

**Jordan Valley St. Joseph's Catholic Primary School**

**Leung Kwok Kwan, Stella (English)**  
**Half-seconded teachers**



**Jordan Valley St. Joseph's Catholic Primary School**



# Jordan Valley St. Joseph's Catholic Primary School



## Background Information

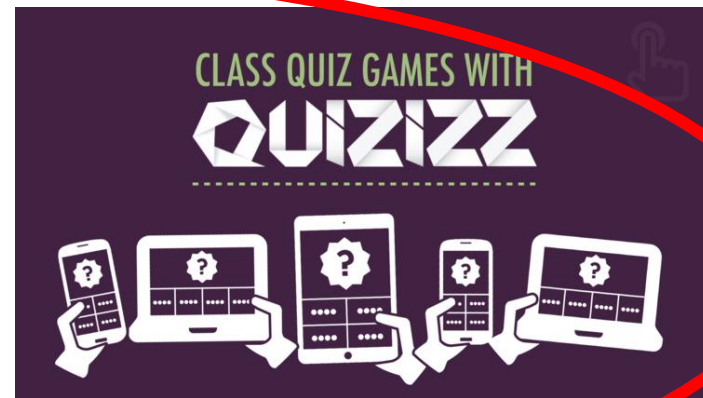
- **WiFi 100**
- **eLearning development: 4<sup>th</sup> year (12 classes)**

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





# Jordan Valley St. Joseph's Catholic Primary School



EDpuzzle





# Application of STAR platform in English Language Teaching

**STAR** 平台簡介 常見問題 用戶手冊 研討會分享 查詢

網上學生評估平台  
全新平台 正式啟用

STAR平台是一個網上評估系統，能給予學生和教師評估報告作回饋。教師可因應學生的學習需要和進度，並配合校內的評估機制靈活運用，從而提高學生的學習成效。STAR平台的功能包括：

