ideas and key details of a text; what the author wants to say or describe. For example, after reading a story with the idiom 'Cry crocodile tears', the student understands that the character is just pretending to be kind.
- Find information on a specific subject. For example, when given the topic of "travelling" the student can process information from a website; an extract from a pamphlet; or a travel blogger.
- Demonstrate interest in reading various texts (including fictional and nonfiction texts).
- Show a willingness to tackle more challenging text types, even if the student cannot understand all of it. For example, the student reads a news article about a natural disaster, despite knowing that there will be some language that she does not understand.

L18: Reading

- Give personal responses to a text. For example, after reading an authentic text, the student can express their thoughts or feelings about the article.
- Read more advanced texts with accuracy, fluency, comprehension, and appropriate expression, pacing, and intonation. For example, the student can effectively perform a speech, poem, or script.
- Acquire the habit of reading independently, at their leisure. For example, during recess time, the student will choose to spend their time reading an authentic text that is of interest to them.
- Appreciate and evaluate the writing of one's peers. For example, during a 'Gallery Walk' the student takes an interest in their classmates' work, reading it in detail and demonstrating an understanding.
- Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers. For example, if asked: "Why did the character leave his hometown?" the student can locate information from the text and express the reasons why.

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L4: Writing
- Participate in using their fingers to trace vertical and horizontal lines and circles. For example, the student can attempt to make lines on the sand or finger trace a given line.
- Show interest in writing materials. For example, the student can explore ways of holding crayons.
- Use preferred writing materials to make marks or symbols. For example, the student can use crayons to make scribbles or simple drawings.
- Attempt to imitate holding a writing tool with a functional grip and posture. For example, when the teacher shows how to hold a paintbrush, the student will try to copy the teacher.
- Attempt to trace or overwrite vertical or horizontal lines and circles. For example, the student can try to trace short or long horizontal lines.
- Recognize that marks and symbols can be used to convey meaning and attempts to do so. For example, the student places a tick or cross next to something she likes or dislikes.

L5: Writing
- Show understanding of how text is arranged on a page (e.g. by writing left to right). For example, when the student is given a lined piece of paper, the student attempts to write lines or letters from left to right.
- Trace or overwrite letters, diagonal lines, "+", and squares. For example, when given a sheet of paper with dotted letters, the student can trace over the letters with a crayon.
- Copy horizontal and vertical lines and circles. For example, when given a sheet, the student can copy circles from a model.
- Produce meaningful marks or symbols. For example, make an attempt to write numbers for the date, or letters for her name.

L6: Writing
- Hold a pen with a functional writing grip and posture. For example, the student can use a dynamic tripod, a quadruped, or a stenographer's grip.
- Copy diagonal lines, "+" and square. For example, when giving a model the student can copy the square.
- Copy uppercase and lowercase letters. For example, when given models of "A" and "a" on a piece of paper, the student can copy the letters.
- Trace their own name. For example, when asked to write their name on a sheet, the student can trace their name on the dotted lines.
- Copy words. For example, the student can copy words with a model.
- Attempts correct spacing between words when copying. For example, the student attempts to keep a finger space between words when writing.
- Express thoughts and feelings by drawing a picture or symbol consistently. For example, the student can draw the symbol or picture to indicate his/her favourite food.

L7: Writing
- Write and show familiarity with both upper and lowercase letters. For example, the student can write "A" and "a" on the paper.
- Copy complete sentences in a manner that is legible. For example, when the teacher writes a sentence on the whiteboard, the student can copy with reasonable accuracy.
- Attempt to write some words about a picture. For example, when given a picture of a girl eating an apple, the student, with assistance from the teacher, write one or two words about the picture like "apple" or "eat".
- Copy or write their own name. For example, the student can write their name on their worksheet.

