

Scaffolding Exercises that Guide Assignment Writing and Concept Building

Some scaffolding exercises are given to students to strengthen their understanding and learning. Students need to discuss in groups, or work on their own to think and reflect. The exercises are designed to provoke high order thinking and encourage students to comprehend knowledge themselves. Some of the scaffolding tasks are done as a group to enable social rapport among students.

The following shows the artifacts collected from students of an exercise that ask students to design a rubrics.

	Grammar	Vocab { spelling diversity	organization	Content
5		<ul style="list-style-type: none"> * Powerful and engaging words * Wording is accurate and precise 	well organized, fluent & correct	<ul style="list-style-type: none"> * clear, focused and answers readers' questions * Relevant, accurate details
4		<ul style="list-style-type: none"> * Effective and creative verbs and nouns * Wording mostly correct 	organized, fluent & correct	<ul style="list-style-type: none"> * Writers understand topic * Credible details with some support
3		<ul style="list-style-type: none"> * Some active verbs and precise nouns * Words begin to enhance meaning 	reasonably fluent with some mistakes	<ul style="list-style-type: none"> * General topic defined * Details present but not precise
2	<p>Good that you have tried to delineate each domain by consistency details</p> <p>A well developed topic that covers important domains of assessment</p>	<ul style="list-style-type: none"> * Generally correct words * Words convey general meaning 	frequent errors	<ul style="list-style-type: none"> * Readers left with many unanswered questions * Glimmer of main point
		<ul style="list-style-type: none"> * Vocabulary is limited * Simple words used incorrectly 	major and frequent errors	<ul style="list-style-type: none"> * Searching for a topic * Vague details

B) Book Report

	Poor 1	Fair 2	Excellent 3
Use of Language (30%) (Grammar, vocab, punctuation, etc.)	Poor use of language features with large amount of grammatical errors.	Include some use of language features with occasional grammatical errors.	Extended use of language features and sentence structures. High accuracy in grammar.
Content (40%) (Relevance of the book, reflection, etc.)	Lack of understanding of the book and irrelevant to the content. Very superficial reflection.	Demonstrate some understanding to the book and provide basic reflection.	Highly relevant to the book. Demonstrate excellent understanding of the book. Insightful reflection and critical thinking towards the book.
Organization (Coherence) (20%)	Progression of ideas is not controlled, weak connection between ideas.	A lack of clear directions, yet manage to express ideas in an understandable manner.	Smooth flow of ideas. Good use of connectives. Clear presentation of points. Good paragraphing.
Style (Genre) (10%)	Very limited range of word choice. Inappropriate text format and tone.	Fair range of word choice. Inconsistent use of tone and text format.	Appropriate text format. Correct use of tone. Rich range of word choice. Sentence fluency is well demonstrated.

→ 4 levels would be best.
 → for learners to reflect on their performance.
 → modify rubric to different level of classes.

 IMPRESSIVE


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A comprehensive rubric - covering relevant domains with expectations, and allocation of %.
 A good effort - a complete class exercise.

Below shows some artifacts gathered in a task about POA/TSA/SSPA.

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Group Activity: Part 1



Part A: You will be assigned to look at the content of an assigned policy (POA/SSPA/TSA) and will be asked to report on its parts

POA Information Sheet (The Primary One Admission System)

Eligibility of students	<p>The child must:</p> <ul style="list-style-type: none"> * reach the age of 5 years 8 months when he/she is enrolled in P1 in Sep. * be a HK resident * not be attending any primary school * have never been allocated a p1 place.
Applying for a Discretionary Place	<ul style="list-style-type: none"> → The system is divided into two stages: the "Discretionary Places Admission" stage and "Central Allocation" stage. → Parents could choose to enroll their children with particular schools in mind. Unsuccessful applicants will participate in the Central Allocation. → Direct subsidy scheme primary schools, private primary schools and primary schools of the English Schools Foundation are excluded from the system.
Aim of the System	<ul style="list-style-type: none"> → The POA is designed to <i>eliminate the pressure imposed on young children by the intense competition to</i>
"Discretionary Places Admission" Stage	<ul style="list-style-type: none"> → Parents may apply to only ONE government or aided school which may be in or outside the school net in which they reside. <i>(enter popular primary schools and)</i> → The applicants will be selected according to the Points System. <i>the adverse effect this</i>
The Points System	<ul style="list-style-type: none"> → If the number of applications for discretionary places in Category (B) received by a school exceeds its quota, the school should admit the applicants according to the Point System. <i>on education at the kindergarten level.</i> → The Point System description <ol style="list-style-type: none"> 1. Parents teaching or working full time in the kindergarten or secondary section of the same address as the primary school. (20 pts) 2. Siblings studying in the same address as the primary school. (20 pts) 3. Parents being a school manager of the primary school. (20 pts)
	<ul style="list-style-type: none"> 4. Parents or siblings being a graduate of the primary school. (10 pts.)

