



# Assess to Success

Reflecting Learning Outcome for SEN  
Students Using Multi-faceted  
Assessment Methods

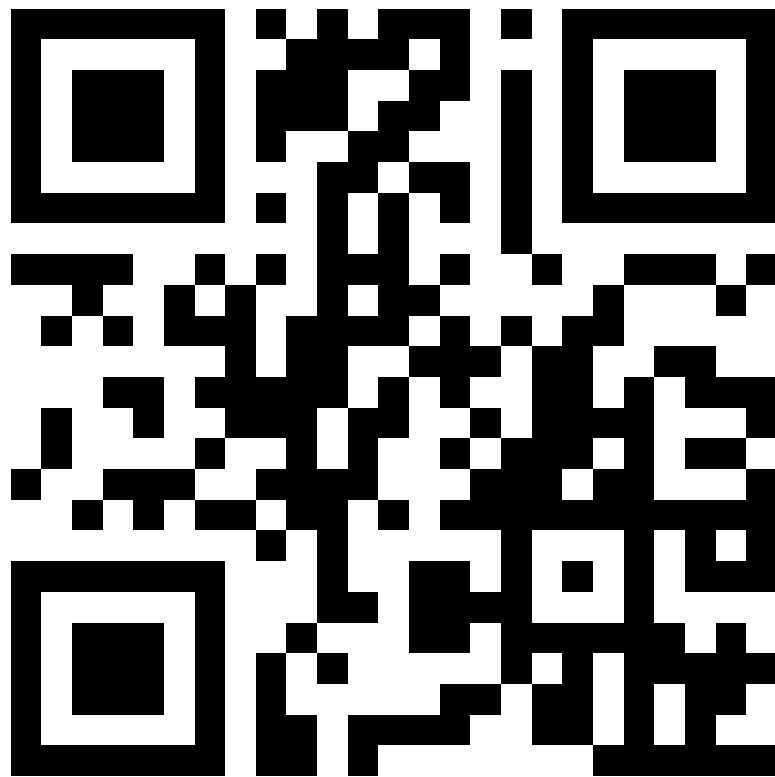
who

what

where

DON'T KEEP

# Powerpoint



# Background of i-Journey programme

## 2017-2018

- Programme A(1)  
Interdisciplinary Learning & Entrepreneurship Education
- Programme A(2)  
Catering for Students with Special Educational Needs (SEN)
- Programme A(3)  
STEM Education

## 2018-2019

- Programme A(4)  
Interdisciplinary Learning & Entrepreneurship Education
- Programme A(5)  
Assessment Literacy
- Programme A(6)  
STEM Education



Paid Non-local Study Leave Scheme for Secondary School Teachers

**COME WITH AN INQUIRY LEAVE INSPIRED**



# Christian Alliance College

宣道中學

Christian Alliance College

Miss Chu Sui Wa, Jo Jo

- Class Profile

- One-page Profile

# Use of Class Profile

Can **a class profile built on strengths** of students foster student engagement?

- To encourage teachers to recognise strengths of students prior to planning and adjustments in curriculum and teaching strategies

The following tools are used for getting a better understanding of students for creating a Class Profile:

- A. Strength-based questionnaire
- B. One-page profile
- C. 2 Online learners' style test and character test
- D. SEN report
- E. Attainment test result

# A. Strength-based questionnaire



# B. One-page profile

\_\_\_\_\_ 's One Page Profile

|                   |                           |
|-------------------|---------------------------|
| My Photo          | My Goals                  |
| Things I Like     | What People Like About Me |
| How to Support Me | Things to Know About Me   |

Provided by Mainline Area Special Needs Advocacy Group


## Online resources

*One page profile*


|  |   |
|--|---|
| <i>Me</i><br>Me  | <i>What people like and admire about me...</i><br>What people like and admire about me      |
| <i>History</i><br>History                                  | <i>Hopes and dreams for the next few months</i><br>Hopes and dreams for the next few months |
| <i>What's important to me...</i><br>What's important to me | <i>How best to support me...</i><br>How best to support me                                  |

