

Macao Primary Education Curriculum Pilot Project for the subject of English

**Pui Ching School
Summative and formative
assessment
12th, December, 2014**

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Context of the school (Textbook topics: 1st term)

- **“Our World” as text book**
- **P2 topics in “Our World” :**
- **What am I doing, class room objects, Weather and what to wear(giving advice)**
- **What I like doing outside and on different days**
- **Furniture, different parts of a house, describing location of furniture using next to, behind, in front of, between etc**

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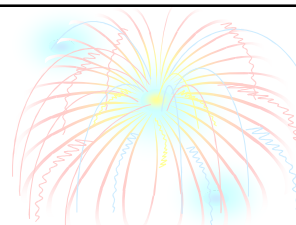
P2 reading and writing topics:



- **Dolch words: after, again, an, day, as, ask, by, could, every, from**
- **Always, before, have, has, or**
- **Creating sentences, compound words etc using reader “Snow white and the seven dwarfs”**

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P2 oral topics:



- **self introduction (family, school responsibilities, personality, physical appearances), animals, color and shapes, rooms and furniture, food and drinks**

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Definition of Summative assessment



- **Summative assessment takes place at the end of a learning period eg, 3 months, half a year, yearly. This usually takes the form of a pen and paper test. The purpose is to inform the teacher, parents and student (and the society) how well the student has performed on selected topics in a given learning period. Some summative assessment also serves the purpose of selection within and outside the school.**

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Definition of Formative assessment



- **Formative assessment takes place during learning. It may take different forms e.g. homework submitted, participation in class activities, project work, presentation, drama performance...etc. The purpose is to inform the teacher and students how well the student has performed on selected tasks so that the teacher and students can improve their teaching and learning.**

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Summative Vs Formative assessment



	Summative	Formative
When	At the end of a learning period	During learning
Format	Pen and paper test	A variety eg project, homework, oral presentations
Purpose	To inform the wider community about student performance over a period of time Selection	Mainly to improve teaching and learning
Ways of reporting	Grade/Mark	Grades/Marks/Descriptors/Criteria
Degree of formality	High Stake	Low Stake

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Relationship between the types of assessment



- **Scores in the formative assessment may form part of the final score of the summative assessment**

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How to set a good GE paper



Focus	Textbook items	Ways of testing
Vocabulary	Classroom objects, adj describing weather, names of furniture, clothing items, days of the week, parts of the house, names of activities	Filling in vocab embedded in comprehension passage, naming different items in a picture, matching vocabulary with their meanings.
Functions	Giving advice, describing locations of furniture, telling others ones' favourite activities, telling what one is doing	Labelling picture (location), filling in response/advice for what to wear in a weather, filling in a chart according to information

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How to set a good GE paper (Cont'd)



Focus	Textbook items	Ways of testing
Grammatical structure/ grammar	I like...on ... The chair isthe TV. I am... prepositions	
Comprehension	Story	

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Some possible topics for writing paper



- **Writing captions for taught story book pictures(D-1-6), writing a different ending for a story read using some of the dolch words taught, continue writing a story (unseen) based on pictures.**
- **D-2-6 (proofreading)**
- **D-2-7 (master basic sentence structure)**
- **D-2-8 (demonstrate creativity in writing)**

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Some possible topics for oral paper



- **Introducing oneself (B-1-6)**
- **Describing one's favourite animal/pet(B-1-4, B-1-5)**
- **Talking about one's home(B-1-4, B-1-5)**
- **Talking about one's favourite food and drinks(B-1-4, B-1-5)**

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Relevant BAA Speaking descriptors



- **B-1-4 communicate with others on simple everyday topics**
- **B-1-5 describe familiar objects**
- **B-1-6 Briefly introduce oneself**

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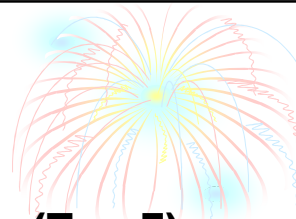
Points to note when setting a paper



- **Does the task require students to use what has been learned? (Validity)**
- **Is the task able to distinguish between good students and poor students? i.e. the task is set at the right level of difficulty. (Reliability)**
- **Will a student who has studied what has been taught be able to pass the test?**
- **Are there task in the test paper that allows some demonstration of creativity, knowledge of English beyond what has been taught? i.e. there are some items that allow students to demonstrate their higher abilities.**

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Suggestions



- **Avoid two option questions (T or F)**
- **Can include more spelling of words(prepare a spelling list for revision before the test)**
- **May include some personal/free response questions as bonus for the outstanding students.**
- **Can include more contextualised kind of questions (eg, comprehension integrated with grammar on a topic taught before)**

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Developing Criteria for writing/speaking task



- **Writing/Oral task**
- **Content**
- **Organisation**
- **Accuracy**

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Developing Criteria for writing/speaking task



	A	B	C	D
Content	Has completed the task required, has included one/two creative ideas.	Good completion of the task; some ideas may not be fully developed	The task has been completed largely. Ideas are largely logical	Some parts of the task are not completed

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Developing Criteria for writing/speaking task



	A	B	C	D
Organisation	Demonstrated a coherent story structure with beginning, development and ending, organized in coherent paragraphs	The story structure is evident in the writing though some parts may not be adequately developed	The story structure is reasonably developed though there may be confusions in some parts	Story structure is not clearly evident; ideas are not always logical and comprehensible

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Developing Criteria for writing/speaking task



	A	B	C	D
Accuracy	Very high level of accuracy with accurate use of dolch words	High level of accuracy	Reasonabl e level of accuracy	Low level of accuracy, some parts cannot be compre hended

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References



- **Harmer, J. (2008). The Practice of English Language Teaching(4th Edition). Pearson Education Limited: UK.
* Chapter 22**
- **Minister for Education and Training. (2003). Linking Assessment, Teaching and Learning. Steps Professional Development: Australia.**

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