

Making Effective Use of Assessment Reports and Follow Up of Students' Learning Difficulties

Education Bureau
November 2017

Four Types of School Reports

1. Existing version

2017 年基本能力評估研究計劃 (小學三年級)
Basic Competency Assessment Research Study 2017 (Primary 3)
學校報告
School Report

機 密
CONFIDENTIAL

學校：
School:

Sample

級別 Level: 小三 Primary 3

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	滿分 Maximum score (A)	學校平均分 School average score (B)	學校答對率 School average as a % of maximum score (B/A x 100%)	全港答對率 Territory average as a % of maximum score
3EL1: 聆聽 Listening	34	19	14.8	78	86
3EL2: 聆聽 Listening	29	19	13.0	68	88
3EL3: 聆聽 Listening	0	19	0.0	0	99

3ERW1: 閱讀 Reading	25	20	15.0	75	82
3ERW2: 閱讀 Reading	38	20	11.6	58	81
3ERW3: 閱讀 Reading	0	20	0.0	0	96

3ERW1: 寫作 Writing	25	7	3.5	50	60
3ERW2: 寫作 Writing	38	7	2.4	34	57
3ERW3: 寫作 Writing	0	7	0.0	0	75

說話 Speaking	13	8	4.8	60	70
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2. Simplified version

2017 年基本能力評估研究計劃 (小學三年級)
Basic Competency Assessment Research Study 2017 (Primary 3)
學校報告
School Report

機 密
CONFIDENTIAL

學校：
School:

Sample

級別 Level: 小三 Primary 3

英國語文 English Language

卷別: 能力或範疇 Paper: Skill or Dimension	學生人數 Number of students	滿分 Maximum score (A)	學校平均分 School average score (B)	學校答對率 School average as a % of maximum score (B/A x 100%)	全港答對率 Territory average as a % of maximum score
3EL1: 聆聽 Listening	0	19	0.0	0	N.A.
3EL2: 聆聽 Listening	3	19	12.3	65	N.A.
3EL3: 聆聽 Listening	0	19	0.0	0	N.A.

3ERW1: 閱讀 Reading	2	20	12.5	63	N.A.
3ERW2: 閱讀 Reading	1	20	12.0	60	N.A.
3ERW3: 閱讀 Reading	0	20	0.0	0	N.A.

3ERW1: 寫作 Writing	2	7	2.5	36	N.A.
3ERW2: 寫作 Writing	1	7	0.0	0	N.A.
3ERW3: 寫作 Writing	0	7	0.0	0	N.A.

說話 Speaking	3	8	4.2	53	N.A.
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3. Integrated version

2017 年基本能力評估研究計劃 (小學三年級)
Basic Competency Assessment Research Study 2017 (Primary 3) 機 密
 基本能力題組綜合報告
Basic Competency Report by Item Groups **CONFIDENTIAL**

學校：
 School:

Sample

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - discriminating between common words with a small range of vowel and consonant sounds	
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents Question Intent - identifying key words	
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents Question Intent - understanding the connection between ideas by identifying a small range of cohesive devices	

▼ 學校 School

▲ 所有學校 All Schools

4. Information analysis report

2017 年基本能力評估研究計劃 (小學三年級)
Basic Competency Assessment Research Study 2017 (Primary 3)
資料分析報告

Information Analysis Report

學校： 考評局 (上午校) (P999)

School: HKEAA (AM)





級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW2 Reading And Writing)

機 密

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Sample

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率 Territory-wide percentage
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P1 Q01 1. What can Tom eat at the party?  <input type="radio"/> A.  <input type="radio"/> B.  <input type="radio"/> C.  <input checked="" type="radio"/> D. Question Intent: Recognizing key words in a sentence	A Students might have missed 'mango'.	13%	11.4%
			B Students might have misinterpreted 'teddy bear stickers' as 'teddy bear cookies'.	57%	3.6%
			C Students were possibly distracted by 'Apple Kitchen'.	5%	1.9%
			D Students were able to recognise 'hamburgers' in the card.	25%	81.9%
			U#	0.0%	1.2%

Basic Competency Assessments (BCA)

STAR
Student Assessment
Repository

Learning

WLTS | Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Web-based Learning and
Teaching Support

Assessment

Teaching

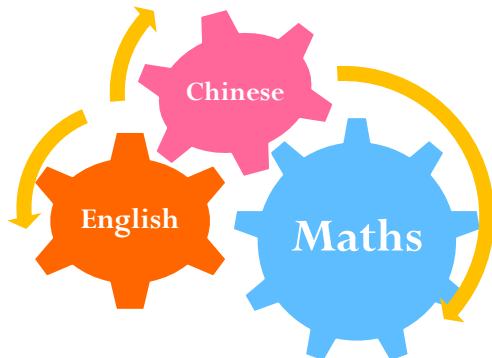
TSA



STAR

- A web-based central **assessment item bank** and **assessment platform**
- The platform can be **flexibly used** with other assessment tools, including TSA school reports
- Teachers can conduct assessment **according to students' needs and learning progress**
- The platform provides assessment data to **enhance the effectiveness of students' learning**

Scope of assessment



Target groups

- **Primary and junior secondary** students in Hong Kong



STAR

About

FAQ

User Guide

Seminars

Enquiry

Online Student
Assessment System
Brand New STAR platform



155

4

A

A

A



Enter STAR



What's new



New STAR Seminar will be

The Star platform is an online assessment system which provides assessment analysis and reports to students and teachers. Teachers can conduct this assessment according to their student needs and learning progress. The assessment can be flexibly used with other assessment tools at schools to enhance the effectiveness of student learning. The features of the STAR platform include:

1. A web-based central assessment item bank;
2. Online assessments;
3. Computerised marking and reports on students' performance.