# B. One-page profile

Actual samples used in local schools

MY  Instagram

NAME : \_\_\_\_\_ ○○○

 **100** posts    **2109** followers    **4000** following

**✓ FOLLOWING**

**student**

|  |  |  |
|--|--|--|
| #I am keen on...<br># I am confident in  | #My hobby is...<br>#The things I like are...   | #I have joined ECA such as...                |
| #The important persons to me is/are...   | #The difficulties in learning for me would be...   | #I feel stressed when...                     |
| #The effective ways for me to learn would be...<br>#Teachers who can help me in learning is/are... | #Ways that can help me concentrate are...<br>#My favourable learning environment would be... | #Ways that can relieve my stress would be... |

Designed by Crystal Wong

我的  Instagram

姓名 : \_\_\_\_\_ ○○○

 **???** posts    **???** followers    **???** following

**✓ FOLLOWING**

**New student**

|                     |                   |               |
|---------------------|-------------------|---------------|
| #我擅長... #我有信心的東西    | #我的興趣 #我喜愛的東西     | #我參加過的課外活動    |
| #對我最重要的人物           | #學習上我感到困難的地方      | #令我有壓力的原因     |
| #能幫助我學習的教授方法<br>#老師 | #能幫助我集中的方法<br>#環境 | #可以幫助我舒緩壓力的方法 |

Designed by Mancy Chan

## B. One-page profile

To find out:

A. Relationship map

B. Dreams

C. Learning log

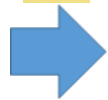
D. Matching

E. Staff can be involved

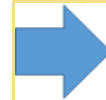
F. Decision making agreement (how and who)

## B. One-page profile

One Page  
Profile



What's working  
&  
What's not  
working



Action  
Plan

## C. Use of online learners' style test and character test

Learning styles test

[https://www.webtools.ncsu.edu/learningstyles/ilsweb\\_2.php](https://www.webtools.ncsu.edu/learningstyles/ilsweb_2.php)

Brigg's Myer -Learning style and personality test

<http://www.humanmetrics.com/personality/learning-styles>

<https://www.16personalities.com/ch/人格测试>

VIA Character Test

<https://www.viacharacter.org/survey/account/register>

- Extraverted (E) or Introverted (I)
- Feeling (F), Judging (J), Thinking (T), Sensing (S), Perceiving (P), Intuition(I)

### The 16 personality types

|      |      |      |      |
|------|------|------|------|
| ESTJ | USTJ | ENTJ | INTJ |
| ESTP | ISTP | ENTP | INTP |
| ESFJ | ISFJ | ENFJ | INFJ |
| ESFP | ISFP | ENFP | INFP |

# A Class Profile

## Class profiling



| Grade: 3<br>Teacher: Mrs. G.<br>Subject: Science<br>Standard: 6.23—The Lifecycle of Plants<br>Goal: Research and present information on a flower. |  |  |  |
|---|--|--|--|
| Purpose   | Students—Strengths   | Students—Weaknesses  | Students—Preferences/Interests   |
| Recognition(Learning “what”)  | Elizabeth—Thorough knowledge of flowers (annuals)<br>Jorge—Extensive vocabulary  | Kevin—Low vision<br>Brian—Limited English proficiency<br>Kiwa—Difficulty discerning key concepts when reading or listening   |  |
| Strategy(Learning “how”)  | Bill—Computer whiz; familiar with electronic encyclopedia and the Web<br>Marina—Very good at oral presentations<br>Jake—Talented at drawing        | Brian—Difficulty with organization when doing a project or paper<br>Sarita—Poor writing mechanics—spelling, proofreading, handwriting<br>Phillip—Fine motor difficulties |  |
| Affect(Learning “why”)  | Mandy—Very confident, strong self-esteem<br>Phillip—Extremely persistent through challenges<br>James—Leadership/works well in collaborative groups | Brian—Easily discouraged, afraid to take risks<br>Kiwa—Loses focus and dreams or distracts other kids<br>Helen—Personal concerns, often distracted                       | Elizabeth—Loves gardening, horses<br>Bill—Loves computer graphics, the Web, any new software program<br>Jake—Prefers hands-on activities<br>Brian—Thrives with a lot of structure<br>Jorge—Plays saxophone very well |

