香港教育大學
The Education University
of Hong Kong

Honours Project—

A study on the influence of formative assessment on Hong Kong primary students' academic achievement in English writing

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1. Introduction

This paper reports the effects of formative assessment on students' academic achievement in English writing. As proposed by Black and William (1998, p.6), formative assessment is the process where evidence of students' achievement generated from the assessment is collected and interpreted by both the teachers and the students. The teachers use the evidence to modify their teaching instruction to meet students' needs while the learners utilize the assessment evidence to revise their learning strategies to achieve the purpose of improving their own learning.

In this paper, teacher's grading together with the comments and peer assessment will be the focus of this research due to the following reasons. Teacher's grading together with the comments has traditionally been putting on too much emphasis in Hong Kong's educational assessment culture and deeply rooted and valued by the society in general as a way to improve student learning. However, there is much more research in anglophone countries on suggesting the positive impact and the potential of using peer assessment as a mean to extend students' learning and enhance their academic achievement and motivation over the past two decades (Black and William 1998; McMillan 2007; Gielen et al 2010). In 2004, the education authority in Hong Kong also called on the schools and the teachers to adopt a new culture of assessment form, which is the peer assessment, to promote reflective thinking, self-improvement and to develop student as an active learner (CDC, 2004). Yet, these studies are mainly based on foreign settings than in Asian context. For studies that set in Hong Kong context, the target participants were high school students or college students. Less research is done in primary settings, especially in English Language subject. In view of these gaps in the literature, the value of this study is to investigate the potential of adopting peer assessment to enhance primary students' academic achievement in English language in Hong Kong local context.

The flow of this paper will be arranged in the following structure. It starts with a literature review on the potential and challenges of engaging teacher's grading together with comments and peer assessment in student learning. Next, it describes the design and the procedure of the research. This is followed by an analysis of the data collected and a discussion of the major findings. Finally, the limitation of the research is suggested.

2. Literature Review

2.1 Teacher's comments

Cauley & McMillan (2010) proposed that feedback is one of the key approaches that teachers can adopt to enhance students' academic achievement. Feedback which focuses on student progress towards attaining learning targets, and views mistakes as indispensable steps in learning is particularly effective. Through pointing out to learners the specific common misunderstanding in a particular content area and demonstrating approaches that learners can adopt to adjust their learning can trigger positive response from learners. Students would be eager to acquire what strategies they can use to better attempt a learning task next time, which leads learners to improve the quality of their assignment and maximize the chance of success in academic achievement.

However, negative correlation between teacher's feedback and students' academic achievement is found if teacher gives normative feedback. Normative feedback is comment that interprets students' performance from their ability. This type of feedback promotes comparisons between students and hierarchy in classroom (Kaplan & Maehr, 1999). When students receive normative feedback, they cannot view the correlation between their effort and their learning performance. Moreover, they cannot evaluate and compare their extent of improvement from the previous performance (Cauley & McMillan, 2010).

Grading is the process of using criteria to give marks to students' work. The use of assessment rubrics can increase reliability and consistency of marking. Through specify assessment criteria, students know what is important in the assessment task and they can reflect on their own strengths and weaknesses toimprove their learning outcome.

2.2 Peer assessment

As Xiao & Lucking (2008) proposed, peer assessment is the process where learners apply criteria to make judgments on their peers' assignments and offer written feedback at the same time.

Peer assessment is considered to be beneficial to student learning because it offers learners help from external resources, or in other words, their peers, such as

using feedback from peers' contribution to discover their learning problems and develop tactics to address the issues.   In this way, learners play an active role in their learning, where they can self-regulate their own learning progress.   The quality of peer feedback may not be as high as teacher's feedback, however, it can be given more instantly and frequently (Topping 1998).   One of the challenges of peer assessment is that it requires a long period of engagement and repeated practice to shape students into competent assessors.   Meanwhile, students may find peer feedback not useful because their peers may lack the appropriate expertise to give professional quality comments (Peterson & Irving, 2008).

