

LPATE 2020

Paper V

**Classroom Language Assessment
(CLA)**

Briefing for Candidates

2 November 2019

Classroom Language Assessment (CLA) Briefing for Candidates

I. The Arrangements

II. The Assessment

III. Q & A

I. The Arrangements

I. The Arrangements

- **Assessment period:**

4 November 2019 (Monday) – 9 April 2020 (Thursday)

- At least ONE assessment visit arranged for each candidate, with some candidates (about 40%) receiving a SECOND assessment visit (throughout the whole assessment period)
- For candidates selected for the second assessment visit, their **assessment is considered complete** only when BOTH visits are completed
- A small number of paired visits in which two assessors observe the same lesson

I. The Arrangements

- Notification by phone by the assessor(s) at least 5 days prior to the visit
- Confirmation Sheet sent to candidates through the **school fax number** provided
- Candidates should
 - check the details of the visit (e.g. name of candidate, date and time of CLA) and read the notes on the Confirmation Sheet carefully
 - keep the Confirmation Sheet as a reminder / for future contact
 - inform the school head and relevant parties of the visit e.g. janitor(s) at the entrance, staff in the General Office

I. The Arrangements

- **No change** to the confirmed schedule unless fully justified and agreed upon by the assessor
- **Prompt notification and written confirmation** in case of unforeseen circumstances / withdrawal from the assessment
- **Medical certificate** in case of sickness

I. The Arrangements

Reminder

- If not yet submitted, fax the following documents to the LTQ Team (2123 1229) ASAP:
 - A Complete set of official **teaching timetable and school calendar**
 - Copies should include **name, Demand Note Number, subject entered, contact phone number**, written clearly and legibly on every page
- Notify the LTQ Team immediately of any subsequent changes (e.g. the timetable, the school calendar, contact numbers)

II. The Assessment

II. The Assessment – Duration

- One lesson (normally 30-40 minutes)
- A continuous period of 20 minutes' teaching is the minimum requirement
 - Including the teacher speaking to the students, responding to their questions, providing feedback, etc.
- Not meeting this minimum requirement of duration as a result of external factors would call for a second visit

II. The Assessment – Choice of lesson

- The lesson should provide sufficient evidence on all 4 scales
 - Grammatical and Lexical Accuracy and Range
 - Pronunciation, Stress and Intonation
 - Language of Interaction
 - Language of Instruction
- Examples of lessons NOT suitable for assessment:
 - Lessons that do not provide evidence on all 4 scales
 - Lessons largely dominated by student activities with little teacher input

II. The Assessment – Pre-assessment

- Candidate/ office staff/ janitor meets the assessor (at the general office/ school entrance)
- **Pre-assessment briefing (if arranged)**
 - Duration- 5-10 minutes (before the lesson)
 - Brief the assessor on the lesson to be observed
 - Written lesson plan is NOT required
 - The briefing is not assessed

II. The Assessment – Classroom setting

- Assessor to be seated at the back of the classroom
- Assessor not to be invited to take part in class activities
- **No (audio/video) recording / observer / co-teaching / peer lesson observation during the assessment**

II. The Assessment – Criteria / Scales

- Assessment of candidates' language proficiency to deliver an English lesson
 - Use of Cantonese NOT encouraged
- ✗ Teaching methods and techniques



II. The Assessment – Criteria / Scales

- Performance is judged on the four scales as follows :
 - ◆ *Grammatical and lexical accuracy and range*
 - ◆ *Pronunciation, stress and intonation*
 - ◆ *The language of interaction*
 - ◆ *The language of instruction*
- Candidates are awarded scores from 1 to 5
- To attain LPR – ‘3’ or above on all 4 scales
(with one ‘2.5’ allowed)

II. The Assessment – Criteria / Scales

Grammatical and Lexical Accuracy and Range

- The ability to use an appropriate range of grammatical structures and vocabulary accurately
- Demonstrated in
 - **Accuracy, variety and complexity** of language used
 - Types and frequency of **errors**
 - Evidence of **self-correction** or **reformulation**