L8: Writing

- Colour neatly within the lines of a complex pattern or picture to demonstrate good pencil control.
- Write their own name without a model. For example, the student can independently write their name on their worksheet.
- Copy complete sentences with correct capitalization and punctuation. For example, when the teacher writes a sentence on the whiteboard, the student can copy the sentence with a "full stop" at the end.
- Spell words by filling in the blanks for beginning, middle, and/or ending sounds. For example, if the teacher shows a Card is "__-a-__" next to a corresponding picture, then the student can write "c" and "t" in the blanks.

L9: Writing

- Write a sentence beginning with high frequency phrase or words. For example, "<u>This is</u> a book", "<u>I like to</u> eat an apple".
- Attempt to use some punctuation marks. For example, when the teacher writes three sentences on the whiteboard, the student can put punctuation marks "full stop" at the end of each sentence.
- Write some words to describe a picture. For example, the teacher shows a picture of "an apple", the student can write some words such as "red", "round", "big" to describe it.
- Reorder short sentences with three to four words, getting most of the words in the correct place. For example, when given the words "playing / football / is / He" the student writes them in the correct order.
- Use correct capitalization. For example, the student capitalizes the first word in sentences and proper nouns.

L10: Writing

- Use some punctuation marks. For example, when attempting to write a sentence, the student puts a full stop and comma in appropriate place.
- Complete some practical tasks in English. For example, the student can write homework assignments in the students' handbooks.
- Write some simple sentences to describe pictures. For example, when given a picture, the student writes "He's eating an apple" or "Man eats apple."
- Write simple sentences using the present simple tense. For example, the student can write "John goes to school every day.", "My father always drinks coffee."
- Use a range of suitable adjectives to describe nouns in their written work. For example, describing a character as "tall" or "strong.

L11: Writing

- Reorder words in a sentence. For example, when given five to six words, the student puts it in the correct order.
- Independently write simple sentences to describe pictures. For example, when given a picture, the student can write 3-4 sentences to describe what is happening in the picture and/or who is in the picture.
- Write some simple statements about oneself. For example, "My name is Lucy. I am seven. I play piano."
- Write appropriate sentences to respond to a variety of "what, where, or why" questions. For example, given the question "What do whales eat?" the student writes "Whales eat fish.

L12: Writing

- Use the conjunctions "and" and "or" to make a simple sentence. For example, when asked "Which two kinds of fruit do you like?" the student writes "I like oranges and pears."
- Write neatly in a manner that is easily legible. For example, the student writes on the line, with correct spacing, and all letters neatly formed.
- Write short paragraphs of at least 3 sentences, once the task has been scaffolded. For example, the student writes three sentences about what he did on the weekend.
- Rewrite simple stories, once the task has been scaffolded. For example, after reading a short story, the student rewrites the ending of the story with a few sentences.
- Use apostrophes, quotation marks and exclamation marks properly. For example, the student uses apostrophes when using possessive nouns, quotation marks to express dialogue, and exclamation marks when showing excitement.

L13: Writing

- Develop one's handwriting in order to write legibly, fluently, and with increasing speed. For example, the student can write in a way that others understand and quickly enough that he can keep up with the lesson.
- Use the correct format when writing in common text types. For example, the student uses the correct format when writing notes, letters, emails, procedures, greeting cards, etc.
- Use paragraphs in their texts. For example, the student can correctly segment a longer piece of writing to an introduction, body, and conclusion and use topic sentences.
- Show willingness to improve on earlier drafts with rewriting or editing. Opportunity to be given for the student for rewriting.

L14: Writing

- Respond in different formats, such as oral summary and brief reading report. For example, the student is able to write a summary, a brief report, or make a PowerPoint on a given text.
- State opinions using information and ideas in simple written texts. For example, after reading a relevant text and being asked "Should we eat fast food?" the student can write down their opinion on fast food.
- Use cohesive devices such as and, but, or to show relationships between ideas more clearly. For example, the student can write "He slept for 8 hours, but he was still tired."
- After the teacher's marking, the student can make changes to incorrect spelling and punctuation in his/her work with the teacher's hints.

