Leung Kwok Kwan, Stella (English)

Half-seconded teachers

Background Information

- **WiFi 100**
- **eLearning development: 4th year (12 classes)**

Year	Class and Subject	No. of Teachers Involved
13-14	P.4D (Chinese)	1
14-15	P.4A-D (Chinese) P.5AB (Chinese, English, Maths)	10
15-16	P.4A-D (Chinese) P.5A-D (Chinese, English, Maths) P.6AB (Chinese, English, Maths)	22
16-17	P.4A-D (Chinese) P.5A-D (Chinese, English, Maths) P.6A-D (Chinese, English, Maths)	28

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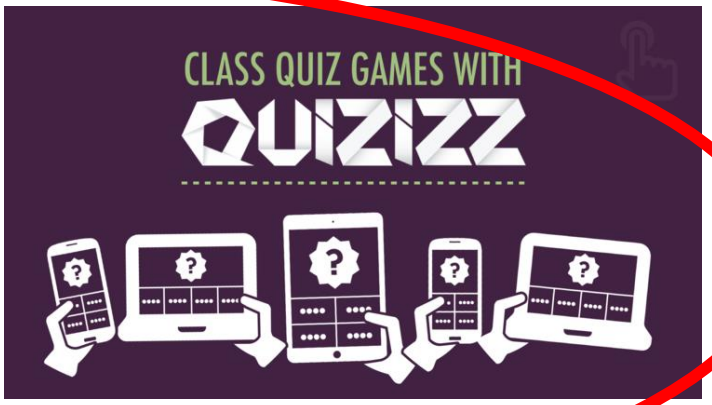

socrative
by MasteryConnect

EDpuzzle

Kahoot!

Google FORMS

Application of STAR platform in English Language Teaching

1. Pre-test VS Post-test
2. Replace Paper Assessment
3. Integration with other eLearning platforms

1. Pre-test VS Post-test

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Reading Comprehension
Pre-test VS Post-test

Pre-test
(News report)
Topic: A robbery
STAR

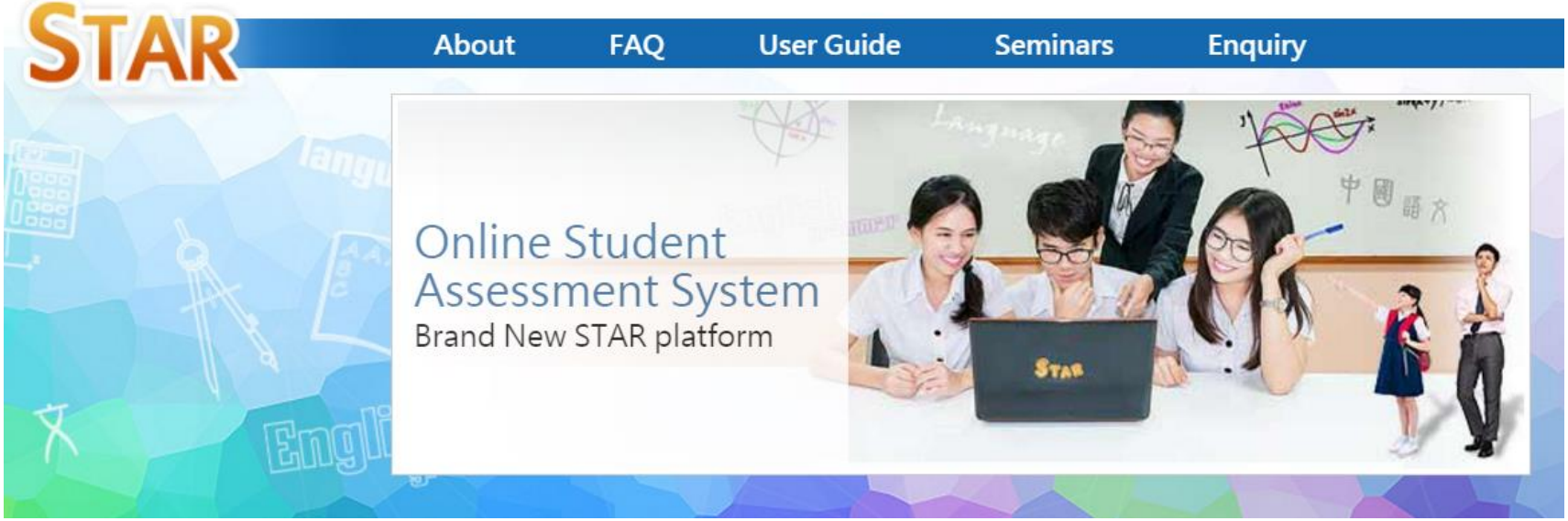
Data Analysis
Find out Ss' weaknesses
(Reading skills)

Teaching
Introduce the story in the textbook and the features of the text type

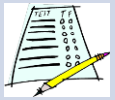
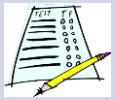
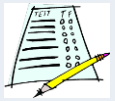
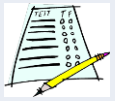
Teaching Flow

Post-test
(News report)
Topic: A robbery
STAR

2. Formative Assessment



Assessments:

	1st Term	2nd Term	Types of assessment
F.A.1	Grammar 	Grammar 	Formative
F.A.2	Grammar 	Grammar	Formative
F.A.3	**Reading Comprehension (STAR)**	**Reading Comprehension (STAR)**	Formative
	Exam 	Exam	Summative

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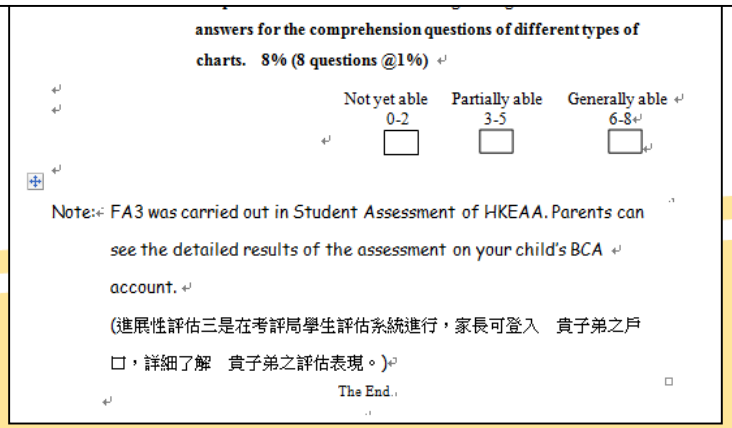
Student's Performance Report

Note: FA3 was carried out in Student Assessment of HKEAA. Parents can see the detailed results of the assessment on your child's BCA account.

(進展性評估三是在考評局學生評估系統進行，家長可登入　貴子弟之戶口，詳細了解　貴子弟之評估表現。)

The End.



answers for the comprehension questions of different types of charts. 8% (8 questions @1%)

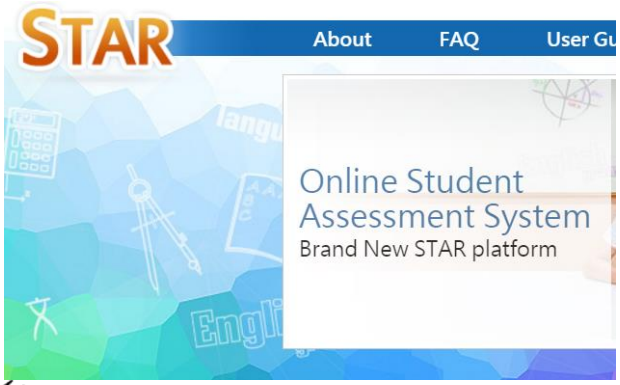
Not yet able	Partially able	Generally able
0-2	3-5	6-8
☐	☐	☐

Note: FA3 was carried out in Student Assessment of HKEAA. Parents can see the detailed results of the assessment on your child's BCA account.

(進展性評估三是在考評局學生評估系統進行，家長可登入　貴子弟之戶口，詳細了解　貴子弟之評估表現。)

The End.

3. Integrate with other eLearning platforms

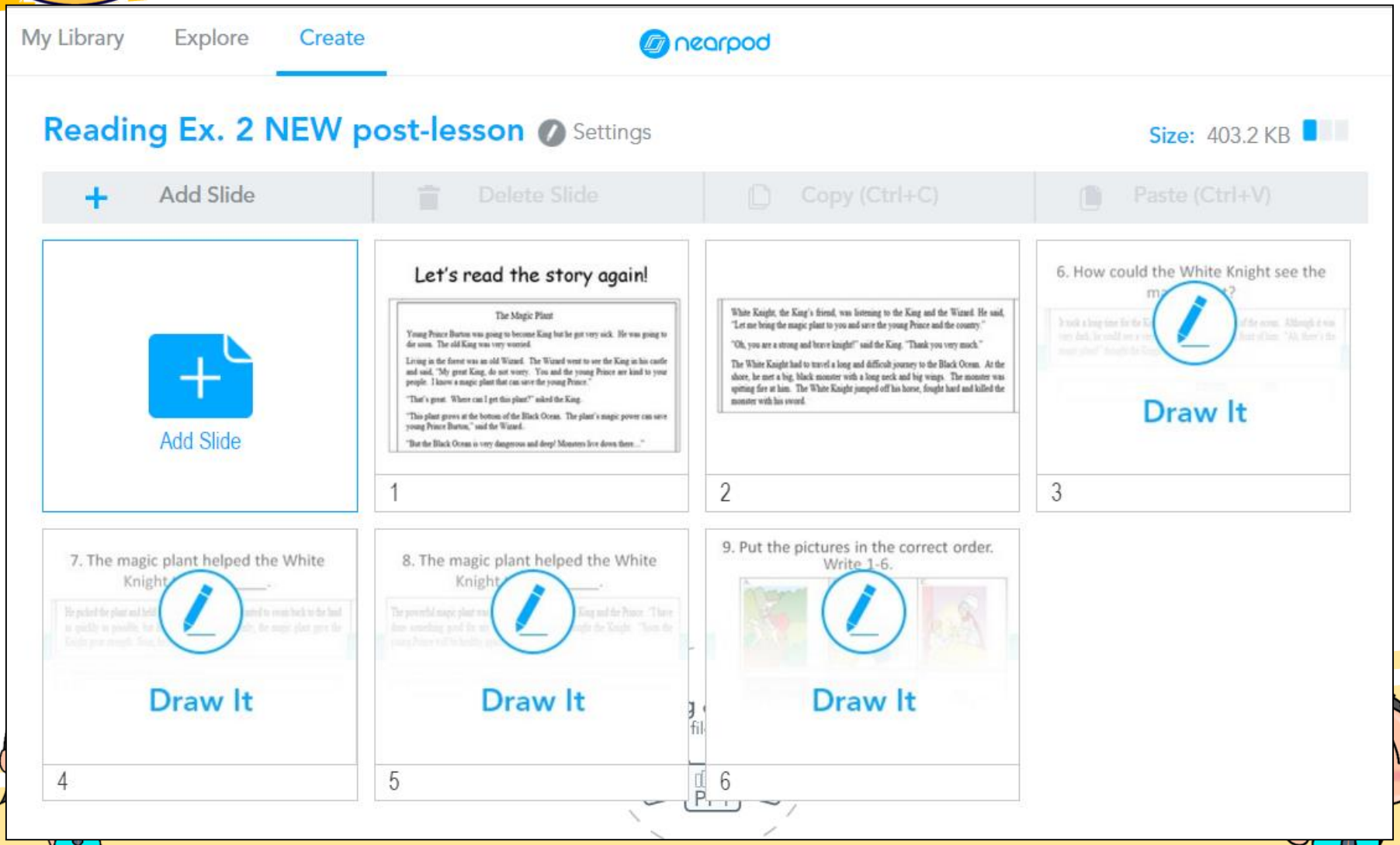


+

nearpod

Classroom
by Google

Teaching of reading skills



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Discuss with students

Session Report

Downloads Share

Reading Ex. 2 NEW post-lesson

Author: Leung Stella - Slides: 6 - Date: Tuesday, January 17, 2017 02:14:24 PM

SUMMARY Quiz Poll Open Ended **Draw It**

Yuki Wong close

6. How could the White Knight see the magic plant?

It took a long time for the Knight to swim to the bottom of the ocean. Although it was very dark, he could see a very strange, glowing plant in front of him. "Ah, there's the magic plant!" thought the Knight.