1. 網上中央評估庫；
2. 網上評估；
3. 電腦化評卷及提供學生評估報告。

進入 STAR





**Jordan Valley St. Joseph's Catholic Primary School**

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







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# 1. Pre-test VS Post-test

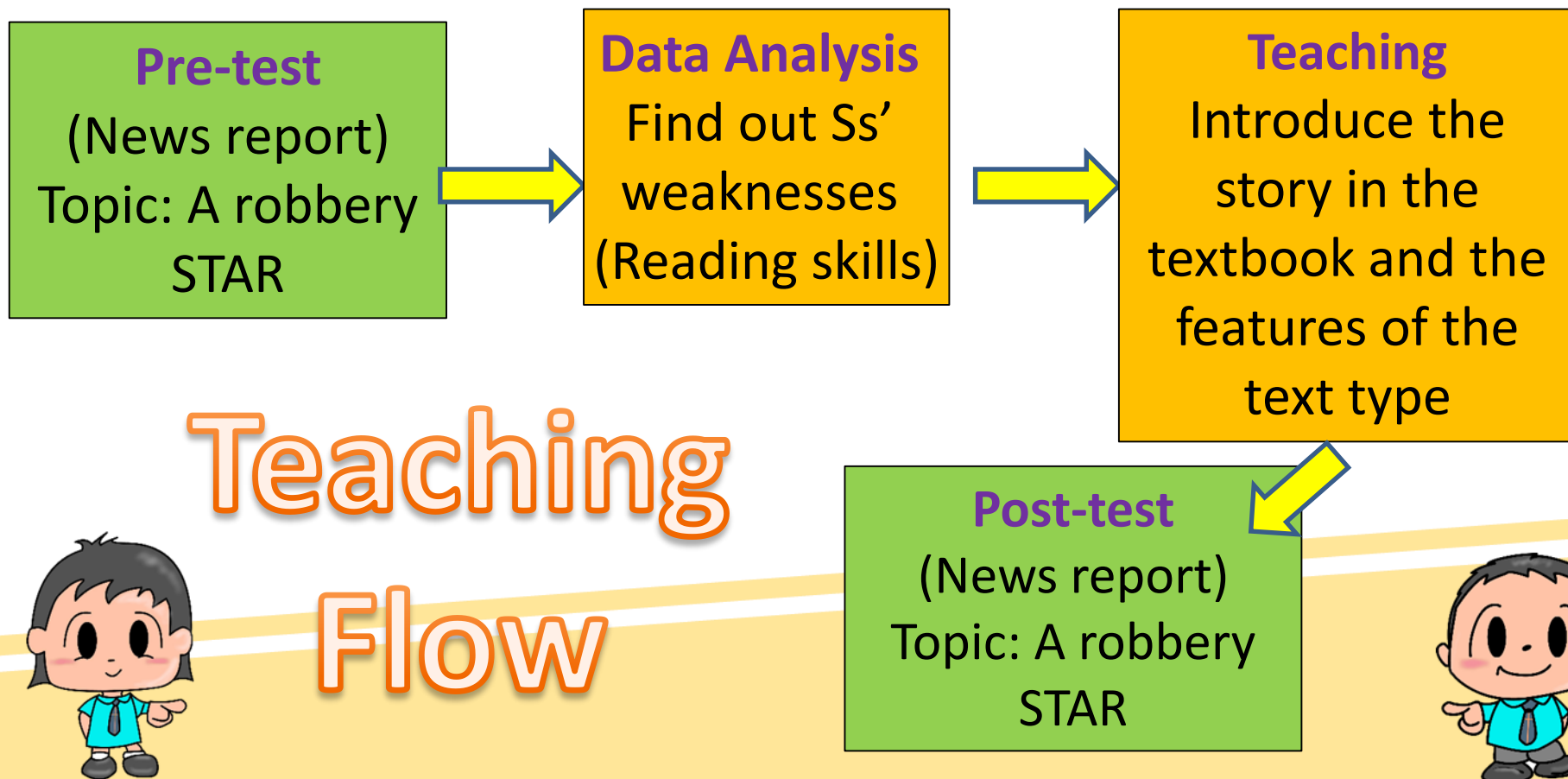




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# Reading Comprehension

## Pre-test VS Post-test





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## 2. Formative Assessment

**STAR**

About    FAQ    User Guide    Seminars    Enquiry

Online Student Assessment System  
Brand New STAR platform

The banner features a blue and green geometric background with icons of a calculator, a compass, and a book. On the right, there is a photograph of three students (two girls and one boy) sitting at a desk, looking at a laptop with the STAR logo. A teacher is standing behind them, pointing at the screen. In the background, there is a chalkboard with the word 'Language' and a graph. To the right of the photo, there is a small illustration of a girl in a school uniform and a boy in a white shirt and tie.













# Jordan Valley St. Joseph's Catholic Primary School

## Assessments:

	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	Types of assessment
F.A.1	Grammar 	Grammar 	Formative
F.A.2	Grammar 	Grammar 	Formative
F.A.3	<b>Reading Comprehension (STAR)</b>	<b>Reading Comprehension (STAR)</b>	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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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。)

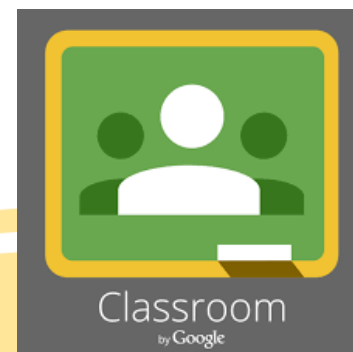
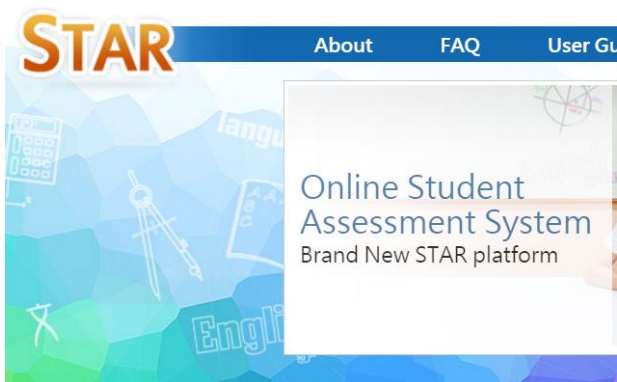
The End.





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### 3. Integrate with other eLearning platforms





# Teaching of reading skills

My Library Explore Create nearpod

## Reading Ex. 2 NEW post-lesson

Settings Size: 403.2 KB

+ Add Slide

🗑️ Delete Slide

📄 Copy (Ctrl+C)

📄 Paste (Ctrl+V)

Add Slide

### Let's read the story again!

The Magic Plant

Young Prince Burton was going to become King but he got very sick. He was going to die soon. The old King was very worried.

Living in the forest was an old Wizard. The Wizard went to see the King in his castle and said, "My great King, do not worry. You and the young Prince are kind to your people. I know a magic plant that can save the young Prince."

"That's great. Where can I get this plant?" asked the King.

"This plant grows at the bottom of the Black Ocean. The plant's magic power can save young Prince Burton," said the Wizard.

"But the Black Ocean is very dangerous and deep! Monsters live down there..."

1

White Knight, the King's friend, was listening to the King and the Wizard. He said, "Let me bring the magic plant to you and save the young Prince and the country."

"Oh, you are a strong and brave knight!" said the King. "Thank you very much."

The White Knight had to travel a long and difficult journey to the Black Ocean. At the shore, he met a big, black monster with a long neck and big wings. The monster was springing fire at him. The White Knight jumped off his horse, fought hard and killed the monster with his sword.

2

### 6. How could the White Knight see the monster?

It took a long time for the White Knight to find the monster. Although it was very dark, he could see a red light at the bottom of the ocean. "Ah, there's the monster plant!" thought the White Knight.

Draw It

3

### 7. The magic plant helped the White Knight

We picked the plant and held it in our hands. We wanted to cross back to the land as quickly as possible, but the plant was so heavy, the magic plant gave the Knight great strength. When he...

