

**Primary Literacy Programme – Reading (KS1)
PLP-R (KS1)**

Assessment Package 2:

**USING PORTFOLIOS TO ASSESS READING;
and MAKING AN ASSESSMENT PLAN**



Native-speaking English Teacher Section
Curriculum Development Institute
Education and Manpower Bureau (EMB)
Hong Kong Special Administrative Region (HKSAR)

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Primary Literacy Programme – Reading (KS1) PLP-R (KS1)

ASSESSMENT PACKAGE 2: USING PORTFOLIOS TO ASSESS READING (AND MAKING AN ASSESSMENT PLAN)

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- ★ Bishop Walsh Primary School (AM)
- ★ Buddhist Wing Yan School (AM, PM)
- ★ Canossa Primary School Wong Tai Sin
- ★ CCC Heep Wo Primary School
- ★ Christian Alliance H C Chan Primary Schools (AM and PM)
- ★ Faith Lutheran Primary School
- ★ Kowloon Bay St John The Baptist Catholic Primary School
- ★ Lee Chi Tat Memorial Primary School
- ★ Lok Sin Tong Lau Tak Primary School
- ★ PLK Riverain Primary School
- ★ St Andrews Catholic Primary School
- ★ Shanghai Alumni Primary School
- ★ SKH Holy Spirit Primary School
- ★ SKH Tsing Yi Chu Yan Primary School
- ★ Tin Shui Wai Methodist Primary School
- ★ Tsang Mui Millennium Primary School
- ★ Tsing Yi Estate Ho Chak Wan Primary School

This package celebrates those innovative, open-minded, risk-taking and self-reviewing teachers of PLP-R, some of whose work is recognised in the pages within. We commend you all.

Development team:

This package was developed by Michele Davis and Joan Mackin, with satirical illustrations by Dave Bartlett, Advisory Teaching Team, NET Scheme, CDI, EMB, HKSAR, 2006-2007.



Instructions for Using This Package

This package contains many pages with photographs. They are best *reproduced directly from a printer* rather than being photocopied from a print-out.

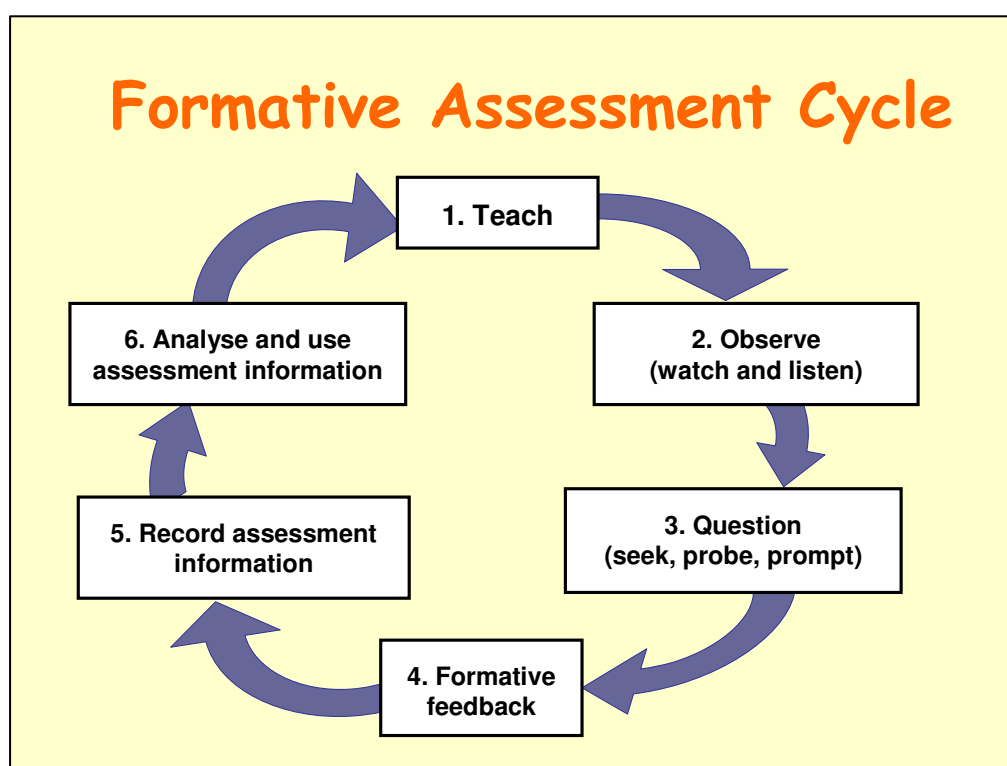
Advisory Teachers, LETs and NETs may use this package in any way that suits the needs of the teachers with whom they are working, for example:

- ★ a whole workshop can be developed using this package
- ★ individual pages may be used in a meeting or casual conversation to support a main idea
- ★ the pages may be used to support activities in a workshop
- ★ some pages are designed as planning templates for meetings
- ★ pages may be used to design peer-coaching or trial lessons
- ★ pages may be used to stimulate conversation and thinking
- ★ the package may be reproduced as a book for the non-profit purpose of teaching reading in EMB HKSAR-sponsored schools.

INTRODUCTION TO THIS PACKAGE

The PLP-R (KS1) emphasises the important role of *formative assessment* in the teaching of reading. When we collect information about students' learning progress, we can see how students are progressing, then plan future teaching strategies and learning activities based on this information. In the Hong Kong English Language Curriculum Guide (2004) this is called "Assessment for Learning".

The following diagram from the *PLP-R (KS1) Teacher Manual* (2006-07) describes how teachers collect, organise, analyse and act on assessment information about their students.



Assessment Package 1:
Observing and identifying students' needs (with a focus on in-class strategies)

Provides ideas for teachers on how to collect and record assessment information, and give feedback, about students' learning in reading (see diagram boxes 1-5 above). Emphasis is on classroom management, teacher language and teaching strategies.

Assessment Package 2:
Using portfolios to assess reading;
Making an assessment plan

Focuses on what to do with assessment data that has been gathered and recorded in Student Portfolios and Profiles (see diagram boxes 5, 6 and 1 above).

Assessment Package 3:
Using profiles to assess reading;
Assessment for Guided Reading;
Reporting

Describes practical and successful Portfolio and Profile strategies used by Hong Kong teachers in PLP-R schools.

This package

Notes:

A. PORTFOLIOS

INTRODUCTION TO PORTFOLIOS

What is a Portfolio?

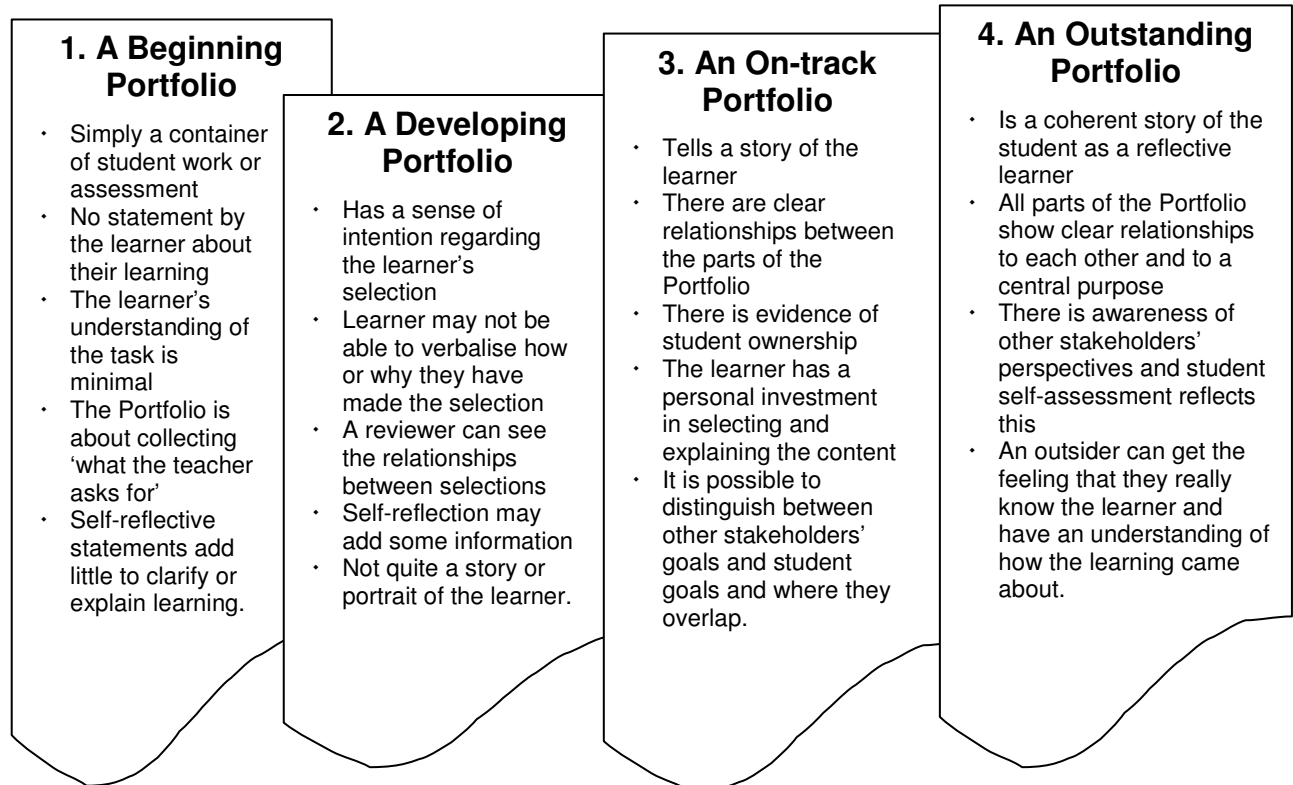
A Portfolio is a purposeful collection of a learner's work that demonstrates progress in a given area over time. The collection is kept in a folder, book, box or other mode. Students are involved in the collection and organisation of their Portfolios, and can use their Portfolio to describe their learning and progress to parents.

The Purpose of a Portfolio?

Portfolios provide an ideal tool to manage formative assessment. The collection should demonstrate progress in the development of knowledge, skills, values and/or attitudes in a given area, e.g. reading, over time. They are also useful for student self-assessment and parent reporting.