One of the relevant foreign studies was conducted in the subject of Mathematics in a Pakistan secondary school to investigate the impact of formative assessment on students' academic achievement (Mehmood, Hussain, Khalid, & Azam, 2012).   In the research, a total number of 60 students from grade 10 were divided into experimental and control groups evenly.   Both groups were given an identical pre-test.   Students in the experimental group were later taught with formative assessment strategies including the use of peer written feedback about students' strengths and weaknesses.   The control group did not include formative assessment tactics during the treatment.   Two groups were then given an identical posttest.   It was found that the experimental group scored about a double higher mean (26.86) in the posttest than the control group (14.83).   The study suggests that the use of formative assessment can have a positive influence on students' academic achievement.

In Hong Kong context, there was a research (Lu & Law, 2012) done in the subject of liberal studies to investigate the impact of peer feedback and peer grading on students' academic achievement (final project present).   In the research, a total number of 181 students were involved.   They were required to give feedback to their peers through an online system called "iLap".   The result found that assessors who provided comments that focused on identifying problems and offering suggestions gained better performance at the end of the project presentation. Assesses who received positive affective comments performed better in the finale project presentation.

There was another research (Bryant & Carless, 2010) done in primary setting in English Language subject.   However, the focus was to investigate how students perceive the usage of peer assessment in improving their writing performance.   It was found that whether students considered peer assessment as a useful method to

improve learning performance depended on the quality of the feedback they received and the language proficiency of their peer assessors.

Although there are many studies on how peer assessment influence students' learning in previous literature, many of them were based in foreign settings.   For research that based in Hong Kong, it was conducted in high school or in subjects apart from English.   There are not much literature on primary settings and especially in English Language subject.

The two research questions are:

- What type of formative assessment has greater influence on students' academic achievement?

- In what ways does formative assessment influence students' academic achievement?

3. Research Method

To investigate the two research questions mentioned in the section above, quasi-experimental approach was used.   It involved the manipulation of a series of pre-tests and post-tests.   This research method was adopted since it enables researchers to identify the causal relationship between an intervention and a result without randomizing the participants (White,& Sabarwal, 2014).   It also provides meaningful data from research that has an exploratory nature (Yin, 2003).

3.1. Participants & research background

The research took place in a publicly funded primary school.   It involved a class of 26 Hong Kong Chinese primary 4 students, where English was seen as second language learning.   A unit was picked as the base of this research since it provides 2 grammar items and 2 text types that are at similar level and they are comparable. In this unit, students are expected to be able to achieve 4 things:
1. Use comparatives to compare 2 things (e.g. more beautiful than)
2. Use superlatives to compare 3 things (e.g. the most beautiful)
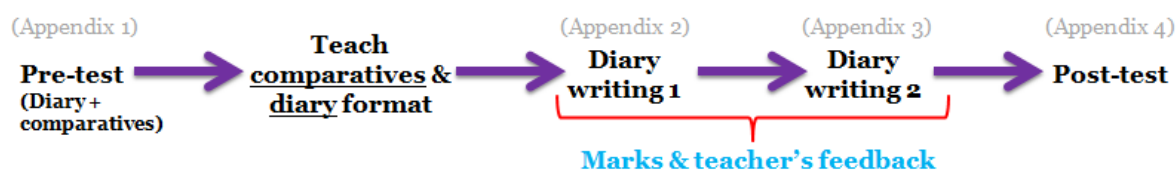3. Write a diary.
4. Write a letter.

3.2. Research procedure

Before any teaching, 2 pre-tests were carried out.   The first pre-test required students to write a diary which incorporated the grammar item (comparatives) in it. The second pre-test required students to write a letter which incorporated another grammar item (superlatives) in it.   The level of difficulty between the 2 pre-tests is similar, both requiring students to write in correct format, correct tense and match the correct adjectives to the pictures in forms of comparatives or superlatives.

After conducting the 2 pre-tests, teacher started teaching comparatives and the format of a diary.   After teaching, students were asked to do 2 diary writing tasks during the lessons.   For each diary writing task, students would receive marks and comments from teacher.   Students would need to do correction for their own writing on the following day.   After finishing the 2 diary writing tasks, a post-test was then conducted.   The level of difficulty of the post-test is similar to the first pre-test in terms of format, writing requirements and the theme.   At this stage, the teacher had spent 9 lessons on the first part of the research procedure.