Draw It

4

### 8. The magic plant helped the White Knight

The powerful magic plant was... King and the Prince. "I have done something good for you and the Knight. Now the young Prince will be healthy again."

Draw It

5

### 9. Put the pictures in the correct order.

Write 1-6.

Draw It

6



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## Discuss with students

Session Report Downloads Share

Let's read the story again

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

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 Quiz

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.

Let's read the story again


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


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


A.  3

B.  2

C.  6

D.  5

E.  1

F.  4







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**Before setting the paper...**





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**Text-type**

**Level of difficulty**

**Assessment time**

**Reading skills**





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# Step 1: Basic Settings

Create new paper

Basic settings

Subject: English Language

Paper title: (Date) Pre-test

Description: Example: Include all students of the year 2016 Form 6 students

Paper mode:

- ☒ Basic mode - Student report shows after paper ended
- ☐ Self-learning mode - Student report shows after student submitted
- ☐ Advance

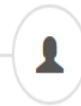
[Learn more about paper mode](#)

Save Continue Quit



## Step 2: Add tasks to paper

Create new paper



### 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: 0 (0 mins)

Previous

Save

Continue

Quit



## Based on BC descriptors/keywords

Select task > Based on BC descriptors

Please select BC descriptors under 1 category as searching criteria

+ ☐ KS1

- ☒ KS2

+ ☐ Listening

+ ☒ Reading

+ ☐ Speaking

+ ☐ Writing

+ ☐ KS3

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

### Search criteria

Selected BC descriptors: 5

- L3-R-2-P6BC: Reading aloud unfamiliar words with a range of vowel and consonant sounds in simple texts✕
- OR 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✕
- OR L3-R-5-P6BC: Using a range of reading strategies to understand the meaning of simple texts with the help of cues✕
- OR L3-R-6-P6BC: Applying simple reference skills with the help of cues✕
- OR L4-R-4-P6BC: Understanding the use of a small range of language features in simple literary / imaginative texts✕

☐ 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

Bookmarked task(s) only ☒ Any ☐ Yes

Use keyword(s) to focus your search

There are 398 matched task(s)

[Search](#)

## You may also use keywords to search





# Jordan Valley St. Joseph's Catholic Primary School

促進學習  
評估資源庫

## 基本能力評估

課程發展 ☒ 聯絡我們 English

### 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)	<ul style="list-style-type: none"><li>• reading in meaningful chunks</li><li>• understanding simple punctuation by using appropriate intonation and pausing</li><li>• recognizing at sight some basic vocabulary items</li></ul>
Understanding the use of a small range of language features in simple literary / imaginative texts (ES)	<ul style="list-style-type: none"><li>• simile (<i>May is <u>like a little angel</u>.</i>) (<i>The boy runs <u>as fast as a leopard</u>.</i>)</li><li>• personification (<i>The Wind said to the Cloud, 'Don't cry! I'll help you.'</i>)</li><li>• rhyme</li><li>• rhythm</li><li>• alliteration (<i>The <u>b</u>aby <u>b</u>oy looks at the <u>b</u>ig <u>b</u>alloon.</i>)</li><li>• onomatopoeia (<i>The little duck <u>quacks</u>.</i>)</li></ul>



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# Choose the task(s)

Select task > Based on BC descriptors

Number of task(s): 2 ; Added task(s): 0 [Choose the rest randomly](#) [Show criteria](#)

1 results found << < 1 / 1 > >> Sort by Random [Add selected \(0\)](#) [Select all](#)

Task code:	E6BR116	<a href="#">Preview</a>
Task name:	Bank Robbery	<a href="#">Bookmark</a>
Key stage:	KS2	<a href="#">Add to selection</a>
Basic competency:	▶ L3-R-5-P6BC, L4-R-4-P6BC	
Duration:	10 mins	
Level of difficulty:	Medium	
Attachments:	<a href="#">Task Specification</a>	

➔ Add to selection





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## 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)



Estimated duration (minutes)



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



Bookmark



↑ Up

↓ Down

↑ ↑ First

↓ ↓ Last

✕ Remove

NEW

Previous

Save

Continue

Quit



Jordan Valley St

# 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.



# Jordan Valley St. Joseph's Catholic Primary School

## Step 3: Set target students/group + Date



### Target student / group

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

Select level / class

- |                             |                              |                              |                              |   |
|-----------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> P1 | <input type="checkbox"/> P1A | <input type="checkbox"/> P1B | <input type="checkbox"/> P1C | <input type="checkbox"/> P1D            |
| <input type="checkbox"/> P2 | <input type="checkbox"/> P2A | <input type="checkbox"/> P2B | <input type="checkbox"/> P2C | <input type="checkbox"/> P2D            |
| <input type="checkbox"/> P3 | <input type="checkbox"/> P3A | <input type="checkbox"/> P3B | <input type="checkbox"/> P3C | <input type="checkbox"/> P3D            |
| <input type="checkbox"/> P4 | <input type="checkbox"/> P4A | <input type="checkbox"/> P4B | <input type="checkbox"/> P4C | <input type="checkbox"/> P4D            |
| <input type="checkbox"/> P5 | <input type="checkbox"/> P5A | <input type="checkbox"/> P5B | <input type="checkbox"/> P5C | <input checked="" type="checkbox"/> P5D |
| <input type="checkbox"/> P6 | <input type="checkbox"/> P6A | <input type="checkbox"/> P6B | <input type="checkbox"/> P6C | <input type="checkbox"/> P6D            |

