

Examples of graded items to suit a range of student abilities

Example One

Testing Area : Reading Comprehension

Points to note :

- The range of student abilities is catered for through
 - a. the provision of 2 texts, one shorter and simpler than the other
 - b. a mixture of questions requiring factual information and interpretation of text
- A variety of text types can be used, e.g. conventional text, advertisements, etc.

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READING COMPREHENSION

Do both Parts A and B.



Part A

You are thinking of buying some books.
Then you see this advertisement.
Read it carefully and give short answers to the questions.

1. Why would you like to visit this shop ?
Because _____
2. If today is Monday, on what day must you go at the latest?

3. If you are going tomorrow, what time does the shop close?

4. Is the shop open on Sunday?

5. Which words in the advertisement tell you that you must go to the shop at Central to get the cheaper books?

Part B

Read the passage carefully and answer the questions that follow.
You need not use complete sentences.

John's pen-pal Simon had come to visit him from Australia for the first time.

Simon arrived on a weekday, when John had to go to work. He called John at the airport to say he had arrived. John was very busy at his office, but he had already made some arrangements for Simon's visit. He explained to Simon where his flat was. He told Simon that he had left the key under the door mat. As he was likely to be home rather late, he advised Simon to go into the kitchen and help himself to food and drink.

Two hours later, Simon called John from the flat. He told John he was listening to some of the records after having had a truly wonderful meal. He had found a pan on the gas stove and fried two eggs and had helped himself to some cold chicken from the refrigerator. He was drinking a glass of orange juice and hoped that John could join him sooner.

John asked Simon if he had reached the flat without difficulty. Simon replied that he had not been able to find the key under the door mat, but fortunately the living-room window just by the apple tree had been left open and he had climbed in.

John listened to all this in astonishment. There was no apple tree in front of his living room, but there was one in front of his neighbour's!

1. Why didn't John receive Simon at the airport?
2. What arrangements did John make for Simon's visit? (Name 2)
3. What did Simon have for his meal? (Name 3)
4. How did Simon get into the house?
5. Why was John astonished?

Example Two

Testing Area : Language Use - Expressing obligation and prohibition

Points to note :

- The question is set with close reference to the scheme of work. Both core and optional teaching items have been included to cater for the mainstream and the remedial classes.
- Core items - must (not)
do (not)
no + gerund
Optional items - need (not)

Every year when Mr. Chan meets his F.1 students, he gives them a lot of advice. Please help Mr. Chan prepare this list by completing the following. Use one word for each blank. The first 2 have been done for you as examples :

1. You must work hard.
2. Do not litter in the school.
3. You _____ wear clean and tidy uniforms to school.
4. You _____ be late for school.
5. _____ remember to bring your books and homework back to school.
6. _____ try your best in every subject.
7. _____ bring any toys to school.
8. _____ (eat) or _____ (sleep) is allowed in class.
9. You _____ bring your own lunch to school if you do not want to. There is a canteen in the school.
10. You _____ buy all the text books in school. You can get them from other book stores if you like.

Example Three

Testing Area : Reading Comprehension
Language Usage

Points to note :

- The means of differentiating student abilities lies in marks allocation as well as question design.
½ mark will be awarded for students who correctly locate the missing word.
Another mark will be awarded for those who are able to supply the right word.
- The items to be inserted also cover a range of difficulties.

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In this passage several words have been left out. Put a λ mark where you think the missing word should be. Write the missing words in the spaces to the right of the passage. (Note : one word is missing in each line.) The first line had been for you.

		Marks allocation		
Fifty years λ , only a few	ago	(1/2	+	1)
people lived Shatin Valley. Many	_____	(1/2	+	1)
people had passed through the	_____	(1/2	+	1)
Valley on way home at night had	_____	(1/2	+	1)
disappeared. So became afraid	_____	(1/2	+	1)
and did want to live there.	_____	(1/2	+	1)
One day, old man went	_____	(1/2	+	1)
there find out what had	_____	(1/2	+	1)
happened. He soon found out was	_____	(1/2	+	1)
wrong.	_____			

.....

(1/2 mark for correctly locating the word.)

(1 mark for supplying the right word.)

Example Four

Testing Area : Writing

Points to note :

- The range of student abilities is catered for through the provision of a simplified writing task in addition to the generally required full-length essay.
- Suitable adjustments need to be made to the duration of the paper and/or the length of writing tasks required.

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COMPOSITION

Time allowed : 1 hour

Instructions : Do both Parts A and B
Do not spend more than 15 minutes on Part A.

Part A (20 marks)

The following pictures are taken from Susan's photo album.
They show how Susan enjoyed her summer holidays.

Write one sentence for each picture. Describe where Susan went and what she did as shown in the example.



Susan went to a restaurant to have a nice meal.

1. _____



2. _____





3. _____



4. _____



5. _____

Part B (80 marks)

Write a composition of about 100 words on one of the following topics :

1. You were on your way to school when
2.
3.