How to Develop a Portfolio

Student Portfolios involve much planning and organisation, so ensure you start with realistic goals that allow you to succeed. Then take your goals further. The following four stages can assist you to set some realistic goals (adapted from Hewitt, G. (1995). *A Portfolio Primer*, NH: Heinemann. P.68):



For more information about Portfolios and the PLP-R, refer to *PLP-R (KS1) Teacher Manual - Section 3: Assessment*.

Links to the English Curriculum Guide?

Portfolios as a tool for assessment are described in current and emerging Hong Kong curriculum materials. The *English Language Curriculum Guide (Primary 1-6)* (2004) states:

"A Portfolio is a purposeful collection of a learner's work that demonstrates progress in the development of knowledge, skills, values and attitudes in a given area. Portfolios provide useful information and invaluable evidence for teachers to keep track of what learners know and can do in the area being assessed in order to carry out assessment for learning. Samples of the learner's oral and written work such as recordings of oral presentations and writing tasks can be included in a Portfolio. A good portfolio is characterized by clear learning intentions, learner's involvement in choosing what goes into the portfolio and the use of success criteria to define quality performance. It provides a basis for communication between learners, teachers and parents, and self-reflection through which learner's share what they think and feel about themselves and their work." (p. 198)

Notes:

A. PORTFOLIOS

1. ESTABLISHING AND MAINTAINING PORTFOLIOS

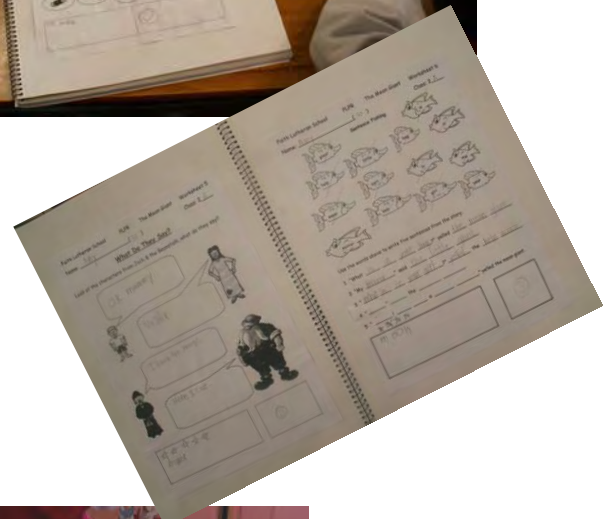
(a) Recommended Contents for a Reading Portfolio

- introduction page for parents/caregivers
- student work samples
- copy of texts that student has read



(b) Possible Reading Portfolio Contents

- reading observations and anecdotes
- letter/sound relationship sheet
- High Frequency Word list
- worksheets
- self-assessment samples
- peer-assessment samples
- key (content) word list
- student reading book list
- home reading book records
- scripts successfully read during Running Records assessment
- observation checklist/s
- student self-authored books
- individual reading profile
- audio recording of reading aloud by student
- other assessment samples, e.g. photographs



Types of Portfolio (above and below):

- ★ Spiral book
- ★ Single sleeve folder
- ★ Multiple sleeve folder
- ★ Zip Lock bag (overpage)

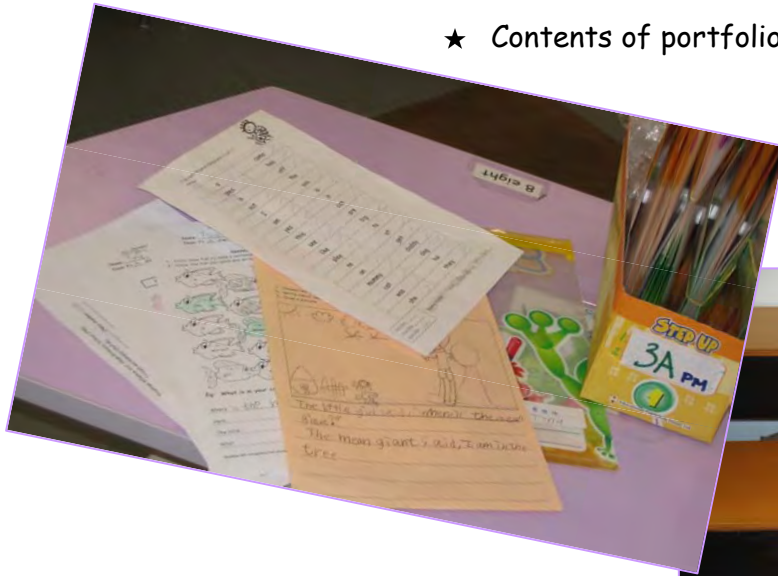
(c) Choosing a Type of Portfolio that Can be Managed in Your School Context

- A4 sleeve folder
- A4 plastic envelope
- A3 scrapbook in which student work is pasted



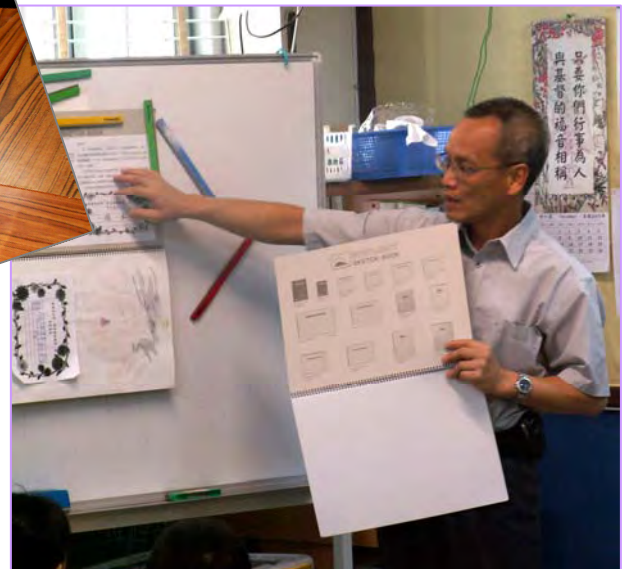
(d) Making and Managing Reading Portfolios

★ Contents of portfolios



See "PLP-R Assessment Package 1 - How to Collect and Record Assessment Information", Section 5 for samples of above checklists and Student Record Sheets.

★ Planning and reviewing Portfolios with students.



★ Consistently manage Portfolios so that the task does not become too big.

(e) Managing a Portfolio Approach

The purpose of your Portfolio approach will determine how you store the Portfolios. Ideally, Portfolios in the PLP-R should be stored in the Reading Room where students and teachers can access them. Store Portfolios in an accessible way:

- for students to store the day's worksheets and other assessment information
- for the teachers or classroom assistant to open and continue assessment (e.g. letter sounds list)
- for students to review their progress

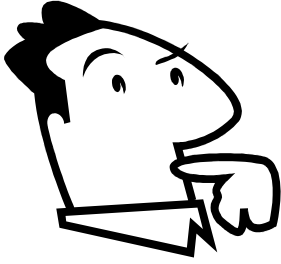
Students might use their Portfolios for other General English work samples. Ideally, at some times in the school year, students should take their Portfolios home to share their progress with their parents.

Storing many Portfolios for each class can be done cheaply as shown in the following photographs:



- ★ Tip: Ask P5 and P6 students to help set up or organise the system. "They love to help".

(f) Planning a Portfolio Approach



When developing a Reading Portfolio, the following need to be considered:

1. What is your purpose?

2. What will you collect?

3. How will you collect the information / pieces of work?

When:

Who:

How:

4. How will you annotate the work? e.g. date, Reading Skills code on the worksheet, notes?

5. Will you tell students that a piece is being collected and why (clear learning intention)?

When:

Who:

How:

A. PORTFOLIOS

2. INVOLVING STUDENTS IN PORTFOLIOS

(a) Students Create and Manage Portfolios

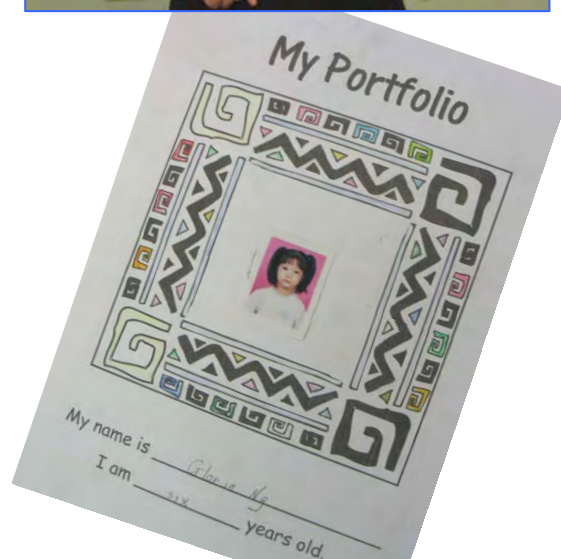
- ★ Involve students in creating their Portfolio.



(b) Students Organise and Review their Work

Encourage students to:

- ★ date work that is entered in the Portfolio
- ★ monitor their lists, e.g. letters, words
- ★ compare their own progress on dated work, e.g. "Since May, I have learned most letter sounds"
- ★ note what their strengths and weaknesses are
- ★ make goals e.g. "I will learn these words next"; "If I read three more books then I can start reading Level 4 books"
- ★ complete self-assessment sheets (see samples ahead in (f))
- ★ discuss their progress with a teacher, classroom assistant or parent
- ★ prepare how and what they will share with their parents/caregivers.



(c) Integrate! Use Portfolios for General English Assessment

In the students' Portfolios, teachers can include information or evidence (e.g. worksheets, stories, checklists, awards) about students' reading in other English learning experiences, e.g.



- ★ further word lists and letter names and sounds
- ★ Extensive Reading Scheme
- ★ English Day Camp
- ★ competitions
- ★ story writing
- ★ library reading programme
- ★ poetry, drama and speaking

(d) Students assess peers

Students can assist each other with their learning, for example:

More able students can assess peers for high frequency words, reading accuracy and letter names.

At Faith Lutheran Primary School, (pictured right), worksheets were designed with a space for students to do a self-assessment. Space was also provided for a peer assessment: once work was organised in their Portfolios, students looked at and questioned each other's Portfolios, giving stars for effective work.

A sample of a peer-assessment sheet can be seen in this section - (f) *Student Record Sheets for Self-and Peer-Assessment*.



(e) Students Self-assess / Self-reflect

Students should be a part of their Portfolio development. Over time, students can be encouraged to look at their progress to observe and reflect on their learning (self-assessment).