Select individual

No student yet [Edit selection](#)

Select group

[Add groups](#)

### Available time

Start time

Start immediately

End time

yyyy-mm-dd hh:mm

Previous

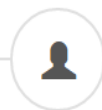
Save

Conti





## Step 4: Save and Publish



### Publish

Paper title : (Date) Pre-test  
Paper mode : Basic mode - Student report shows after paper ended  
Selected task(s) : 1 (10 minutes)  
Start time : 2017-06-20 00:00:00  
End time : 2017-06-21 00:00:00  
Targets : Class(es): P5D



[Save and publish](#)

Previous

Save

Quit





# Jordan Valley St. Joseph's Catholic Primary School

## My Papers



Hello, Leung Kwok Kwan

中文

Logout

Help

Download

Subject English Language

My pa

Year: 2017

Status: All










































Refresh

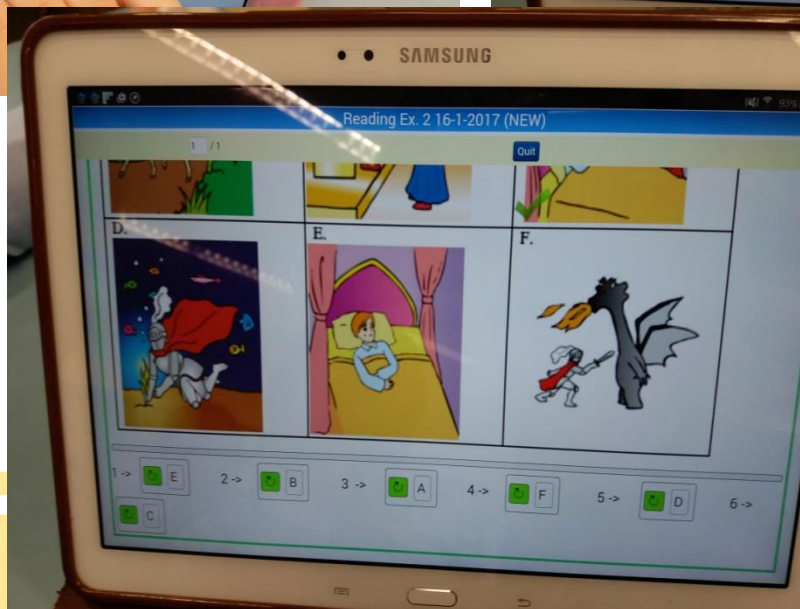
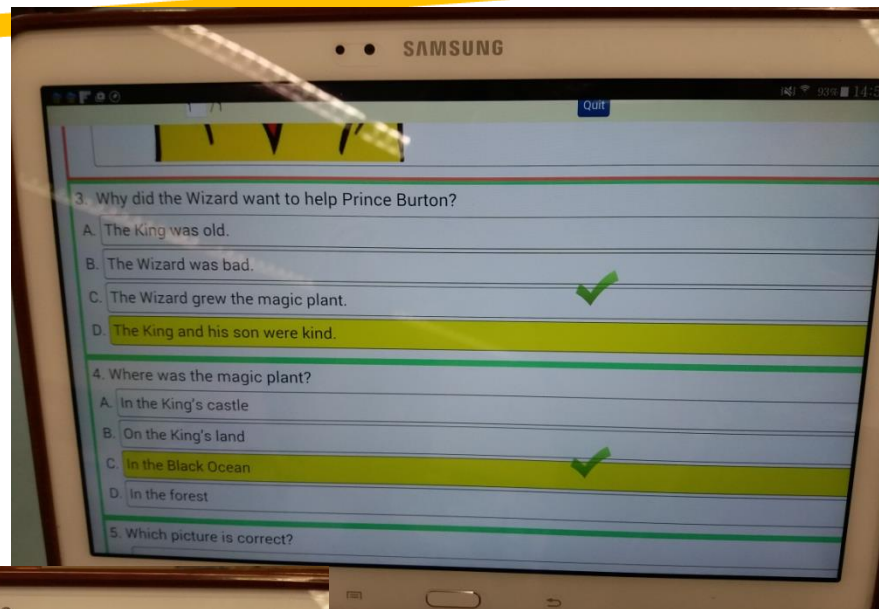
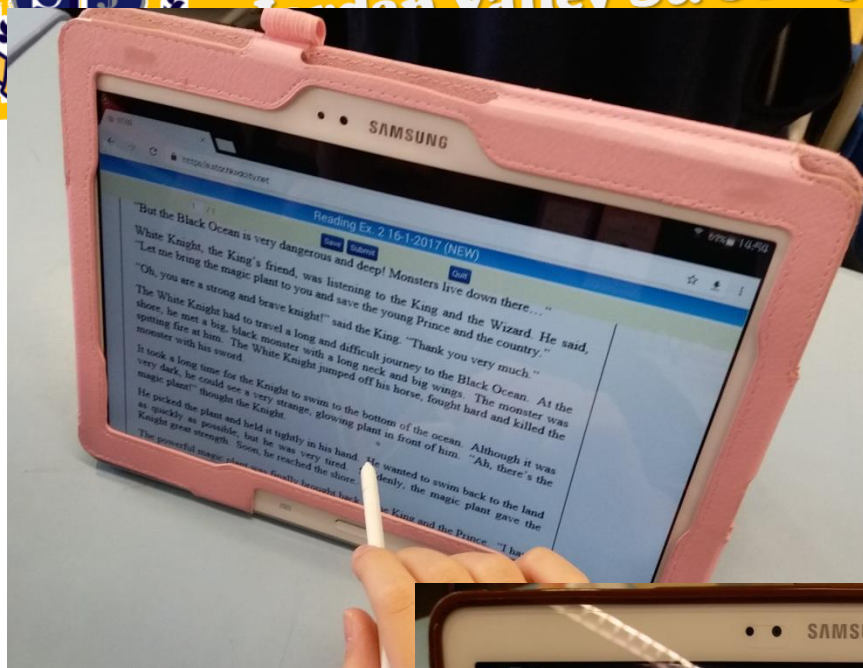
Add paper

