Territory-wide System Assessment 2011

Primary 3
English Language - Reading

General Observations of Students’ Performances

<table>
<thead>
<tr>
<th>Basic Competency Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying key words</td>
</tr>
<tr>
<td>Predicting the content</td>
</tr>
<tr>
<td>Predicting the meaning of unfamiliar words</td>
</tr>
<tr>
<td>Understanding the connection between ideas by identifying a small range of cohesive devices (following pronoun references)</td>
</tr>
<tr>
<td>Applying a small range of simple reference skills (to obtain information from book covers and the contents page)</td>
</tr>
</tbody>
</table>

P.3 Student Performances in TSA 2011
Reading – General Comments

Students were able to…
identify key words with straightforward contextual clues and pictorial cues
understand the connection between ideas with cohesive devices ‘and’
obtain information from the contents page of a book and a dictionary cover
predict the content of a chapter in a book
follow pronoun references (close/not close to subject referred)
interpret meaning of unfamiliar words with more than one contextual clues

Students were unable to…
identify the implicit connection between two or more ideas
work out the connection between ideas which are less familiar to students
follow pronoun references when the pronoun referred to more than one person
interpret meaning of unfamiliar words with one contextual clue
P.3 Student Performances in TSA 2011
Reading – Strengths

Identifying Key Words with
- Straightforward Contextual Clues
- Pictorial Cues

- date, venue and starting time of a birthday party
- food (pizzas)
- tool for cutting (a pair of scissors)
- activity (running)
- action (jumping)
- amount of money ($100)
- month (January)

TSA 2011

When is the birthday party?
- A. 3rd May
- B. 9th May
- C. 13th May
- D. 21st May

3. Peter’s party is ____________.
- A. in Happy Park
- B. at Good Restaurant
- C. at Fun Fun Holiday Centre
- D. at his home

To: Sam
Date: 21st May, 20XX (Saturday)
Time: 10 a.m. – 1 p.m.
Place: Fun Fun Holiday Centre, 9 Happy Road, Chat Wall, Hong Kong
Food: sushi, pizza, mango pudding, ice cream and birthday cake
Games: board games, hide-and-seek, skipping, ball games

How to Get There:
Take Bus No. 13 at Choi Wan MTR Station, get off at Happy Park. The Centre is between Happy Park and Good Restaurant.

Our best friends, Judy and Chris, are coming to the party. I hope to see you there!

Peter

TSA 2011

Read line 14. How does John feel?
- A.
- B.
- C.
- D.

John and Peter are good friends. They study in Happy Primary School. John runs running with Peter every day. John wants to win a race at his school’s sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face.

Bang! The race begins. John runs very fast. Peter runs fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, “Well done!” John gets a medal from the headmistress. She puts it round John’s neck. John jumps with joy!

TSA 2011

Sara buys three Happy Reader books. How much does she pay?
- A. $140
- B. $120
- C. $100
- D. $90

ABC Bookstore

Rainbow Fast Food
Buy two sandwiches and get one FREE!
1. Use this coupon between 1st October and 30th November, 2011.
2. Use this coupon at Rainbow Fast Food in town.
3. Use this coupon between 3:30 p.m. and 4:00 p.m.

Children’s Monthly Magazine (CMM)

12 copies a year for $49.99

1. Use this coupon at any Family Bookshop in Central or Mong Kok.
2. Use this coupon between 1st and 30th January, 2011.

Identifying key words with straightforward contextual clues

Identifying key words with contextual clues and pictorial cues

Matching of pictures with key words identified
P.3 Student Performances in TSA 2011
Reading – Strengths

Understanding the Connection between Ideas
- identifying the connection between ideas with the help of cohesive devices

Applying Simple Reference Skills to Obtain Information
- obtaining information from the dictionary cover
  ➢ illustrator
  ➢ title
  ➢ target readers
- obtaining information from the contents page
  ➢ no. of chapters

5. Sam can use the ABC Bookstore coupon on
   ○ A. 1st April, 2011
   ○ B. 3rd April, 2011
   ● C. 16th April, 2011
   ○ D. 25th April, 2011

Identifying the connection between ideas with ‘between…and’

1. What is the title of this book?
   ○ A. Illustrated by Susan Law
   ● B. Young Children’s Picture Dictionary
   ○ C. Ages 4 – 6
   ○ D. The Bookworm Press