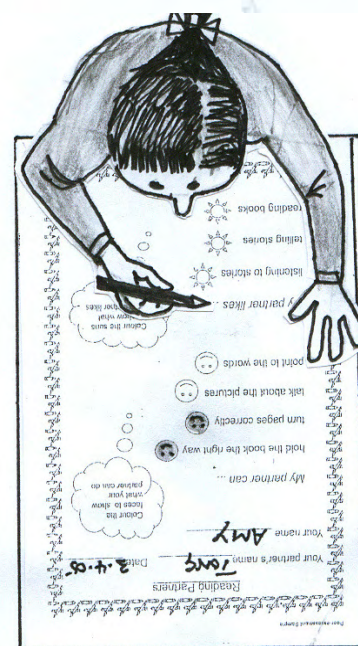
1. Students can keep Student Record Sheets in their Portfolios e.g.

- ★ **Reading skills**, e.g. "I know these letter names / letter sounds / high frequency words..."
- ★ **Reading strategies**, e.g. "I can guess a word by looking at the picture, the first letter"
- ★ **Reading habits**, e.g. "I borrowed this many English books from the library"
- ★ **Reading attitudes**, e.g. "I like reading, I like to read to others"

See overpage for examples.

2. Help students to see their progress through effective questions, e.g.

- ? How many books did you read in Term 1?
What do you think of this progress?
- ? Where did you get most of your reading books?
- ? What book level book did you start on? What level are you now on?
- ? Why do you think your reading has improved?
- ? How does the dictionary help you learn new words?
- ? What Reading Strategies do you use?
Do they work for you?
- ? What is hard for you when you read?
What can you do when reading is hard?
- ? How many words do you know on the list? What words will you learn next?
- ? Do you like reading English books more now? Why / why not?
- ? What are your favourite types of books? Why?
- ? What were you proud to show your parents?



(The focus here is on **thinking about** English learning, so the questions might be in Chinese or in other English lessons.)

(f) Student Record Sheets for Self- and Peer-assessment

Student Record Sheets can assist students to:

- **reflect** on their progress (self-assessment)
- **set new goals** for learning

Peers can be an important part of self-assessment and reflection.

For further self-assessment ideas, see "PLP-R (KS1) Assessment Package 1 - How to Collect and Record Assessment Information for Reading" - Section 3: Student Self-Assessment Section 5: Assessment Tools - Student Record Sheets

Reading Partners

Your partner's name _____ Date _____

Your name _____

Colour the faces to show what your partner can do

My partner can ...

hold the book the right way ☺

turn pages correctly ☺

talk about the pictures ☺

point to the words ☺

My partner likes ...

listening to stories ☀

telling stories ☀

reading books ☀

How I feel about reading

Name _____ Date _____

I like reading ☺ ☹ ☹

I am a good reader ☺ ☹ ☹

I like reading aloud to others ☺ ☹ ☹

I can read lots of words ☺ ☹ ☹

I like doing home reading ☺ ☹ ☹

Colour the face to show how much you enjoy reading

I like reading

Library books

Big books

Home reading books

Books we make in class

Colour the boxes to tell what reading you like

A. PORTFOLIOS

3. USING PORTFOLIOS TO INFORM PARENTS

(a) Why involve parents?

Portfolios become a meaningful learning and assessment tool when they involve students and parents.

Ideally, students should take their Portfolio home to show their parents and / or caregivers. A **parent-student conference** about the Portfolio enables a child to proudly share learning progress, explaining what he or she has learned, how they learned it and what they plan to learn next

(**learning goals**). The student can share what he/she enjoys or does not enjoy and **celebrate progress and effort**.

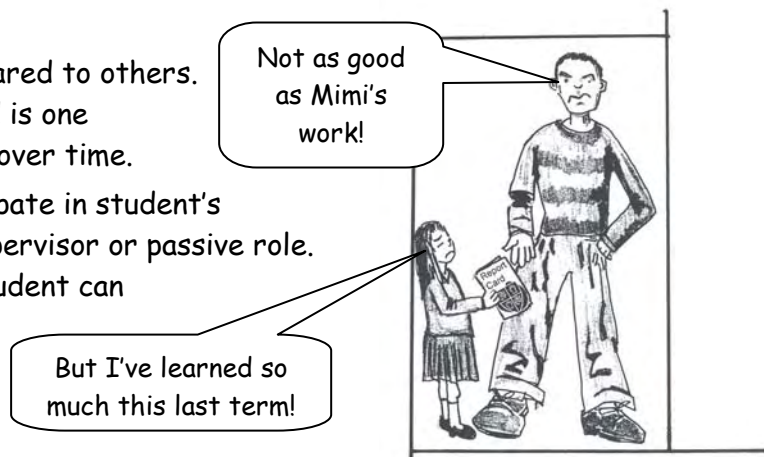


In this way, the parent becomes aware of the 'process' of learning to read and the components of a reading programme (e.g. High Frequency Words, reading skills, reading strategies, book levels). Also, students become self-assessors, able to:

- reflect on their learning (e.g. progress, learning style, motivation, strengths and weaknesses)
- explain their learning to others
- plan future learning (e.g. what they will learn next, how they can change ineffective habits, who can help them)

When students share their work with their parents and/or caregivers, it is a form of **reporting**. Parent-student Portfolio conferences have benefits that can complement other formal (and possibly intimidating) forms of reporting, such as:

- The student is not being compared to others. Rather what is being compared is one student's progress and effort over time.
- Parents/caregivers can participate in student's learning rather than take a supervisor or passive role. The parent/caregiver and a student can develop a genuine **partnership for learning**



(b) How are Portfolios shown to parents?

The following examples describe how a number of Hong Kong schools organised for students to share their Portfolios with their parents/caregivers.

Doris
(Literacy
Coordinator):



We did it [sent Portfolios home with students] at the end of term. We gave parents a letter to inform them about that. They sent us back the Portfolio within the week. One of the parents wants to keep the work at home as she thinks that her child likes reading lessons very much. Moreover, the work is quite different from ordinary homework. She is interested in our teaching. The parents are advised not to compare the folder of their child with their classmates.

Patti
(Literacy
Coordinator):



The Portfolio is presented with other Portfolios during parents' conferencing on Parents' Day.

Anonymous: Set realistic goals. Do things step by step at the right pace. It takes time to get these things in place.



Gary (NET):



When we started Portfolios, we experimented to see what system worked best. We wanted to show parents a 'paper trail' of progress of their children's work throughout the year. At first, we kept everything - activity sheets, worksheets, etc. But we found it was way too much. So at the end of each term, the local teacher, CA and I culled the Portfolio so that the children were taking home samples that showed development, e.g. old and new work samples where improvement and best work could be seen. We ensured that some samples were thoroughly marked and had teacher comments.

Terry: We include the scripts of books students have read successfully in Guided Reading.

Elsa and
Shekie (Local
teachers) and
Sue (NET):



At Parent-Teacher Interview Day, we displayed the Portfolios for students to show their parents before and after the interview times. This was a **highlight** because parents could see the value of the PLP-R. The Portfolio could tell them much more than a mark can tell.

We selected a few samples only for the Portfolios for parents, that showed where students were at the start of the unit (e.g. letter sounds record sheet) and at the end of the unit (e.g. letter sounds, High Frequency Words). We included work and activity sheets.

In time, we plan to add Reading Skills at the bottom of the worksheet to make sure the parents know the purpose of the activity.

On each worksheet sample, we also indicate whether the student completed the work on time.

We also included a copy of the PLP-R Term Report I wrote for each child (see Section C of this package).

Include information or evidence from other English learning experiences, e.g. General English lessons with a reading focus, ECA, English

Dawn
(NET):



I found that managing well over 300 portfolios is much more difficult than the 25-30 that you would have as a classroom teacher in a Western school. This year, we made booklets in advance. They contain worksheets with teacher comments, word lists, poems and reading assessments. These will be sent home with other crafts/posters done by the students. I found these benefits:

- Students get more immediate feedback and can track their own progress more easily.
- Students are motivated to complete all the written and oral tasks so that they can get their booklets filled with stamps, stars and positive comments.
- I am much more aware of the difficulties or progress of the individual students because the booklets are so convenient. The information seems more accessible.
- Because the booklets have word lists, pictures and poems, they can be used as study tools.

(c) Sample Letters to Parents/Caregivers about Portfolios

The following letters to parents/caregivers were developed by Hong Kong schools:

1. Canossa Primary School Wong Tai Sin (2006)
2. Lee Chi Tat Memorial Primary School
3. Lok Sin Tong Lau Tak Primary School
4. Letter in Chinese and English developed by the Advisory Teaching Team, NET Section (2004)



! PLEASE

When writing letters relating to PLP-R, use the English and Chinese terms as established by Curriculum Development Institute, EMB:

PLP-R (Primary Literacy Programme - Reading) -
小學英語識字計劃 - 閱讀 (第一階段)

PLP-R lessons - 英語閱讀課

Portfolios - 學習歷程檔案

**Canossa Primary School Wong Tai Sin
(2006)**

嘉諾撒小學

校務 0435

初小英語讀寫計劃—閱讀 (Primary Literacy Programme-Reading)

敬啟者：

初小英語讀寫計劃 (Primary Literacy Programme) 乃教統局英語教師組本年度在全港一百間小學推行之英語教學計劃，本校參予是項計劃已有一個學期，各項運作均依照教統局之指引順利進行。

學生在每週兩節之英語閱讀課內，參予了下列各項活動，包括：

1. 共同閱讀大故事書；



2. 利用 phonic fan 或 phonic stick 學習語音；



3. 利用 Sound Box 複習語音知識；



4. 進行分組活動；



5. 及獨立閱讀圖書等。



是項教學計劃其中一重要部份為家庭閱讀計劃 (Home Reading Programme)，貴子弟每週均會攜帶一本英文故事書及家庭閱讀計劃手冊(存放在一文件袋回家，務請家長抽空與貴子弟共同閱讀英文圖書或聆聽 貴子弟朗讀英文圖書，並在閱讀手冊內適當位置簽署。

老師把各學生之工作紙儲存在一本學習紀錄冊(Portfolio)內，現藉派發上學期期考成績表之際一併派發給家長參考，以便家長了解及分享 貴子弟在英語讀寫課之學習成果。