My papers

Preset papers

Shared papers

1		Total 2 page(s)		10		1 - 10 Total 13 row(s)	
Paper title		Start time	End time	Status	Source	Modified at	Action
Post-test (A Robbery)		2017-06-20 00:00	2017-06-21 00:00	Ready	Myself	2017-06-19 16:58	    
Post-test (The News Report)		2017-06-19 09:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 14:10	   
Homework (Story 2)		2017-06-19 00:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 14:09	   
Homework (Story 1)		2017-06-19 09:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 09:25	   
Pre-test (A Robbery)		2017-06-19 00:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 09:25	   
Pre-test (The News Report)		2017-05-24 00:00	2017-06-02 00:00	Finished	Myself	2017-06-02 00:03	   
Formative Assessment 3		2017-05-26 09:00	2017-06-02 00:00	Finished	Myself	2017-06-02 00:03	   
Homework (Leaflet 2)		2017-05-29 10:51	2017-05-31 00:00	Finished	Myself	2017-05-31 00:40	   
Homework (Leaflet 1)		2017-05-29 10:50	2017-05-31 00:00	Finished	Myself	2017-05-31 00:40	   
Homework (Poem)		2017-04-05 00:00	2017-05-29 00:00	Finished	Myself	2017-05-29 00:00	   





# Jordan Valley St. Joseph's Catholic Primary School

## Teacher's Report

### Pre-test

Student answer										
Hide/Show answers										
Download										
✓	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	✓	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	X
✓	X	X	X	✓	X	X	✓	X	X	X
✓	X	✓	✓	✓	✓	✓	✓	✓	✓	X
X	X	X	✓	✓	X	X	X	X	X	✓
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

ile texts with the help of cues

WLTS

literary / imaginative texts

WLTS

### Post-test

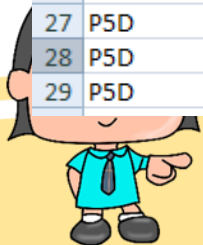
Student answer							
Hide/Show answers							
Download							
✓	✓	X	✓	✓	✓	✓	X
✓	✓	X	✓	✓	✓	✓	X
✓	✓	X	✓	X	✓	X	✓
✓	✓	✓	✓	✓	✓	✓	✓
✓	✓	X	✓	X	✓	X	X
✓	✓	X	✓	✓	✓	✓	X
✓	✓	X	✓	X	✓	✓	✓
X	X	X	✓	X	✓	X	X
✓	✓	X	✓	✓	✓	X	X
15	15	4	15	9	16	12	9
88%	88%	24%	88%	53%	94%	71%	53%
L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-6-P6BC





# 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-P6E
			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** [REDACTED]

**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	X	
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:

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





Jordan Valley St. Joseph's Catholic Primary School

# 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  <a href="#">Preview &gt;</a> <a href="#">Download &gt;</a>	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: <a href="#">Changes</a>	<b>5</b>	75	✓
Be a Good Cook  <a href="#">Preview &gt;</a> <a href="#">Download &gt;</a>	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: <a href="#">Food and Drinks</a>	<b>6</b>	65	✓