L15: Writing

- Apply the proofreading process to one's own and others' writing. For example, the student can identify some incorrect spelling and punctuation, and correct them.
- Edit drafts for better effect. For example, after being given feedback, or after reading one's text and comparing it to a rubric, the student can edit their draft and make necessary changes.
- Develop stories from pictures. For example, after being given a picture, the student can write a story displaying clear storytelling techniques.
- Write simple narratives and descriptions. For example, the student can write a narrative about a recent experience.
- Appropriately use relative pronouns: who, which, that, whose, where. For example, the student can write "That is the girl who won the prize."

L16: Writing

- Use appropriate cohesive/linking devices to link ideas and produce longer sentences. For example, the student can write a sentence like "He is eating because he didn't eat anything the whole day. He also did not eat anything yesterday."
- Use a wider range of sentence patterns in writing. For example, the student can write "The teacher gave the student a quiz" which has a subject, predicate, action verb, indirect object, and direct object.
- Recount events in chronological order. For example, after reading a story, the student can summarize the story by writing about main events in chronological order.
- Begin to show creativity. For example, when writing a creative text, the student can show creativity by writing something unexpected.
- Write sentences with common tense structures. For example, the student can write "I was swimming in the pool when the pizza arrived."

L17: Writing

- Gather ideas before writing by brainstorming, mind-mapping, and using a variety of pre-writing techniques. For example, when the teacher gives a topic of 'Different Cultures', the student can use mind-mapping to gather ideas such as food, manners and transportation.
- Write sentences using tense structures that have specific time reference. For example, the student can write "I have studied in this school for five years."
- Write about factual events with rich details and better organization. For example, after watching the news, the student can describe the events in chronological order and use journalistic elements in his/her writing.
- Revise and edit drafts for content, organization and language. For example, based on teacher feedback, the student can edit their text to make needed changes.
- Express personal opinions coherently. For example, when the teacher gives an essay title such as 'Should students wear uniforms?' the student can refer to their experiences, choose a position and write their reasons.
- Elaborate on main points. For example, when the student writes an article titled 'Cakes are yummy', he/she can elaborate on by continuing to write reasons about flavor, people who like cakes, how often he eats cake, etc.

L18: Writing

- Write about personal experiences. For example, when provided with a topic such as 'travel', the student can write about a trip they've been on, providing descriptive details and attempts at using suitable tenses.
- Provide written feedback on the writing of one's peers.
- Present writing using the appropriate layout and visual support, such as illustrations, tables and charts. For example, after doing a survey in class, the student can make a table and describe the results of the survey.
- Develop paragraphs with main ideas and supporting details. For example, when given a topic of 'Growing plants', the student can gather information about 'how to grow a plant' and write paragraphs about it.
- Based on feedback from peers or teachers, the student can make improvements on the writing.

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Glossary

Attainment Level Descriptors

- The Attainment Level Descriptors, corresponding to the levels in the Learning Ability Progress Level, are the descriptions on the learning ability of students at each level. The Attainment Level Descriptors apply to all students, including students in mainstream schools or students with special educational needs in special schools. Each descriptor specifies the ability of students within the subject strands. The contents of the Attainment Level Descriptors do not represent the whole curriculum nor the learning outcome.

Curriculum Framework for Formal Education of Local Education System

- It refers to a set of curriculum framework formulated by the government to apply to mainstream schools. The content of the curriculum framework generally includes the educational goal, objectives and development principles, subject structure, allocation of teaching activity, as well as the learning contents of major subjects at each education level. The formal curriculum in Macao is determined through legislative process.

Education Level

- The Education and Youth Development Bureau of Macao classifies formal education in Macao into four different educational levels, the infant education (3 years), primary education (6 years), junior secondary education (3 years), and senior secondary education (3 years). Each education level has its own special curriculum framework and requirement for basic academic attainments.

Formal Education Curriculum

- The Formal Education Curriculum refers to the curriculum suggested by the government towards all schools, including a series of curriculum documents which specify the curriculum goal, objectives, learning outcomes, structure of the subjects, generic skills, values, attitudes and subject guidelines.