2. Who is the illustrator of this book?
   ○ A. The Bookworm Press
   ○ B. Sam
   ● C. Susan Law
   ○ D. Young Children

5. This book is for children from _______ years old.
   ○ A. 1 to 3
   ● B. 4 to 6
   ○ C. 7 to 9
   ○ D. 10 to 12

Obtaining information on dictionary cover
13. Obtaining information from the contents page of a book

14. P.3 Student Performances in TSA 2011
   Reading – Strengths

   Predicting Content
   • deducing meaning from the contents page of a book

15. Deducing meaning from the contents page

16. P.3 Student Performances in TSA 2011
   Reading – Strengths

   Following Pronoun References
   • interpreting correctly the meaning of the pronouns ‘They’ and ‘I’
2. Read line 6: They are waiting at the starting line. What does "They" refer to?  
   - A. Peter and his parents  
   - B. John and Peter  
   - C. Sam and John  
   - D. John and his parents

Following pronoun references – pronoun closed to the subject referred

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school’s sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John can see his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he has a smile on his face.

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, "Well done!" John gets a medal from the headmistress. She puts it round John’s neck. John jumps with joy!

3. Read line 5. What does ‘I’ refer to?  
   - A. Peter  
   - B. Sam  
   - C. The animal doctor  
   - D. Sam’s mum

Following pronoun references – pronoun referred to the sender of the letter

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help.

Dr. Wong’s clinic was near the park. I carried the dog to the animal doctor. He put some medicine on the dog’s leg. Later, I took the dog home.

After two days, the dog got better. I wanted it on my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Peanut because it was small and brown. Peanut is my good friend now.

Your friend,
Sam

P.3 Student Performances in TSA 2011  
Reading – Strengths

Interpreting the Meaning of Unfamiliar Words  
• interpreting the meaning of unfamiliar words with the help of contextual clues

Interpreting the meaning of unfamiliar words with contextual clues
P.3 Student Performances in TSA 2011

Reading – Weaknesses

Understanding the Connection between Ideas

- do not understand the connection between ideas with cohesive device ‘and’
- do not understand the implicit connection between two or more ideas in longer texts (e.g. letters)
- do not understand the connection of ideas in a poem and instructions

1. Sam buys two sandwiches with the Rainbow Fast Food coupon. How many sandwiches can he get?
   - A. one sandwich
   - B. two sandwiches
   - C. three sandwiches
   - D. four sandwiches

Understanding ideas linked by ‘and’

Matching the picture with ideas linked by ‘and’

John and Peter are good friends. They study in Happy Primary School. John goes running with Peter every day. John wants to win a race at his school’s sports day. Peter wants to win, too.

On the sports day, John and Peter are in the running race. They are waiting at the starting line. John is near his parents. They are waving their hands at him. He is very nervous and his legs are shaking. Peter is not nervous and he is a bit on his feet.

Bang! The race begins. John runs very fast. Peter is fast, too. In the end, John wins the race. All the people cheer loudly. Peter shakes hands with John and says, ‘Well done!’ John gets a medal from the headmasteress. She puts it round John’s neck. John jumps with joy!

6. Read line 12. Why was Sam happy?
   - A. He played in the park.
   - B. He helped the dog.
   - C. The dog got better.
   - D. His mum let him keep the dog.

Understanding the implicit connection of two or more ideas

Dear Peter,

I want to tell you about my new dog.

One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. I lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help.

At Wong’s clinic was near the park. I carried the dog to the animal doctor. He put some medicines on the dog’s leg. Later, I took the dog home.

After two days, the dog got better. I wanted it on my pet. My mum let me keep it. I was very happy. My mum and I gave the dog a name. We called it Kaibai because it was small and brown. Peanut is my good friend now.

Your friend,

Sam
Understanding the connection of ideas in a poem on a familiar topic

- **Keep Healthy**
  
  Let's be healthy, let's be strong.
  Let's play sports, let's go ball,
  Do exercise, run and walk,
  They are good for all.
  
  Take the bus up the hill,
  To the swimming pool at the top,
  Jump right in, short to own,
  Go every day, do not stop.
  
  Move your arms, move your feet,
  Exercise more and run around,
  Touch your nose, touch your knees,
  Enjoy yourself in the playground.
  
  Rice and beans, and lots of fruit,
  They are good for me and you,
  Orange juice and milk are yummy,
  Drink a lot of water too.
  
  Don’t play too many computer games,
  Do to bed early after a long day,
  Take care of yourself and get good rest,
  Enjoy your work and play.
  