請於二月二十八日將 貴子弟之學習紀錄冊交回英文科老師保存，多謝合作。

此致

一、二年級家長

校長

謹啓

二零零五年二月二十四日

回條

本人為學生:_____ 班別:____()之家長，知悉上通告內容，並會盡力協助
敝子女進行家庭閱讀活動。

二零零五年二月____日

家長簽署：_____

**Lok Sin Tong Lau Tak Primary School
(2006)**

零四年度第二四二號通告

親愛的家長 / 監護人：

為秉承本校一貫重視閱讀的宗旨，本校在本年度正推行一項英語閱讀計劃，幫助小一、小二學生掌握有效的閱讀方法及竅門；並透過鼓勵他們多閱讀，讓他們從中獲得知識和樂趣。

由於我們需要掌握學生的閱讀進程來設計教學，我們將會選用有系統而有效的進展性評估方法來代替單一的傳統考試。

我們將採用「學習歷程檔案」(Pupil's Work Folder) 的形式有系統地記錄 貴子弟在英語閱讀方面的進展和成果。教師將持續地放入 貴子弟的閱讀作品和資料，讓家長能清楚了解 貴子弟的學習情況和強項。

英文科老師將會詳細向學生解釋如何使用「學習歷程檔案」來瞭解他們自己的進度，請家長關心 貴子弟的學習進展。當你閱讀此「學習歷程檔案」時，請將焦點放在學生的閱讀進度上，例如他們在閱讀的不同範疇內有哪些地方擁有不錯的掌握和見解等；或詢問他們是否需要你的幫助。

長遠來說，我們希望此項計劃可以改善學生的閱讀能力及擴闊他們的閱讀領域。久而久之，他們可以養成良好的閱讀習慣和興趣，並享受閱讀的樂趣及成果。由於各孩子的進度並不相同，請勿將 貴子弟的「學習歷程檔案」與其他同學比較。

最後，請填妥回條，並於六月廿八日前交回 貴子弟的英文科老師。

謹此祝願你和 貴子弟能一同領略學習的樂趣和成果。

樂善堂劉德學校

校長：

二〇〇五年六月廿四日

.....
回 條

敬覆者：本人了解有關此項閱讀計劃。

此覆
樂善堂劉德學校

() 班) 學生 ()
家長簽署：

二〇〇五年六月 日

Lee Chi Tat Memorial Primary School (2006)

二零零五至零六年度學校通告第 112 號

李志達紀念學校

發還英語閱讀計劃的文件膠套 (PLPR Portfolio)

Dear Parents, your child's first term at school, they have started to develop English reading strategies that will help them to sound out letters which will lead towards learning how to develop a positive attitude to reading at the P1 level. It is important to learn how to read. The children have fun joining in the lessons and enthusiasm for learning is high. The children have fun joining in the various reading activities. The children have been asked to take home their portfolio to show their parents. To assist your child and the English reading teachers, parents are encouraged to spend a few minutes with their children to look through the portfolios with them. The reason for this request is so the parents can see what progress is being made. Also check their 'Home Reader Booklet' which lists all the books that your child has read and support is very important. Parental encouragement and support is very important. Dad listen to their son or daughter read an English book is a very positive experience for the children. Please tick (✓) to indicate what progress your child has made and sign this notice. Thanks again for your support.

Native English Teacher (NET)

各位家長：貴子弟會在農曆新年假期前獲發還英語閱讀計劃的文件膠套及上學期已

校長

二零零六年一月二十日

112 號

校長：

本人已得悉學校通告第 112 號有關獲發還英語閱讀計劃的文件膠套事宜。

I have read my child's English Reading Portfolio.

STUDENT PROGRESS 學生進度

Satisfactory 滿意	()
Good 良好	()
Excellent 優異	()

學生家長簽署：日期：二零零六年一月 日

學生：日期：二零零六年一月 日

謹啟

Letter by Advisory Teaching Team, NET Section

Files for this letter in English and Chinese can be found on *Assessment Package 2 (2007) CD*

英文科「學習歷程檔案」的使用

親愛的家長/監護人：

為秉承本校一貫重視閱讀的宗旨，本校現正推行一項小學英語識字計劃 -- 閱讀 (第一階段)，幫助小一、小二學生掌握有效的閱讀方法及竅門；並透過鼓勵他們多閱讀，讓他們從中獲得知識和樂趣。

由於我們需要掌握學生的閱讀進程來設計教學，我們將會選用有系統而有效的進展性評估方法來代替單一的傳統考試。

我們將採用「學習歷程檔案」的形式來有系統地記錄 貴子弟在英語閱讀方面的進展和成果。教師將持續地放入 貴子弟的閱讀作品和資料，讓家長能清楚了解 貴子弟的學習情況和強項。

英文科老師將會詳細向學生解釋如何使用「學習歷程檔案」來瞭解他們自己的進度，請家長關心 貴子弟的學習進展。當你閱讀此「學習歷程檔案」時，請你將焦點放在學生的閱讀進度上，例如他們在閱讀的不同範疇內有哪些地方擁有不錯的掌握和見解等；或詢問他們是否需要你的幫助。

長遠來說，我們希望此項計劃可以改善學生的閱讀能力及擴闊他們的閱讀領域。久而久之，他們可以養成良好的閱讀習慣和興趣，並享受閱讀的樂趣及成果。由於各孩子的進度並不相同，請勿將 貴子弟的「學習歷程檔案」與其他同學比較。

最後，請把附在「學習歷程檔案」內的家長意見書填妥，並於 前交回 貴子弟的 英文科老師。

謹此祝願你和 貴子弟能一同領略學習的樂趣和成果。

xxx 學校

x 年 x 月 x 日

English version overpage

Letter by Advisory Teaching Team, NET Section

Files for this letter in English and Chinese can be found on *Teacher Manual (2004) CD* and *Assessment Package 2 (2007) CD*

What is my Child's Reading Portfolio all About?

Dear Parents / Guardians

The P1 English Language Education programme in our school has a strong focus on reading. We aim to ensure that all students are learning the basics of reading in a sound way.

Therefore, rather than doing tests alone, we will assess your child's reading in a number of other ways.

This folder, called a **portfolio**, holds a growing collection of the assessment tasks that your child is doing all the time. You will see such things as:

- lists of alphabet letters, sounds and words that your child can read
- written or pictorial work related to reading
- reading book lists and more.

The work displayed in the portfolio is a type of assessment. It is on-going, and teachers will continue to add work samples and information to it. Therefore, you will gain a more detailed understanding of your child's progress and strengths.

Your child will be taught to use the portfolio to understand his or her learning progress. Please ask your child to explain their portfolio to you. Ask questions that focus on their progress, for example, what are you strong at? Where do you need help? How can I help?

Remember, this is an ongoing portfolio of work. We want your child to gain reading skills over time, but young children learn at different rates and paces. So avoid comparing their portfolio to another child's.

When the portfolio is sent home, please complete the *Parent Feedback Form* inside and return to the English teacher by

We hope you enjoying learning with your child.

Regards

English teachers

A. PORTFOLIOS

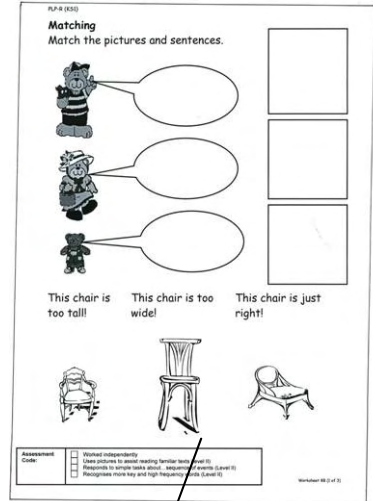
4. USING PORTFOLIO INFORMATION – ASSESSMENT FOR LEARNING

Portfolios can serve a number of roles:

- **reporting** to parents (see Assessment Package 3)
- **student self-assessment** (see Section A2 of this package)
- an ideal tool for teachers to **manage students' work as evidence** of learning

Teachers can use information in Portfolios for:

- **formative assessment** - Teacher assesses items before they are placed in the Portfolio by ticking answers, writing codes or making notes on the piece of work. The teacher can transfer his/her assessment of the work piece to the class checklist.
- **summative assessment** - The teacher can peruse the Portfolio contents at a later point in time to verify a summative assessment, e.g. "At this point in time, this student can read Level 3 books /or knows 80% of the High Frequency Words /or can use a desired syntactic structure (from a big book) in his own story writing".



Name of Student (Lion group)	1.Au Man Kwan Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	2.Chen Er Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	3.Ko Ka Ki Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	4.Lam Wai Wai Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	5.Lo Lin Yee Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	6.Tang Dai Di Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	7.Zhang Dong Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	8.Ho Mei Ling Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	9.Cheng Xin Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	10. Ma Mei Yee Reads books independently with confidence and fluency. Identifies the main ideas and supporting details. Identifies the main characters and their roles. Identifies the main events in the story.	Sounds						Words from worksheets students can read				
											e	l	m	s	name	bag	car	duck	tiger	monkey	sleepy
1.Au Man Kwan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2.Chen Er	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3.Ko Ka Ki	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4.Lam Wai Wai	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5.Lo Lin Yee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
6.Tang Dai Di	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
7.Zhang Dong	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
8.Ho Mei Ling	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
9.Cheng Xin	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
10. Ma Mei Yee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



However, a formal approach to assessing items in the Portfolio can be overwhelming. Ultimately, a Portfolio is an informal but important assessment tool that should speak for itself – a student, parent or teacher can look through the Portfolio, and may discuss it with the student, to gain a picture of progress in reading ability and attitude.

Case Study 1: Establishing a Portfolio → End of Term Assessment

Background

Teachers discussed ways to establish the use of Portfolios for PLP-R classes. It was decided that the school would provide the plastic folders with the school identification printed on the cover. Teachers would then decide the specifics of how to organise the folder as a Portfolio.

Establishing Phase

Teachers provide a cover sheet for each Unit of Work, each showing the name of the book students have been working on.