# A Class Profile





# YOT Chan Wong Suk Fong Memorial Secondary School

Ms Wong Wing Fun Edith

- Diagnostic Assessment
- Bloom's Taxonomy
- Narrative Assessment

# Subject-based Diagnostic Assessment

## Phonogram

Put up words with the following consonants.

|   |   |   |   |                     |
|---|---|---|---|---------------------|
| b | c | d | f |                     |
| g | h | j | k |                     |
| l | m | n | p | a . . . . n . . . . |
| q | r | s | t |                     |
| u | v | w | x |                     |
| y | z |   |   |                     |

e.g.

|   |   |   |
|---|---|---|
| b | a | n |
| c | a | n |

|   |   |   |   |   |
|---|---|---|---|---|
| B | o | R | W | d |
| I | F | a | J | v |
| m | G | A | n | D |
| K | x | Z | q | C |
| e | E | h | i | L |
| r | Q | U | t | T |
| j | N | Y | H | g |
| b | I | p | u | f |

## High Frequency Words

Teacher responsible: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

|        | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |         |       |        |          |
|--------|---------|---------|---------|---------|---------|---------|-------|--------|----------|
| a      | the     | all     | ride    | after   | put     | always  | tell  | about  | seven    |
| and    | three   | am      | saw     | again   | round   | around  | their | better | shall    |
| away   | to      | are     | say     | an      | some    | because | these | bring  | show     |
| big    | two     | at      | she     | any     | stop    | been    | those | carry  | six      |
| blue   | up      | ate     | so      | as      | take    | before  | upon  | clean  | small    |
| can    | we      | be      | soon    | ask     | thank   | best    | us    | out    | start    |
| come   | where   | black   | that    | by      | them    | both    | use   | done   | ten      |
| down   | yellow  | brown   | there   | could   | then    | buy     | very  | draw   | today    |
| find   | you     | but     | they    | every   | think   | call    | wash  | drink  | together |
| for    | came    | this    | fly     | walk    | cold    | which   | eight | try    |          |
| funny  | did     | too     | from    | warm    | does    | why     | fall  |        |          |
| go     | do      | under   | give    | were    | don't   | wish    | far   |        |          |
| help   | eat     | want    | going   | when    | fast    | work    | full  |        |          |
| here   | four    | was     | had     | first   | would   | got     |       |        |          |
| I      | get     | well    | has     | five    | write   | grow    |       |        |          |
| in     | good    | went    | her     | found   | your    | hold    |       |        |          |
| is     | have    | what    | him     | gave    | hot     |         |       |        |          |
| it     | he      | white   | his     | goes    | hurt    |         |       |        |          |
| little | into    | who     | how     | green   | if      |         |       |        |          |
| look   | like    | will    | jump    | its     | keep    |         |       |        |          |
| make   | must    | with    | just    | made    | kind    |         |       |        |          |
| me     | new     | yes     | know    | many    | laugh   |         |       |        |          |
| my     | no      | let     | off     | light   |         |         |       |        |          |
| not    | now     | live    | or      | long    |         |         |       |        |          |
| one    | on      | may     | pull    | much    |         |         |       |        |          |
| play   | our     | of      | read    | myself  |         |         |       |        |          |
| red    | out     | old     | right   | never   |         |         |       |        |          |
| run    | please  | once    | sing    | only    |         |         |       |        |          |
| said   | pretty  | open    | sit     | own     |         |         |       |        |          |
| see    | ran     | over    | sleep   | pick    |         |         |       |        |          |

## Reading Comprehension

Read the story below. Then answer each question about the story by circling the letter of the best answer.

Sam wanted to get Ann a dog for her birthday. Tomorrow Ann would be seven years old. Mum said, "Sam, we cannot get a dog for Ann. We cannot have pets until we move to a larger home. . . . Sam went to the store. There he saw a barking toy dog. He said, "That's the best I can do for now. Later I'll get Ann a real dog."