1 / 1 Save Submit Quit

6. How could the White Knight see the magic plant?

A. The plant was growing.

B. The plant was shining.

C. The plant was strange.

D. The plant was large.

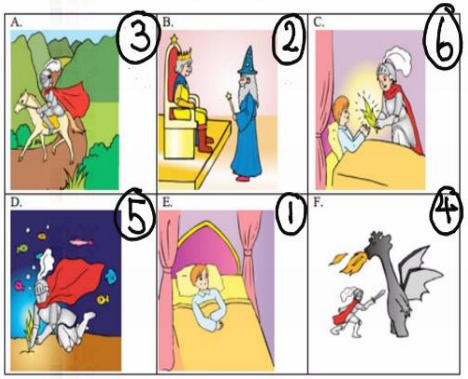
Reading Ex. 2 NEW post-lesson

Author: Leung Stella - Slides: 6 - Date: Tuesday, January 17, 2017 02:14:24 PM

SUMMARY Quiz Poll Open Ended **Draw It**

Yuki Kam close

9. Put the pictures in the correct order. Write 1-6.



Before setting the paper…

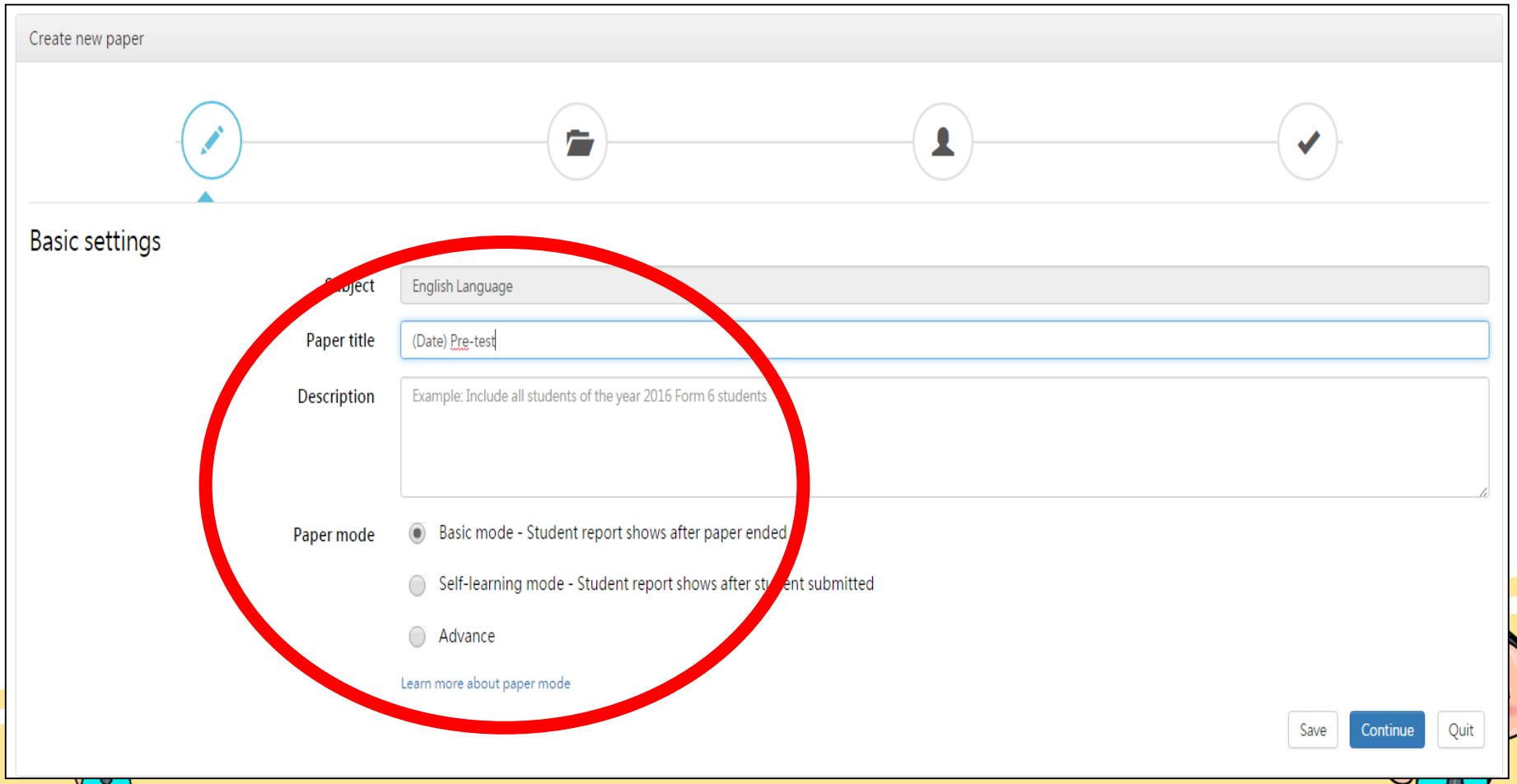
Text-type

Level of difficulty

Assessment time

Reading skills

Step 1: Basic Settings



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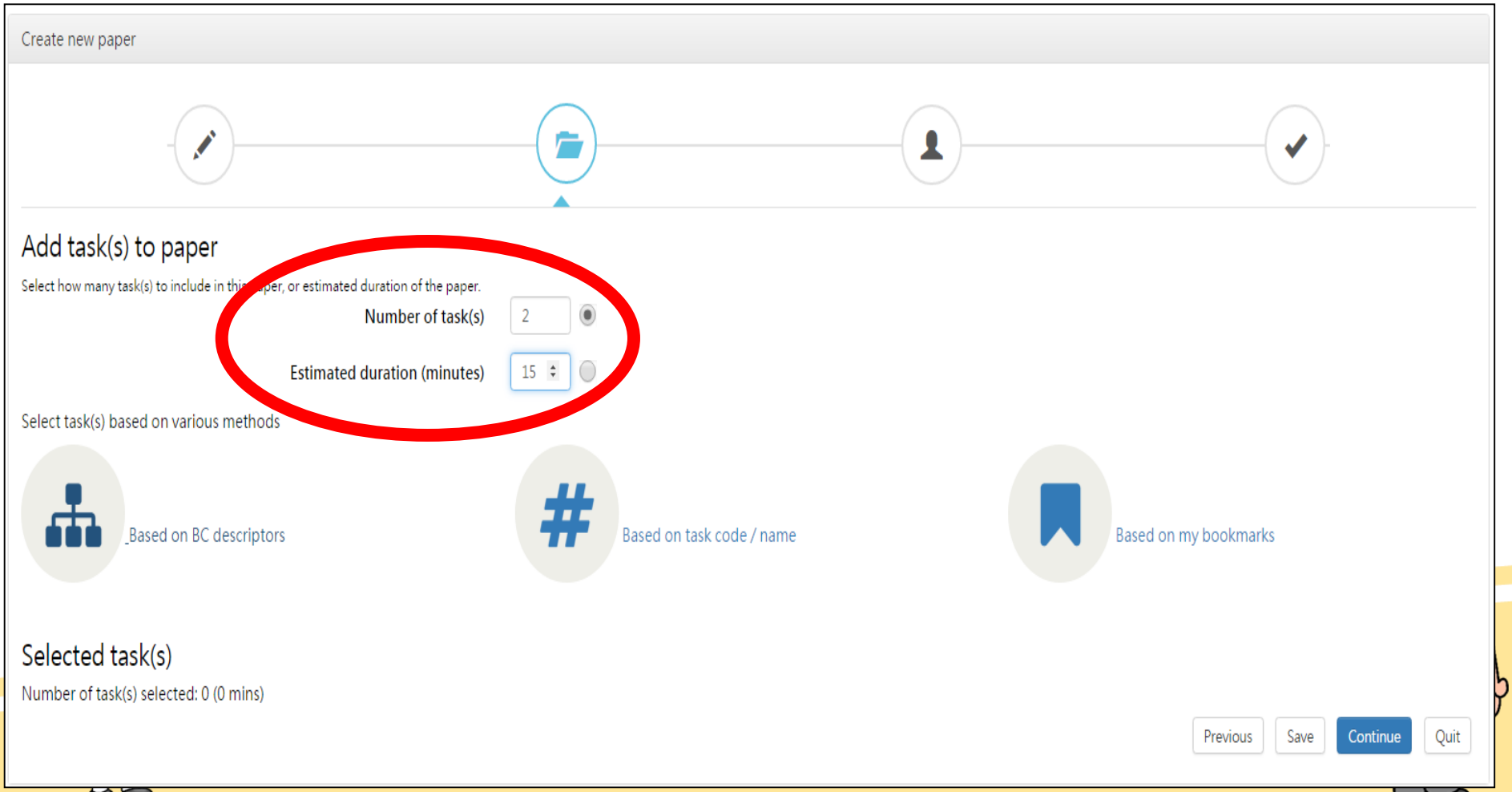
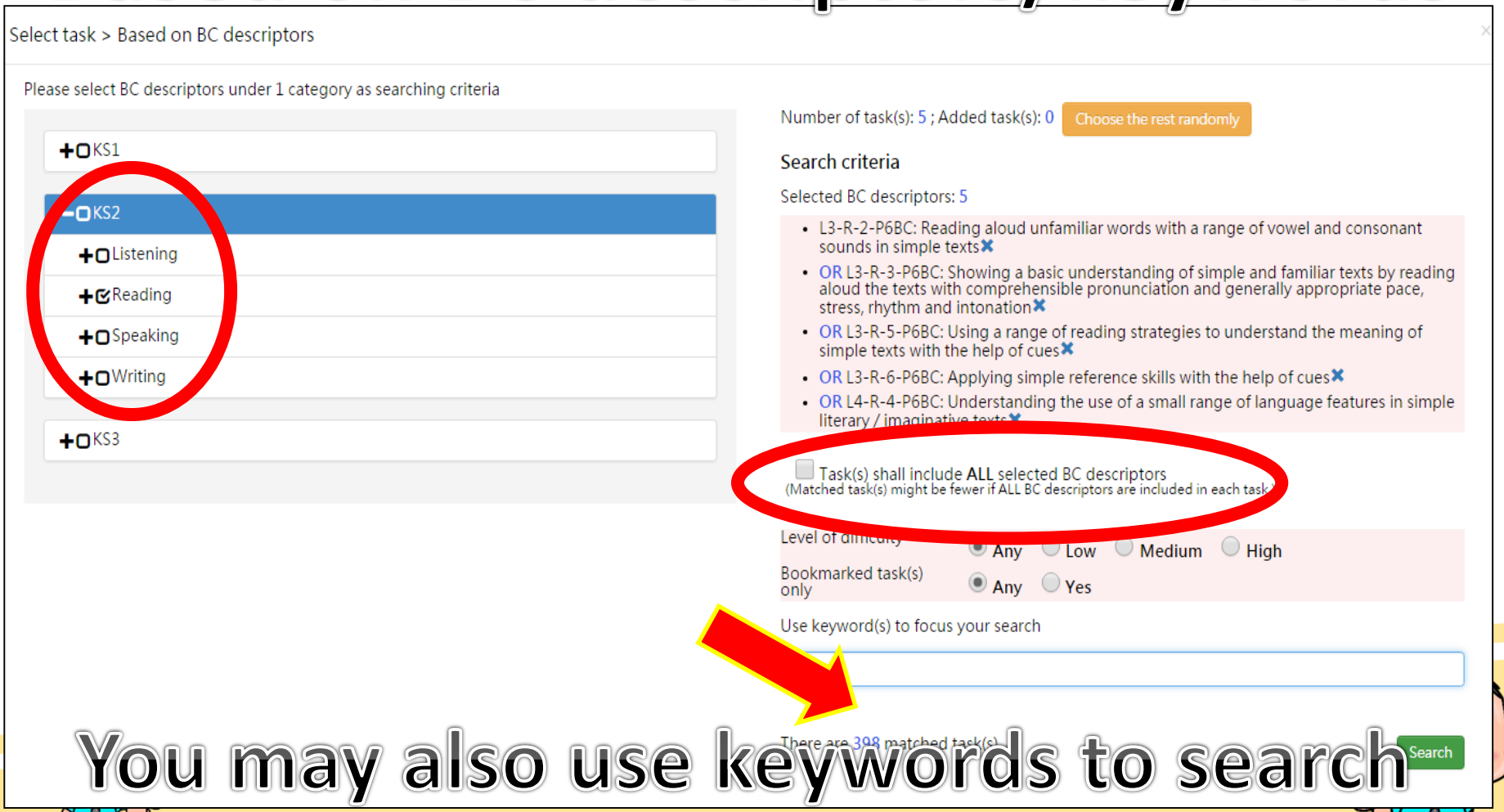
Step 2: Add tasks to paper



Based on BC descriptors/keywords



You may also use keywords to search

基本能力評估

簡介

基本能力
(第一學習階段)

基本能力
(第二學習階段)

基本能力
(第三學習階段)

基本能力評估
(學生評估)
香港考試及
評核局網址

問與答

網上學與教支援

Key Stage 2
Reading

Basic Competency (BC) Descriptors	Examples (The examples listed below are not prescriptive or exhaustive)
Reading aloud unfamiliar words with a range of vowel and consonant sounds#🕮 in short and simple texts (KS)	
Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation (KS, ES)	• reading in meaningful chunks • understanding simple punctuation by using appropriate intonation and pausing • recognizing at sight some basic vocabulary items
Understanding the use of a small range of language features in simple literary / imaginative texts (ES)	• simile (*May is like a little angel.*) (*The boy runs as fast as a leopard.*) • personification (*The Wind said to the Cloud, 'Don't cry! I'll help you.'*) • rhyme • rhythm • alliteration (*The baby boy looks at the big balloon.*) • onomatopoeia (*The little duck quacks.*)

Choose the task(s)

Add to selection

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) 2

Estimated duration (minutes) 15

Select task(s) based on various methods

Based on BC descriptors | Based on task code / name | Based on my bookmarks

Selected task(s)

Number of task(s) selected: 1 (10 mins)

Remove selected | Select all

Task code: E6BR116
Task name: Bank Robbery
Key stage: KS2
Basic competency: ▸ L3-R-5-P6BC, L4-R-4-P6BC
Duration: 10 mins
Level of difficulty: Medium
Attachments: Task Specification

Preview

Up | Down | First | Last | Remove

NEW

Previous | Save | Continue | Quit

Preview the paper

Vanessa is at the police station.
Read the text and answer the questions.