Jordan Valley St. Joseph's Catholic Primary School

# 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 😞





Jordan Valley St. Joseph's Catholic Primary School

# 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

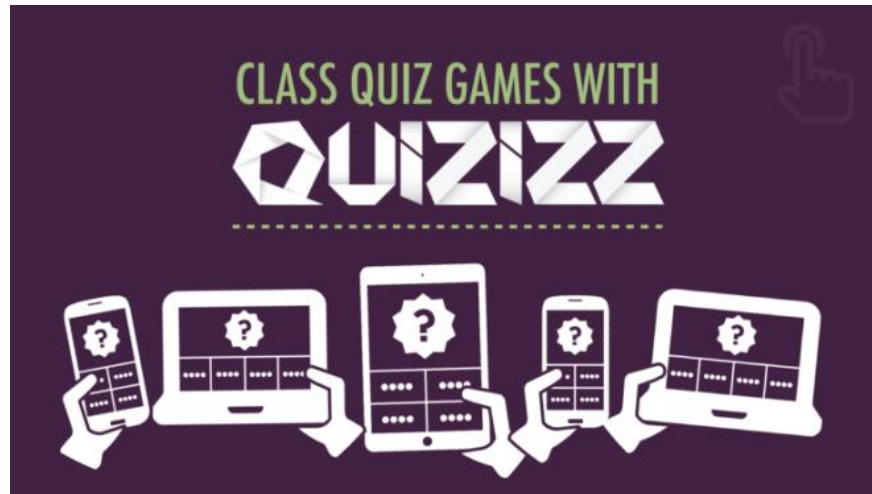






Jordan Valley St. Joseph's Catholic Primary School

# Game-based eAssessment tool





# Jordan Valley St. Joseph's Catholic Primary School

## Teacher

## Students

**QUIZZZ** Public My Quizizz Create My Reports My Memes Join a game leungstella0709

0425 Past Continuous Tense VS Simple Past Tense

❤ 0 + Add

Duplicate Edit Delete

PLAY LIVE!

HOMEWORK

Played 134 times 62% average score

4th to 6th grade English

Share: Report

10 Questions

Slideshow Answers Print

1 He \_\_\_\_ (write) a report when he \_\_\_\_ (break) his pencil. 20 Secs

- ☐ was writing / broke
- ☐ wrote / was breaking
- ☐ was writing / was breaking

2 She \_\_\_\_ (go) to school when it \_\_\_\_ (start) to rain. 20 Secs

- ☐ was going / was starting
- ☐ went / started
- ☐ was going / started
- ☐ went / was starting

Help

Join in

**QUIZZZ**

Enter Game Code

6-digit code

Proceed

[Don't have a game code?](#)



# Jordan Valley St. Joseph's Catholic Primary School

## Teacher

## Students

join.quizizz.com 0425 Past Continuous Tense VS Simple Past Tense

Join URL Code 005703

0 Troops

Start Game Cancel Game

Ask your students to open  
[join.quizizz.com](https://join.quizizz.com)  
and enter the code  
**005703**