II. The Assessment – Criteria / Scales

Pronunciation, Stress & Intonation

- The ability to speak in a comprehensible way with no systematic errors in pronunciation and to use stress and intonation in a natural way to convey meaning
- Demonstrated in
 - The use of appropriate **stress & intonation patterns**
 - Articulation of **vowel** and **consonant sounds**
 - Frequency and types of **errors**

II. The Assessment – Criteria / Scales

Language of Interaction

- The ability to maintain smooth interaction with students using a range of effective and appropriate language
- Demonstrated in
 - **Eliciting**
 - Modifying and reformulating questions, giving clues and hints
 - **Responding**
 - Giving confirmation, seeking clarification or repetition
 - **Providing feedback**
 - Acknowledging, evaluating and commenting on students' responses

II. The Assessment – Criteria / Scales

Language of Instruction

- The ability to present and explain lesson content clearly and naturally and to give clear instructions
- Demonstrated in
 - **Presenting**
 - Explaining a teaching point, e.g. grammar rules, a vocabulary item or a concept
 - **Giving instructions**
 - Conducting activities / giving homework / managing the classroom
 - **Signalling**
 - Organisation of discourse or a part of lesson / activity



II. The Assessment – Post-assessment

- **No feedback** on the lesson observed
- The assessor will **NOT** discuss with any school personnel the performance of the teacher/students or the lesson itself
- Results will be issued by HKEAA around late May 2020

Further Details

- Language Proficiency Assessment for Teachers (English Language) **Handbook** (October 2010)
(available on EDB / HKEAA websites)
- Language Proficiency Assessment for Teachers (English Language) **Assessment Reports**
(available on EDB / HKEAA websites)

For enquiries

Language Teacher Qualifications (LTQ) Team, EDB

Tel : 2892 5783

Fax : 2123 1229 (submitting timetables)

Email : ltq@edb.gov.hk

Website : <http://www.edb.gov.hk>

- > Teachers Related
- > Qualifications, Training and Development
- > Qualification
- > Language Proficiency Requirement

For enquiries

Hong Kong Examinations and Assessment Authority (HKEAA)

Tel : 3268 8860

Fax : 3268 8990

Email : lpat@hkeaa.edu.hk

Website : <http://www.hkeaa.edu.hk>
> LPAT

III. Q&A

To : Mr. Chan Tai Man Your Fax No. : 2123 4567
Date: 15 November 2019 Total No. of Pages: 1
(including this page)
Our Fax No.: 2123 1229

▪ **Language Proficiency Assessment for Teachers**
▪ **Arrangements for Classroom Language Assessment (CLA) 2020**

This is to confirm the CLA arrangements made over the phone between you and the assessor, with details as follows:

| Demand Note No. | Date | Time* | Class | Assessor |
|-----------------|-------------|---------------|-------|----------|
| 601234 | 22 Nov 2019 | 10:55 - 11:30 | 1A | Mr. XXX |

*The assessment takes about 30 minutes.

For enquiries, please contact the Language Teacher Qualifications Team at 2892 5783 or by email at aaltq@edb.gov.hk

Note:

1. It is the responsibility of the candidate to read carefully all the notes intended for HKEAA candidates taking this paper in the Language Proficiency Assessment for Teachers (English Language) Handbook (Sept 2010).
2. Candidates are assessed once with a portion of them receiving a second assessment visit in order to check on the actual attainment of various Classroom Language Assessment standards. The second assessment visit, if arranged, is conducted by a different assessor on a separate school day. For candidates selected for the second assessment visit, their assessment is considered complete only when both visits are completed.
3. The candidate should adhere to the schedule agreed upon by both the assessor and the candidate and no changes are to be made without prior agreement from the assessor.
4. The candidate should inform the principal of the visit.
5. The candidate is normally expected to meet the assessor at the school office and should inform the school office of the arrangement.
6. No observer, recording or video-taping is allowed in the class during the period of assessment. The candidate should ensure that the assessor is not invited to take part in any teaching/learning activity as this might unduly distract the assessor from the assessment.
7. A written lesson plan is not required.
8. The candidate can choose whether to brief the assessor about the lesson to be observed. The briefing will not be assessed.
9. Discussion after the assessment is generally not encouraged and the candidate should make no attempt to find out from the assessor the results of the assessment.