8. Applicant of the right age (3pts)

5. First-born child (5pts)

6. Same religious affiliation (5pts)

7. Parents being a member of the same organization which sponsors the operation of the primary school. (5pts)

"Central Allocation" Stage	<ul style="list-style-type: none"> → Children who have not been offered a discretionary place will participate in the central allocation. → Central Allocation involves computer-controlled processing of the unrestricted school choices and then the restricted ones.
Common Criticisms	<ul style="list-style-type: none"> → Unfairness → Too many quotas are being taken by POA, thus disallowing fair competition






Group Activity: Part 1

Part A: You will be assigned to look at the content of an assigned policy (POA/SSPA/TSA) and will be asked to report on its parts .

TSA Information Sheet

<p>Aim of the System</p> 	<ul style="list-style-type: none"> → school improvement, provide school with data to enhance the effectiveness of learning and teaching . → provide government and schools with info. on school standards in Chinese, English Language and Maths
<p>Design and Execution of the System</p>	<ul style="list-style-type: none"> → The TSA is regarded as a <u>low</u>-stake assessment. Its result will give information about the performance of Hong Kong students for the government. The results will not be provided to third parties. → The TSA mostly consists of <u>written tests</u> in the three designated domains. They were designed by professionals such as experienced teachers, based on each subject's curricula. → Each subject assessment can be considerable long. Thus, it will be divided into several sections, and every student only has to be assessed on one of them. → Students in which forms/levels <u>P3, P.6, S.3</u> must participate in the TSA. → The passing level of performance is created and evaluated by a designated group of professionals, such as experienced teachers and experts in curriculum design.
<p>Assessment Content</p>	<ul style="list-style-type: none"> → The Chinese Language Assessment consists of five parts: <u>reading, writing, listening, speaking and audio-visual</u> → The English Language Assessment consists of four parts: <u>reading, writing, listening, speaking</u> → The Mathematics Assessment consists only of one single part.

Common Criticism	<ul style="list-style-type: none">→ questions are not frequently evaluated → limit validity of test→ waste of public resources.→ mechanical drills lead to considerable anxiety
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Group Activity: Part 1

Part A: You will be assigned to look at the content of an assigned policy (POA/SSPA/TSA) and will be asked to report on its parts .

SSPA Information Sheet

Eligibility of students	The student must: - be a Hongkong resident - studying in a primary school participating in the SSPA system - never been allocated an SI place.
"Discretionary Place" Stage	<ul style="list-style-type: none"> → The system is divided into two stages: the "Discretionary Places Admission" stage and "Central Allocation" stage. → Parents could choose to enroll their children with particular schools in mind. Unsuccessful applicants will participate in the Central Allocation. → Secondary schools in the SSPA System may admit suitable students according to <u>their educational philosophy & characteristics</u> → They may make public the admission criteria and weighing prior to admission. → <u>INTERVIEWS</u> may be conducted. → The Education Bureau will match students' preferences against schools' successful and reserve lists. If a student is successful in both of the schools to which he/she applies, allocation will be based on the student's order of preference. → The remaining places will be filled through Central Allocation, which is based on the students' allocation band, parental choices of schools and random numbers.
Allocation Band	<ul style="list-style-type: none"> → Students' internal assessment results (forms: <u>end of primary 5 + both mid year & end of P. 6.</u>) will be used for the calculation of allocation bands and other education-related purposes.
Choice of Schools	The Secondary One Choice of Schools Form is divided into: <ul style="list-style-type: none"> → Unrestricted School Choices:

	→ Restricted School Choices:
Random Number	→ The random number is generated by the computer before running the central allocation program. It is used to determine the order of allocation within the same allocation band. → If the demand for school places of a certain school exceeds the supply, the student possessing a smaller random number within the same allocation band will be allocated a place first.
Allocation Process	→ There is a strict order in which the information (e.g. random number, choice) is to be processed.
Common Criticisms	→ unevenly distribution of places between different levels of schools → competition for places in ^{prestigious} schools is still intense.

broad-based education ✓ whole person development } primary.
 rooms for student to ~~exp~~ develop

further path // career // participation in society } secondary

Below shows the assignment guiding exercise. This aims to give students extra support outside lessons in assignment writing.

Guide to Write Assignment A (30%)

Assignment Part A : Short Review Paper (1000 words +/- 15%):

Based on a school reform document released by the Hong Kong government related to curriculum and/or assessment, write a review paper about the implications to school context.

Please follow the Instructional guide below in completing your assignment
When you complete the assignment content, please erase the guiding questions which are served as hints.

Selection of documents:

Students may choose from the below:

Curriculum Development Council. (2002) *Basic Education Curriculum Guide – Building on Strengths (Primary 1 to Secondary 3)*. Ch. 1. Hong Kong: Government Printer. (Web version: Retrieved 22-08-2013 from http://cd1.edb.hkedcity.net/cd/EN/Content_2909/html/index.html)

Curriculum Development Council. (2001). *Learning to Learn: the way forward in curriculum development*. (Web version: Retrieved 14-12-2012 from <http://www.edb.gov.hk/index.aspx?nodeID=2877&langno=1>)

Education Bureau. (2007). A Framework of School Assessment Practices. Retrieved 20-08-2013 from <http://www.edb.gov.hk/index.aspx?nodeid=2410&langno=1>

Education Commission. (2000). *Learning for life, learning through life: Reform proposals for the education system in Hong Kong*. HKSAR. (Web version: Retrieved 14-12-2012 from http://www.e-c.edu.hk/eng/reform/index_e.html)

Education Bureau. (2009). New Academic Structure “334” bulletin. Retrieved from <http://334.edb.hkedcity.net/EN/index.php>

Students can select other policy documents related to curriculum and/or assessment. Policies refer to guidelines and booklets that state the directions for curriculum and assessment, that published by the government. They may also be specific guidelines for either curriculum or assessment.

NOTE: Please select the government policy guides that were made in the period in 2000 or after:

Guide to Writing Assignment Part A

STEP ONE (Type accurately the APA format of the Document, either from printed materials/book/pamphlet or website) E.g.

- Curriculum Development Council. (2002) *Basic Education Curriculum Guide – Building on Strengths (Primary 1 to Secondary 3)*. Hong Kong: Government Printer. (Web version: Retrieved 22-08-2013 from http://cd1.edb.hkedcity.net/cd/EN/Content_2909/html/index.html)

(Make sure the selected policy was released from 2000 onwards)

STEP TWO (Select the Parts for Comment and Reflection)

- Considerations – You must select one section of the whole policy. Choose wisely, as this will be the basis of further elaboration of your views and ideas. **(Which part would you select from the Policy?)** E.g.

Curriculum Development Council. (2002) *Basic Education Curriculum Guide – Building on Strengths (Primary 1 to Secondary 3)*. Chapter 2: *Overview of Curriculum Reform – Reflection on Strength and Getting Ready for Action*. Hong Kong: Government Printer. (Web version: Retrieved 22-08-2013 from http://cd1.edb.hkedcity.net/cd/EN/Content_2909/html/index.html)

STEP THREE about 40 % of total words

What is the major focus of this part I am interested?