  Judy Brown

Understanding the connection of ideas in instructions

- **How to Make an Animal Bookmark**

  **Things you need:**
  1. A piece of white cardboard
  2. A pair of scissors
  3. Coloured pencils
  4. A ribbon

  **Things to do:**
  1. Draw your favourite animal on the cardboard.
  2. Colour the animal.
  3. Cut out the animal with the scissors.
  4. Make a small hole at the top of the animal.
  5. Put the ribbon through the hole and tie it in

P.3 Student Performances in TSA 2011

Reading – Weaknesses

**Following Pronoun References**

- *unable to interpret ‘We’ in a letter*

  After Sam makes a hole in the picture, he
  
  - A. puts the ribbon through the hole
  - B. cuts out the picture
  - C. colours the picture
  - D. draws a new picture

  Following pronoun references – refer to more than one person

- **Dear Peter,**
  
  I want to tell you about my new dog.
  
  One rainy day, I walked near a park. I saw a dog running across the road. A car hit the dog. It lay on the road and it did not move. Its leg was hurt. I ran to the dog and it looked at me. It needed help.
  
  On the way to a veterinary clinic, I lifted the dog. It was very heavy. My mum and I gave the dog a name, *Peanut*. Peanut is my good friend now.

  After two days, the dog got better. I wanted it as my pet. My mum let me keep it. I was very happy. My mum and I took the dog home.

  Later, I took the dog home.

  *Your friend,*
  *Sam*
P.3 Student Performances in TSA 2011

Reading – Weaknesses

Interpreting the Meaning of Unfamiliar Words

• unable to interpret the meaning of unfamiliar words with the help of contextual clues

Performances of P.3 Students from 2008 to 2011

Reading – Strengths – Identify Key Words

<table>
<thead>
<tr>
<th>2008</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students could match key words with or without pictorial cues.</td>
<td>• Many students were able to identify key words with straightforward contextual clues.</td>
<td>• Students were capable of identifying key words related to date, time, places and amount of money with the help of straightforward contextual clues and pictorial cues.</td>
</tr>
</tbody>
</table>

Performances of P.3 Students from 2008 to 2011

Reading – Identifying Key Words

• places (bus stop, Fun Fun Holiday Centre)
• country (New York)
• tool (a pair of scissors)
• feeling (happy)
• opinion about a lesson (boring)
• activity (running)
• action (jumping up)
• food (pizzas)
• date (21st May)
• time (11 a.m. – 4 p.m.)
• month (January, June)
• price ($15, $100)
• location (at the top of a castle)
Performances of P.3 Students from 2008 to 2011

Reading – Weaknesses – Identifying Key Words

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2010</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>matching the key words identified with the correct picture in a story (sitting next to a pond)</td>
<td>identifying key words in a poem</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>identifying key words in a comic (a big truck)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performances of P.3 Students from 2008 to 2011

Reading – Identifying Key Words

- unable to identify key words in longer texts such as stories, comics or letters
- able to identify key words in short texts (e.g. notices) with pictorial cues or straightforward contextual clues
- able to identify key words which are familiar to students or related to daily life experiences (e.g. price, time)

Challenges

Progression of Performances

Performances of P.3 Students from 2008 to 2011

Reading – Strengths – Connection between Ideas

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>---</td>
<td>identifying the connection between ideas with the help of pictorial cues</td>
<td>identifying the connection between ideas with the help of cohesive devices ‘between…and…’</td>
</tr>
<tr>
<td></td>
<td>identifying the connection between ideas using ‘when’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Performances of P.3 Students from 2008 to 2011

TSA 2010

3. How did Alice feel when she stood in front of her classmates?

Understanding the connection between ideas with the help of pictorial cues and cohesive devices

said I had a great voice. She said I could sing well. I was afraid when I stood in front of my classmates and teachers in the hall. My heart was beating very fast. But when I started
Understanding the connection between ideas with the help of contextual clues

Performances of P.3 Students from 2008 to 2011
Reading – Weaknesses – Connection between Ideas

<table>
<thead>
<tr>
<th>2008</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identifying the connection of ideas using ‘and’</td>
<td>• understanding the connection between two or more ideas with cohesive devices ‘but’ and ‘and’ in a poem and a diary</td>
<td>• understanding the connection between ideas with cohesive devices ‘and’ (Buy two sandwiches and get one FREE)</td>
</tr>
<tr>
<td>• understanding the implicit connection between ideas in a story (She is often on television. Judy is famous.)</td>
<td></td>
<td>• understanding the connection between two or more ideas in a letter, a poem and instructions (My mum let me keep it. I was happy.)</td>
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Performances of P.3 Students from 2008 to 2011
Reading – Strengths – Applying Simple Reference Skills