Learning Ability Progress Level

- The Learning Ability Progress Level refers to a set of indicators describing the performance levels of students in a progressive manner. The Learning Ability Progress Level of Macao is divided into 18 levels (from L1 to L18), which corresponding to the performance of children in sensorimotor development stage in infant period, and the learning abilities of students in early childhood, junior primary, senior primary and junior secondary stages. Therefore, the Learning Ability Progress Level serves as a shared reference framework for teachers to assess and record the learning outcome of students.

Learning Diversity

- The Learning Diversity refers to the learning differences among students in the learning process. In teaching practice, we should cherish the unique talents of each student, attend to their diversified learning needs, adapt teaching methods based on individual needs, help students to discover their aptitude and talents, and provide opportunities for students to create and release their potential towards obtaining appropriate achievements.

Learning Focus

- The Learning Focus refers to the key contents developed in accordance with the learning objective, providing reference to schools in curriculum design and teaching. The learning focus provides a detailed description on the knowledge and ability to be mastered, as well as the interest, attitude and habits to be cultivated in different learning areas and various learning stages.

Learning Outcome

- The Learning Outcome refers to the expected learning performance of students upon completion of a course or a certain learning period. The learning outcome is devised based on the learning objective and learning focus. Therefore, the learning outcome could promote learning by serving as the basis for learning performance assessment and by reflecting the expected learning performance of students upon completion of a course.

Learning Stage

- The Learning Stage refers to different learning periods for a student in the whole learning process. Generally speaking, a three-year learning period is designed to be a learning stage. The learning stages in Macao include the infant stage, junior primary stage, senior primary stage, junior secondary stage, and the senior secondary stage. The learning stage carries slight difference compared to the education level formulated by the Education and Youth Development Bureau of Macao.

Sensorimotor Training

- Sensorimotor Training plays a significant role in basic education. To learn or to engage in cognitive activities of any kind, students first need to effectively apply their sensorimotor abilities to engage in, recognize, collect and analyse objects or materials. All students go through sensorimotor learning stage. While most students can naturally master the skills in daily life, some students with SEN need to enhance and grasp the skills via special sensorimotor training.

Scheme of Work

- Scheme of Work is the lesson plan for the learning units in each subject. Every Scheme of Work specifies the teaching objectives of the unit, students' ability level and learning activities, and a list of expected learning outcomes for students of different ability levels.

School-based Curriculum

- The School-based Curriculum refers to the curriculum developed by the school and teachers, in line with the presented learning abilities of students for the purpose of helping students to attain the educational goal and objectives. School-based Curriculum is the balanced compromise between the central curriculum and the autonomic professional judgement of the school and teachers.

Students with Special Educational Needs

- Students with Special Educational Needs usually carry one or multiple features of learning difficulty, thus they are in need of special education service. The primary categories of learning difficulty include, hearing impaired, visual impaired, physically handicapped, mentally handicapped, learning deficiency, emotional and behavioural problem, attention-deficit/hyperactivity disorder, autism, dyslexia, and education for intellectually gifted students.

The Requirements of Basic Academic Attainments

- The Requirements of Basic Academic Attainments refer to the basic qualities that students should possess upon completion of the education levels including the Infant, primary, junior secondary and senior secondary, covering attainment in basic knowledge, skills and competence, as well as development in emotion, attitude and values.

Frequently Asked Questions

1. **Is the Learning Ability Progress Level equal to the curriculum? If not, what is the relation between the Learning Ability Progress Level and the curriculum?**

   The Learning Ability Progress Level refers to a set of systematic progression Attainment Level Descriptors. The Learning Ability Progress Level, composed of selected indicative contents from the Curriculum Framework for Formal Education of Local Education System and the Requirements of Basic Academic Attainments, serves the function of assessing the learning ability and learning progress of students. Teachers can refer to the assessment results based on the Learning Ability Progress Level so as to adjust the learning objectives and activities, and to determine the expected learning outcome. However, the Learning Ability Progress Level does not represent the overall content of what ought to be a broader curriculum.

