

**THE PRE-POST TEST STUDY**

A Pre-Post Test Study was administered on more than 1200 P1 and P2 students in pilot and non-pilot schools. Three tests were used for the study, namely

- Chinese version of British Peabody Picture Vocabulary Scale (BPPVS)<sup>1</sup>
- Word Recognition Test (WRT)
- Reading Fluency Test (RFT)

These tests would provide a gauge of students' aural-oral and reading proficiencies.

The Gain<sup>2</sup> and Mean Test Score<sup>3</sup> for each of the tests were used to compare students' performance across groups. The following data shows students' performance in the three tests.

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<sup>1</sup> BPPVS is a recognised test that has been used to measure listening vocabulary, which is generally regarded as a proxy for oral vocabulary.

<sup>2</sup> Gain is the difference between the mean for raw Post-Test scores and raw Pre-Test scores. Mean here refers to the average score in a group.

<sup>3</sup> The Mean Test Score here indicates the eventual performance of the students, taking the initial differences in abilities into consideration. It was derived using statistical covariance analysis.

A) COMPARISON OF STUDENTS' PERFORMANCE IN PILOT AND NON-PILOT SCHOOLS

Table 1 and Table 2 showed that the three mean test scores for P1 and P2 students in the pilot schools were better than those in the non-pilot schools. In addition, P1 and P2 students in the pilot schools improved with a larger gain in BPPVS and WRT. This indicated that with the intervention of the new curriculum, students were learning CL better.

Table 1: Comparison of P1 Students' Performance in Pilot and Non-Pilot Schools

Primary 1	Pilot Schools	Non-Pilot Schools
<b>Peabody Picture Vocabulary Scale</b>		
Mean Test Score	56.8	54.7
Gain	2.9	2.1
<b>Word Recognition Test</b>		
Mean Test Score	41.8	37.2
Gain	12.3	10.4
<b>Reading Fluency Test</b>		
Mean Test Score	68.0	67.5
Gain	14.0	18.0

Table 2: Comparison of P2 Students' Performance in Pilot and Non-Pilot Schools

Primary 2	Pilot Schools	Non-Pilot Schools
<b>Peabody Picture Vocabulary Scale</b>		
Mean Test Score	60.7	57.5
Gain	5.3	3.7
<b>Word Recognition Test</b>		
Mean Test Score	59.7	54.8
Gain	13.7	13.3
<b>Reading Fluency Test</b>		
Mean Test Score	81.0	76.0
Gain	20.0	21.0

*B) COMPARISON OF PERFORMANCE OF STUDENTS IN DIFFERENT MODULES WITHIN PILOT SCHOOLS*

Overall, the adjusted mean for the Enrichment Group was higher than that of the Core Group, which in turn was higher than that of the Bridging Group. As the adjusted mean has taken the initial differences between students into consideration, this indicates that the Enrichment Group performed better than the other two groups.

The P1 Bridging Group had a larger gain in BPPVS and RFT and the greatest gain in WRT. This indicates that the modular curriculum structure has enabled the P1 Bridging Group to catch up with their peers.

Table 3: Comparison of Performance of P1 Students in Different Modules within Pilot Schools

Primary 1	Bridging	Core	Enrichment
<b>Peabody Picture Vocabulary Scale</b>			
Mean Test Score	53.5	55.1	57.9
Gain	3.2	2.4	3.6
<b>Word Recognition Test</b>			
Mean Test Score	37.6	40.4	42.0
Gain	14.4	13.9	10.7
<b>Reading Fluency Test</b>			
Mean Test Score	60.5	66.0	68.0
Gain	18.0	20.0	8.0

For P2 students in the Bridging Group, the gain made in the three tests were not larger than that of the other two groups. This suggests that they may need a longer time to catch up with their peers.

**Table 4: Comparison of Performance of P2 Students in Different Modules within Pilot Schools**

Primary 2	Bridging	Core	Enrichment
<b>Peabody Picture Vocabulary Scale</b>			
Mean Test Score	55.6	58.3	62.5
Gain	4.0	4.4	6.1
<b>Word Recognition Test</b>			
Mean Test Score	49.3	53.8	58.8
Gain	10.3	12.2	15.1
<b>Reading Fluency Test</b>			
Mean Test Score	56.0	78.0	80.0
Gain	17.5	26.5	15.0