THE HONG KONG POLICE

Police Station: Tuen Mun
Case Number: VT 25/11/05/3462
Incident: Bank Robbery
Date: 26 November, 2005, 12:45pm

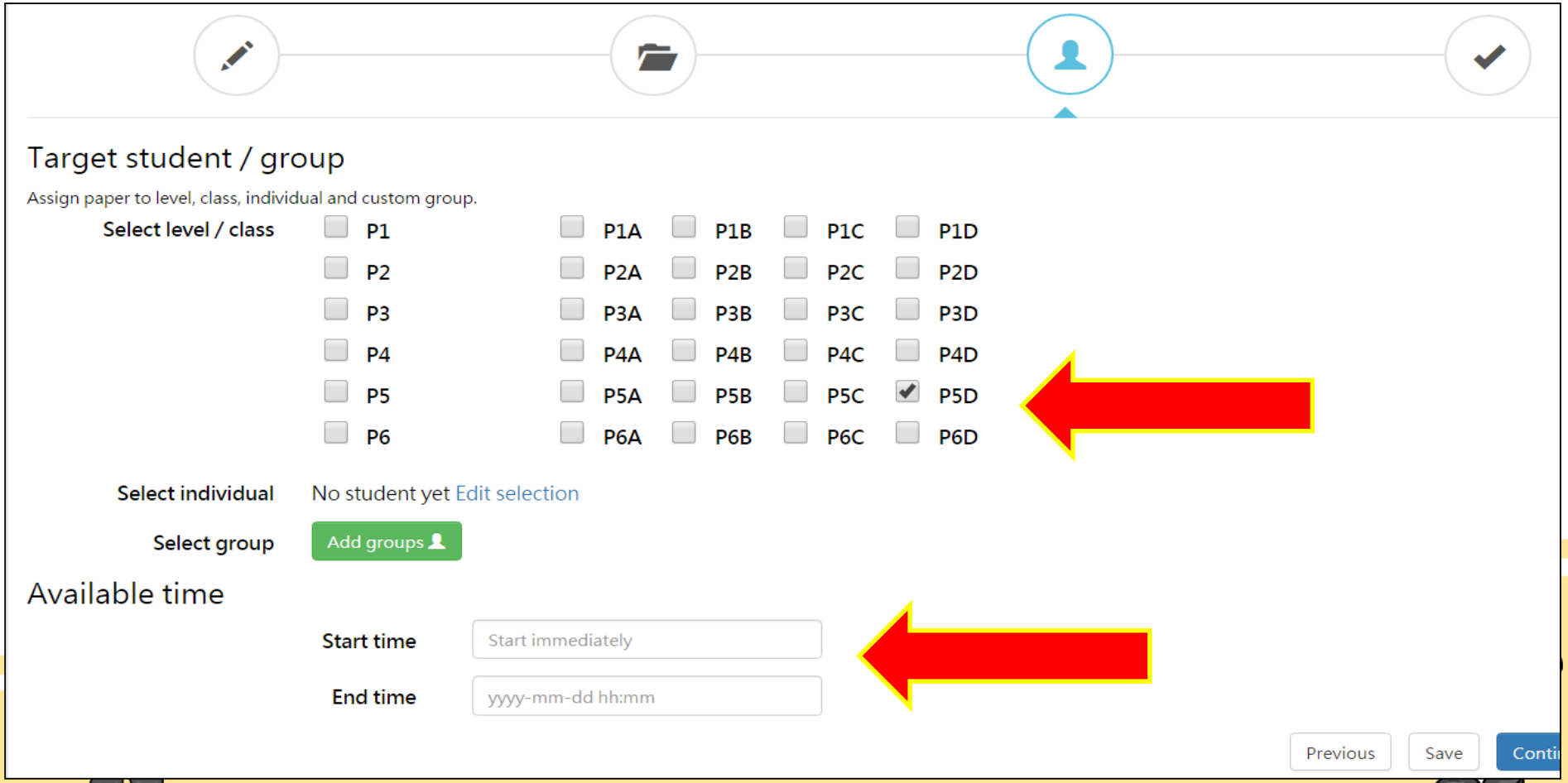
I was at Kowloon City Bank in Tuen Mun at 11:50 a.m. My husband works at the bank and we were going to have lunch together. At five minutes to twelve, a person wearing a mask walked into the bank.

At first, I didn't pay much attention. Many people wear masks nowadays if they are sick. However, he looked more nervous than ill, and he kept looking around the bank. Suddenly he yelled, "Everyone put your hands up and lie down on the floor! " In his hand he had a gun which looked like a toy. I could not believe what was happening, but we all did what the robber wanted. Even the clerk started putting money into a bag.

Then somebody pressed the alarm. The frightened robber ran for the door. A bank guard grabbed him and they both fell down. I couldn't see what happened, but I heard a gun shot. Then there were screams and people started running. The robber ran away before the police arrived.

Step 3:

Set target students/group + Date



Step 4: Save and Publish

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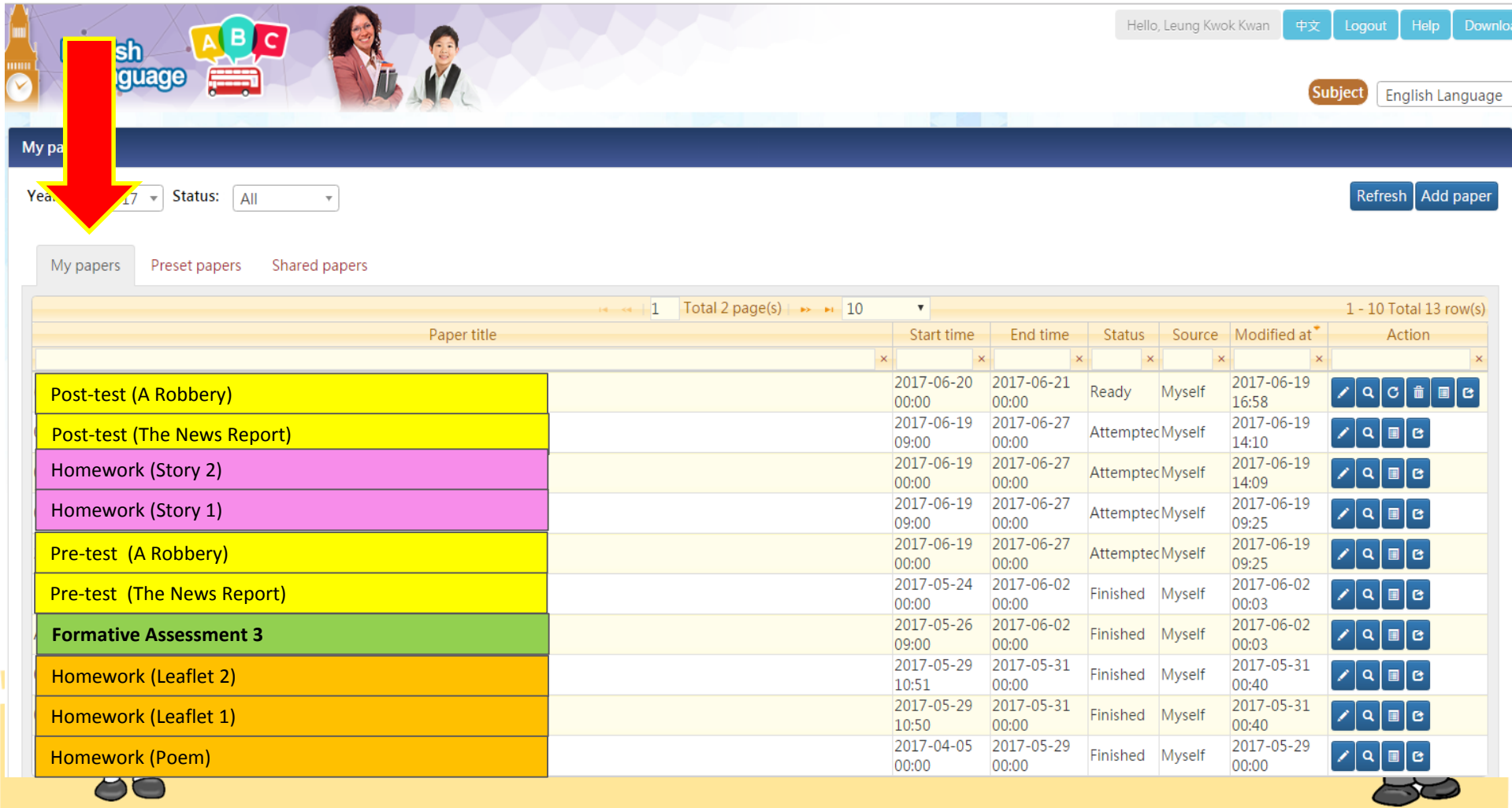
My Papers



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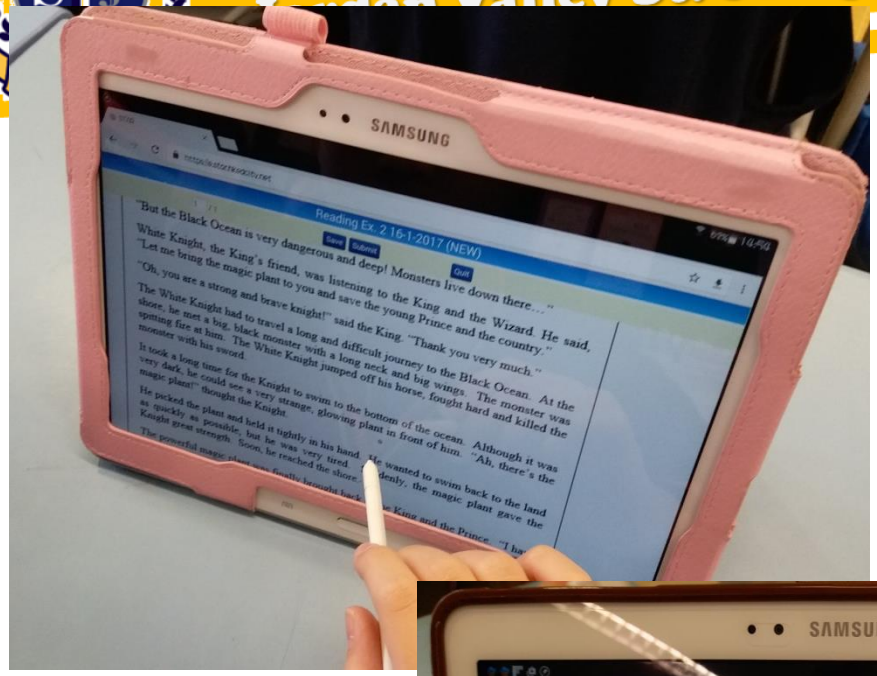

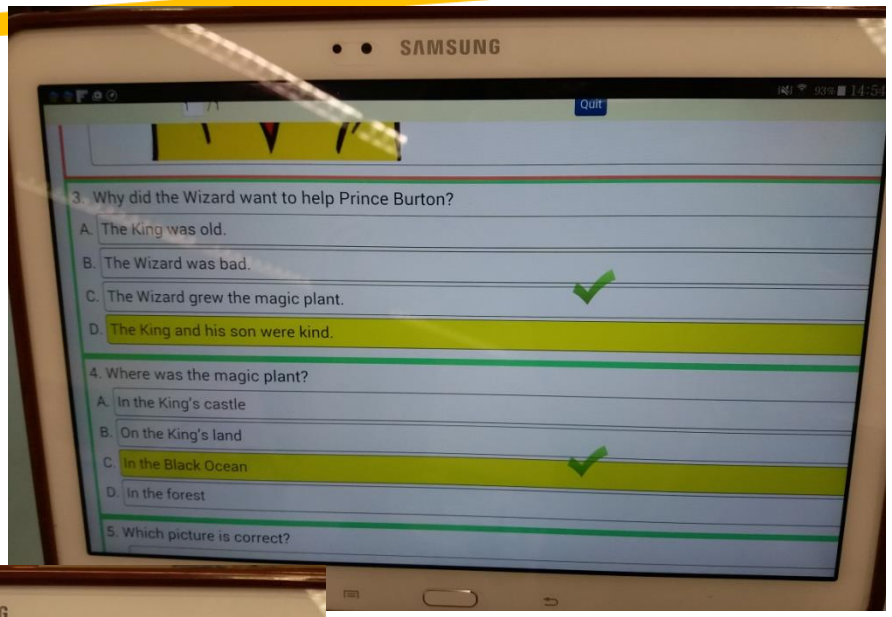

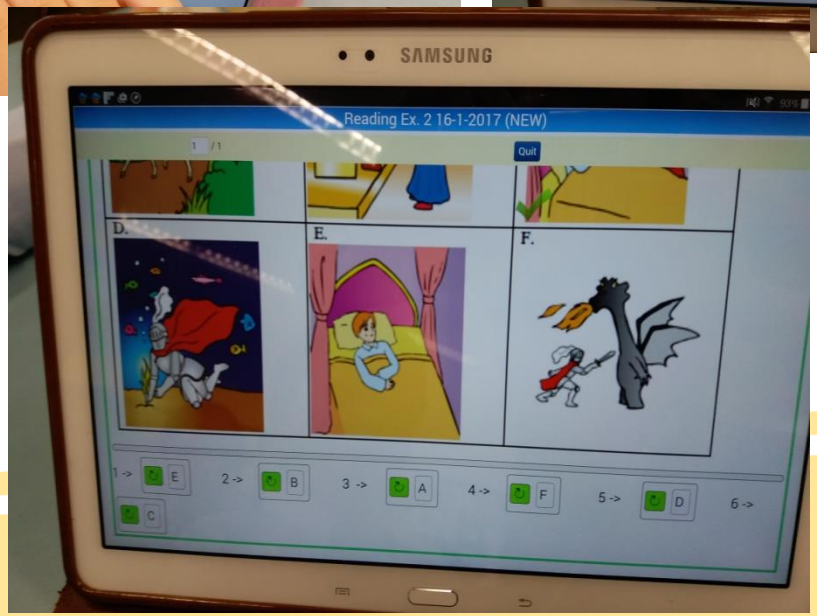

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Teacher's Report

Pre-test

Student answer | Hide/Show answers | Download

✓	✗	✗	✓	✓	✓	✗	✗	✗	✓	✗
✓	✗	✓	✓	✗	✗	✗	✗	✓	✗	✓
✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗
✓	✗	✗	✓	✓	✗	✗	✓	✓	✗	✗
✗	✗	✗	✗	✓	✗	✓	✗	✗	✓	✓
✓	✓	✗	✓	✗	✓	✗	✓	✓	✓	✗
✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✗
✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓
✓	✓	✗	✓	✗	✓	✗	✓	✓	✗	✗
✓	✗	✗	✗	✓	✗	✗	✓	✗	✗	✗
✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗
✗	✗	✗	✓	✓	✗	✗	✗	✗	✗	✓
20	13	11	19	12	11	13	11	18	14	11
77%	50%	42%	73%	46%	42%	50%	42%	69%	54%	42%
L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L4-R-4-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC