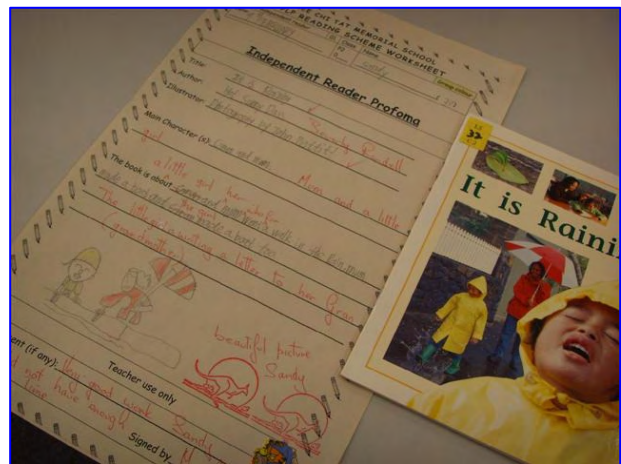
Students complete an average of four activity sheets per Unit of Work and these are included in the Portfolio.

Teachers observe students completing the activity sheets and indicate, in the space provided on the sheet, whether the students worked alone, with a partner, as a group or with help.

The NET and Classroom Assistant mark the activity sheets and also rate the students' work by allocating a number of stamps e.g. no stamps - poor effort, 5 stamps outstanding effort. The Portfolios are stored in the Reading Room as a class set.

Assessment and Reporting Strategies

1. Teachers mark some pieces of work thoroughly and these items are returned to students who place them into their Portfolios.
2. At the end of the Unit of Work, students take their Portfolios home. Parents are asked to compliment their children on their work.
3. A letter to parents accompanies the Portfolio. The letter has been changed several times to make it easier for parents to complete and return. One of the changes was: instead of asking parents to make comments on their child's progress, they now need to tick a box and return the reply slip to school. This will probably change again as the parents become more used to Portfolios.

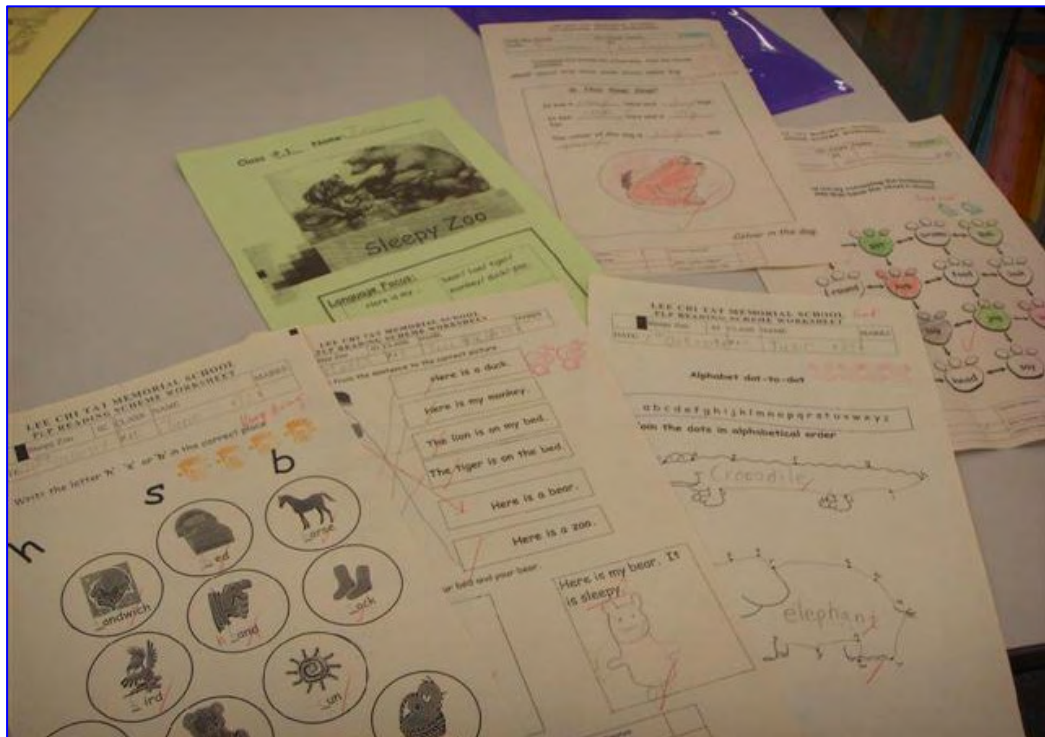


Assessment Information that Emerged

Teachers have found the Portfolios to be useful in providing a record of student progress in the PLP-R. Students are involved in self-assessment of their work and understand the process of collecting certain items to include in their Portfolio.

Outcomes

- ★ Many students are motivated and beginning to take pride in the way they complete activities to be included in their Portfolio.
- ★ Various ways of maintaining the Portfolios have been tried, for example, allowing the students to keep possession or to take the Portfolios back to the classroom for the class teacher to store. Both of these methods have proven unsuccessful. Keeping the Portfolios in the Reading Room for students to access in lessons has been the most satisfactory method, as all teachers and students have access to the Portfolios this way.



Case study 2: An Example of Integration

Portfolio Work Sample → Teacher Anecdotes → Checklist

Background

We had been doing PLP-R for a year, and wanted to extend our students by making links to other aspects of General English. We wanted students to “apply” their reading skills in writing lessons to show their understanding of a range of reading skills (see below).

Teaching and Learning Phase

Having completed the unit for the big book *Ben's Bath*, we did a Modelled and Shared Writing lesson using the syntactic structures of the book, “In goes the...”. We chose a new topic that related to the vocabulary of their P1 unit about school materials. Each class contributed to the teacher's writing of a book titled *My School Bag*.

Students then wrote their own story of *My School Bag*. This task was structured by instructions on the whiteboard and the book template (Guided Writing). Students were free to write their own sequence of content words, but following the set syntactic structure. They were to ensure their book had all the features of a book (author, illustrator, title, related pictures etc).

Students then read their books to peers and shared their books through their Home Reading Folders. When the reading phase was complete, their books were filed in their Portfolio. Later, some books were bar-coded by the library and added to the English book collection for P1s.

Assessment Information

We observed the completed book to assess whether students *understood* a range of Reading Skills. The ability to apply skills and knowledge to their own writing showed *understanding* as opposed to simple knowing. We listened to students read their and others' stories also.

Outcomes

Through this activity (both composing the writing and reading their stories), we were able to conclude that all students understood concepts like author and illustrator; and were able to demonstrate many Level I and Level II Readings Skills. We also managed to assess writing skills from the English Language Curriculum Guide.

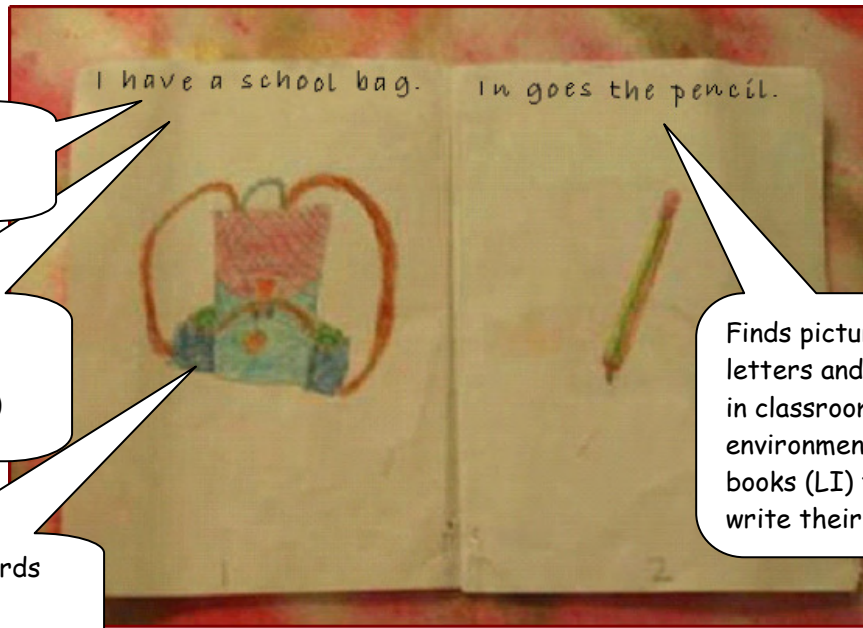
Recognises some reading terminology - picture, illustration, illustrator, author, title, cover, story (LI)

Relates pictures to words (LI)

Shows difference between all upper and lower case letters (LII)



Continued overpage...



Indicates beginning and end of a sentence

Shows difference between all upper and lower case letters (LII)

Finds pictures, letters and words in classroom environment and books (LI) to write their story

Relates pictures to words (LI)

- Recognizes more key words in familiar text (LII)
- Recognizes more High Frequency Words in familiar text (LII)
- Reads words and repetitive language patterns with teacher support (LII)
- Read aloud accurately simple familiar texts (LIII)



English Language Curriculum Guide p. 69

Language Skills KS1 - Writing

Use the basic conventions of written English

- ✓ Use the left to right directionality sequence
- ✓ Use print scripts
- ✓ Combine letters to form words
- ✓ Space letters words and sentences
- ✓ Use capital and small letters
- ✓ Use basic sentence punctuation
- ✓ Use neat and legible handwriting

Present information, ideas and feelings clearly and coherently

- ✓ Put words in logical order to make meaningful sentences
- ✓ Reproduce sentences based on teacher's model and use words from print in the environment
- ✓ Provide personal ideas and information based on a model or framework provided
- Use appropriate cohesive devices, e.g. and, but...
- Use concepts of order and time e.g. last night, this morning
- ✓ Use appropriate formats and conventions of short written texts
- ✓ Gather and share information, ideas and language by using strategies such as brainstorming, building concept maps, listing...
- Express imaginative ideas with the help of cues
- ✓ Use available resources such as word books
- ✓ Make changes to incorrect spelling, punctuation, grammar, adding details
- ✓ Draft, revise and edit short written texts with teacher support

Case Study 3: Portfolio Creation → Student-Teacher Conference

Background

As we have over 1000 children in P1, P2 and P3 participating in the PLP-R with only one reading room, we had to think strategically and logistically to house and access the huge number of Portfolios.

Collating Portfolio Contents

Our next job was to work out how we were going to find the time to collate all the work that had been done to date as we didn't have the human resources to undertake such a massive job.



After some thought, it was decided to train the P5 and P6 as "Reading Room Helping Hands." We asked for volunteers to come to our training session at lunch. The 10 minute session showed them how to place worksheets in the Portfolios and to file Portfolios in the cupboards.

Our 8 Reading Room Helping Hands learnt quickly and completed the operation in 30 minutes. This was an opportunity for celebration!!! A log of the Reading Room Helping Hands names is kept to ensure they are provided with some *recognition* at the end of the semester.