Since the teacher had already carried out the two pre-tests, the second part of the research started by teaching students superlatives and the format of a letter.   After teaching, students were required to finish 2 letter writing tasks during the lessons. For each letter writing task, students would not receive teacher's comments or marks. Instead, students would conduct peer assessment, where they would swap their own writing with their peers and give comments to their partner on their writing. Students would be given a chance to revise their work according to their peer's comments on the following day.   After doing the 2 letter writing tasks, the teacher carried out the post-test.   Again, the level of difficulty of the post-test was deliberately made to be similar to the second pre-test in terms of format, writing requirements and the theme.   After conducting the post-test, the whole data collection process was done.   The teacher had spent 10 lessons (an extra lesson was used to teach students how to conduct peer assessment) on the second part of the research procedure.
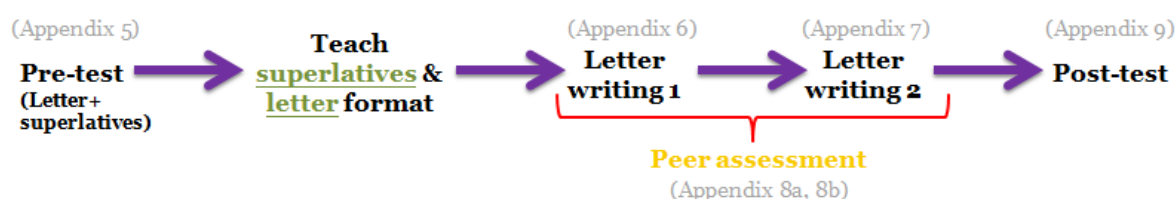
9 lessons

(Appendix 1) **Pre-test** (Diary + comparatives) → **Teach comparatives & diary format** → (Appendix 2) **Diary writing 1** → (Appendix 3) **Diary writing 2** → (Appendix 4) **Post-test**

Marks & teacher's feedback

10 lessons

(Appendix 5) **Pre-test** (Letter + superlatives) → **Teach superlatives & letter format** → (Appendix 6) **Letter writing 1** → (Appendix 7) **Letter writing 2** → (Appendix 9) **Post-test**

Peer assessment
(Appendix 8a, 8b)

Fig. 1　Research procedure

4. Results

4.1. Teacher's grading and comments

	Pre-test	Diary 1	Diary 2	Post-test
		↓ teaching	↓ teacher's grading & comments	↓ teacher's grading & comments
Mean:	41	52	70.5	84
*More able Ss:	43	57	81	90
*Less able Ss:	39	47	60	78

Fig. 2　Results of teacher's grading and comments

4.1.1. Influence on the overall class performance

Figure 2 summarizes the mean score students got in pre-test, the two diary writing tasks with teacher's grading and comments and in post-test.　According to the figure, the mean score for the pre-test is only 41 marks.　This particularly low mean score is reasonable since students took the pre-test before the teaching.　Students did not have much prior knowledge to the test.　However, after the teaching and after students submitted their first diary writing task, there is a slight increase in the mean

score, from 41 marks to 52 marks.   Between diary writing 1 and diary writing 2, students received teacher's marks together with comments and they did the correction of their own writing.   This treatment together with the teaching causes the mean score to increase for 18.5 marks, from 52 marks to 70.5 marks.   The whole treatment was repeated again after students submitted their second diary writing.   This causes the mean score to grow for 13.5 marks, where students ended up having a mean score of 84 marks in the post-test.   When comparing the mean score students got in the pre-test and the post-test, the use of teacher's grading and comments, together with the teaching, helps students improve for 43 marks.

4.1.2. Influence on more able students and less able students

   To further investigate the influence of teacher's grading and comments, the data result is further focused on more able students' and less able students' performance. The 26 primary 4 students were classified into more able students and less able students by a standardized test done at the beginning of the academic year. Students who scored 75 marks or-above were counted as more able students, while the remaining students were classified as less able students.   This is to assess how much students have mastered the English knowledge they learnt in primary 3. According to the findings, the use of teacher's grading and comments together with the teaching causes the mean scores the more able students got in diary writing 2 and the post-test to increase.   A rising trend of 24 marks was shown from 57 marks in the first diary writing task to 81 marks in the second diary writing task.   An improvement of 9 marks was also recorded between diary writing 2 and the post-test. When comparing the mean score the more able students got in the pre-test and the post-test, the use of teacher's grading and comments, together with the teaching, helps more able students improve for 47 marks.