<table>
<thead>
<tr>
<th>2008</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students were able to identify the title of a book and information from the table of contents.</td>
<td>• Students were able to obtain information from the contents page of a book. They could identify the content of a chapter in a book correctly.</td>
<td>• Students were able to obtain information on a contents page and a dictionary cover.</td>
</tr>
</tbody>
</table>
Performances of P.3 Students from 2008 to 2011

Reading – Applying Simple Reference Skills

**Contents Page**
- **book titles** (Happy Island)
- **illustrator of a book** (Susan Law)
- **title of a book** (Young Children’s Picture Dictionary)
- **target reader of a book** (children from four to six years old)

**Progression of Performances**
- able to obtain information from book covers (e.g. book title, writer and illustrator) and tables of contents (e.g. correct page no. of a chapter, no. of chapters in a book)

**Challenges**
- unstable performance in identifying the publisher of a book
- unstable performance in locating information in the tables of contents (e.g. content of a chapter)

**Performance of P.3 Students from 2008 to 2011**

<table>
<thead>
<tr>
<th>2008</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>identifying the publisher of a book (Easy Holiday Press)</td>
<td>identifying information on a book cover (the author has written 5 books)</td>
<td>----</td>
</tr>
<tr>
<td>locating information on the contents page (content of a chapter – to know what to do before her trip, turn to Chapter 4 to find a place to stay on Happy Island)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performances of P.3 Students from 2008 to 2011

Reading – Strengths – Following Pronoun References

**2008** | **2010** | **2011**
--- | --- | ---
• Students were generally able to follow pronoun reference in which the pronoun was close to the subject it referred. (‘you’ in a letter (3B students)) | • Students were able to interpret reference word which was close to the subject it referred. (‘they’ in a story (John and Peter)) | • They could also follow pronoun reference in a letter. (‘I’ in a letter (Sam))

Performances of P.3 Students from 2008 to 2011

Reading – Weaknesses – Following Pronoun References

| **2008** | **2010** | **2011** |
--- | --- | --- |
• interpreting ‘We’ which referred to more than one person (Sam and his mum) in a story | • interpreting ‘They’ correctly as Judy’s readers with contextual clues in a story (pronoun not close to the subject it referred) | • interpreting pronoun ‘We’ which referred to more than one person (Sam and his mum) in a story

Performances of P.3 Students from 2008 to 2011

Reading – Following Pronoun References

| **Progression of Performances** | **Challenges** |
--- | --- |
• able to interpret pronoun references when the pronoun is close to the subject referred (e.g. ‘you’, ‘I’, ‘they’) | • unable to interpret reference words which were not close to the subjects referred |
| | • unable to interpret reference word which referred to more than one person |

Performances of P.3 Students from 2008 to 2011

Reading – Strengths – Interpreting Unfamiliar Words

| **2008** | **2010** | **2011** |
--- | --- | --- |
• Some students could predict the meaning of unfamiliar words by using more than one contextual clue. | --- | --- |

Performances of P.3 Students from 2008 to 2011

Reading – Weaknesses – Interpreting Unfamiliar Words

| **2008** | **2010** | **2011** |
--- | --- | --- |
• Students performed well in predicting the meaning of unfamiliar words by using contextual clues and pictorial cues. | --- | --- |
## Performances of P.3 Students from 2008 to 2011

### Reading – Weaknesses – Interpreting Unfamiliar Words

<table>
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<tr>
<th>Year</th>
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<tbody>
<tr>
<td></td>
<td>•interpreting unfamiliar words with the help of contextual clues in a story</td>
<td>•interpreting the meaning of unfamiliar words with the help of contextual clues in a comic</td>
<td>•interpreting the meaning of unfamiliar words with the help of contextual clues in a story</td>
</tr>
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**Interpreting the meaning of unfamiliar words with contextual clues**

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**Interpreting the meaning of unfamiliar words with contextual clues**

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**Interpreting the meaning of unfamiliar words with contextual clues**
Performances of P.3 Students from 2008 to 2011

**Reading – Interpreting Unfamiliar Words**

<table>
<thead>
<tr>
<th>Progression of Performances</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>• able to predict the meaning of unfamiliar words by using both contextual clues and pictorial cues</td>
<td>• unstable performance in predicting the meaning of unfamiliar words with contextual clues in longer texts (e.g. letter, story, comic)</td>
</tr>
</tbody>
</table>