- At first, what did Sam want to get for Ann?
  - a birthday.
  - a dog.
  - a home.
- Why did Mum say they couldn't get a dog?
  - The pet would bark too much.
  - They would move to a larger home.
  - Their home was too small.
- Why did Sam want to get a dog for Ann?
  - Ann was sad.
  - Tomorrow would be her birthday.
  - Ann asked Sam to get her a surprise.
- Another word for pet is . . . .
  - animal.
  - house.
  - birthday.
- A good title for this story would be . . . .
  - Moving to a New Home.
  - Sam's Birthday Party.
  - A Surprise for Ann.

## Syllabification

|    | Word         | No. of syllables |
|----|--------------|------------------|
| 1. | isolation    |                  |
| 2. | department   |                  |
| 3. | relationship |                  |

- read the words to the student
- ask student how many syllables and why
- ask student to underline the vowels

## Writing

Write at least 80 words about yourself.

Myself

---



---



---



---



---



---



---



---



---



---

School Year: 2018 - 2019

Name: [REDACTED] English Teacher: WWF

Class: F.1D (Group 6) Class Teacher: FCK/YHL

### Part A

#### Assessment Results

(1) Attainment Test Date: 17<sup>th</sup> July 2018

| Listening<br>(32 marks) | 100%  | Reading<br>(38 marks) | 100% | Writing<br>(30 marks) | 100% | Total<br>(100 marks) |
|-------------------------|-------|-----------------------|------|-----------------------|------|----------------------|
| 6                       | 18.8% | 2                     | 5.3% | 0                     | 0%   | 8                    |

Attainment Test Result

(2) Diagnostic Assessment Date: 20<sup>th</sup> July 2018

| Letter Names | Sight Words | Comprehension | Writing (Myself) |   |   |   |   |   |   |   |   |          |  |       |
|--------------|-------------|---------------|------------------|---|---|---|---|---|---|---|---|----------|--|-------|
| Time         | Level       | Marks         | Grammar items    |   |   |   |   |   |   |   |   |          |  | Total |
| 40 (sec)     | 1-5         | (5)           | NE               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 24 Marks |  |       |
| 39           | 109         | 0             | 3                | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 4        |  |       |

Diagnostic Assessment Result

#### Guidelines for evaluating students' writing

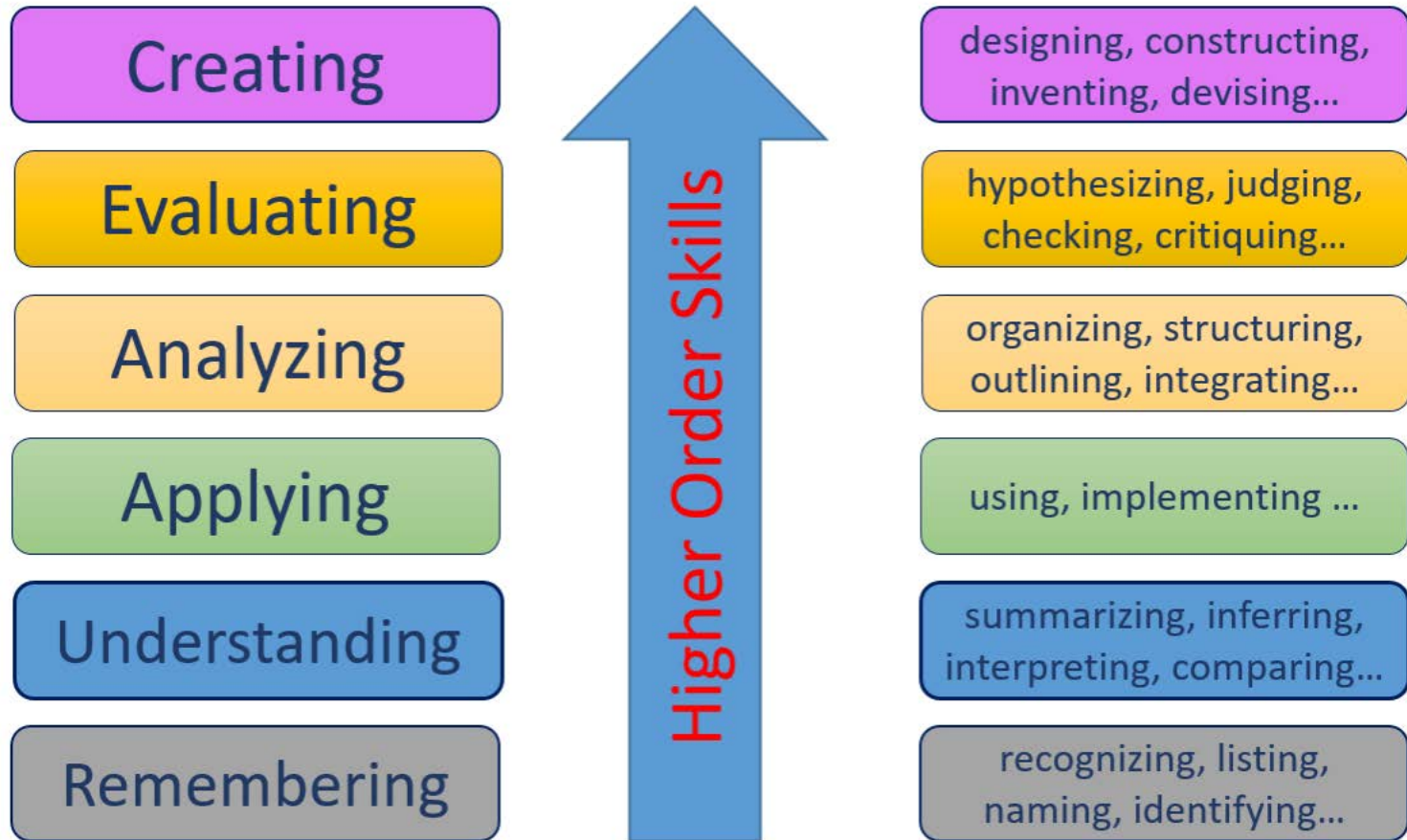
The following grammar items / conventions will be assessed:

| 1              | 2  | 3                        | 4                  |
|----------------|--|--------------------------|--------------------|
| Capitalization | Punctuation  | Spelling of common words | Verb Form          |
| 5              | 6  | 7                        | 8                  |
| Article        | Singular / Plural  | Preposition              | Complete sentences |
| NE             | Writing <20 words or two sentences will not be evaluated |                          |                    |

(3) Special Educational Needs

SpLD / SLI (moderate level)

# Bloom's Taxonomy



# Bloom's Taxonomy + Students' autonomy

Allow students to do the questions they are capable to do

- ✓ same scores but different menu
- ✓ making choices

|               | score | Student A                        | Student B                 | Student C                 |
|---------------|-------|----------------------------------|---------------------------|---------------------------|
| Creating      | 6     | Choose AT LEAST 3 questions      | AT LEAST 2 questions      | AT LEAST 1 question       |
| Evaluating    | 5     |                                  | AT LEAST 3 questions      | AT LEAST 3 questions      |
| Analyzing     | 4     | Choose NOT MORE than 2 questions | NOT MORE than 4 questions |                           |
| Applying      | 3     |                                  | NOT MORE than 4 questions | NOT MORE than 4 questions |
| Understanding | 2     |                                  |                           |                           |
| Remembering   | 1     |                                  |                           |                           |

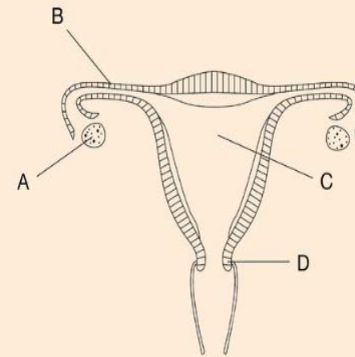
# 中五 生物科

## 23 HKALE 生物科 2013 年 II Q6a

在人類而言，女性和男性在生殖上扮演不同角色。討論女性和男性的生殖生理如何令兩性各自擔當其特定的生殖角色。(無需討論激素間的相互作用。) (10分)

## 20 Edexcel GCE (O) Human Biology Paper 1 Jan 2009 Q3a, c

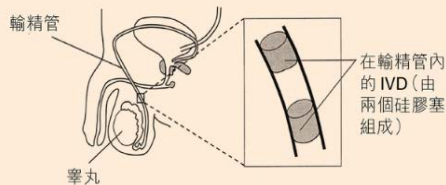
下圖顯示女性生殖系統。



- a 寫出部位 A、B、C 和 D 的名稱。(4分)
- b i 指出男性每次射出大量精子的好處。(2分)
- ii 描述精子和卵在結構上兩項不同之處，並分別解釋這些差別怎樣有助生殖進行。(4分)