   On the other hand, the mean scores of the second diary writing task and the post-test the less able students got also illustrated an upward trend with the use of teacher's grading and comments, together with the teaching.   The mean score grew from 47 marks in diary writing 1 to 60 marks in diary writing 2.   An improvement of 18 marks was also revealed between diary writing 2 and the post-test, where less able students ended up having a mean score of 78 marks in the post-test.   When comparing the mean score less able students got in the pre-test and the post-test, the use of teacher's grading and comments, together with the teaching, helps less able students improve for 39 marks.

Based on the above data result, a small implication can be seen:

The use of teacher's grading and comments together with teaching seem to have a bigger influence on improving more able students' academic achievement than the less able students.

4.2. Peer assessment

	Pre-test	Letter 1 (teaching)	Letter 2 (peer assessment)	Post-test (peer assessment)
Mean:	39	--	--	64
More able Ss:	42	--	--	66
Less able Ss:	36	--	--	62

Fig. 3   Results of peer assessment

4.2.1. Influence on the overall class performance

Figure 3 illustrates the mean score students got in the pre-test and the post-test under the treatment of peer assessment for 2 times.   Based on the findings, the overall mean score of the pre-test was very low, with only 39 marks.   Yet again, this particularly low mean score is reasonable because students took the test before the teaching.   They did not have much prior knowledge to the test.   However, the overall mean score of the post-test after the treatment of peer-assessment together with the teaching was 64 marks, which showed an improvement of 25 marks.

When considering the extent of improvement on more able students and less able students, the use of peer assessment together with the teaching causes the mean score of both more able students and less able students to increase.   When comparing the mean score the more able students got in the pre-test with the post-test, a growth of 24 marks was recorded, from 42 marks in the pre-test to 66 marks in the post-test.   Regarding the less able students, an increase of 26 marks of the mean score was found between the pre-test and the post-test after the treatment of peer assessment, growing from 36 marks to 62 marks.

Based on the above data result, another brief implication can be dawn:

The use of peer assessment together with the teaching seem to have a greater influence on improving less able students' academic performance than the more able students.

4.2.2. Influence of different types of comments

When conducting peer-assessment, students were given an evaluation form (Appendix 8a, 8b) to fill in.   It required students to write comments about the strengths of their peer's writing and how their peer can improve their own work. Students' comments were collected, analyzed and classified into 2 categories, namely cognitive comments and affective comments.   Cognitive comments are feedback that focuses on the content of the writing, such as identifying problems, giving suggestions and explanations or addressing the language in general.   Affective comments are feedback that uses positive or negative affective language to praise or criticize the quality of the writing.   Figure 4 summarizes the coding details of cognitive comments and affective comments and provides examples respectively. From the data result, it was found that some students gave cognitive comments and affective comments at the same time.   For these cases, if students give more cognitive comments than affective comments, then the researcher would count the student's partner as receiving mostly cognitive comments.   Vice versa, if students provide more affective comments than cognitive comments to their partner, then the researcher would count the partner as receiving mostly the affective comments. Students who gave the same number of cognitive comments and affective comments to their partner were later excluded in the data analysis since there were very few of them.

Categories	Definition	Example
Cognitive comments		
Identifying problems	State specific issue in the writing	"The way you used the adjective is wrong."
Giving suggestions & explanations	Offer a method to address the problem and provide the reasons behind	"You should use past tense because it was in the past."
Addressing Language	Comments addressing the writing in general	"Mind your spelling."
Affective comments		
Positive	Praise the writing	"very interesting!"
Negative	Criticize the writing	"You didn't finish it."

Fig. 4   Coding details of peers' comments

Fig. 5   Results of peer's feedback on more able and less able students

Regarding how cognitive comments and affective comments influence the mean score the more able and less able students got in the post-test, figure 5 reveals that after conducting peer assessment for 2 times, more able students who mostly received cognitive feedback, improve for 31 marks, from 42.6 marks in the pre-test to 73.6 marks in the post-test.   For less able students who also got cognitive comments more throughout the two peer assessment, the mean score increases for 37 marks, where students ended up having a mean score of 69 in the post-test.

For more able students who received mostly affective comments throughout the two peer assessment, they only improved for 17 marks between the pre-test (41.4 marks) and the post-test (58.4 marks).   The influence of the same condition on the mean score less able students got in the post-test is similar, it increases for 15 marks, with 40 marks in the pre-test and 55 marks in the post-test.