2. **Why the Requirements of Basic Academic Attainments cannot be directly used to describe learning ability and learning performance?**

   The Requirements of Basic Academic Attainments refer to the basic qualities that students should possess upon completion of certain education levels including the infant, primary, junior secondary and senior secondary education. The philosophy behind this concept is based on the generalized performance of the targeted population. For students with SEN, designing or formulating learning ability objective merely on the basis of education levels may not adequately reflect their stepwise learning progression. The Learning Ability Progress Level represents a full spectrum of the ability levels for students with SEN in each subject strand, so that the stepwise learning progression as well as individual differences can be taken care of.

3. **What is the relationship among the Requirements of Basic Academic Attainments, the Learning Ability Progress Level, and classroom teaching?**

   The Requirements of Basic Academic Attainments are targeted at students who have completed a certain educational level; the Learning Ability Progress Level refers to the level of learning performance and ability in a progression style, which is targeted at individual students. The former refers to the requirement on learning outcome, while the latter focuses on the learning process. In class teaching, a teacher should always examine students' learning outcome based on the Requirements of Basic Academic Attainments, and adjust expected learning performance in accordance with their ability level. It should be noted that neither the Requirements of Basic Academic Attainments nor the Learning Ability Progress Level constitutes part of the teaching content.

4. When should rating be conducted? Do students all advance by one ability level each year?

Rating for the purpose of ascertaining learning performance baseline for reference can be conducted at the beginning or at the end of each academic year, or conducted every two years depending on different school conditions. However, rating more than once each year is not recommended. Students with SEN exhibit ability diversity. Some students may advance by one or two ability levels within one year, while others may improve by one ability level every few years. There are also cases where students with severe learning difficulties stay at one certain ability level or even regress due to various physical conditions after years of learning.

5. As the initiation of each subject strand is the sensorimotor development stage, will a student with severe learning difficulties stay in the sensorimotor development stage from infant period to senior secondary period, without making progress in subject knowledge? If so, what is the point of dividing the curriculum into the seven subjects?

Textbook content for each subject is the carrier of learning. The principle for curriculum design is to expand the students' learning experience. The seven subjects provide students with different learning experience and knowledge at different levels, develop individual cognition through personal experience and perception. Though it is possible that students with severe learning difficulties may stay at the sensorimotor development stage even after years of learning, learning linked with subject content will broaden and enhance student's learning experience horizontally in different situations. This is the principle of broad and depth in curriculum design. Otherwise, students with severe learning difficulties will receive repeated sensorimotor trainings in their schooling span, which goes against the principle of inclusion education, or the special education we advocate.

6. A student starts receiving education at the age of 3 and completes at 21. If the curriculum is not designed based on education level, even if a region in the Learning Ability Progress Level is assigned as the range of abilities for students in an education level, does it mean that students without making improvement in learning ability for over 10 years have to learn the same content from 3 to 21? How can the curriculum implementation be operated?

The purpose of designing the Learning Ability Progress Level for the seven subjects is to provide a tool to assess the learning progression, rather than the teaching content. Teachers should adjust the learning content and design the learning experience for individual student's base on the formal curriculum. The school should prepare sufficient Scheme of Work for each grade, each subject and each strand, so that students will not learn the same unit repeatedly.

7. Why is the ceiling of Learning Ability Progress Level set at Form 3 level of formal education for special education curriculum in Macao?

    Based on past experience, when high function students with SEN reach Form 6, their learning performance is similar to formal education students at Form 3. Therefore, we perceive that the learning performance of students at junior secondary in formal education is corresponding to the levels L16-L18 in the Learning Ability Progress Level to describe the performance of students with SEN at senior secondary level. If a student's learning performance reaches formal education Form 3 level, it is not necessary for the student to stay in a special education class.

8. Is the teacher for special education required to use the textbooks for the educational level of the students and design the teaching content in accordance with the level of the students' learning ability? Do students learn the same content at different education level?