Introductory Portfolio Lesson

We realized that that we also needed to introduce the children to their Portfolios, what they were for and how to place their worksheets into the Portfolio on completion. The team negotiated with the English panel for 1 x 35 minute lesson to provide the P1, P2 and P3 children with this information. The teachers modelled to the children how to place worksheets into their Portfolios. After this procedure, the children were given the opportunity to complete one worksheet and their "Self Portrait" for the title page. The children reflected pride and excitement as they carefully placed their work into their Portfolio.



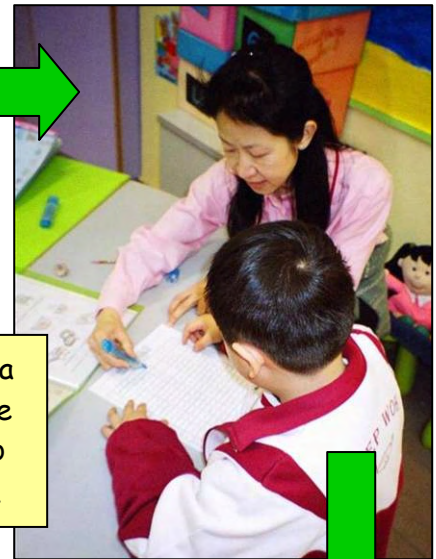
Using the Portfolio for Assessment Information for Students and Teachers

As shown overpage, the Portfolios can offer our students and teachers valuable information about learning. We gather informally during lessons through peer sharing and brief student-teacher conferences. If we don't have enough information about a student for the Unit Checklist, we can search through the Portfolio for more.

Case Study 3 continued: Portfolio creation → student-teacher conference

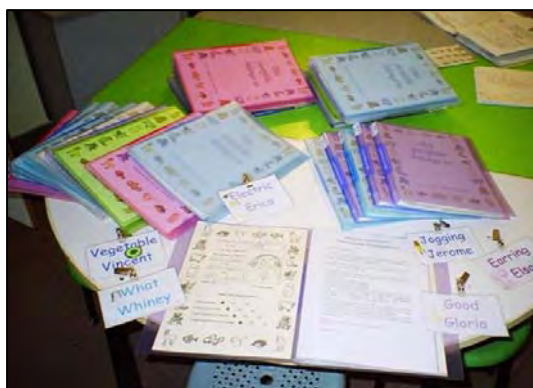


1. Students organise the contents of their Portfolios and monitor their own progress.



2. Teacher has a brief conference with students to discuss learning.

3. Students are encouraged for their organisation, effort and self-assessment through praise and stickers.



6. Teachers occasionally check Portfolios of some students to complete Class Unit Checklist or Class Profile.



4. Students share, peer-teach and peer-assess.



5. Portfolios are stored for easy access by teachers.

Notes:

A. PORTFOLIOS

5. RESPONSES ABOUT PORTFOLIOS – STUDENTS, PARENTS AND TEACHERS

From students:



I like keeping a Portfolio because it helps me to remember the words and sentences that I should know.

I like keeping a Portfolio because it reminds me of the words that I have learned.

I am happy because I can see the good work I have done in previous years.



It [Portfolio] tells me what I have learned in the PLP-R and the level I have gained.



From teachers:

George – “Motivated students are starting to take pride in the way they complete the worksheets.”

Loraine – “The Portfolio contents become another form of Home Reading for students with their parents.”

Sheryl – “The parents I have spoken with think this is a very valuable process as it opens the lines of communication between the school (particularly the NET) and the community.”

Michele – “You can see that the room is quiet and productive because children are motivated with meaningful work. They see a purpose for making and maintaining their Portfolios”.

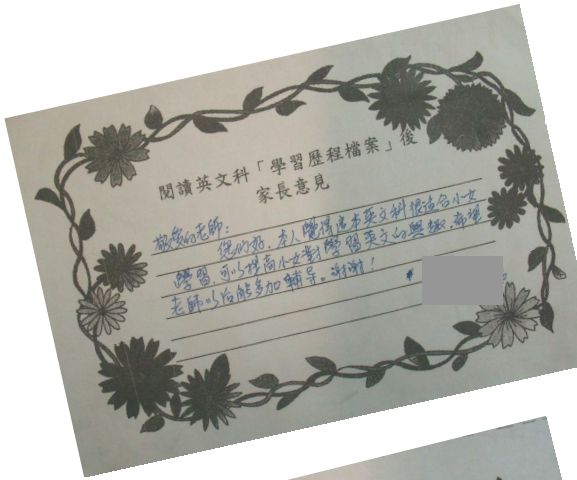
Dawn – “One parent told me that she appreciated the encouraging comments that I put on the worksheets in the Portfolios last year.”

From Parents:

What the parents wrote

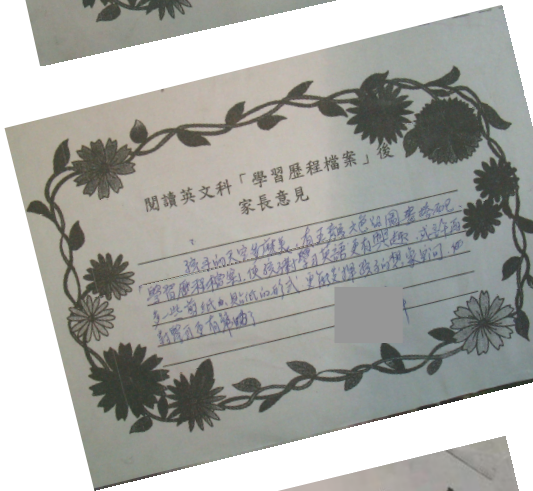
In English

What it tells us about learning and teaching



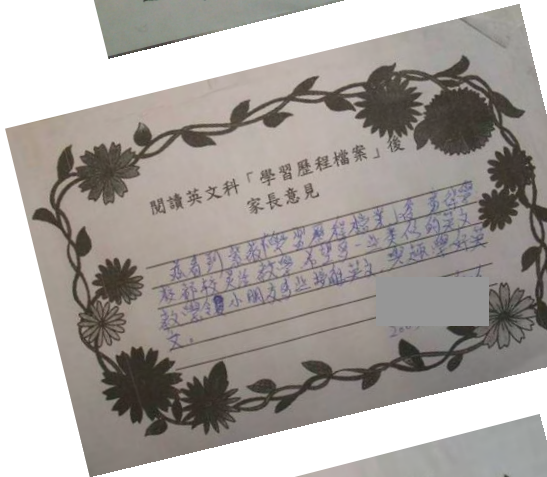
I think that what you are teaching is very suitable for my daughter to learn English. I hope she will gradually develop interest in learning English. I hope teachers will assist her more. Thank you!

Innovative teaching is valued by the parent



The world of the children is beautiful! There are very colourful pictures in the Portfolio. This arouses their interest in learning English. Perhaps you can consider adding more crafts and stickers which help develop children's imagination.

Feedback to teachers

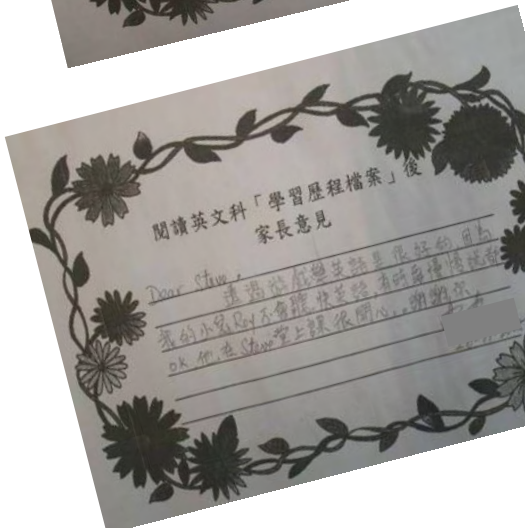


After reading the English Portfolio of my daughter, I've found that your school adopts a variety of teaching strategies. I hope there will be more so that our children have a wider exposure to English so as to raise their interest in learning and improving their English.

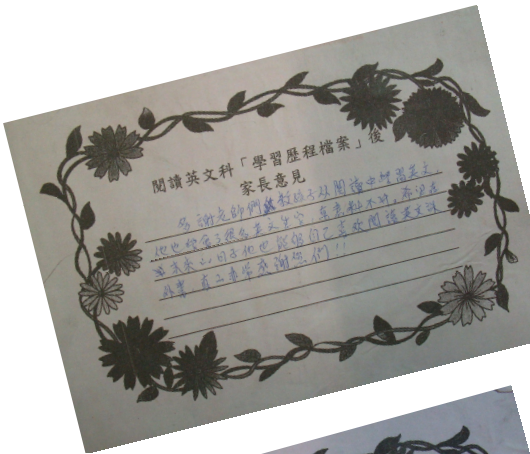
Innovative teaching is valued by the parent

Parent expectation

Parent has learned about the programme



Learning English through games is a good idea. My son, Roy, finds it difficult to follow people who speak English too fast. It's OK for him to follow those who speak slower. He enjoys Steve's English lessons very much. Thank you very much.



Thank you teacher for helping my child learn English through reading. She has learned a lot of vocabulary. This is really unexpected. I hope she will enjoy reading English books in the future. Thank you very much!!

Parent has learned about the programme

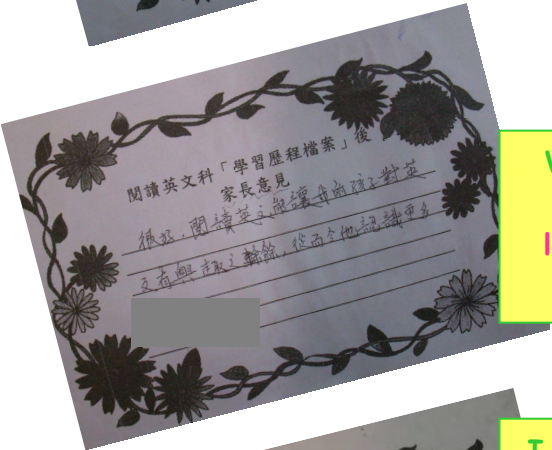
Parent sees learner progress

Parent values reading as learning

Parent expectation



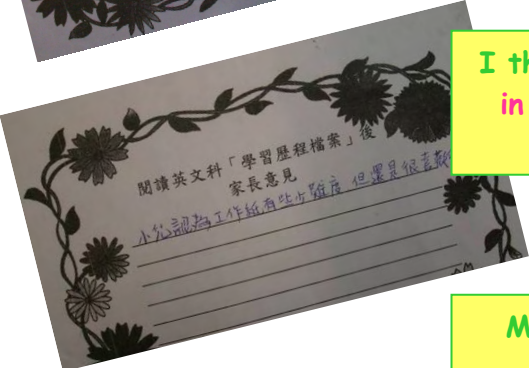
[My child] shows slight progress and I hope my child can build up confidence and interest in reading.