From the above data result, 2 implications can be pointed out:

1. *Receiving cognitive feedback together with the teaching seems to have a bigger influence on improving students' academic achievement than receiving affective feedback.*

2. *Receiving cognitive feedback together with the teaching seems to have a greater influence in helping less able students improve their academic achievement than helping more able students improve.*

5. Discussion

This small-scale research uncovered the effect of formative assessment on Hong Kong primary students' academic achievement in English writing. This study focused on the involvement of teacher's grading together with comments and the use of peer assessment. The findings illustrated that both teachers' grading together with comments and peer assessment have positive influence on students' academic performance, but with different degree of improvement on more able and less able students. In this section, the effect of teacher's grading together with comments will be first discussed, followed by the effect of peer assessment.

5.1 Effect of teacher's grading together with comments

In relation to the first implication from the findings, one possible reason to explain the result is that more able students may think what teacher says count because they consider teacher's feedback as more authoritative (Bryant & Carless, 2010). This contrasts with peer feedback where more able students may consider they cannot receive useful comments from their peers. It will be discussed more in later sections. Teacher's feedback are seen by the more able students as informative and corrective feedback. It provides concrete ideas for more able students to understand their own strengths and weakness and thus reflect on strategies to improve their learning tactics.

5.2 Effect of peer assessment

In view of the second and fourth implication from the findings, one possible reason to explain the greater improvement on less able students is that peer assessment empowers students to learn from their peers. When implementing peer assessment, a relatively psychologically comfortable environment is created, where the "knowledge authority", or in other words, the teacher, takes less involvement during the process. This stimulates the likelihood of less able students to ask questions, to express their opinions and to discuss issues with their peers instead of the teacher due to the less threatening learning environment when they receive comments from peers (Deakin Crick et al, 2005). In this research, less able students were paired up with more able students. By comparing their own writing with peers, less able learners are offered a chance to carefully examine the same assessment criteria again in their peer's writing. Students develop clearer understandings and gain insights into the assessment elements (Black et al, 2003; Reuse-Durham 2005). This prepares less able students to perform better in the

next assessment and enables them to take control of their own learning progress.

Another reason to explain the result on less able students is the receiving of cognitive feedback.   From the data result, this cognitive feedback includes comments on identifying problems, giving suggestions together with explanation and addressing the language of the writing.   Previous studies have shown that this type of specific feedback is particularly more helpful than comments in general in a writing task to less able students.   As Nelson & Schunn (2009) suggested, problem understanding through feedback that focuses on spotting problems or offering solutions or explanation is the key to improve a person's writing task performance. By explicitly identifying and describing the problem in a writing task, it shows less able learners the area to improve.   The provision of solutions adds extra information on how to fix the problem and the provision of explanation offers clarification of the comments given before.   This enables less able students to gain understanding of the actual problem in their writing and helps them develop a metal model to raise their performance in the next writing assessment.   This influence of justification also matches with the findings in Gielen et al's (2010) research, where positive effect was found in using informative feedback to improve writing performance of learners who acquire English as their second language.

The relatively small extent of improvement on more able students may due to their perceived language proficiency of their paired assessor.   Since in this research, more able students are paired up with less able students.   More able students may consider their partner lacks the requisite knowledge to provide useful quality feedback to improve their writing.   In Bryant & Carless's (2010) research, the findings also revealed that less able students assumed what their more able peers wrote was correct and therefore found it hard to identify errors.   Moreover, perceived validity is another issue that may contribute to the result.   When more able students receive feedback from their assessors, they may judge the quality of the feedback and only take action on comments that they consider as useful and valid in improving their academic performance.   This skepticism towards less able students prevents more able students to internalize peers comments, which may decline the influence of constructive feedback on performance (Yang et al, 2006).

5.2.1 The effect of affective comments

In relation to the third implication, the effect of cognitive comments has been discussed in the above section.   Although the influence of affective comments is

relatively small when compared to cognitive comments, it still helps students improve their academic performance.   As Henderlong & Lepper (2002) suggested, positive affective comments which state information about learners' performance attribution can provoke students' intrinsic motivation, learning interests and self-efficacy.   The smaller effect may due to the fact that affective comments sometimes are not informative or task—focused.   It may not state enough detailed information about a learner's personal strengths, therefore lower chances of feedback implementation.