The STAR platform is used as an upgrade of the Hong Kong Examinations and

English Language

Reading

Listening

Writing

Part 1
Felix writes about his class trip to Ocean Park.
Read the passage.

My class and I had a great trip to all the animals like parrots, sea lions and was visiting the pandas.

I learned a lot about pandas from Mr Chu for 10 years! He teaches us that pandas' home is clean.

Mr Chu showed us two big pandas, Ying and Yang. They looked so cute and friendly.

Mr Chu said pandas lived and slept in a tree. It was very funny.

Then Mr Chu fed the pandas. We all felt hungry too. I was happy when it was time to have lunch. I asked him, "What did you buy at the supermarket?" He smiled and said, "I bought some vegetables, meat, fish and eggs."



Mum is telling Jenny a story.
Listen to the story and choose the best answer.

1. Ben did housework because _____.

A. he liked to do housework.

B. his mum did not feel well.

C. his dad told him to do housework.

D. he was free.

2. What did Ben buy at the supermarket?

A. 7

B. 8

C. 9

D. 10

3. What does Mr Chu do at Ocean Park?

A. 1 and 2

B. 2 and 3

C. 2 and 4

D. 1 and 4

E. 3 and 4

F. 1 and 3

G. 1 and 4

H. 2 and 4

I. 3 and 4

J. 1 and 3

K. 2 and 3

L. 2 and 4

M. 3 and 4

N. 1 and 4

O. 2 and 4

P. 3 and 4

Q. 1 and 3

R. 2 and 3

S. 2 and 4

T. 3 and 4

Mary has a picnic with her family.
You are Mary. Look at the pictures and write the story in about 30 words.
You may use the words in the boxes to help you.
What happens in the end? Finish the story.



Speaking

Presentation

Instruction Card

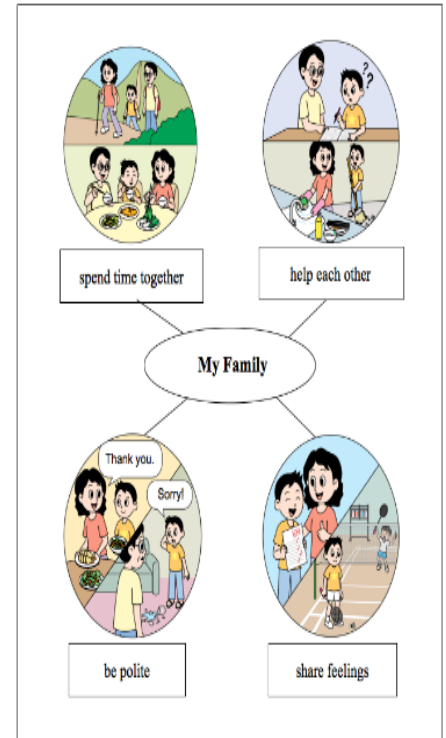
You are going to tell the teacher about your family.
Use the information on the right to help you. You will have two minutes to do the presentation.

Remember:

- Do not write on this Instruction Card.
- Look at the teacher when you do the presentation.

The following questions may help you:

- How many family members do you have? Who are they?
- What do you like doing with your family?
- Where do you go with them at weekends?
- How do you help each other?
- When do you say sorry / thank you to each other?
- What happy/unhappy things do you tell your family about?



3. Integrated version

2017 年基本能力評估研究計劃 (小學三年級)

Basic Competency Assessment Research Study 2017 (Primary 3)

機 密

基本能力題組綜合報告

CONFIDENTIAL




Basic Competency Report by Item Groups

學校 :

School:

級別 Level: 小三 Primary 3

英國語文 English Language

範疇 Skill	基本能力 / 評估重點 Basic Competency / Question Intent	學生答對的平均百分率 Average of percentage of students answering items correctly
Listening	L2-L-1-P3BC Discriminating between common words with a small range of vowel and consonant sounds Question Intent - discriminating between common words with a small range of vowel and consonant sounds	 0% 50% 100%
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents Question Intent - identifying key words	 0% 50% 100%
	L2-L-3-P3BC Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents Question Intent - understanding the connection between ideas by identifying a small range of cohesive devices	 0% 50% 100%

L2-L-1-P3BC

Discriminating between
common words with a
small range of vowel
and consonant sounds

▼ 學校 School

▲ 所有學校 All Schools

請選擇科目

Choose subject

Add paper

English Language

Subject English Language




My papers

Year: 2016/17 Status: All

My papers **Preset papers** Shared papers

Paper title	Start time	End time	Status	Source	Modified at	Action
KS3 - Using the Internet			Started	Preset Papers	2016-10-07 18:17	✎ 🔍
KS3 - Staying Healthy			Started	Preset Papers	2016-10-07 18:17	✎ 🔍
KS1 - Poems about Me			Started	Preset Papers	2016-10-07 18:16	✎ 🔍
KS1 - Posters about Places and Activities			Started	Preset Papers	2016-10-07 18:16	✎ 🔍
KS2 - Pre-test (connection between ideas & main idea)			Started	Preset Papers	2016-10-07 18:16	✎ 🔍
KS2 - Test (sound, main idea and sequence)			Started	Preset Papers	2016-10-07 18:16	✎ 🔍
KS2 - Post-test (connection between ideas and main idea)			Started	Preset Papers	2016-10-07 18:16	✎ 🔍
KS3 - Sports Competitions			Started	Preset Papers	2016-10-07 18:16	✎ 🔍

When adding a new paper, teachers can search for suitable questions according to **Key Stage (KS)** and **Basic Competency** in the assessment item bank.