ıle texts with the help of cues	WLTS
literary / imaginative texts	WLTS

Post-test

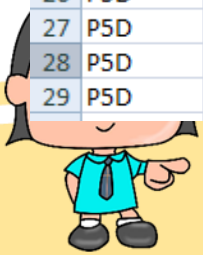
Student answer | Hide/Show answers | Downloa

✓	✓	✗	✓	✓	✓	✓	✗
✓	✓	✗	✓	✓	✓	✓	✗
✓	✓	✗	✓	✗	✓	✗	✓
✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	✗	✓	✗	✓	✗	✗
✓	✓	✗	✓	✓	✓	✓	✗
✓	✓	✗	✓	✗	✓	✓	✓
✗	✗	✗	✓	✗	✓	✗	✗
✓	✓	✗	✓	✓	✓	✗	✗
15	15	4	15	9	16	12	9
88%	88%	24%	88%	53%	94%	71%	53%
L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-6-P6BC

Jordan Valley St. Joseph's Catholic Primary School

Excel Report

	A	B	G	H	I	J	K	L	M	N	O	P	Q
1	Class	Class - No	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11
2	P5D	P5D - 1	B	C	A	B	B	B	C	D	C	A	D
3	P5D	P5D - 2											
4	P5D	P5D - 3	D	D	B		D	D	C	B	C	C	D
5	P5D	P5D - 4	D	D	B	A	A	D	C	D	C	C	B
6	P5D	P5D - 5	D	B	B	A	D	A	B	C	C	B	B
7	P5D	P5D - 6	C	D	D	C	C	A	B	A	B	A	A
8	P5D	P5D - 7	D	B	C	A	A	D	C	D	C	C	B
9	P5D	P5D - 8	C	B	B	A	D	B	C	D	C	B	B
10	P5D	P5D - 9	D	A	D	A	C	A	D	A	A	B	C
11	P5D	P5D - 10	D	D	A	A	A	A	C	D	C	C	D
12	P5D	P5D - 11	D	D	B	A	D	A	C	B	C	C	B
13	P5D	P5D - 12	D	D	B	A	A	D	C	B	C	C	A
14	P5D	P5D - 13	D	D	B	C	D	D	D	B	D	C	B
15	P5D	P5D - 14	D	B	D	A	A	D	D	D	A	C	A
16	P5D	P5D - 15	D	B	B	A	D	A	D	A	C	D	B
17	P5D	P5D - 16	D	D	C	A	D	A	D	D	C	C	A
18	P5D	P5D - 17	D	A	A	A	A	A	A	B	C	A	A
19	P5D	P5D - 18	C	A	A	D	A	A	C	C	A	C	B
20	P5D	P5D - 19	D	D	C	A	D	D	D	B	C	C	A
21	P5D	P5D - 20	D	D	C	A	A	D	C	B	C	C	B
22	P5D	P5D - 21											
23	P5D	P5D - 22											
24	P5D	P5D - 23	D	D	B	A	D	D	C	D	C	D	A
25	P5D	P5D - 24	D	D	B	A	A	A	C	B	C	C	B
26	P5D	P5D - 25	D	D	C	A	D	D	A	B	C	A	C
27	P5D	P5D - 26	D	A	C	D	A	A	D	B	B	B	A
28	P5D	P5D - 27	D	B	B	A	A	D	C	B	C	C	D
29	P5D	P5D - 28	C	C	A	A	A	B	B	A	A	B	B
			L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6E	L4-R-4-P6E	L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6E	L3-R-5-P6B
			77%	50%	42%	73%	46%	42%	50%	42%	69%	54%	42%
			20	13	11	19	12	11	13	11	18	14	11



Jordan Valley St. Joseph's Catholic Primary School

Student's report

Individual report

Paper title Reading Ex. 2 16-1-2017 (NEW)

Start time 2017-01-16 13:26

End time 2017-

Name [redacted]

Class - No. P5D -

Items total

Correct total 8

Item No.	Suggested answer	Student answer	Correctness	Possible mistakes and misconceptions
1-1	B	B	✓	
1-2	A	A	✓	
1-3	D	D	✓	
1-4	C	C	✓	
1-5	D	D	✓	
1-6	B	C	✗	
1-7	B	B	✓	
1-8	C	C	✓	
1-9	E,B,A,F,D,C	E,B,A,F,D,C	✓	

Basic competency note

1	L3-R-5-P6BC :	Using a range of reading strategies to understand the meaning of simple texts with the help of cues

Follow-up materials:

Class: P5D | Status: All (108) | Student answer | Hide/Show answers | Download

P5D - 12		Submitted	10	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗
P5D - 13		Submitted	7	1	✓	✓	✓	✗	✗	✓	✗	✓	✗	✓	✓
P5D - 14		Submitted	5	1	✓	✗	✗	✓	✓	✓	✗	✗	✗	✓	✗
P5D - 15		Submitted	5	1	✓	✗	✓	✓	✗	✗	✗	✗	✓	✗	✓
P5D - 16		Submitted	5	1	✓	✓	✗	✓	✗	✗	✗	✗	✓	✓	✗
P5D - 17		Submitted	5	1	✓	✗	✗	✓	✓	✗	✗	✓	✓	✗	✗
P5D - 18		Submitted	4	1	✗	✗	✗	✗	✓	✗	✓	✗	✗	✓	✓
P5D - 19		Submitted	7	1	✓	✓	✗	✓	✗	✓	✗	✓	✓	✓	✗
P5D - 20		Submitted	10	1	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓
P5D - 21		Not submitted													
P5D - 22		Submitted	0	1	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗
P5D - 23		Submitted	7	1	✓	✓	✓	✓	✗	✓	✓	✗	✓	✗	✗
P5D - 24		Submitted	10	1	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓
P5D - 25		Submitted	6	1	✓	✓	✗	✓	✗	✓	✗	✓	✓	✗	✗
P5D - 26		Submitted	3	1	✓	✗	✗	✗	✓	✗	✗	✓	✗	✗	✗
P5D - 27		Submitted	9	1	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗
P5D - 28		Submitted	3	1	✗	✗	✗	✓	✓	✗	✗	✗	✗	✗	✓
		Correct total (BC)			20	13	11	19	12	11	13	11	18	14	11
		Correct percentage			77%	50%	42%	73%	46%	42%	50%	42%	69%	54%	42%
		Basic competency										L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC

Basic competency note

1	L3-R-5-P6BC :	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	WLTS
2	L4-R-4-P6BC :	Understanding the use of a small range of language features in simple literary / imaginative texts	WLTS

Web-based Learning and Teaching Support

Basic competency note

1	L3-R-5-P6BC :	Using a range of reading strategies to understand the meaning of simple texts with the help of cues	WLTS
2	L3-R-6-P6BC :	Applying simple reference skills with the help of cues	WLTS

Follow-up materials:

L3-R-3-P6BC -
Showing a basic understanding of simple and familiar texts by reading aloud the texts with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation

L4-R-4-P6BC -
Understanding the use of a small range of language features in simple literary / imaginative texts

L3-R-5-P6BC -
Using a range of reading strategies to understand the

Follow-up Materials

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

1. Learners are not able to make inferences to understand the meaning of simple texts.
2. Learners are not able to predict the likely development of simple texts.
3. Learners are not able to understand and respond to messages in simple letters and notes.
4. Learners are not familiar with the formulaic expressions used in letters of different purposes.
5. Learners are not able to identify gist / main ideas in simple texts.
6. Learners are not able to scan for specific information.
7. Learners are not able to understand the connection between ideas (by identifying a range of cohesive devices).

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
A Lesson for Jack Preview › Download ›	By reading an interactive story about Jack, learners are given the opportunity to respond to and act out the story. They also learn to retell the story through writing an email to a friend. **Related Module:** Changes	5	75	✓
Be a Good Cook Preview › Download ›	Learners familiarize themselves with the vocabulary of food by playing jigsaw and card games in class. They then listen for specific information and to use visual and contextual clues to understand a simple spoken text through an interactive activity. **Related Module:** Food and Drinks	6	65	✓

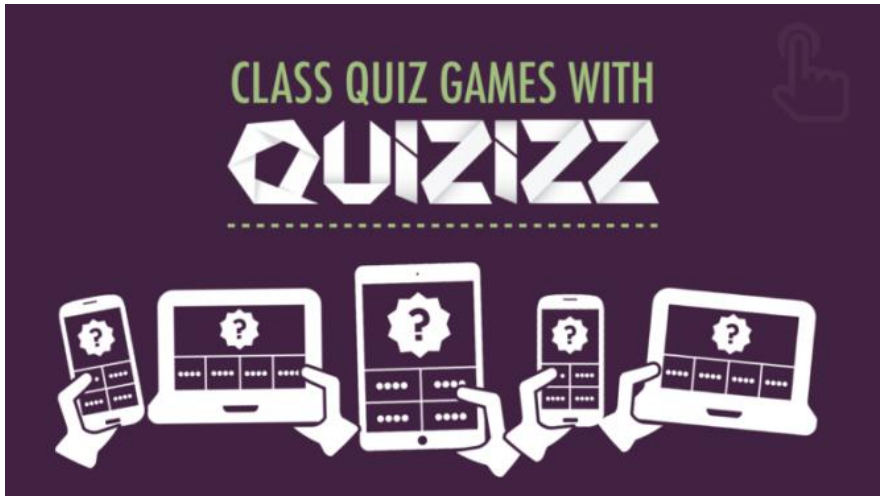
Students' Comments:

- Convenient to use (Tablets) ☺
- Clear text and pictures ☺
- Students can enlarge the text when necessary ☺
- Learning tools are needed (e.g. pen/highlighter)☹
- Text and questions can't be shown at the same time☹

Teacher's Comments:

- Auto-marking system→ Save time
- Instant report → Check Ss' learning progress easily
- Detailed report → Data analysis
- Select paper by BC descriptors / text types
- Replace paper assessments

Game-based eAssessment tool



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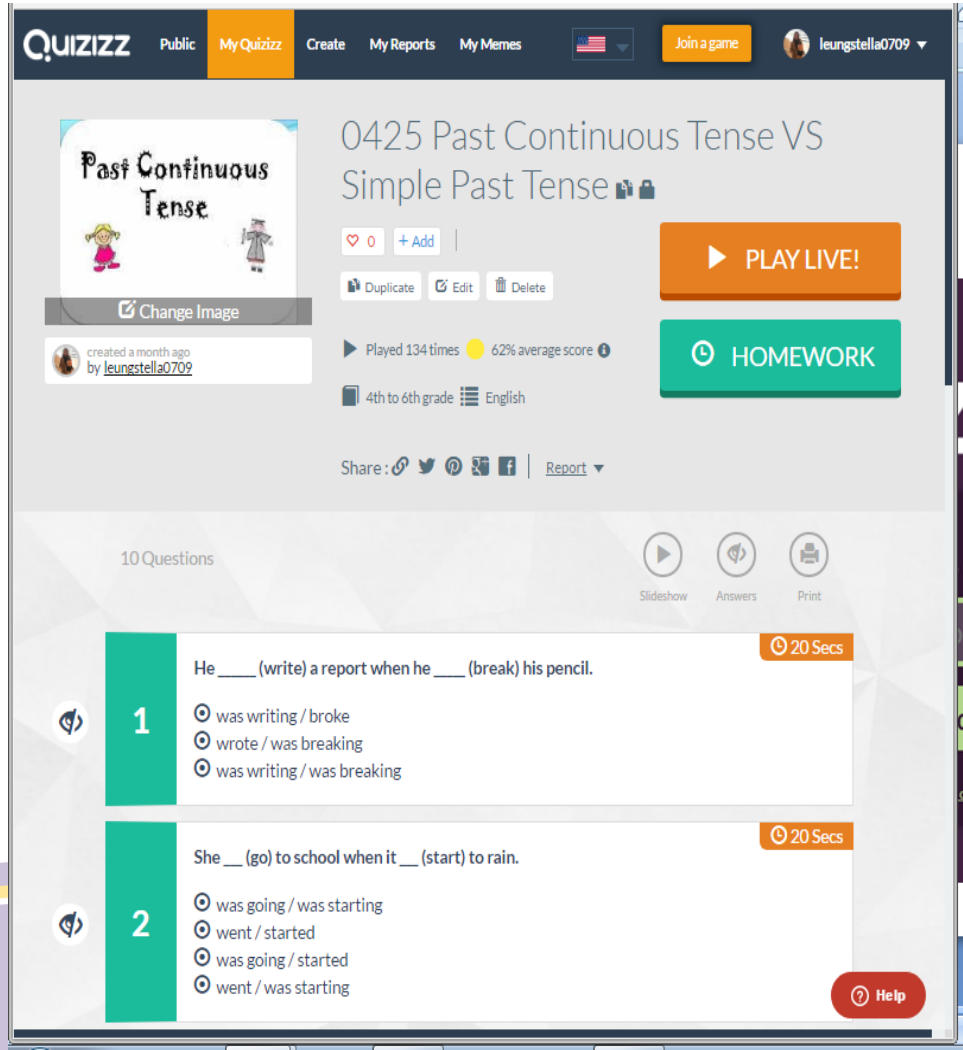
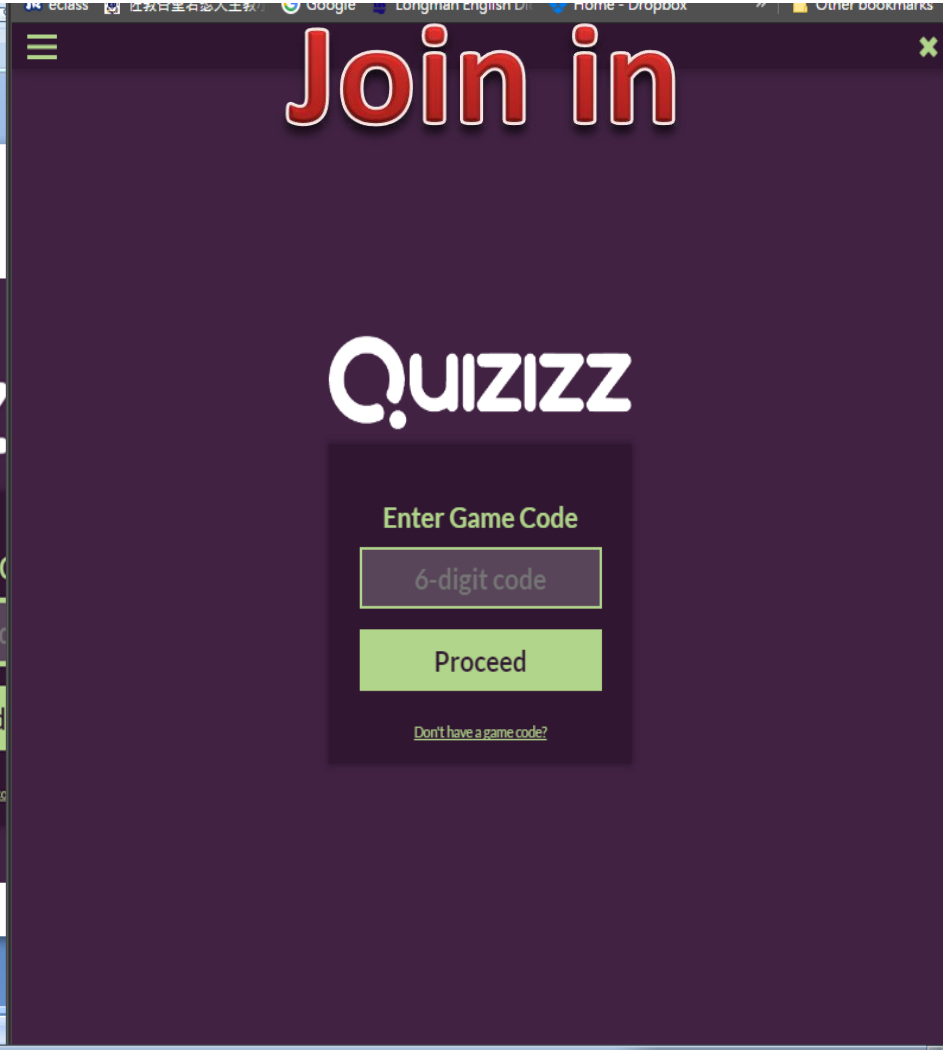
Teacher