6   Conclusion

In response to the proposition of implementing peer assessment as one of the new culture of assessment in classroom, this research provides an implication that there is potential in using peer assessment to improve Hong Kong primary students' academic achievement in English writing.   It also suggests that the use of different comments would have different extent of improvement on more able and less able students.   This research found that less able students benefit more from peer feedback.   However, there are some limitations in this research.   First, the scope is limited.   Only one class of 26 primary four students is involved.   There is no actual control group and treatment group.   Second, the duration of the research is restricted to 2 months only, where peer assessment can only be implemented for 2 times only.   The perspective of this research is diminished due to the time constraint.   It is suggested that future studies may consider involving more participants and prolonging the research period in order to gain deeper insights into whether assessors or assesses can benefits more from peer assessment to improve their academic achievement.

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Name: _____   P4A (   )

You are Angela.   You went to the Ocean Park on your birthday (5/5/2016).   Look at the pictures below and write a diary about the trip.

① 😆😆😆

② 😆😆😆😆😆

On my birthday/ go to / Ocean Park   **(play)   Turbo Drop**   **roller coaster**

③ 😍😍   😍😍😍

(see)   **penguins**

④ 😋😋😋😋   😊😊

(eat)   **French Fries**

⑤ 😖😖😖😖😖   😖😖😖😖

(see)   **crocodiles**

⑥   7p.m.

go home/ joyful

Use adjectives below to describe the activities or things:

frightening/ cute/ exciting/ delicious

_____

_____,

On my birthday, I went to the Ocean Park.   It was a sunny day.   I had a lot of fun there!

First, I played _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Finally, I went home at 7 p.m. by bus. I_____.

Name: _____ P4A (   )

Your English teacher wants to know what you did in the weekend.   Look at the pictures below and write a diary.
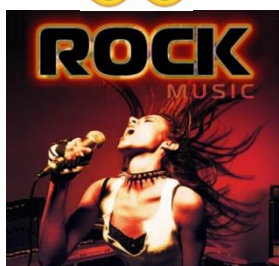
①

join/ a carnival/ in the weekend

② $30 $40

try/ shooting game/ basketball game/ expensive

③ 😍😍   😍😍😍😍

listen/ rock music/ jazz music/ relaxing

④ 👍👍👍👍   👍👍👍

buy/ Pikachu/ Doraemon/ lovely

⑤

eat/ ice cream/ exciting

_____

_____,

I joined a carnival in the weekend.   Many people went there too!   The carnival was large!

First, I tried_____
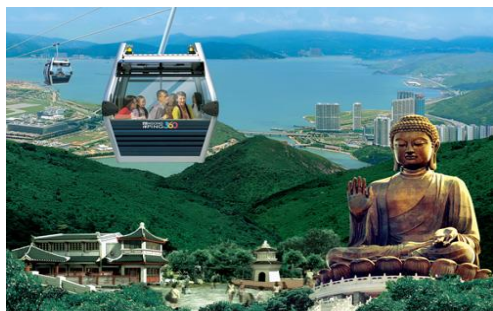
_____

_____

_____

_____

_____

_____

_____

_____

In the end, I ate an ice cream. The trip _____.

Name: _____ P4A (   )

You like writing diary about family trip.   Today, your parents brought you to Ngong Ping 360.
Look at the pictures below and write what happened today in your diary.

①

Today/ Ngong Ping 360

②

took/ bus/ cable car/ comfortable

③

visit/ the Temple/ the Buddha/ huge

④

eat/ dim sum/ egg tart/ delicious

⑤

go home/ new key ring/ enjoy

_____

_____,

Today was Family Day.   My Mum and Dad brought me to Ngong Ping 360.   It took us 2 hours

to go there.   It was very far away from our home.   First, we took_____

_____

_____

_____

_____

_____

_____

_____

In the end, I went home with a new key ring. I_____.

Name: _____   P4A (   )

James and Johnny went to the Hong Kong Disneyland last Thursday.   James is writing a diary about the trip.   Look at the pictures below and help James finish the diary.