Share on Google Classroom

Quizizz Walkthrough

**Quizizz**

Walkthrough Video

Help

Quizizz

Enter Game Code

005703

Proceed

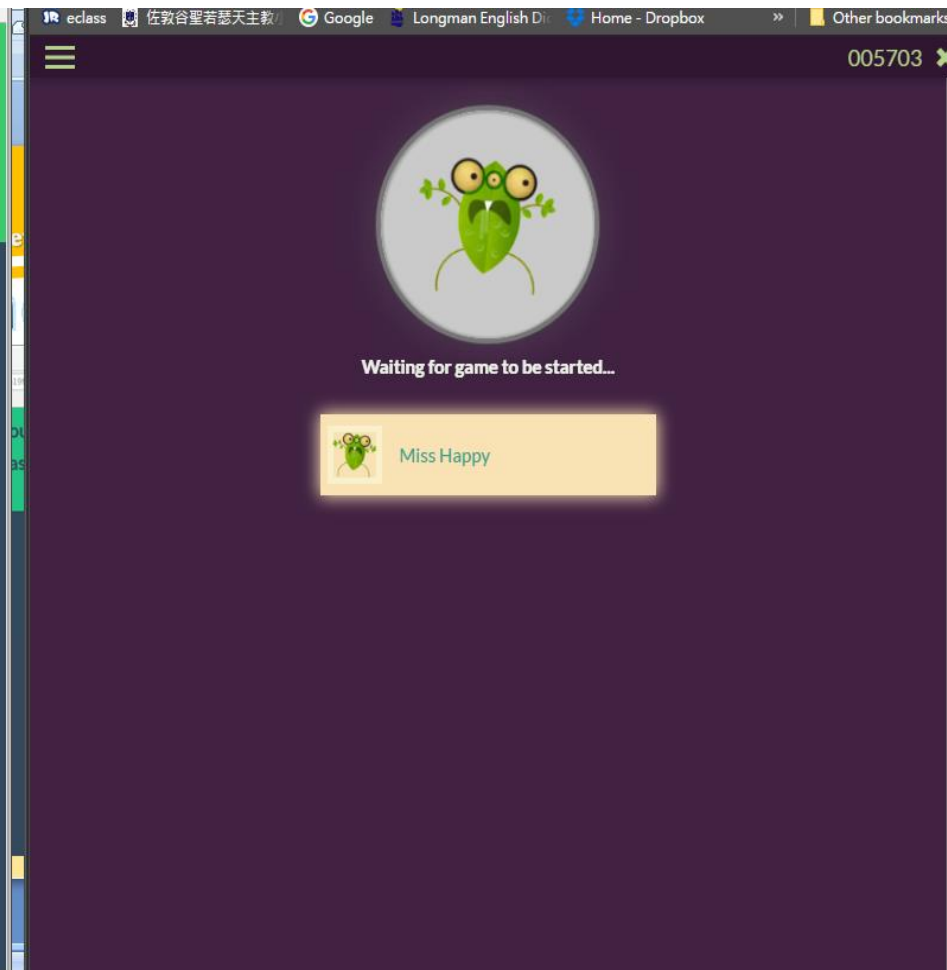
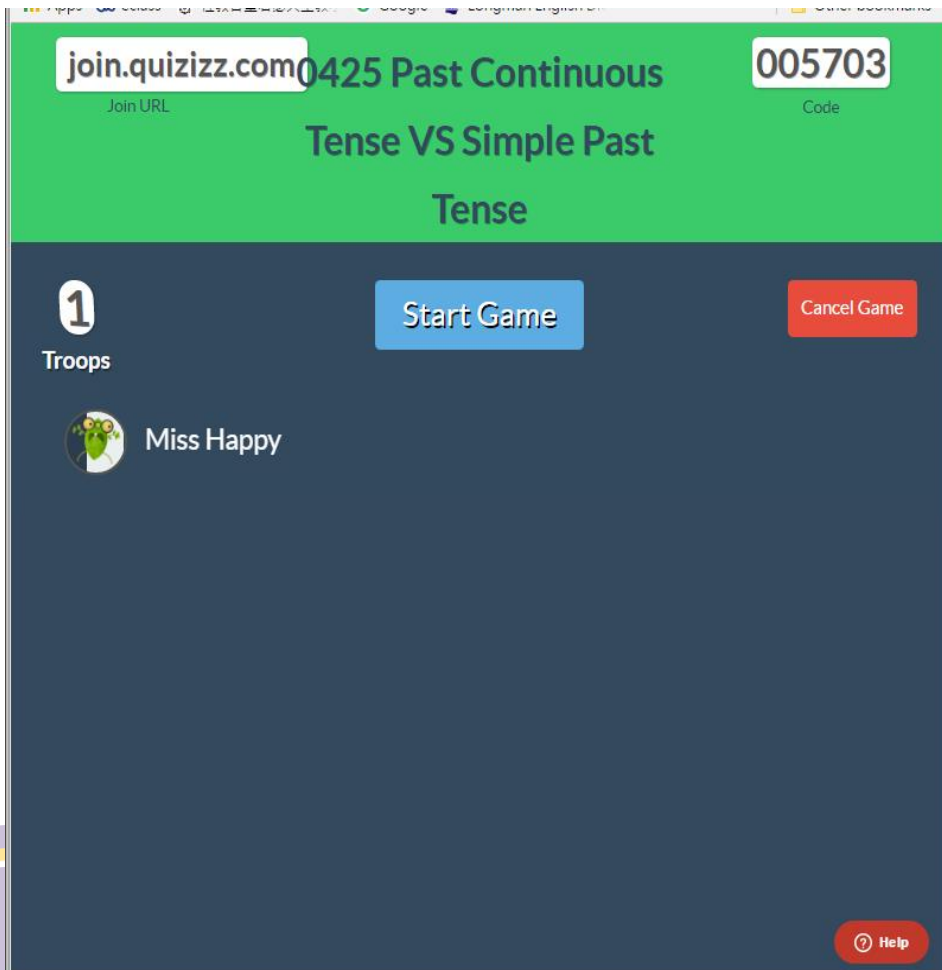
[Don't have a game code?](#)



Jordan Valley St. Joseph's Catholic Primary School

Teacher

Students





Jordan Valley St. Joseph's Catholic Primary School

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.