Students



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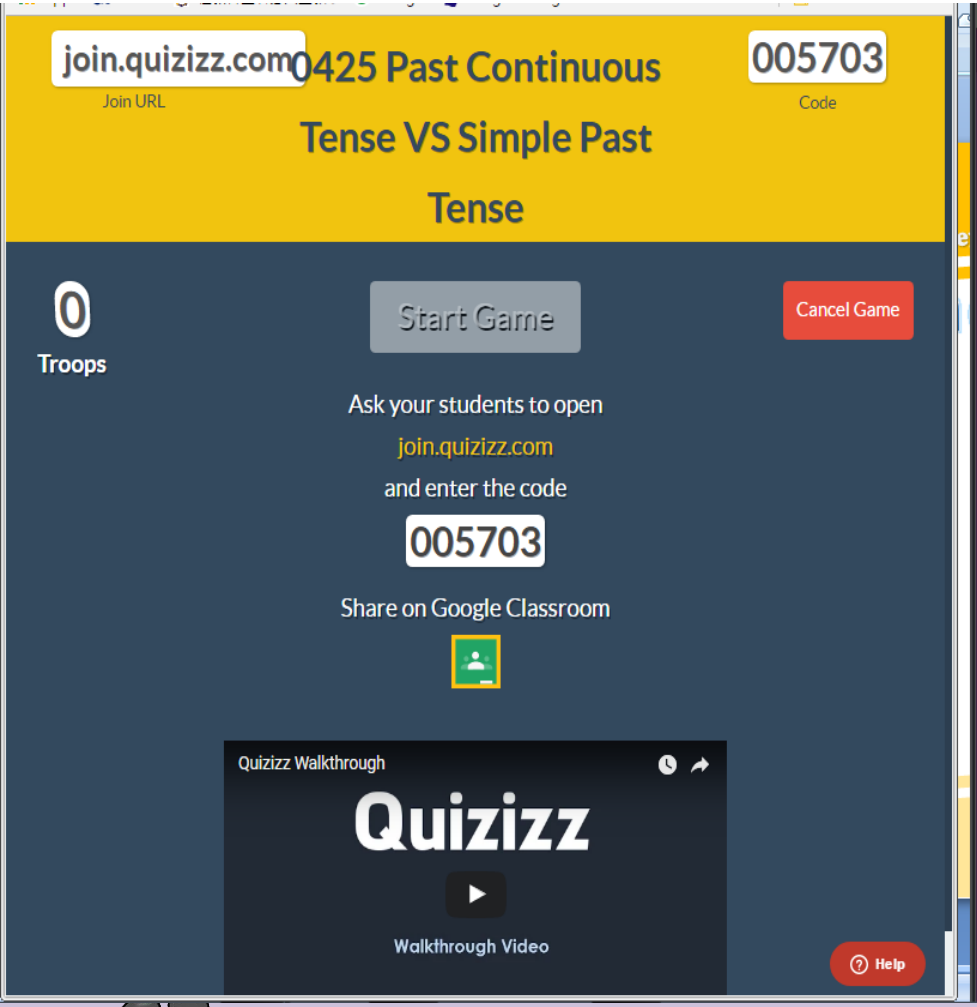
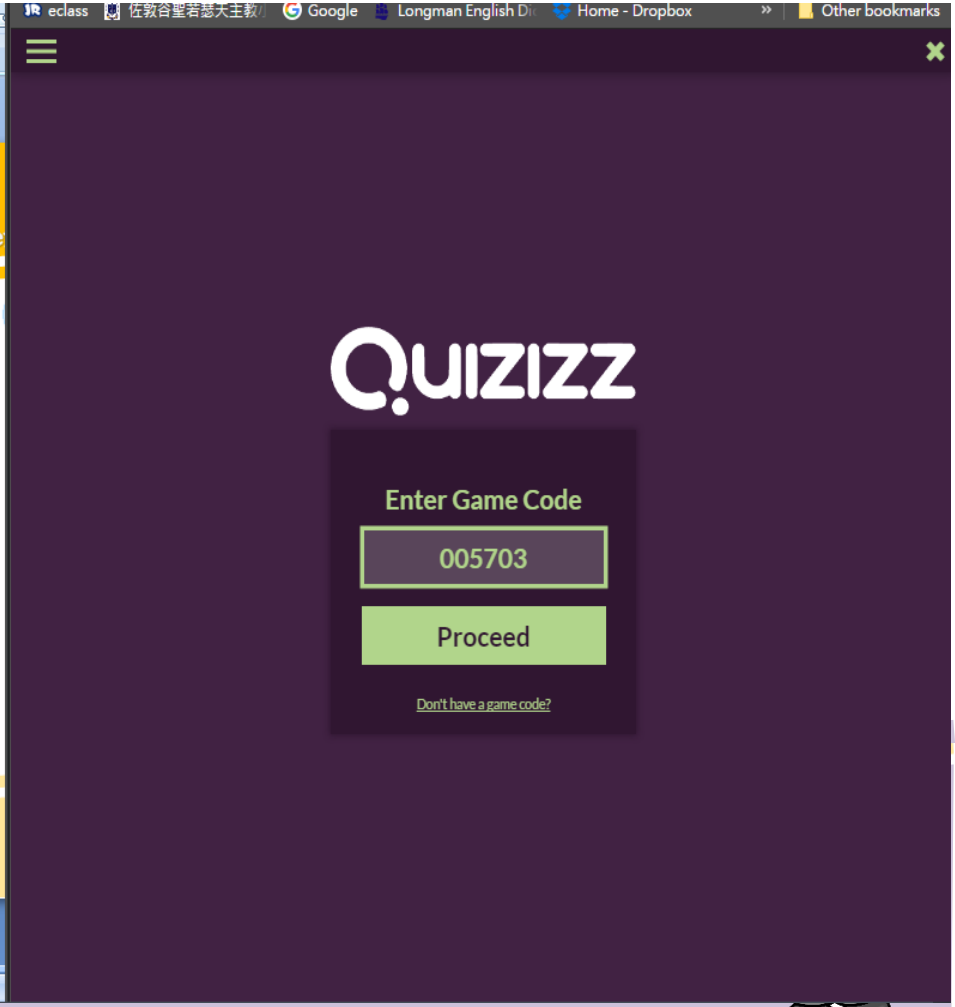
Teacher



Students



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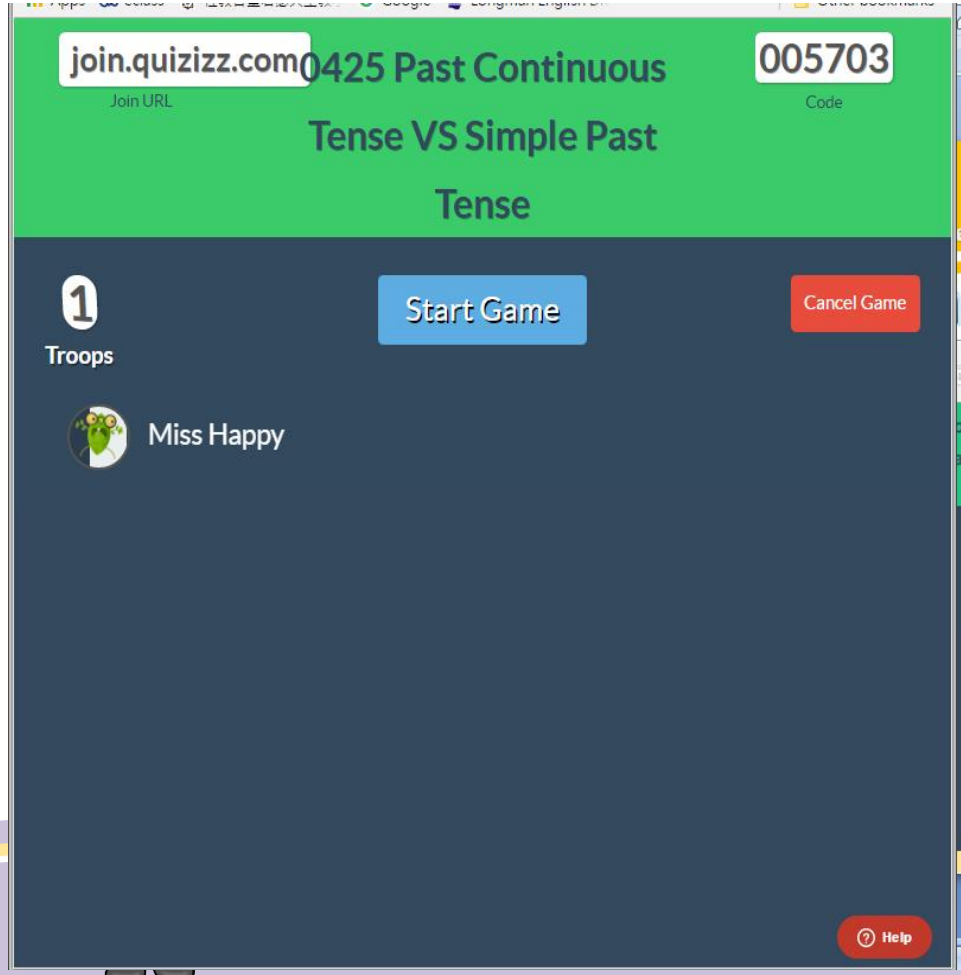
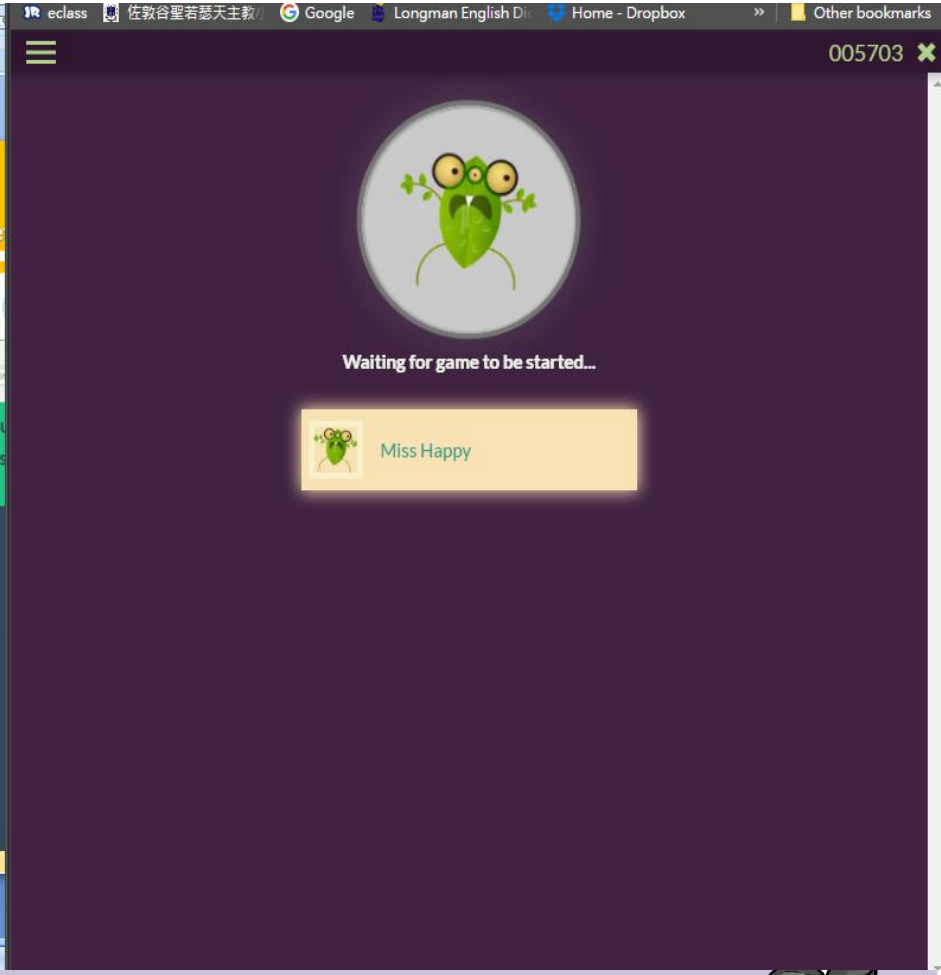
Teacher