①

Johnny and I/ Hong Kong Disneyland/ last Thursday

② 😥😥😥😥   😥😥😥

(play)   merry-go-round   teacup ride

③ **$ 55 $ 34**

(buy)   cakes

④ 😍😍😍   😍😍😍😍😍

(watch)   the musical   the fireworks

⑤
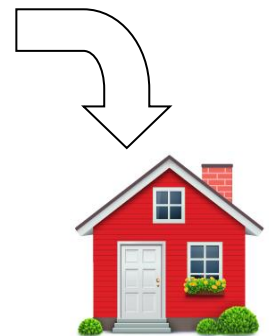

(meet) Mickey Mouse   Donald Duck

⑥

9 p.m.

go home/ tired

Use adjectives below to describe the activities or things:

interesting/ thin/ expensive/ boring

_____

_____,

Johnny and I went to the Hong Kong Disneyland last Thursday.   The weather was hot.   We

did a lot of things there.   First, we played _____

_____

_____

_____

_____

_____

_____

_____

_____

At 9p.m., we took the train and got back home. I_____.

Name: _____ P4A ( )

You are now in Japan (12/11/2016). Look at the pictures below and write a letter to your Mum about your trip.

<u>Day 1</u>

09:30a.m 😵😵😵   11:00a.m 😵😵   3:00p.m. 😵😵😵😵😵

(go)   diving   surfing

<u>Day 2</u>   **Tokyo Disneyland**

😆😆😆   😆😆😆   😆😆

(play)   roller coaster   shooting game   (watch)   the parade

<u>Day 3</u>

😋😋😋😋   😋   😋😋😋

(eat)

<u>Day 4</u>

🍬🍬🍬🍬   🍬🍬🍬   🍬🍬

(buy)   chewing gum

<u>Use adjectives below to describe the activities or things:</u>

delicious/ sweet/ tiring/ exciting

_____

_____,

How are you?   I am now in Japan.   Everything is fine here.   I want to tell you how I spent

my Easter holiday here!

On the first day, I went _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

I enjoyed the trip very much!   We can visit Japan again next year!   I need to go now. Please write back soon.

_____,

_____

In your school, you can write letters to the Principal (Miss Leung) anytime about yourself. Look at the pictures below and write a letter about your trip in your hometown.   You went to your hometown last Friday for 3 days.

<u>**Day 1**</u>   **Zoo**

😖😖😖😖   😖😖   😖😖😖😖😖
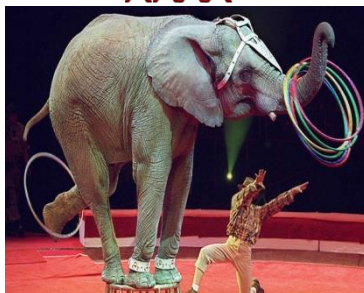

see/ lions/ wolves/ spiders/ frightening

<u>**Day 2**</u>   **Circus**

XXX   XXXX   XX

watch/ tiger show/ elephant show/ bear show/ silly

<u>**Day 3**</u>

$270 $135 $50

buy/ tea/ paintings/ handicrafts/ expensive

_____

_____,

How are you?   This is the first time I write a letter to you!   I went to my hometown last

Friday for 3 days.   Let me tell you about my trip!

On the first day, I went _____

_____

_____

_____

_____

_____

_____

_____

_____

I didn't like the circus.   I feel sad for the animals.   Do you like the circus, Miss Leung?

Where is your hometown?   I need to have English lesson now.   Goodbye.

_____,

_____

Name: _____   P4A (   )   <u>**Appendix 7**</u>

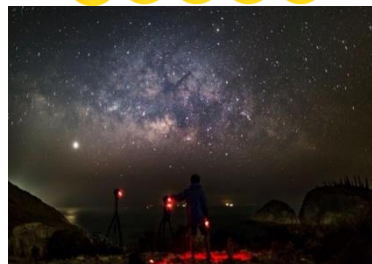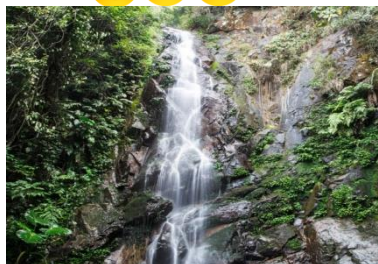**Your pen pal, Eric, wants to know your camping stories (you went camping for 3 days and 2 nights last month).   Look at the pictures below and write a letter to Eric about what you did there.**

<u>**Day 1**</u>

go/ hiking/ fishing/ kayaking/ tiring

<u>**Day 2**</u>

see/ waterfall/ sunset/ stars/ beautiful

<u>**Day 3**</u>

draw/ drawing A/ drawing B/ drawing C/ funny

_____

_____,

How are you?   I went camping for 3 days and 2 nights recently.   I like the trip very much!