## 19 HKCEE 生物科 2011 年 I Q4

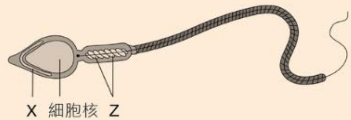
現時最普遍的男性避孕方法是使用避孕套。在每條輸精管內植入內置物 (IVD) (如下圖所示) 是一種尚在研究中的男性避孕方法。



- a IVD 和女性用的子宮環是否以相同的生物學原理運作？根據這兩種方法如何達致避孕來解釋你的答案。(2分)
- b 如男性使用 IVD 避孕，他的第二性徵會否受影響？為甚麼？(2分)
- c 除了價格便宜和方便使用外，提出使用避孕套比使用 IVD 的一項較佳之處。(1分)

## 17 Edexcel GCE (AS) Biology (Salters-Nuffield) Unit 2 Jun 2009 Q3

下圖顯示人的精子。



- a 寫出構造 X 和 Z 的名稱。(2分)
- b 解釋以下構造怎樣幫助受精發生。(4分)
- i 構造 X
- ii 構造 Z

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Higher Order Skills

# Narrative Assessment



## Introduction

- widely use in New Zealand
- to help those involved in **learning and teaching** to notice, recognise, respond to, and revisit student learning in ways that are **meaningful** for students, their families and educators

(Carr, Jones, and Lee, 2005; Cowie, 2000; Ministry of Education, 2005)

# Narrative Assessment



- When assessing students with different learning abilities within educational settings, it is very often, **the learners** themselves **have not been** traditionally **part of this process.**



Catering for individual differences is intended to **understand how students are able to learn well** and what are the **appropriate ways to help them learn better continuously.**



It is essential to let all parties including **teachers, parents** and especially the **student** him/herself know and celebrate their improvement which is not just measuring by "**marks**".



who

what

where

DON'T KEEP

## Questions should be included in Learning story / History / Background

1. Are you born in Hong Kong?  
If yes, go to No.3  
If no, go to No.2
2. How long have you been in Hong Kong?
3. Who live with you?
4. Who help with your homework / English at home if you have any problems?  
(parents / brothers and sisters / private tutors ...)
5. Do you like English?
6. Can you use a few words to describe / tell the English lessons in your primary school?  
(your feeling / the class learning atmosphere / your teachers / your classmates...)
7. Which area is your strongest one?  
(reading, writing, listening, speaking, grammar, spelling, dictations...)
8. Which area is your weakest one?  
(reading, writing, listening, speaking, grammar, spelling, dictations...)
9. Do you want to get better in English when you are in our school?
10. Give him / her a piece of paper /card to write down a motto / expectations / promise for himself / herself.

e.g.

*I can get better in English soon.*

*I will try to do more in English.*

*I will try to spell one word every day.*



who what where

## The *'Must Ask Questions'* in Narrative Assessment / Weekly Journal



1. Can you use a few words to describe / tell the English lessons in this week?
2. Tell me things that you want to praise yourself.
3. Which part(s) /exercise(s) / assignment(s) is /are the most difficult part(s)?
4. When you came across these difficulties, what did you do?
5. If you have a second chance, how would you do it next time?
6. Which area(s) do you want to improve most?
7. **What can we do together to make it happen?**

# Narrative Assessment

## Other Observation in Class

YOT Chan Wong Suk Fong Memorial Secondary School.  
English Language Department.  
Individual Learning Plan.