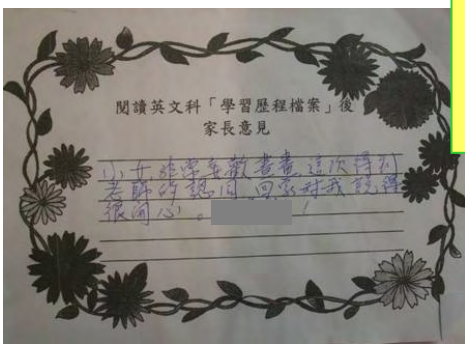
Very good! Reading helps my child develop interest in learning English. Besides, he has learnt a lot of vocab.

Parent sees learner progress

Parent sees their child's learning style



I think my boy has difficulties in completing the worksheet but he likes it.



My girl is fond of drawing. When she gets positive feedback from the teacher, she couldn't help telling me how happy she was.

Our thanks to the teachers and parents of Faith Lutheran Primary School for initiating this style of Portfolio reporting and sharing their parent feedback.

Notes:

B. MAKING AN ASSESSMENT PLAN

1. ASSESSMENT PLANS IN SUCCESSFUL READING ROOMS

(a) Indicators of Successful Assessment in PLP-R

In the pilot phase of the PLP-R (2004-06), the following practices were observed in schools which effectively used "assessment *for learning*":

- record sheets in some form were used during lessons
- all team (LET, NET and CA) observed and recorded
- assessment focus was mostly during *activity* work not whole class work
- systematic ways planned for teachers to move around the groups to support and mark worksheets / activities (e.g. T1 = Groups 1 and 2, T2 Group 3, CA = Group 4)
- worksheets marked in class (where possible) and formative feedback offered to individuals, groups or whole class
- Portfolios or files created to store students' worksheets, checklists, creations, information etc
- plans made (who, how, when, where) to assess each student for High Frequency Words, letter sounds and Reading Aloud
- collection of information organised on a large comprehensive class checklist or the PLP-R Reading Profile at later points in time (e.g. end of unit, end of term)
- class checklist or PLP-R Reading Profiles analysed for information about learning progress
- in co-planning, progress analysis discussed to make decisions about unit adaptation, classroom organisation, resource selection, or other
- assessment information is considered important information for other aspects of the *General English* lessons and activities
- parents are informed through a combined approach, e.g. briefings, Portfolios, displays, visits to the reading room, mock lesson in the activity hall, website



(b) Making an assessment plan for PLP-R

- ! The following questions are a springboard to create an assessment plan.
- ! As a team, discuss and answer all of the questions below. You will arrive at a range of decisions that form your first assessment plan!
- ! Revise this plan after each unit to ensure you maintain effectiveness.



1. How are the unit record sheets used during lessons?	
2. How do LET, NET and CA share observation of some students and recording?	
3. Is focus for individual assessment most effective during group or whole class activity? How can we be most effective?	
4. Is there a systematic way for LET, NET and CA to move around the groups to support, and assess student work? If not, how can we plan for this?	
5. Are worksheets marked during group work (where possible) and formative feedback offered? If not, how can we plan for this?	
6. Are Portfolios or files in place to store students' worksheets, information etc? If not, how can we plan for this?	
7. What is the plan for how to assess each student for High Frequency Words, letter sounds and reading aloud during unit?	
8. How / when is assessment information recorded on a comprehensive class checklist or Reading Profile?	
9. As a team, how are patterns discussed to inform future teaching / units? If not, how can we plan for this?	
10. How is assessment information used to inform other aspects of General English?	

The sum of your responses = Your assessment plan!

B. MAKING AN ASSESSMENT PLAN

2. ASSESSMENT PLANS FROM PLP-R SCHOOLS

The following plans have been sourced from two schools with successful PLP-R classrooms.

Sample 1: Shanghai Alumni Primary School (2nd year of PLP-R)

Before this school received professional development in Assessment Plans, the teachers had already commenced a planned approach to assessment.



Assessment Plan: Term 1				
		P1	P2	P3
1. Units completed		The Fish and The Cat	Crabs on a Rock	Make a Worm Farm
5. Assessment	Check sheet for reading behaviours	Sept	Sept	Sept
	Rubric on worksheets	Oct	Oct	Oct
	Listening to individuals read – running records	Sept	Sept	Sept
	Listening to individuals using phonics and HFW		Sept During Guided Reading	Sept During Guided Reading
	Collecting data for Portfolios	Sept	Sept	Sept
	Using Portfolios to report to parents	Sept	Sept	Sept
	Using assessment data in planning	Nov	Nov	Nov
6. Individual Reading occurs regularly		Sept	Sept	Sept
7. Home reading established		Nov	Nov	Nov
8. PLP-R related parent meetings	P1	Sept		
	P2 and P3	Nov		
9. Integration with GE (What are you doing?)		Not ready yet		

Sample 2: Kowloon Bay St John the Baptist Catholic Primary School (2nd year of PLP-R)

In the following answers to our questions, the NET reveals a clear plan has been developed by and for the school team:

<p>1. What recording tools are used in reading lessons?</p>	<ul style="list-style-type: none"> • High Frequency Word (HFW) lists • Running Records: We are just starting these. It has taken time to get the groups organised first. • records of the books and levels that each Guided Reading (GR) group has read; the book levels are dated and graphed.
<p>2. How do LET, NET and CA share observation of some students and recording?</p>	<ul style="list-style-type: none"> • LETs and NET test children for HFW. • NETs have started doing running records but LETs will be doing this too shortly, during the GR time – both individual reading and choral reading are observed during GR time. • Classroom Assistant (CA) observes children during the activity time and helps them when they have difficulty. • CA put children's work into their Portfolios. • CA will either mark their work on the spot or if they take them home to finish as homework, the LET will mark them. This is usually just a tick to show they have been seen and maybe a correction if needed. <i>No mark</i> is given.
<p>3. Is focus for individual assessment most effective during group or whole class activity? How can we be most effective?</p>	<ul style="list-style-type: none"> • Focus is during group activity. It is difficult to ascertain what the children know when assessment is done as a whole class activity as once one child knows the answer the rest will quickly follow. We found this when we did the HFWs. All the children appeared to be chanting along with the group but when we tested them individually we found that some children knew very few words. • We have started our own system of lists of 10 HFW words and children are taught these as a group and progress is marked off individually in GR. They also have a copy of these words in their Portfolios so they can hopefully practise them at home.
<p>4. Is there a systematic way for LET, NET and CA to move around the groups to support, and assess student work? If not, how can we plan for this?</p>	<ul style="list-style-type: none"> • In P1 classes the CA, LET and NET move around the groups to check on children's work and to mark it on the spot. • In GR classes, this is done by the LET and the NET. • The CA looks after the children in activities. She will usually concentrate on one or two activities, particularly new activities, to ensure children know what they are doing and that they are doing the activity correctly.
<p>5. Are worksheets marked during group work (where possible) and formative feedback offered? If not, how can we plan for this?</p>	<p>Yes. In P1 the LET, CA and NET do this together and give the children immediate feedback. I find this is also useful to show the CA and teachers how I give feedback, e.g.</p> <ul style="list-style-type: none"> • asking the children to find their mistakes rather than just telling them something is wrong and giving them the answer. • checking on language that we assume they know, e.g. What are these... (scissors)? What do you do with them...? What colour are they...? • giving positive feedback when they have done something well to reinforce that particular point, e.g. I liked the way you have a full stop at the end of every sentence; or XXX is a fantastic word to use. It makes your story interesting. Did you find it on the wall?

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<p>6. Are Portfolios or files in place to store students' worksheets, information etc? If not, how can we plan for this?</p>	<p>We are using the Portfolios as much as an extra reading source as we are for assessment recording. The children keep them in their reading bags and take them home to show to their parents. Their HFW lists are at the back so they can practise these with their parents. The children like to read the previous work they have done in class. This also helps them to remember the language they have learned.</p>
<p>7. What is the plan for how to assess each student for High Frequency Words, letter sounds and Reading Aloud during the unit?</p>	<ul style="list-style-type: none"> • We keep a record of HFW in the class folders for P2 &3. During GR, while the children are doing an activity the teachers gets individual children to read the lists and make a record of this. We have a form with all the words in each list and we check what the children know. When the group knows most of the words in one list we move on to the next. • Running Records are also kept in this folder as well as a reading record of which books each group has read, and the levels are graphed. Each group has a card to record the reading group's books. Any books that are not returned are also recorded on this. Teachers often make a note of whether the book was suitable, easy or hard and this helps them to select the next week's books.
<p>8. How / when is assessment information recorded on a comprehensive class checklist or Reading Profile?</p>	<ul style="list-style-type: none"> • Reading groups and books levels are recorded in the class folder. • We are also starting to record individual children's book level results from Running Records on a class list. • HFW are recorded in groups in this book. We have not done this as a class list as this would be double recording.
<p>9. As a team, how are patterns discussed to inform future teaching / units? If not, how can we plan for this?</p>	<p>Basically things that are noticed are discussed in the PLP-R planning meetings. e.g. word attack skill weaknesses and how we can overcome these; how to get the children to read more fluently etc.</p>
<p>10. How is assessment information used to inform other aspects of General English?</p>	<p>Probably very little at this stage. Most of the reading is done during the PLP-R. Probably the most effective input into the GE programme at this time are the reading strategies that are taught. This is an emphasis. If we decide there is a particular weakness, though, teachers will put some focus on this in their classroom lessons.</p>
<p>11. How are parents informed (e.g. through a combined approach, e.g. briefings, Portfolios, displays, visits to the Reading Room, mock lesson in the activity hall, website.)</p>	<ul style="list-style-type: none"> • We sometimes have visits to the Reading Room, but not during lesson time. On visits to the Reading Room we put out a selection of books that children are reading and explain how the lessons work. We also get their children to give them practical demonstrations of what they do during activities and many parents like to join in and play with their children The school has made a video on different aspects of the PLP-R that the parents are shown when they visit the Reading Room. • The parents see their children's Portfolios and listen to their children read. • We give children stickers if their parents have signed the reading log [Home Reading Booklet] so this helps to ensure they look at it. • We also put photos on the school notice board.