Students





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Teacher

Students

1
Troops

0425 Past Continuous Tense VS Simple Past Tense

005703
Code

End Game

1
Total Correct

1
Total Wrong

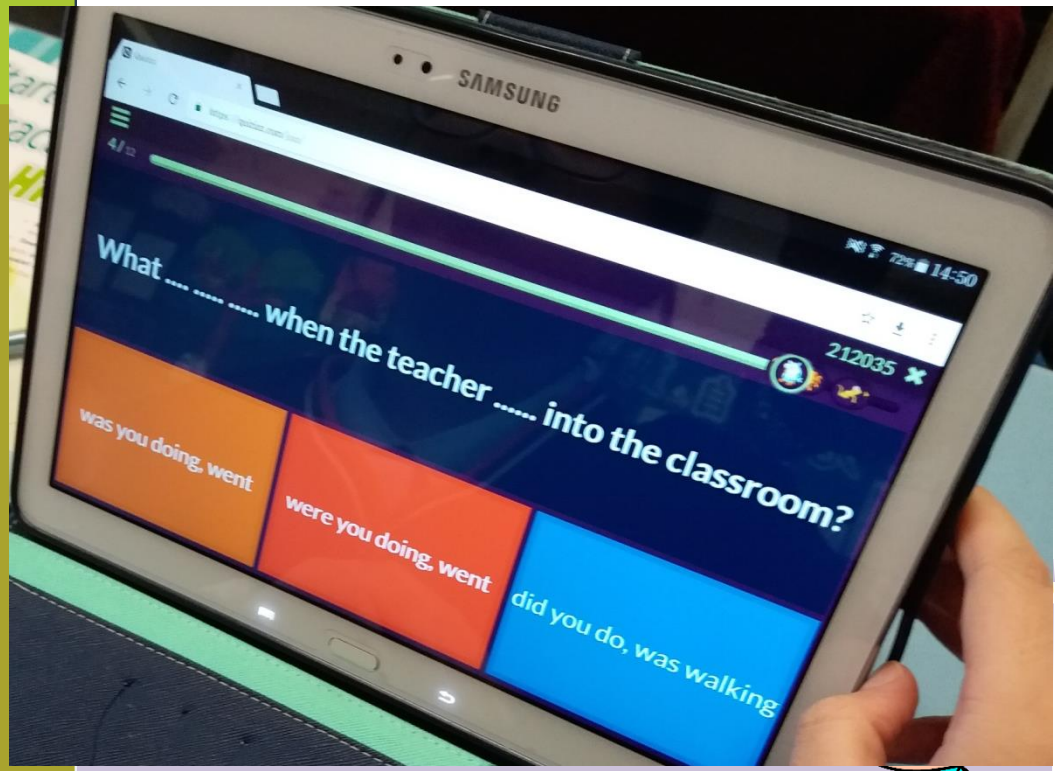
Miss Happy

1. He _____ (write) a report when he ____ (break) his pencil. 1 0 0

2. She ___ (go) to school when it ___ (start) to rain. 0 0 1

3. When he ___ (walk) down the street, someone ___ (hit) him with 0 0 1

Help



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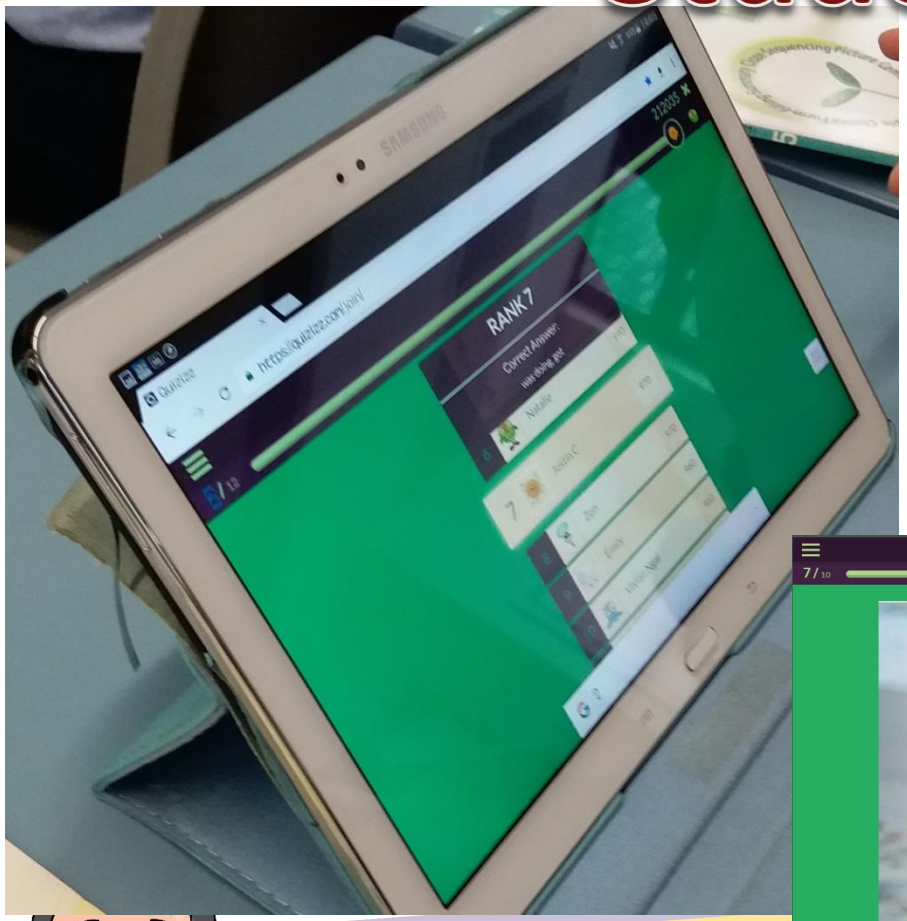
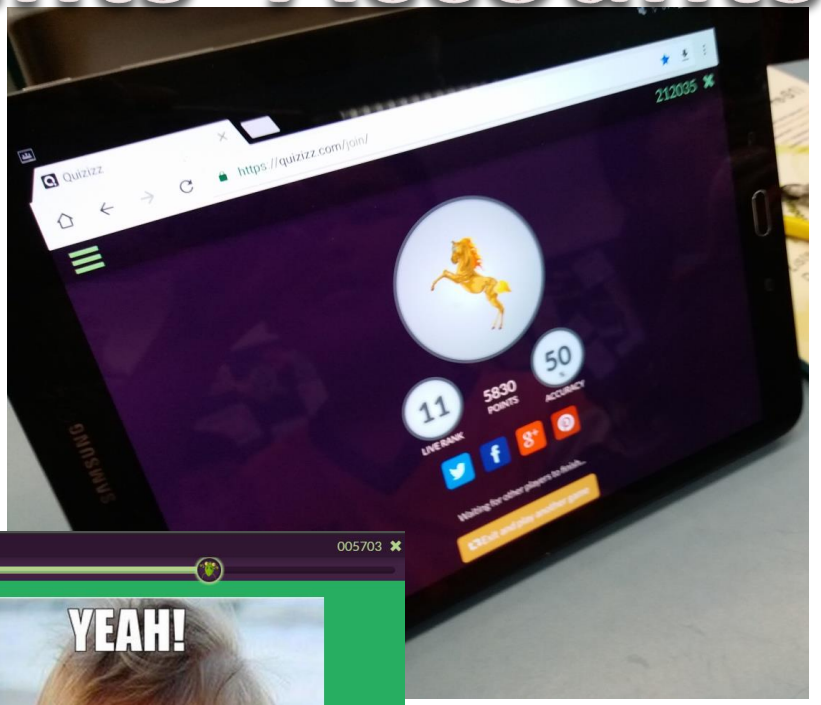
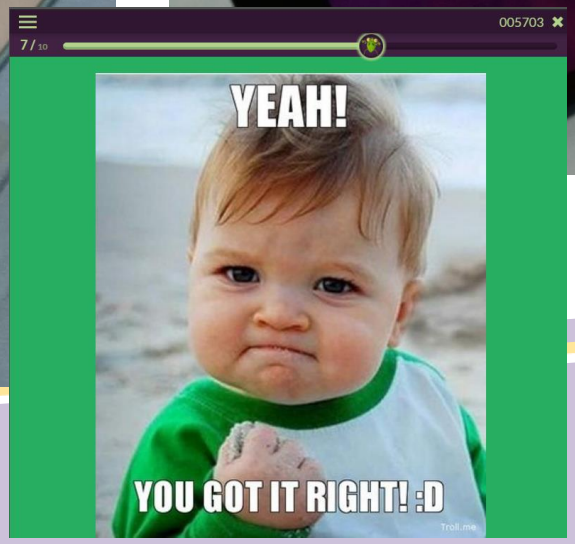
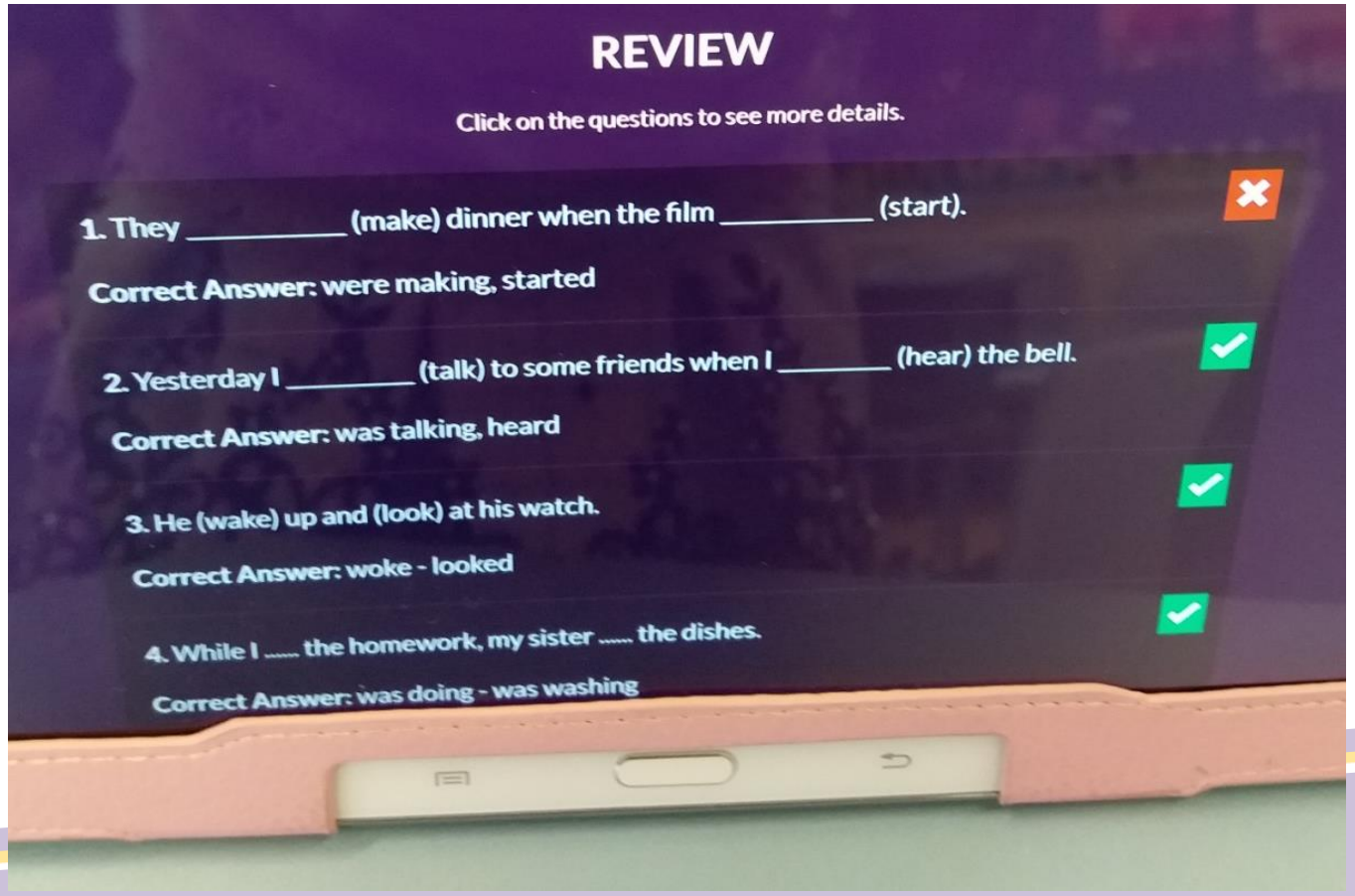
Students' Accounts