Let me tell you what I did there!

On the first day, I went _____

_____

_____

_____

_____

_____

_____

_____

_____

Do you like camping?   If you like camping, maybe we can go camping together next time!   I need to go now.   See you!   Looking forward to hearing from you soon!

_____,

_____

Letter to the Principal: Peer-assessment

A. Look at your friend's writing.   How many stars can your friend get in these areas?

1. My friend describes **all** the activities from day 1 to day 3.	☆☆☆☆☆
2. My friend writes the **date** in the letter.	☆☆☆☆☆
3. I can find "**Dear Miss Leung**" at the beginning of the letter and **my friend's name** at the end of the letter.	☆☆☆☆☆
4. My friend includes a **closing (e.g. Best wishes/ Cheers)** at the end of the letter.	☆☆☆☆☆
5. My friend uses **past tense** to describe all the activities.	☆☆☆☆☆
6. My friend uses **"the most adj."** (e.g. the most frightening/ the most expensive) in day 1 and day 3 to compare 3 things.	☆☆☆☆☆
7. My friend uses **"the _____est"** (e.g. the silliest) in day 2 to compare 3 things.	☆☆☆☆☆
8. My friend uses **connectors (e.g. On the second day/ On the last day)** to describe different activities.	☆☆☆☆☆
9. My friend spells words **correctly**.	☆☆☆☆☆

B. My friend writes well because…

_____
_____
_____
_____

C. How can your friend improve his/her work?

_____
_____
_____
_____

Your Name: _____

(Now, give this paper to your friend.)

- -

D. I have read the comments.   I will improve my work by_____
_____
_____

Your Name: _____

Letter to the Eric: Peer-assessment

E. Look at your friend's writing.   How many stars can your friend get in these areas?

10. My friend describes **all** the activities from day 1 to day 3.	☆☆☆☆☆
11. My friend writes the **date** in the letter.	☆☆☆☆☆
12. I can find "**Dear Eric**" at the beginning of the letter and **my friend's name** at the end of the letter.	☆☆☆☆☆
13. My friend includes a **closing (e.g. Best wishes/ Cheers)** at the end of the letter.	☆☆☆☆☆
14. My friend uses **past tense** to describe all the activities.	☆☆☆☆☆
15. My friend uses **"the most adj."** (e.g. the most tiring/ the most beautiful) in day 1 and day 2 to compare 3 things.	☆☆☆☆☆
16. My friend uses **"the _____est"** (e.g. the funniest) in day 3 to compare 3 things.	☆☆☆☆☆
17. My friend uses **connectors (e.g. On the second day/ On the third day)** to describe different activities.	☆☆☆☆☆
18. My friend spells words **correctly**.	☆☆☆☆☆

F. My friend writes well because…

_____
_____
_____
_____

G. How can your friend improve his/her work?

_____
_____
_____
_____

Your Name: _____

(Now, give this paper to your friend.)

- -

H. I have read the comments.   I will improve my work by_____

_____
_____

Your Name: _____

Your uncle and aunt live in Shanghai.   They visited Hong Kong last week.   Your aunt is writing a letter to her friend, Judy, about the trip.   Look at the pictures below and help your aunt finish the letter.

Day 1

😆😆   😆😆😆😆   😆😆😆

(visit)   the Space Museum   the Science Museum   the Avenue of Stars

Day 2   Ladies' Market

$15 $30 $20

(buy)

Day 3   Ocean Park

😖😖😖😖   😖😖😖   😖😖😖😖

(play)   haunted house   Turbo Drop   Pirate Ship

Day 4

😌😌   😌   😌😌😌😌😌

(go)   (watch)

Use adjectives below to describe the activities or things:

cheap/ relaxing/ interesting/ frightening

_____

_____,

How are you?   I haven't heard from you for a long time.   My husband and I visited Hong

Kong last week.   The trip was fun!

On the first day, I visited _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Judy, did you go to Hong Kong before?   How are you lately?   I would love to hear your story soon!

_____,