Hello, Teacher account 11 中文 Logout Help Download

Use old version paper editor

Enhanced task(s) searching and student grouping are not available in the old version.

Create new paper

Add task(s) to paper Publish paper

Basic settings

Paper title2017-11-06

DescriptionFor example, Question intent: Recognising key words in a sentence

Add task(s) to paper

Select how many task(s) to include in this paper, or estimated duration of the paper.

Number of task(s) 5 Or Estimated duration (minutes) 30

Please select BC descriptors under 1 category / categories as search criteria

+0KS1

+0KS2

+0KS3

KS1

KS2

KS3

Search criteria

Selected BC descriptors: Not selected

Level of difficultyAny Low Medium High

Use keyword(s) / task code / task name to focus your search

Example: peak

There are 0 matched task(s), in which 0 have been bookmarked.

Search bookmarks Search all

Add task(s) to paper

Select how many task(s) to include in this paper, or estimated duration of the paper.

Number of task(s)

☒ Or Estimated duration (minutes)

Please select BC descriptors under 1 category / categories as search criteria

☒ KS1

☒ Listening

☐ L1-L-2-P3BC: Recognizing repeated expressions in short and simple literary / imaginative spoken texts

☒ L2-L-1-P3BC: Discriminating between common words with a small range of vowel and consonant sounds

☐ L2-L-3-P3BC: Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents

☒ Reading

☒ Speaking

☒ Writing

☒ KS2

☒ KS3

Selected task(s)

Number of task(s) selected: 0 (0 mins)

Search criteria

Selected BC descriptors: 1

- L2-L-1-P3BC: Discriminating between common words with a small range of vowel and consonant sounds✕

☒ Task(s) shall include ALL selected BC descriptors

(Matched task(s) might be fewer if ALL BC descriptors are included in each task.)

Level of difficulty

☒ Any ☐ Low ☐ Medium ☐ High

Use keyword(s) / task code / task name to focus your search

Example: peak

There are 97 matched task(s), in which 2 have been bookmarked.

Search bookmarks

Search all

L2-L-1-P3BC
Discriminating between common words with a small range of vowel and consonant sounds

Select task >

Number of task(s): 5 ; Added task(s): 0 [Choose the rest randomly](#)

Back

97 results found << < 1 / 10 > >> Sort by Random ▾

Add selected (2) Select all ☐

Task code: E3BL485
Task name: Talking about Summer Holiday
Key stage: KS1
Basic competency: L2-L-1-P3BC, L2-L-3-P3BC
Duration: 8 mins
Question intent: key word
Level of difficulty: High

[Preview](#)

Bookmark: ☐

+ Add to selection



Task code: E3BL208
Task name: Aunt Sammy's Visit
Key stage: KS1
Basic competency: L2-L-1-P3BC, L2-L-3-P3BC
Duration: 8 mins
Question intent: sound
Level of difficulty: High

[Preview](#)

Bookmark: ☐

+ Add to selection



Task code: E3T10L01
Task name: The Boy and The Animal
Key stage: KS1
Basic competency: L2-L-1-P3BC, L2-L-3-P3BC
Duration: 10 mins
Question intent:

[Preview](#)

Bookmark: ☐

+ Add to selection



Task code: E3BL084
Task name: Noisy Puppy

[Preview](#)

Bookmark: ☐





Hello, Teacher account 11

中文

Logout

Help

Download

Use old version paper editor

Enhanced task(s) searching and student grouping are not available in the old version.

Create new paper

Add task(s) to paper

Publish paper

Target student / group

Assign paper to level, class, individual and custom group.

Select level / class

☐ S4

☐ S5

☒ S4A

☐ S4B

☐ S4C

☐ S4D

☐ S4E

☐ S5A

☐ S5B

☐ S5C

☐ S5D

☐ S5E

Select individual

No student yet [Edit selection](#)

Select group

Add group(s)

Available time

Start time

Start immediately

End time

2017-11-25 00:00

Other settings

No. of submission by students

☒

1

Time(s)

☐

Unlimited

Students can view individual report

☐

after assessment has ended

☒

immediately after submission

[Learn more about settings](#)

Previous

Save

Save and publish

Cancel

Class report on students' performance

Generate an answer analysis for each question by clicking on the **question number**.