School Year: 2018-2019

Name: [redacted] English Teacher: WWF

Class: F.1D (Group 6) Class Teacher: FCK/YHL

### Part A. Assessment Results:

## Attainment Test

(1) Attainment Test: Date: 17<sup>th</sup> July, 2018

| Listening<br>(32 marks) | Reading<br>(38 marks) | Writing<br>(30 marks) | Total<br>(100 marks) |
|-------------------------|-----------------------|-----------------------|----------------------|
| 6 <sup>0</sup>          | 2 <sup>0</sup>        | 0 <sup>0</sup>        | 8 <sup>0</sup>       |
| 18.8%                   | 5.3%                  | 0%                    |                      |

(2) Diagnostic Asses

## Diagnostic Assessment

| Letter Names | Sight Words | Comprehension | Writing (Myself) |                |                |                |                |                |                |                | Total          |                |
|--------------|-------------|---------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
|              |             |               | Grammar items    |                |                |                |                |                |                |                |                |                |
| Time (sec)   | Level       | Marks (5)     | NE               | 1              | 2              | 3              | 4              | 5              | 6              | 7              | 8              |                |
| 40           | 1-5         | (5)           | 0 <sup>0</sup>   | 3 <sup>0</sup> | 0 <sup>0</sup> | 1 <sup>0</sup> | 1 <sup>0</sup> | 1 <sup>0</sup> | 0 <sup>0</sup> | 0 <sup>0</sup> | 1 <sup>0</sup> | 4 <sup>0</sup> |

Guidelines for evaluating students' writing

The following grammar items / conventions will be assessed:

| 1              | 2   | 3                        | 4                  |
|----------------|---|--------------------------|--------------------|
| Capitalization | Punctuation   | Spelling of common words | Verb Form          |
| 5              | 6   | 7                        | 8                  |
| Article        | Singular / Plural   | Preposition              | Complete sentences |
| NE             | Writing <20 words or two sentences will not be evaluated. |                          |                    |

(3) Special Educational Needs

SpLD / SLI (moderate level)

### Part B. Narrative Assessment

(1) Learning Story

## Learning story

A timid, skinny girl with lovely smile. She was diagnosed with SpLD and SLI (moderate level) when she was in primary school. She lives with her mother and an elder brother who was one of the old boys in our school. He was also diagnosed with speech and language problems and SpLD. Without too much family support and learning models, the academic performance was continuously at a very low level when she was in primary school. She has motivation to learn but need much more time to warm up and a great deal of encouragement.

When doing the diagnostic assessment, she could not write letter names when the average time

## Learning Focus

(2) Learning Focus  
Duration: September 2018

| Learning Focus   | Resources           | Remarks  |
|--|---------------------|--|
| → building up rapport  | recess<br>lunchtime | → nice<br>→ willing to talk but a bit slow   |
| → say at least a sentence or answer a question in class  |                     | → more and more willing to answer questions with invitation  |
| → read aloud with Word Wizards<br>(Targeted vocab items)<br><u>Months</u> – September, October, November, December.<br><u>Hobbies</u> – dancing, hiking, reading, swimming, cooking and playing basketball | i-pad               | → tried hard but need encouragement.<br>→ able to read the targeted vocab items of months.<br>→ able to read the targeted vocab items of hobbies except 'playing basketball'.  |
| → spell words with Word Wizards<br>(Target vocab items)<br>September, October, November, December  | i-pad               | → able to spell more unfamiliar words.<br>→ able to spell more and more targeted vocabulary items.<br>6 Sept – 6 months<br>10 Sept – 7 months<br>12 Sept – 9 months<br>18 Sept – 10 months with 2 more sentences (though with spelling mistakes) |
| → individual video recording to talk about hobbies   | i-pad               | → was a bit nervous at the beginning.<br>→ changed into pair work and felt more comfortable when doing with her partner.<br>with adjustment  |

(3) Other Observation in class

- hard working with good learning attitude.
- always paid full attention in class
- could follow the instructions well.
- writing ability is a little bit better than reading
- tried hard to spell words.
- individual help outside classroom

## Additional Information

(4) Additional information

- responsible for borrowing i-pads for the class in order to give more chances to speak and communicate with other adults.
- told the class about the fallen trees around her house after typhoon without too much hesitation. (19 Sept, 2018).
- 'success teaches success' applied.

# Expected outcome



- Students with special educational needs can be assessed **in an addition way** in order to get the sense of success and **facilitate the initiative to learn** even they are not able to get good marks in traditional assessments.

**Success  
teaches  
success**

# Samples