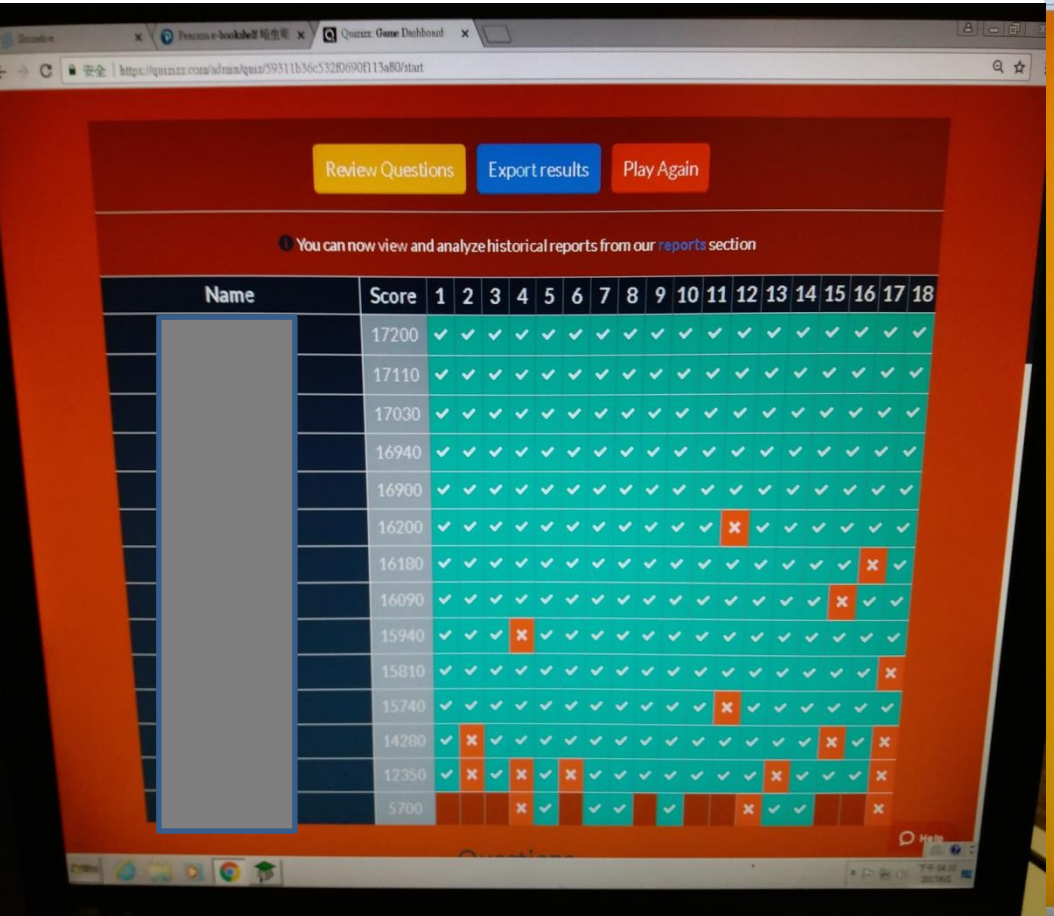


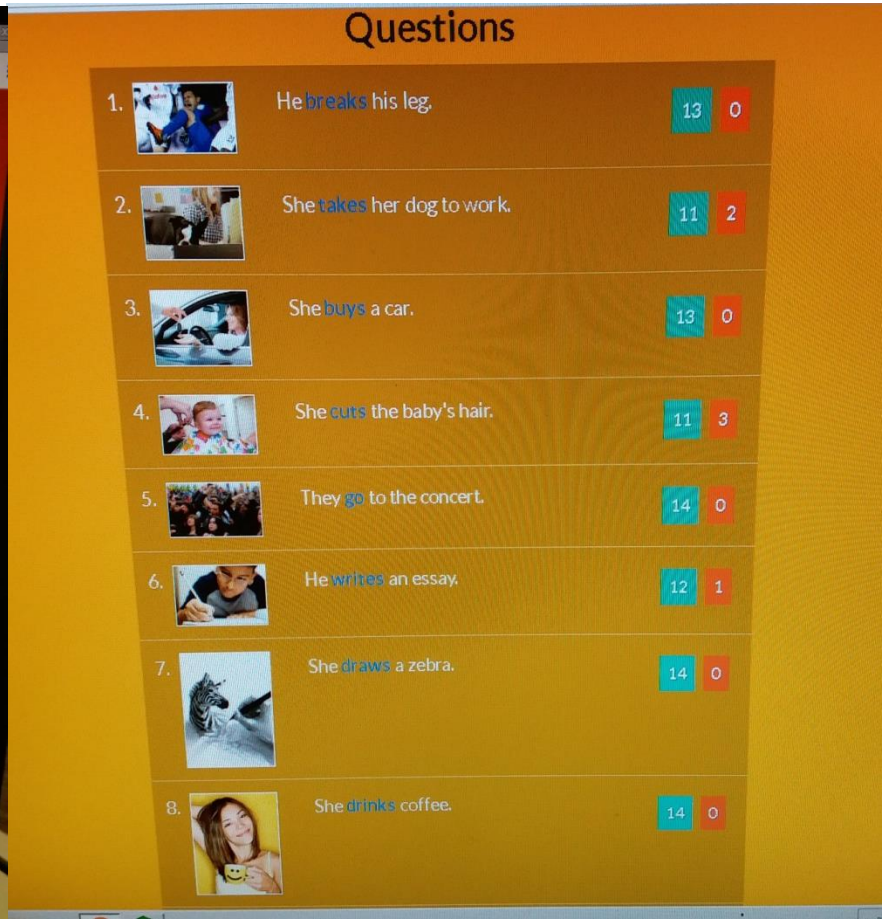


Students' Accounts



Teacher's Account





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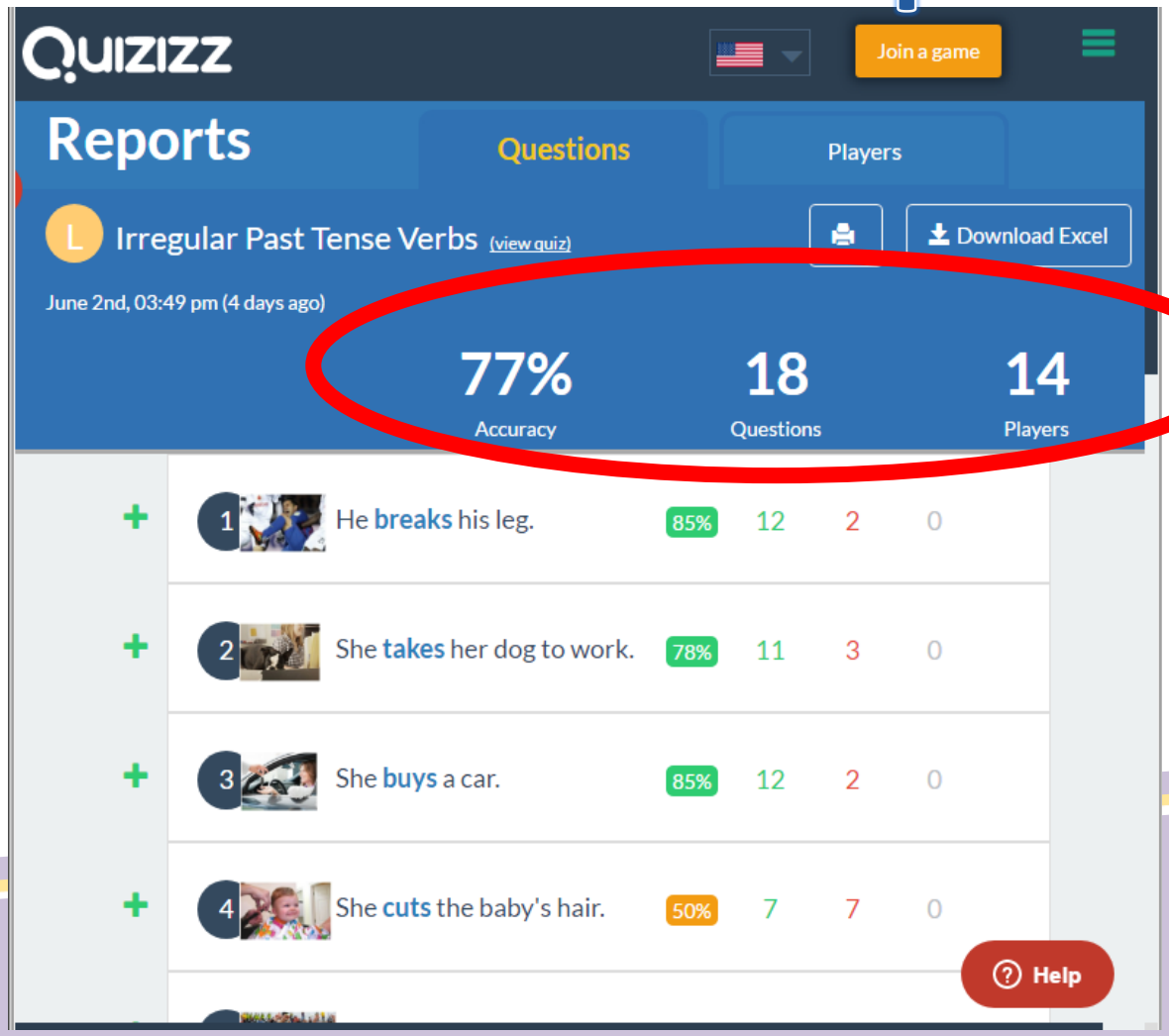
Teacher's Report



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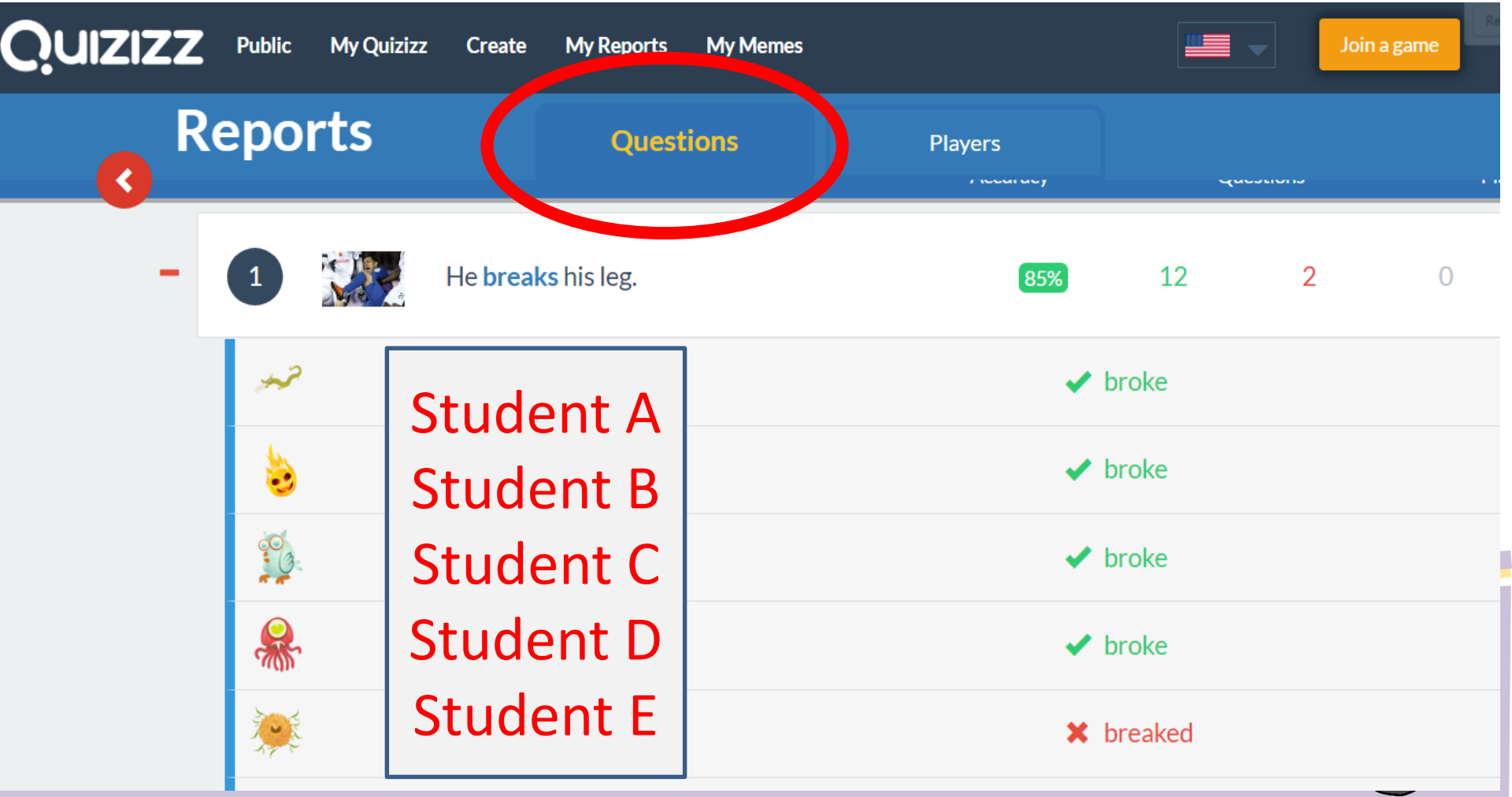
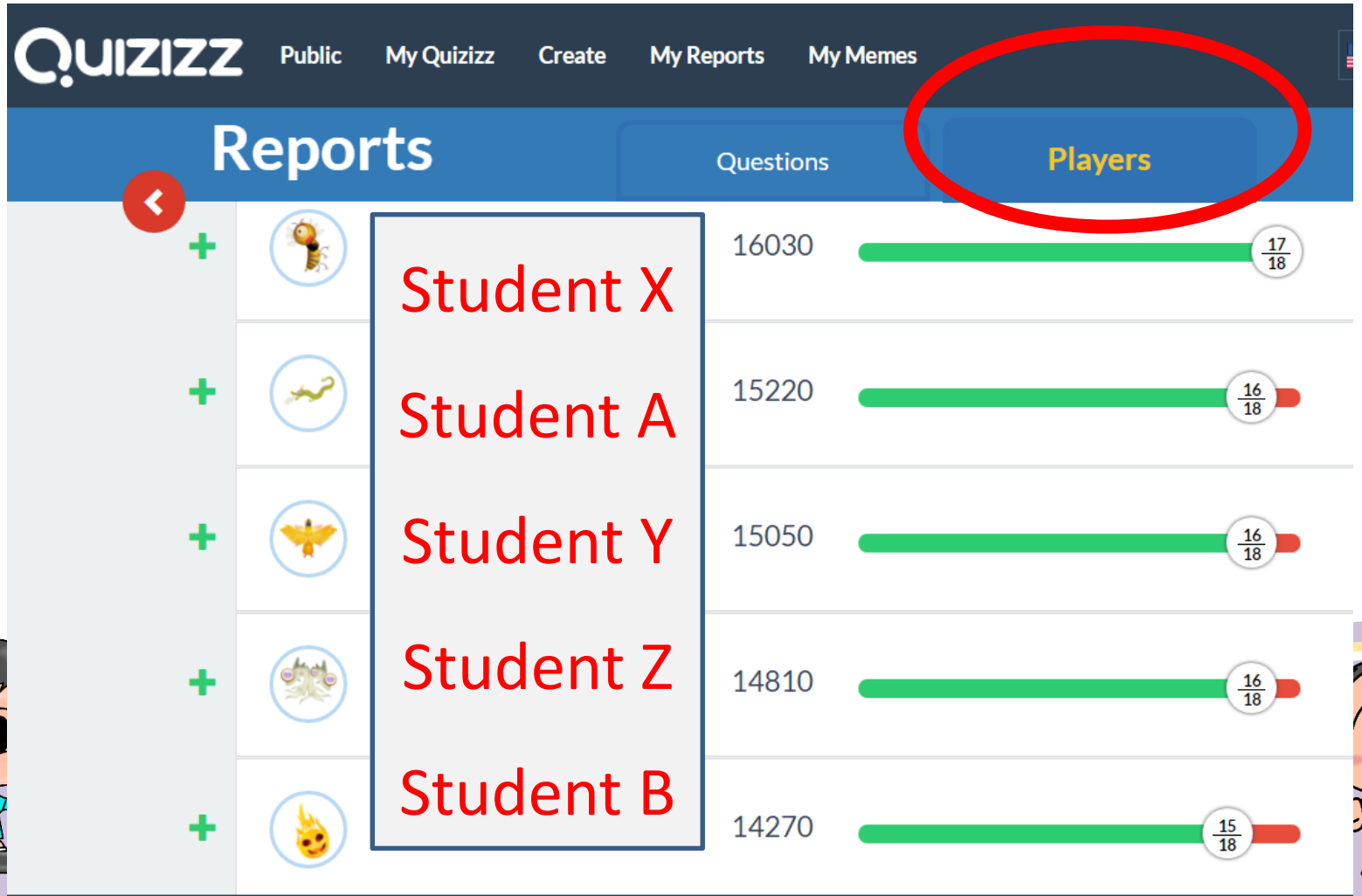
Students' performance