Answer analysis

Suggested answer C

Student answer	Count	Percentage
C	2	50%
A	1	25%
	1	25%

Download as excel file

Download

Copy of KS3 - Staying Healthy --Task

Publish date 2017-02-22 18:26

Start time 2017-02-22 18:26

Class S4A

Status All (225)

lo.▲	Name	Status	Correct total (student)	1	2-1	2-2	2-3	2-4	2-5	2-6	2-7	2-8	2-9	2-10	2-11	2-12	2-13	2-14	2-15	2-16	2-17	2-18	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10
	學生戶口 1 / Student account 1	Submitted	9		X	✓	X	✓	X	X	X	X	X	X	✓	✓	X	X	X	✓	✓	X	✓	X	✓	X	X	X	X	X	X	✓
	學生戶口 2 / Student account 2	Submitted	8		✓	X	✓	X	X	X	X	✓	X	X	X	X	X	✓	X	X	X	X	X	✓	X	✓	X	X	✓	✓	X	X
	學生戶口 3 / Student account 3	Submitted	0		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	學生戶口 4 / Student account 4	Submitted	11		X	✓	X	✓	X	X	X	X	X	✓	X	✓	✓	X	X	X	X	X	X	✓	✓	✓	X	✓	X	✓	X	✓
	學生戶口 5 / Student account 5	Not submitted																														
	學生戶口 6 / Student account 6	Not submitted																														

3. How did Tim find the small number of returned questionnaires_____.

A. upsetting

Click on the **answers** to view students' work

3. How did Tim find the small number of returned questionnaires _____.

A. upsetting ✓

B. acceptable

C. surprising

D. disappointing

4. Tim has been studying at the secondary school for ____ years.

A. 4 ✗

B. 5

C. 6 (Ans)

D. 7

5. The results of the survey show _____.

A. how students spend their time during the day ✗

B. students have poor eating habits (Ans)

C. how long students have been at school

Class				Status				Student answer																		Hide/Show answers									
-				All (225)																															
Class - No.▲	Name	Status	Correct total (student)	1	2-1	2-2	2-3	2-4	2-5	2-6	2-7	2-8	2-9	2-10	2-11	2-12	2-13	2-14	2-15	2-16	2-17	2-18	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-10			
S4A - 1	學生戶口 1 / Student account 1	Submitted	9		X	✓	X	✓	X	X	X	X	X	X	✓	✓	X	X	X	✓	✓	X	✓	X	✓	X	X	X	X	X	X	✓			
S4A - 2	學生戶口 2 / Student account 2	Submitted	8		✓	X	✓	X	X	X	X	✓	X	X	X	X	X	✓	X	X	X	X	X	✓	X	✓	X	X	✓	✓	X	X			
S4A - 3	學生戶口 3 / Student account 3	Submitted	0		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
S4A - 4	學生戶口 4 / Student account 4	Submitted	11		X	✓	X	✓	X	X	X	X	X	✓	X	✓	✓	X	X	X	X	X	X	✓	✓	✓	X	✓	X	✓	X	✓			
S4A - 5	學生戶口 5 / Student account 5	Not submitted																																	
S4A - 6	學生戶口 6 / Student account 6	Not submitted																																	
S4A - 7	學生戶口 7 / Student account 7	Not submitted																																	
S4A - 8	學生戶口 8 / Student account 8	Not submitted																																	
S4A - 9	學生戶口 9 / Student account 9	Not submitted																																	
S4A - 10	學生戶口 10 / Student account 10	Not submitted																																	
S4A - 11	學生戶口 11 / Student	Not submitted																																	