E.g. A framework, philosophical ideas, a teaching method, new approaches to teaching, ideas about some changes and new requirements in curriculum, teaching or assessment, effective learning strategies, concerns about student learning or special focuses of student learning outcomes, etc. Please select a focus that fits to your particular subject of study

STEP FOUR (Discussion and Implications) about 60% of total words

HERE - You need to think deeply and carefully about what the policy document means to you *in the position of a prospective teacher*, how you can apply and what you need to do, and your views to the policy

You may refer to the following questions in writing this part:

- **What** will you do in the classroom by this policy as a new teacher in school?
 - base on your selected focus, you may tell about e.g. effective teaching/assessment strategies that are particularly relevant to your subject area, specific to student learning in your subject or in general, or your own professional development in the school context, etc etc
 - give very precise description and avoid general terms used, pick up some jargons from the documents and explaining them by using examples,
 - use examples relevantly, one example can serve to explain many dimensions of
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the policy

- **Why** this focus is relevant to you as a new teacher (i.e. reasons, personal philosophy and mission, benefits, pros & cons, etc)? What differences would you bring to yourself by what you will do according to the policy (the aspect you focus on)
- **How** you will support your students' learning in your subject area (your own strategy, method, action plan, etc)
- **What** differences would you bring to your students by what you will do according to the policy (the aspect you focus on)?

Assignment One Assessment Rubric

Grade (Global Grade Descriptors)	Understanding of topics/key concepts	Authenticity	Critical Thinking	Organization	References
A (Outstanding)	Deep	Originality, illustrative examples, highly reflective, insightful	Innovative, logical, good reasoning	Well balanced	Good selection and adequately support author's views
B (Good)	Sound	Some originality, adequate examples, reflective	Logical, good development	Coherent/sound	Adequate and relevant
C (Satisfactory)	Adequate	Superficial, repeating/no varieties, thin	Lack extension, flaws in logical sequence	Clear	Marginally relevant/not relevant
C-/D	Partial	Inadequate/ Irrelevant	Weak	Disjointed/ ineffective	
F (Fail)	No evidence	Illogical/incorrect	No evidence	Major and frequent errors/ poorly organized	

YOUR Writing PLAN of Assignment One

STEP ONE & TWO (Type accurately the APA format of the Document, with selected part specified)

STEP THREE

What is the major focus of this part I am interested?

STEP FOUR (Discussion and Implications)

- What will you do in the classroom by this policy as a new teacher in school?
--base on your selected focus, you may tell about e.g. effective teaching/assessment strategies that are particularly relevant to your subject area, specific to student learning in your subject or in general, or your own professional development in the school context, etc
--give very precise description and avoid general terms used, pick up some jargons from the documents and explaining them by using examples,
--use examples relevantly, one example can serve to explain many dimensions of the policy
 - **Why** this focus is relevant to you as a new teacher (i.e. reasons, personal philosophy and mission, benefits, pros & cons, etc)? What differences would you bring to yourself by what you will do according to the policy (the aspect you focus on)
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 - What differences would you bring to your students by what you will do according to the policy (the aspect you focus on)?
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Some Common Mistakes

- ☒ Tautology: Use similar words without elaboration or explanation

The current education reform recommends development of students on generic skills, this includes critical thinking and creativity, and that it also caters for diversity and learning differences. In the future, I will teach students to think creatively and critically, and arrange the lesson by considering student differences.

- ☒ Put concrete examples, think of what you can do (in real, e.g. in a subject) by applying the concepts/ideas

- ☒ Over-stated/ over generalized statements

The government only provides the framework of education reform, but does not give clear instruction of what to do

Need to suggest what the government has not done, elaborate the problems it may cause, state the constraints and make suggestions for improvement

- ☒ Reasonable arguments

The government suggests the change of a curriculum framework, what is needed are corresponding changes in schools. For examples, to facilitate project learning and problem based learning, triple/double lessons are needed, flexible modes of study should be introduced with the support of computer hardware, flexible classroom settings which can be utilised for group meetings and individual studies....

- ☒ Avoid conceptual/superficial comments

- ☒ Teachers should be sensitive to the surroundings, they should adapt to the changes of the society and reform education

Avoid ambiguity, if the meaning is not clear to you, it should be confusing to readers.

Drop (Do not include) the points you yourself do not think you explain it clearly and without much value