Students' performance



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Individual Student

QUIZIZZ Public My Quizizz Create My Reports My Memes

Reports

Questions | Players

Student XX 12890 14/18

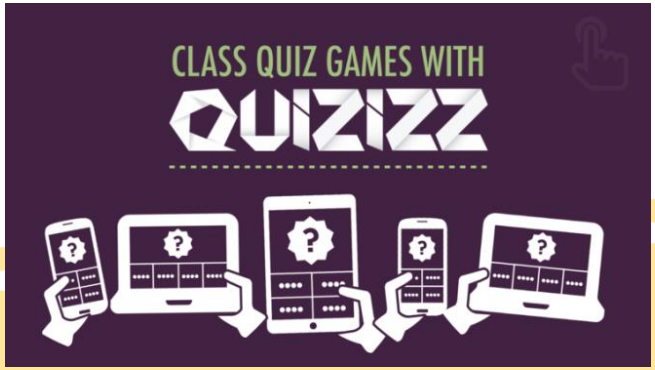
1.	He **breaks** his leg.	✔ broke
2.	She **takes** her dog to work.	✔ took
3.	She **buys** a car.	✔ bought
4.	She **cuts** the baby's hair.	✖ cutted
5.	They **go** to the concert.	✔ went
6.	He **writes** an essay.	✖ writing
7.	She **draws** a zebra.	✔ drew

Teacher's Comments:

- Game-based assessment tool (MC questions)

  → motivate Ss to learn

- Instant report → Check Ss' learning progress easily
- Detailed report → Data analysis
- Materials can be reused.



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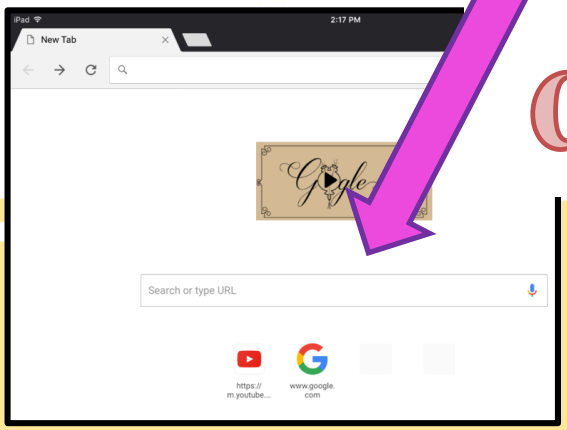
ios

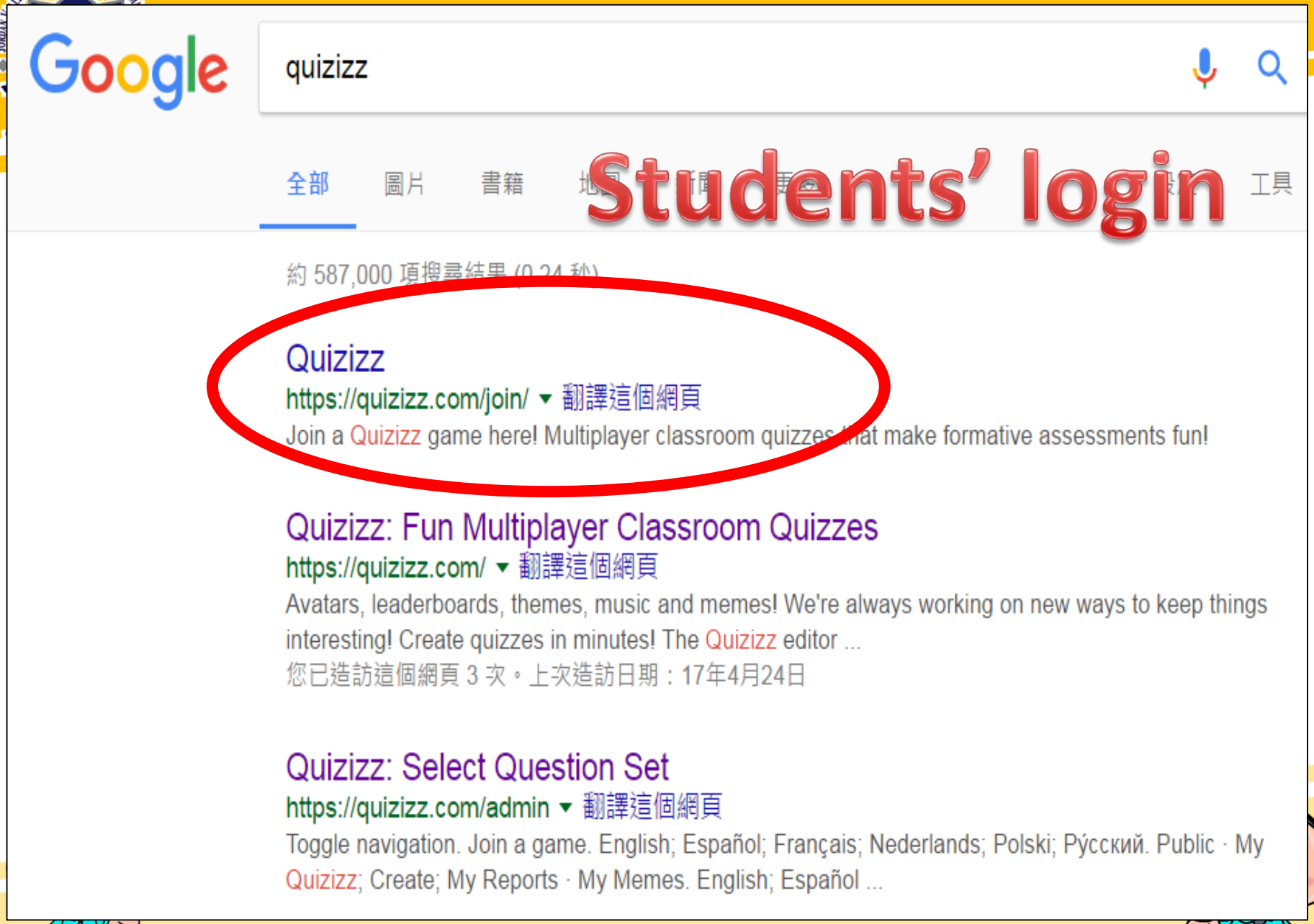
(app)

Android

Chrome



quizizz


Google
quizizz
全部
圖片
書籍
工具
Students' login
約 587,000 項搜尋結果 (0.24 秒)
Quizizz
https://quizizz.com/join/ ▾ 翻譯這個網頁
Join a Quizizz game here! Multiplayer classroom quizzes that make formative assessments fun!
Quizizz: Fun Multiplayer Classroom Quizzes
https://quizizz.com/ ▾ 翻譯這個網頁
Avatars, leaderboards, themes, music and memes! We're always working on new ways to keep things interesting! Create quizzes in minutes! The Quizizz editor ...
您已造訪這個網頁 3 次。上次造訪日期：17年4月24日
Quizizz: Select Question Set
https://quizizz.com/admin ▾ 翻譯這個網頁
Toggle navigation. Join a game. English; Español; Français; Nederlands; Polski; Русский. Public · My Quizizz; Create; My Reports · My Memes. English; Español ...

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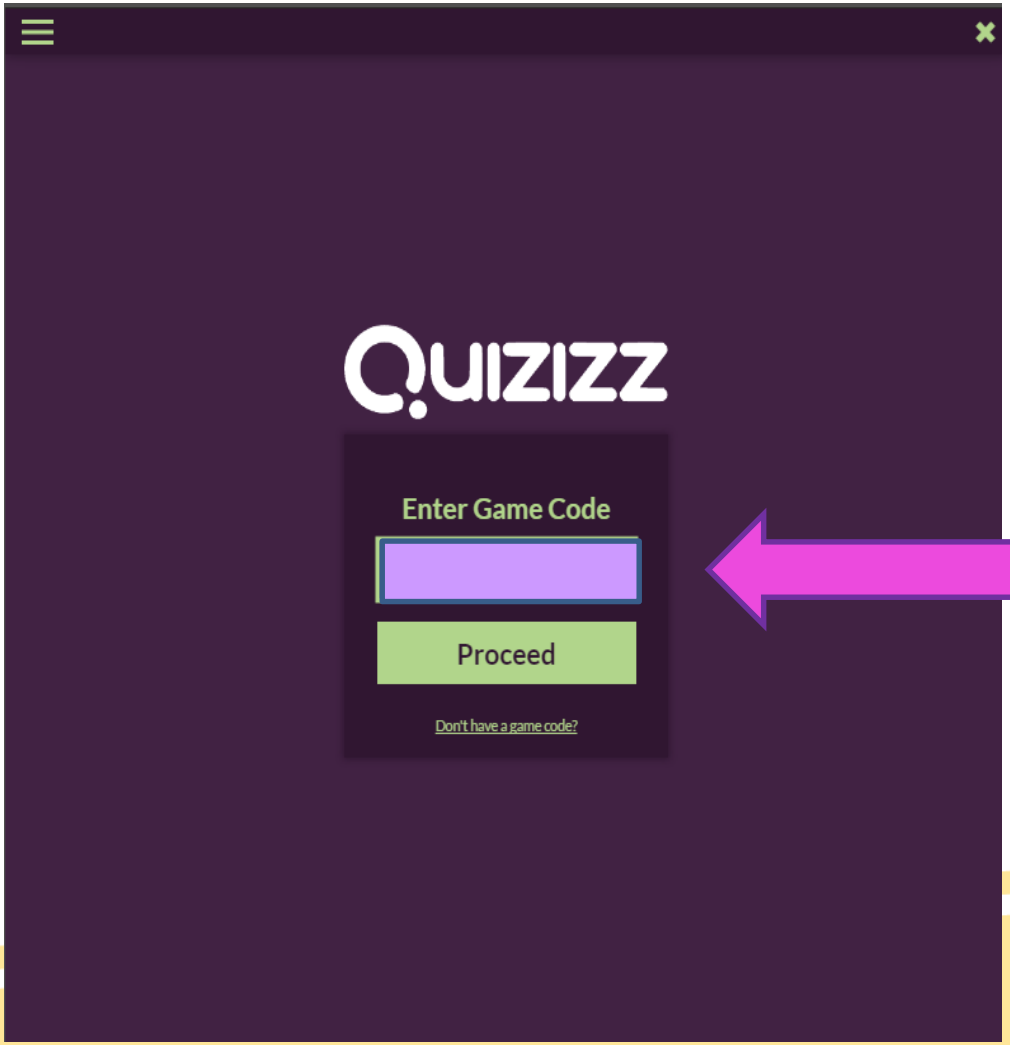

Hands-on Practice

Thank
You