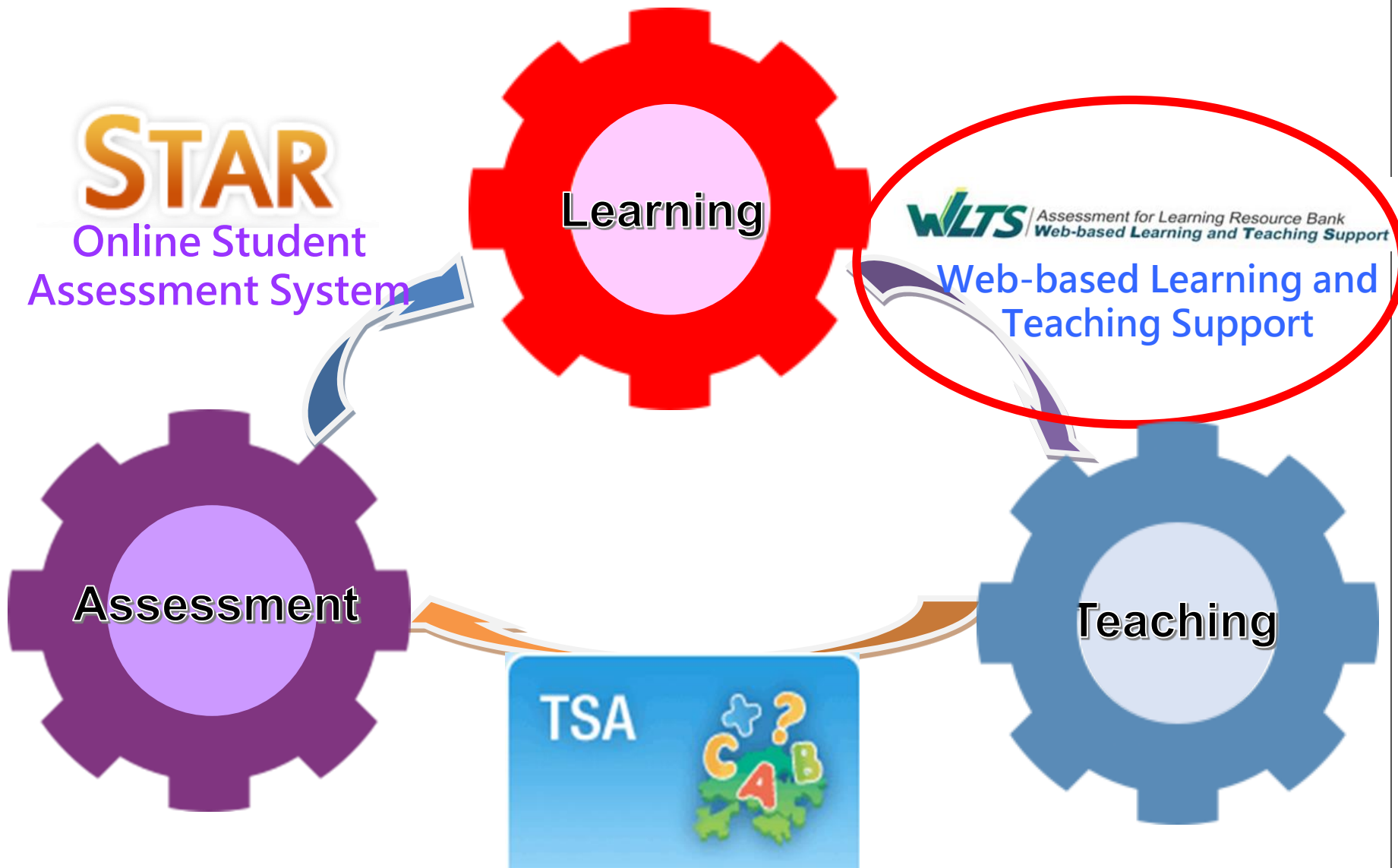
Basic competency note

1	L5-L-2-S3BC :	Using an increasing range of strategies to understand the meaning of simple texts* on familiar and less familiar topics which are delivered clearly and in generally familiar accents	WLTS
2	L5-W-5-S3BC :	Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues	WLTS
3	L6-W-1-S3BC :	Writing a variety of texts for different purposes with relevant and generally adequate content	WLTS
4	L6-W-2-S3BC :	Writing a variety of texts using punctuation marks, and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning	WLTS
5	L6-W-3-S3BC :	Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)	WLTS
6	L6-W-4-S3BC :	Writing a variety of texts using tone, style and register generally appropriately with the help of cues	WLTS

This shows the **Basic Competencies** that are covered in the tasks.

Click on “**WLTS**” and it directs you to another page.

Basic Competency Assessments (BCA)



Web-based Learning and Teaching Support (WLTS)

<http://wlts.edb.hkedcity.net/en/home/index.html>

OUR AIM

The Web-based Learning and Teaching Support Education Bureau (EDB). It is an integral part of teachers in providing timely assistance to students.

Class Status All (225) Student answer Hide/Show answers

Basic Competency Assessment Re
School : P999
P3 English

Listening Reading Writing

Question Paper

Marking Scheme

範疇 Skill	基本能力 Basic Competency	卷 Sub-p	9																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																														
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Key features of WLTS

- Based on the assessment data of TSA and STAR, remedial **follow-up materials** are provided to address students' corresponding **Basic Competencies**
- To list some **possible learning difficulties** in certain competency areas for teachers' reference
- To suggest **in-class learning and teaching activities/materials** for **teachers'** reference or use in addressing the learning difficulties
- To provide **interactive exercises and games**, which have been developed to address the learning difficulties, for **students** to step up self-learning online

Features

1. Designed based on Basic Competencies

2. Listing possible learning problems

3. Providing suggested follow-up activities

L1-R-4-P3BC -
Recognizing repeated expressions in short and simple literary / imaginative texts

L2-R-5-P3BC -
[Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues](#)

L2-R-6-P3BC -
Applying a small range of simple reference skills

Writing

Speaking

Other key learning objectives

Key Stage 1 (Primary 1 - 3)

Key Stage 2 (Primary 4 - 6)

Key Stage 3 (Secondary 1 - 3)



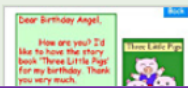
Suggested Follow-up Activities Other Resources Research Report Related Module

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

- Learners are not able to identify information and ideas presented in different text types.
- Learners are not able to recognize the formulaic expressions used in different text types.
- Learners are not able to predict the meaning of unfamiliar words using contextual and pictorial clues.
- Learners are not able to identify key words in sentences.
- Learners are not able to use imagination to respond to the text in reading.
- Learners are not able to predict the content using the book covers, picture cues, prior knowledge and personal experience.
- Learners are not able to understand the connection between ideas by identifying a small range of cohesive devices.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
A Greedy Boy  Preview > Download >	<p>By reading a story about two boys in the woods, learners learn to use contextual and visual clues to construct meaning.</p> <p>They also learn to rearrange the story and rewrite a new ending.</p> <p>Related Module: Places and Activities</p>	6 7	95	✓
A Story About Bobby  Preview > Download >	<p>By reading a story about a wounded dog named Bobby, learners are guided to predict the content and the development of a story.</p> <p>They also learn to complete the story using their imaginative ideas.</p> <p>Related Module: Caring and Sharing</p>	5 6	70	✓
Birthday Angel  Preview > Download >	<p>By reading the letters to and from the Birthday Angel, learners understand the format of a letter and the formulaic expression used to begin and to end a letter.</p>	1 2	45	✓

Support for Classroom Teaching and Learning

Activity plans

Worksheets

PowerPoint slides

Assessment for Learning Resource Bank

Web-based Learning and Teaching Support

Learning and Teaching Activity – A Story about Bobby

Learning Target for Key Stage 1:

ESb - To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as making predictions

Learning objectives:

Text Types	Vocabulary	Language Items and Communicative Functions	Language Skills	Attitudes	Generic Skills
-stories -action verbs e.g. tripped -words describing objects e.g. sharp	- use the simple present tense to talk about present states - use the simple past tense to talk about past activities and states	-Reading -Writing -Speaking	-develop confidence in using English -develop sensitivity towards language use in the process of communication	-problem-solving skills -creativity	

Related Basic Competencies:

L2-R-5-P3BC:	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues
L2-W-3-P3BC:	Writing and / or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues
L1-S-3-P3BC:	Providing short answers to short and simple questions

A Story about Bobby

Task Sheet

Class: P.3() Names: _____

5.