    The answer is yes. The learning topics/units for students with SEN should be the same as students in mainstream schools, to provide a broad and balance curriculum. The age and learning experience of students with SEN should be taken into consideration by teachers who should professionally adapt the teaching content based on the learning ability of students.

9. Currently, most teaching materials for special education classes are compiled by the teachers. How will the issue of students' use of textbook in special education classes be tackled?

    All teachers should design adequate teaching materials for students. Schools with special education classes may consider forming a network to compile and share the Scheme of Work, which is ideally the long-term development objective for special education in Macao.

10. When the Learning Ability Progress Level and the Supplementary Guide are published, how should teachers apply them to teaching practice? What else should be used together with the Learning Ability Progress Level and the Supplementary Guide? How can they benefit the teachers in teaching practice?

    The Learning Ability Progress Level is used to identify students' learning performance, serving as the shared language for teachers to describe learning performance, which enables teachers to master the learning progress of students. Teachers should not consider the Learning Ability Progress Level to be the sole teaching content. The Supplementary Guide serves as guiding documents for special education curriculum, to supplement the formal education curriculum guide with descriptions of special education. The Supplementary Guide specifies the principles, forms and direction for special education curriculum development. The Learning Ability Progress Level and the Supplementary Guide together will benefit teacher to understand the ability of students and decide appropriate teaching content.

Forms

The appendices provide useful documents for teachers to develop the Learning Ability Progress Level. Depending on school situations, schools may modify these forms accordingly.

1. Record of evidence on student's learning performance

   This form is used for the rating modulation mechanism. Schools may use this form to record the collected evidence and details, or to reassess students' learning performance. Details on how to use this form is provided in chapter VI: Assessment and Rating Modulation Mechanism.

2. Scheme of Work

   The Scheme of Work illustrates the opportunities and feasible practices for students with SEN to be educated under the formal curriculum framework. The form lists the learning performances of students with different learning ability under different learning areas and objectives. The Scheme of Work can also provide practical suggestions to the teacher to design and improve the teaching plan, teaching contents and activities.

XXX School

Record of evidence on student's learning performance

Subject:	Strand:		Stage:
Name of Student:		Learning Difficulty:	
Unit:			Date:
Teaching Activity:			
Types of Learning Performance Examples: ▢ performance in class activity ▢ homework ▢ assessment/test paper ▢ project/case study ▢ multimedia files (videos/pictures/audios) ▢ self-evaluation ▢ peer review ▢ others			
Content and description of initial learning performance evidence:		Content and description of the reviewed learning performance evidence:	
Initial Rating:		Reviewed Rating:	
Comprehensive Rating:			
Rater/Subject Teacher:		Date:	

Annual Scheme of Work of XXX School in xxx Year

Subject:	Strand:	Stage:
Duration:		

Unit:	
Formal Teaching Objectives:	
Inclusive Objectives:	Through this unit, students can:
Keywords:	

Inclusive Objectives	Possible Teaching and Learning Activities and Experiences	Indicative Learning Outcome	

Item description:

Item	Description
Unit	• Select from Mainstream Education • Give the unit an interesting title which can motivate learning • Can broaden students' learning experience
Formal Teaching Objectives	• Copy from Mainstream Education (to indicate the linkage with mainstream stream) • Enough to support the teaching period, e.g. 1-2 statements • Most students should be able to acquire
Inclusive Objectives	• Breakdown each of the abovementioned formal teaching objectives into 1-2 objectives • Specify the objectives that students at different levels should be able to achieve • Use measurable/observable descriptors.
Keywords	• List those keywords that students will use in this unit, around 10 • These keywords are subject-related, to help students' communication • These keywords can be post in the classroom during the teaching period
Possible Teaching and Learning Activities and Experiences	• Student-centred learning approach • Describe the activities that students participate in • Local culture characteristic • Activities that all students can participate/collaborate together • Specify different roles of participation for different abilities • Mega scale activities and stimulate new learning experiences • Age appropriate and match social experiences
Indicative Learning Outcome	• Describe outcome against objectives, not activities • Describe observed learning outcome • Refer to level descriptors

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