To view *videos* of this school's Reading lessons with an assessment emphasis — Running Records, High Frequency Words in Portfolios and teacher questioning and observation for Reading Strategies — see *PLP-R (KS1) Overview of Guided Reading (Video Package), (2006)* → Videos → *Workshop 2*.

Notes:

C. LINKS

1. LINKS TO CDI INITIATIVES

The Primary Literacy Programme - Reading (KS1) is a significant professional development initiative of the NET Section, Curriculum Development Institute, Education and Manpower Bureau, Hong Kong SAR.

The PLP-R (KS1) is a minimum two-year intensive professional development programme for Hong Kong teachers in KS1. It is structured into four Stages: Setting Up Stage, Implementation Stage, and Integration and Independence Stages. Within each stage, there are four components of professional development: Teaching Reading, Classroom Management, Whole School and Classroom Environment, and Assessment.

The PLP-R evolved in response to the **curriculum reform initiatives** of the Education and Manpower Bureau, Hong Kong. In particular, the PLP-R focuses on developing the approaches, concepts, strategies and policies described in the following Curriculum Development Council documents:

- *Learning to Learn (2000).*
- *Building on Strengths: Primary 1 to Secondary 3 - Basic Education Curriculum Guide (2002)*
- *English Language Education: Key Learning Area Curriculum Guide Primary 1 - Secondary 3 (2002)*
- *English Language KLA: English Language Curriculum Guide (Primary 1-6) (2004)*

These curriculum documents informed the development of **objectives** for the professional development activities of the PLP-R. In addition, **Exit Descriptors** have been developed for each stage of the PLP-R in the four components of the programme to assist teachers to monitor progress of the programme and their professional learning.

The objectives and Exit Descriptors strongly support the **Teacher Competencies Framework** published in *Towards a Learning Profession* by the Advisory Committee on Teacher Education and Qualifications, Hong Kong in 2006.

The following sections highlight the role of PLP-R and these EMB curriculum initiatives.



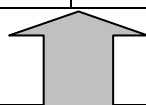
(a) Links to Teacher Competencies Framework (Hong Kong, 2006)

The following framework of teacher competencies can be found in more detail in *Towards a Learning Profession*, published by the Advisory Committee on Teacher Education and Qualifications (2006).

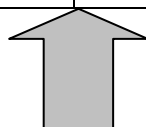
The ticks represent those competencies being explicitly developed in this professional development package, "Assessment Package 2: Using Portfolios to Assess Reading".

An overview of the Generic Teacher Competencies Framework

Teaching and Learning Domain	Student Development Domain	School Development Domain	Professional Relationships and Services Domain
<ul style="list-style-type: none"> ✓ Subject matter knowledge ✓ Curriculum and pedagogical content matter ✓ Teaching strategies and skills, use of language and multi-media ✓ Assessment and evaluation 	<ul style="list-style-type: none"> ✓ Students' diverse needs in schools ✓ Rapport with students ✓ Pastoral care for students ✓ Students' different learning experiences 	<ul style="list-style-type: none"> • School's vision and mission ✓ Policies, procedures and practices ✓ Home-school collaboration ✓ Responsiveness to social values and changes 	<ul style="list-style-type: none"> ✓ Collaborative relationships within the school ✓ Teachers' professional development • Involvement in policies related to education • Education-related community services and voluntary work



Six Core Values that Underpin the Whole Framework					
Belief that all students can learn	Love and care for students	Respect for diversity	Commitment and dedication to the profession	Collaboration sharing and team spirit	Passion for continuous learning and excellence



BASIC PREMIS: THE PERSONAL GROWTH AND DEVELOPMENT OF TEACHERS

(b) Links to PLP-R Professional Development Objectives for Assessment (2006 schools)

Each Stage of the PLP-R has a component in Assessment. Therefore, professional development for each stage of the PLP-R has an assessment focus. Professional development is provided through various modes:

- Central and school-based workshops
- Assessment Packages
- Advisory Teacher support in classrooms, at co-planning meetings, etc
- Cluster meetings
- PLP-R CDs, videos and materials
- PLP-R Teacher Manual

Each stage develops new and enhanced skills and knowledge, required to assess Reading, as outlined in the following tables "Objectives for Assessment in PLP-R (2006)".

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Setting Up Stage	Implementation Stage	Integration Stage	Independence Stage
<p>Introductory workshop: Observation and teacher talk</p> <ul style="list-style-type: none"> • become aware that PLP-R promotes formative assessment • become aware that reading skills are the basis of teaching and assessment in PLP-R • explore observation, questioning and feedback as first steps of formative assessment <p>Workshop: Matching students to book levels</p> <ul style="list-style-type: none"> • define key terms in relation to students' levels of reading • observe students' reading to identify word accuracy and comprehension, and • determine the instructional book levels of students <p>Workshop 1: Collecting and recording information / PD Assessment Package 1</p> <ul style="list-style-type: none"> • become aware of the assessment cycle • become aware of Reading Skills Framework • understand how to use observation checklists, worksheets, student record sheets and anecdotal notes for assessment information • match appropriate assessment techniques for reading skills to be assessed • consider classroom management strategies to create assessment opportunities <p>Assessment Package 2: Using Portfolios to assess Reading; Making an Assessment Plan</p> <ul style="list-style-type: none"> • become aware of the Reading Skills Profile and its purpose for long term assessment and planning • design student worksheet codes to assist teacher assessment during activities • explore the uses of student Portfolios for reading <p>Assessment Package 3: Using Profiles to assess Reading; Assessment for Guided Reading; Reporting</p> <ul style="list-style-type: none"> • learn to transfer assessment information to the Class Unit Checklists and Reading Skills Profile • analyse Class Unit Checklists and the Profile to make conclusions about learning • make decisions about future teaching and planning using assessment conclusions • Report to parents, teachers, principal and stakeholders 	<p>Workshop: Assessment for Guided Reading</p> <ul style="list-style-type: none"> • Define key terms relating to assessment for Guided Reading • Explore different techniques for assessment during Guided Reading <p>Practise and review</p> <p>Practise and review</p> <p>Practise and review</p> <p>Practise and review</p> <p>Practise and review</p> <p>Practise and review</p>	<p>Practise and review</p>	<p>Practise and review</p>

(c) Links to PLP-R Exit Descriptors

Exit descriptors have been developed for each stage of the PLP-R in the four components of the programme: Teaching Reading, Classroom Management, Whole School and Classroom Environment, and Assessment.

These descriptors assist teachers to monitor progress of the programme and their professional learning.

The following tables list the exit descriptors for Assessment in each of the four stages. The ticks represent how this package can assist teachers to achieve these.

PLP-R Exit Descriptors for Assessment

By the end of the Setting-Up Stage:

Students will have:	Teachers will have:
<ul style="list-style-type: none"> ✓ Gained some confidence when teachers observe, question and offer feedback ✓ Kept Student Record Sheets of letters / sounds and High Frequency Words that they recognize ✓ Placed work samples in their Portfolio • Maintained Home Reading record booklet 	<ul style="list-style-type: none"> ✓ Observed and questioned students to see what they know and can do in-class ✓ Provided verbal formative feedback to students about their learning • Planned classroom management strategies and teacher roles to create assessment opportunities in class ✓ Used assessment techniques (observation checklists, worksheets, student record sheets and anecdotal notes) to assess reading skills • Tracked student learning on Class Unit Checklists • Used Reading Skills from the Framework as the basis of any modification to activities or materials ✓ Started a simple Portfolio system for student work • Determined students' Independent Reading Levels for Home Reading • Determined students' Instructional Reading Levels for Guided Reading ✓ Reported assessment information to stakeholders

By the end of the Implementation Stage:

Students will have:	Teachers will have:
<ul style="list-style-type: none"> ✓ Responded with confidence to teacher questioning and feedback ✓ Used Student Record Sheets (e.g. letters / sounds and High Frequency Words) to plan what to learn next 	<ul style="list-style-type: none"> ✓ Refined their in-class assessment techniques ✓ Refined their classroom management and role descriptions to maximise assessment opportunities • Assessed students during Guided Reading • Reviewed students' Reading levels for Guided Reading groupings

<ul style="list-style-type: none"> • Used Reading Strategies to deal with unfamiliar words ✓ Maintained a Portfolio and used it to explain their progress to parents • Used Home Reading records to consider own reading interests and needs (self-assessment) 	<ul style="list-style-type: none"> ✓ Assisted students to use their Portfolios as a source of self-assessment • Transferred student learning from Class Unit Checklists to Reading Skills Profile ✓ Analysed checklists / profile for individual, group and class progress ✓ Use assessment analysis to tailor activities, groupings and / or resources for students who need intervention or extension ✓ Reported assessment information to stakeholders
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By the end of the Integration Stage:

Students will have:	Teachers will have:
<ul style="list-style-type: none"> ✓ Continued to demonstrate descriptors from previous stages ✓ Used Student Record Sheets and Portfolios to reflect on their learning in various English skills • Used Reading Strategies to deal with unfamiliar words in other English learning contexts 	<ul style="list-style-type: none"> ✓ Continued to demonstrate descriptors from previous stages ✓ Applied formative assessment techniques to other English skills ✓ Created formative assessment opportunities (classroom management) in other areas of English. ✓ Identified English skills from the ELCG for Integrated activities • Created checklists and worksheet codes using identified English skills ✓ Reported assessment information to stakeholders

By the end of the Independent Stage:

Students will have:	Teachers will have:
<ul style="list-style-type: none"> ✓ Continued to demonstrate descriptors from previous stages. ✓ Used Student Record Sheets and Portfolios to reflect on their learning ✓ Accepted that formative assessment is part of their learning process and have confidence to attempt new skills and strategies 	<ul style="list-style-type: none"> ✓ Continued to demonstrate descriptors from previous stages • Used the Reading Skills Framework to identify skills to be developed in Units of Work • Used information from the Reading Skills Profile to inform development of Units of Work ✓ Designed appropriate assessment techniques and tasks for Units of Work ✓ Reported assessment information to stakeholders

C. LINKS

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