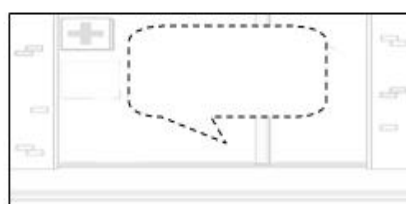
6.



7.



8.



The End

The Order of Adjectives

Her hair is wavy.
Her hair is brown.
Her hair is long.

Can you put all the adjectives into one sentence?

She has long wavy brown hair.

Drag and Drop: Table of Adjective Order

Feeling	Size	Age	Shape	Colour	Noun	
pretty					girl	young
slim					hair	wavy
long					eyes	blue
big						round

Do you remember these people?

The fire-breathing dragon The king The fairy



Princess Nancy The soldier Prince Henry



Let's play a game.

Who is this?

He is a sad old man.
He has short curly grey hair.
He is wearing a long purple robe.

Support for Classroom Teaching and Learning

Interactive tasks

Princess Nancy is sixteen years old. She is tall and slim. Her skin is as white as snow and her lips are as red as roses. She has long wavy brown hair and big round blue eyes. Her nose turns up a little at the end.

The princess is gentle and friendly. Her smile is sweet and her voice is soft. She sings like a nightingale and she usually walks with little dancing steps.

She is wearing a crown, a pink gown, a pair of glass slippers and a pair of white gloves. She is also wearing a necklace and a pair of earrings.

Correct! She has big round blue eyes.

Clothes:

Eye:

Nose:

Mouth:

Hair Style:

Accessories:

Home:

Well done! **smart** \neq **slow**. When you are **slow**, you are not quick to learn and to understand things easily.

Next

Lives:

W W W W W

LTA project materials

KS2 Travel Time

< Email

Where is this study tour?
Drag the plane to where you want to find out about!

✓ **Correct**
Sydney is located on the east coast in New South Wales.

★ **Reading skill**
Identify key words that show the location.

Continue

Sydney is the oldest and largest city in Australia. The size of Sydney is twice as large as Hong Kong. Sydney has a population of around 4 million and is located on Australia's east coast. One of the city's landmarks is the Sydney Harbour Bridge. It is a fantastic scenic spot so make sure you have a camera with you. If you love great paintings, you should definitely go to the Art Gallery of New South Wales. For other tourist spots that let

LION ROCK AIRLINES

Your Ticket Itinerary:

Passenger Name: Chloe Your Booking Number: BND119

Passport Number: HK222333

Outbound:
Hong Kong > Sydney > Brisbane (Gold Coast) > Cairns

Flight	Departure Time	Arrival Time	Duration	Travel Class
LR0812	Hong Kong 20th Dec, 8:00pm	Sydney 20th Dec, 7:00am	Hours 20mins	Economy 00
LR0910	Sydney 20th Dec, 10:00pm	Brisbane 20th Dec, 10:00am	Hours 20mins	Economy 00
LR0723	Brisbane 20th Dec, 11:00am	Cairns 20th Dec, 01:00pm	Hours 20mins	Economy 00

Inbound:
Cairns > Hong Kong

Flight	Departure Time	Arrival Time	Duration	Travel Class
LR0411	Cairns 21st Dec, 10:00pm	Hong Kong 21st Dec, 10:00pm	Hours 20mins	Economy 00

Hint

Yearly Weather Summaries

Activities

Submit

Guidelines

My Study Tour

You are required to write a blog in 80-120 words about the study tour in Australia.

Opening

Experience in the cities visited

Ending

Feelings

Recommendations

Write a blog in the structure of opening, experience in the cities, feelings and recommendations.

Select pictures for your blog entry.

Student Zone

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE



Home > Student Zone > English Language > P1-P3



P1 - P3

P4 - P6

S1 - S3



Dos and Don'ts



Going for a Picnic - 1
Going to the Zoo



Going for a Picnic - 2
At the Supermarket



Guessing Animals -
Which Animal Is It



Happy to Read Aloud



King Kong and Ken



Listen to My Voice - 1
Pat is Home



Listen to My Voice - 2
My New Timetable



Packing Up - Put the
Toys Back



Playing with Sounds -
Listen and Choose



Saving Princess Nancy



Signs & Instructions -
Be a Nice Kid

4. Information Analysis Report

2017 年基本能力評估研究計劃 (小學三年級)

Basic Competency Assessment Research Study 2017 (Primary 3)

資料分析報告

Information Analysis Report

學校： 考評局 (上午校) (P999)

School: HKEAA (AM)

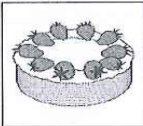
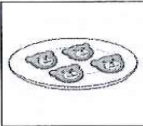
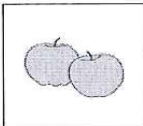
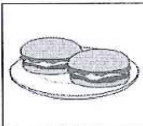
級別 Level: 小三 Primary 3

英國語文 English Language (Sub-paper: 3ERW2 Reading And Writing)

機 密

CONFIDENTIAL

Sample

學習重點 Learning Objective	基本能力 Basic Competency	題目 Item	選項 (資料分析) Option (Information Analysis)	學校百分率 School percentage	全港百分率 Territory-wide percentage
Language forms and communicative functions, Language skills and language development strategies, Generic skills	L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	P1 Q01 1. What can Tom eat at the party?  ○ A.  ○ B.  ○ C.  ● D.	A Students might have missed 'mango'.	13%	11.4%
			B Students might have misinterpreted 'teddy bear stickers' as 'teddy bear cookies'.	57%	3.6%
			C Students were possibly distracted by 'Apple Kitchen'.	5%	1.9%
			D Students were able to recognise 'hamburgers' in the card.	25%	81.9%
			U#	0.0%	1.2%

Question Intent:
Recognizing key words in a sentence

L2-R-5-P3BC

Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Web-based Learning and Teaching Support (WLTS)

Choose subject

The screenshot displays the WLTS website. At the top left is the logo 'WLTS / Assessment for Learning Resource Bank Web-based Learning and Teaching Support'. To the right is a search bar and links for 'Sitemap', 'Contacts', '繁體', and 'ENG'. Below the logo is the 'OUR AIM' section, which states that the website is set up by the Education Bureau (EDB) to support teachers. A red arrow points from the 'Choose subject' text to the 'ENGLISH LANGUAGE' button. The main content area features three large green buttons: 'CHINESE LANGUAGE', 'ENGLISH LANGUAGE', and 'MATHEMATICS'. The 'ENGLISH LANGUAGE' button includes the word 'learn' and definitions for 'GET SKILL' and 'REMEMBER'. To the right of these buttons is a 'WHAT'S HOT' section listing various resources like 'Sight Word Park' and 'Hong Kong Adventure'. At the bottom, there is a navigation bar with links for 'OUR AIM', 'CHINESE LANGUAGE', 'ENGLISH LANGUAGE', 'MATHEMATICS', and 'STUDENT ZONE'. The footer contains the text '2010 | Important notices | Privacy Policy' and 'Last revision date: 2 April 2013'.

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search Sitemap Contacts 繁體 | ENG

› **OUR AIM**
The Web-based Learning and Teaching Support (WLTS) website is set up by the Education Bureau (EDB). It is an integral part of the BCA project. It aims to support teachers in providing timely assistance to students who need help in achieving the Basic

› **WHAT'S HOT**
「寫作真功夫——分段功(第一、二學習階段)」
[Sight Word Park \(Key Stage 1\)](#)
[Hong Kong Adventure \(Key Stage 2\)](#)
[Publication: Assessment & Learning \(Issue 3\)](#) **NEW**, [\(Issue 2\)](#), [\(Issue 1\)](#)

CHINESE LANGUAGE ›

learn / lɜ:n /
verb past learned (also UK) learnt
1 GET SKILL: to get knowledge or skill in a new subject or activity
2 REMEMBER: to make yourself remember a piece of writing by

ENGLISH LANGUAGE ›

MATHEMATICS ›

OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS **STUDENT ZONE**

2010 | Important notices | Privacy Policy Last revision date: 2 April 2013

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE

ENGLISH LANGUAGE

[Home](#) > [English Language](#)

Please select Key Stage, Skill and Basic Competency Descriptor to browse the related basic competencies and the respective learning and teaching support.

Key Stage

☒ KS1 (P.1-P.3)

☐ KS2 (P.4-P.6)

☐ KS3 (S.1-S.3)

KS1 (P.1-P.3)

Skill > Basic Competency Descriptor

☒ Listening

☒ Reading

L2-R-2-P3BC - Reading aloud unfamiliar words with a small range of vowel and consonant sounds in short and simple texts

L2-R-3-P3BC - Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly

L1-R-4-P3BC - Recognizing repeated expressions in short and simple literary / imaginative texts

L2-R-5-P3BC - Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

L2-R-6-P3BC - Applying a small range of simple reference skills

☒ Writing

☒ Speaking

L2-R-5-P3BC Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

comprehensibly

L1-R-4-P3BC -

Recognizing repeated expressions in short and simple literary / imaginative texts

L2-R-5-P3BC -

Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

L2-R-6-P3BC -

Applying a small range of simple reference skills

✚ Writing

✚ Speaking

Other key learning objectives

Key Stage 1 (Primary 1 - 3)

Key Stage 2 (Primary 4 - 6)

Key Stage 3 (Secondary 1 - 3)

Suggested Follow-up Activities

Other Resources

Research Report



Related Module

Suggested Follow-up Activities

Learners' possible problem(s) (for reference only)

- 1 Learners are not able to identify information and ideas presented in different text types.
- 2 Learners are not able to recognize the formulaic expressions used in different text types.
- 3 Learners are not able to predict the meaning of unfamiliar words using contextual and pictorial clues.
- 4 Learners are not able to identify key words in sentences.
- 5 Learners are not able to use imagination to respond to the text in reading.
- 6 Learners are not able to predict the content using the book covers, picture cues, prior knowledge and personal experience.
- 7 Learners are not able to understand the connection between ideas by identifying a small range of cohesive devices.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
<p>A Greedy Boy</p>  <p>Preview > Download ></p>	<p>By reading a story about two boys in the woods, learners learn to use contextual and visual clues to construct meaning.</p> <p>They also learn to rearrange the story and rewrite a new ending.</p> <p>Related Module: Places and Activities</p>	6 7	95	✓
<p>A Story About Bobby</p>  <p>Preview > Download ></p>	<p>By reading a story about a wounded dog named Bobby, learners are guided to predict the content and the development of a story.</p> <p>They also learn to complete the story using their imaginative ideas.</p> <p>Related Module: Caring and Sharing</p>	5 6	70	✓

Activity plans

Learning and Teaching Activity – A Story about Bobby

Learning Target for Key Stage 1:

ESb - To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as making predictions

Learning objectives:

Text Types	Vocabulary	Language Items and Communicative Functions	Language Skills	Attitudes	Generic Skills
- stories	- action verbs e.g. tripped words describing objects e.g. sharp	- use the simple present tense to talk about present states - use the simple past tense to talk about past activities and states	- Reading - Writing - Speaking	- develop confidence in using English - develop sensitivity towards language use in the process of communication	- problem-solving skills - creativity

Related Basic Competencies:



L2-R-5-P3BC: Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

L2-W-5-P3BC: Writing and/or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues

L1-S-3-P3BC: Providing short answers to short and simple questions

L2-R-5-P3BC

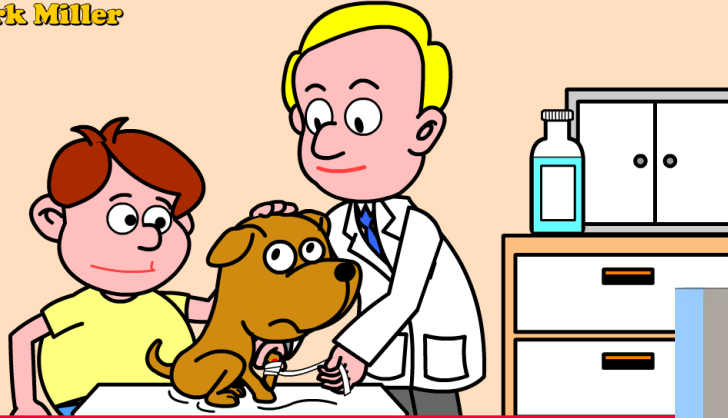
Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Activity	Description	Duration (mins.)	For students' self-access
Part 1 	An interactive activity: <i>Bobby Needs Help</i> Learners are guided to predict the content of a story and follow the development of the story in their reading.	20	✓
Part 2 Activity Plan 	A classroom activity: <i>Talking about Bobby</i> Learners watch the animation of a story to predict the development with the help of Teacher's contextual questions.	20	—
Part 3 Activity Plan	A classroom activity: <i>What Happens to Bobby?</i> Learners match sentence strips with pictures and fill an empty speech bubble to complete the story using their imaginative ideas.	30	—

Interactive exercises / games

Bobby Needs Help

By Mark Miller

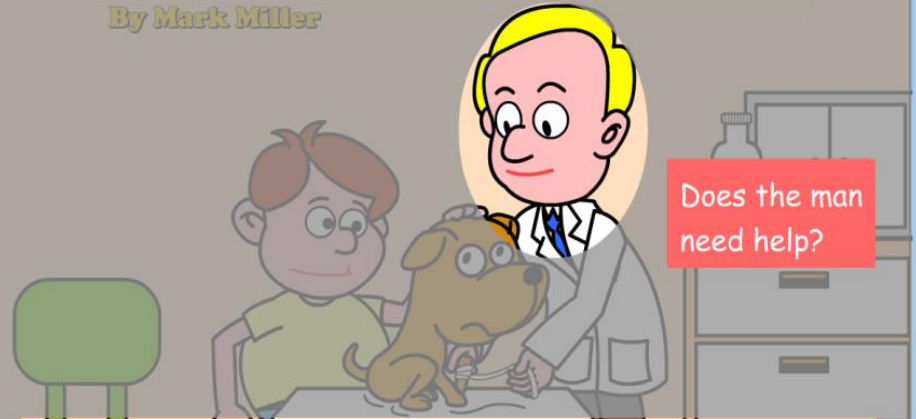


Who is Bobby?

A: The boy B: The man C: The dog

Bobby Needs Help

By Mark Miller





Who is Bobby?

A: The boy B: The man C: The dog

Resources and follow-up activities

Suggested questions

		Possible responses	Suggested Teacher's feedback
	(a.) Who is Bobby?	the dog	the title suggests Bobby needs help
	(b.) Where are the people and Bobby?	in the clinic	the pictorial clue – the man in the white gown is a doctor
	(c.) Where are Tommy and Bobby?	in the street	the pictorial clue – the background
	(d.) Why does Bobby ask help from Tommy?	He is hurt	<ul style="list-style-type: none"> the pictorial clue – Bobby's bleeding leg the contextual clue
	(e.) How does Tommy feel when he meets Bobby?	afraid	<ul style="list-style-type: none"> the narration the boy's facial expression

Task sheet

Class: P.3() Names: _____

Match the pictures with the correct sentences.

Fill the speech bubble in Picture 8 to complete the story.

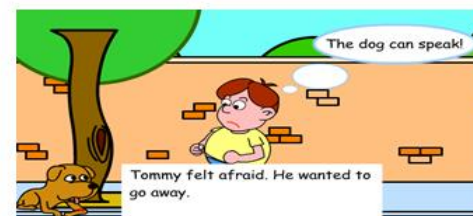
1.



2.



3.



4.



A decorative graphic in the top right corner consisting of overlapping, semi-transparent blue and white wavy shapes that create a sense of movement and depth.

Thank you!