100

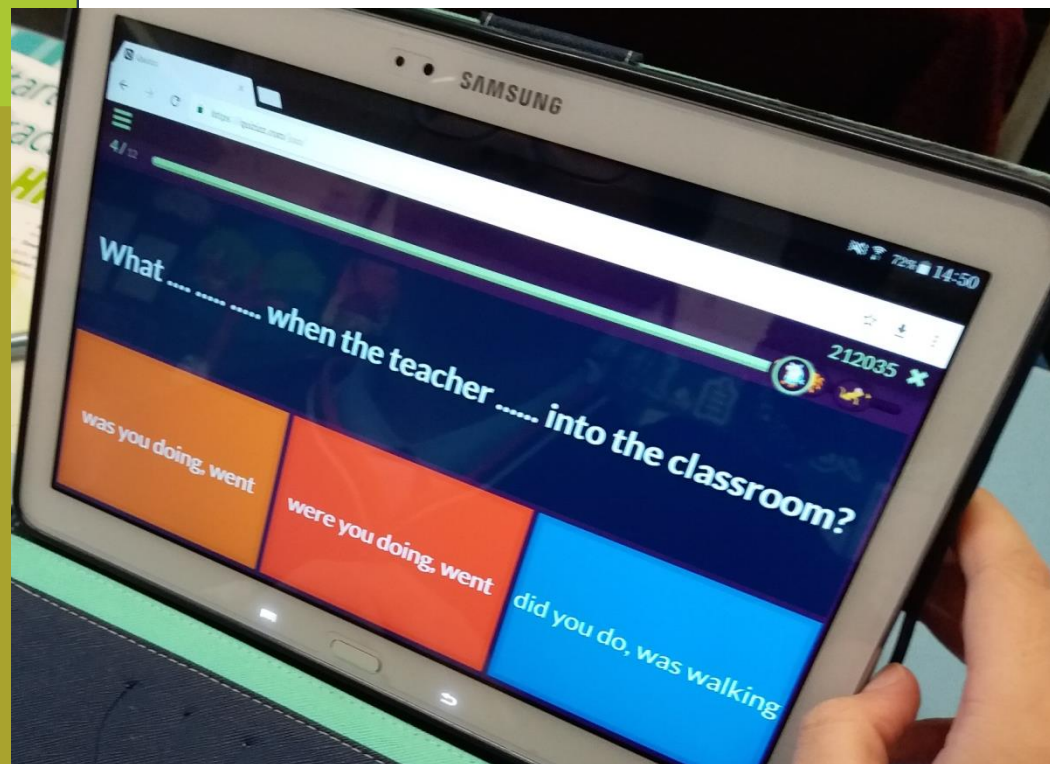
2. She \_\_\_\_ (go) to school when it \_\_\_\_ (start) to rain.

001

3. When he \_\_\_\_ (walk) down the street, someone \_\_\_\_ (hit) him with

001

Help

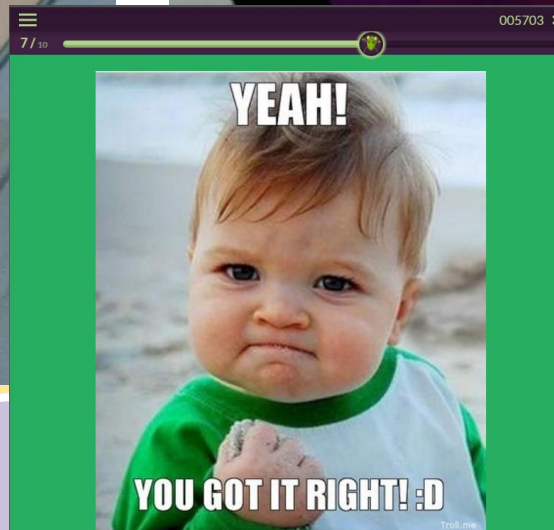
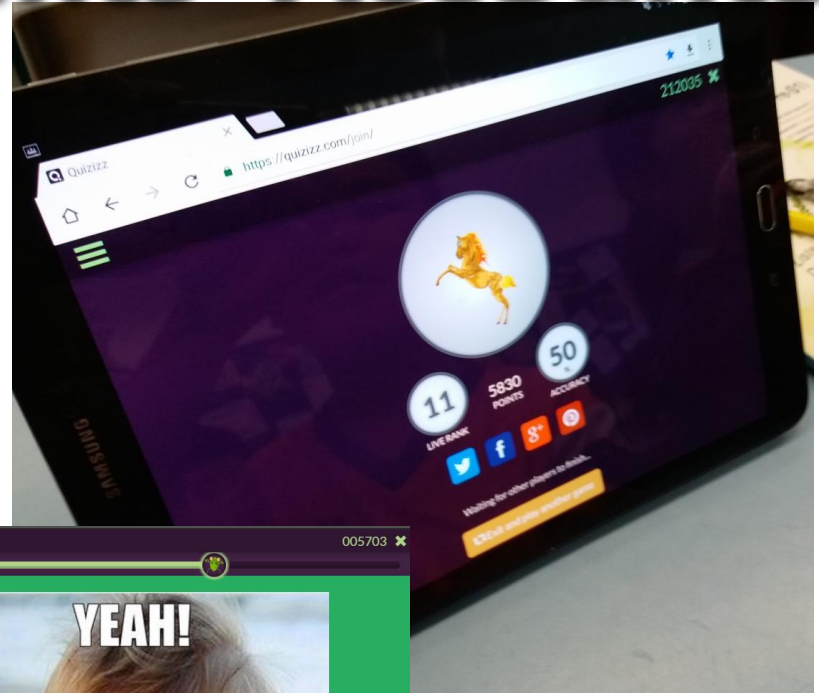
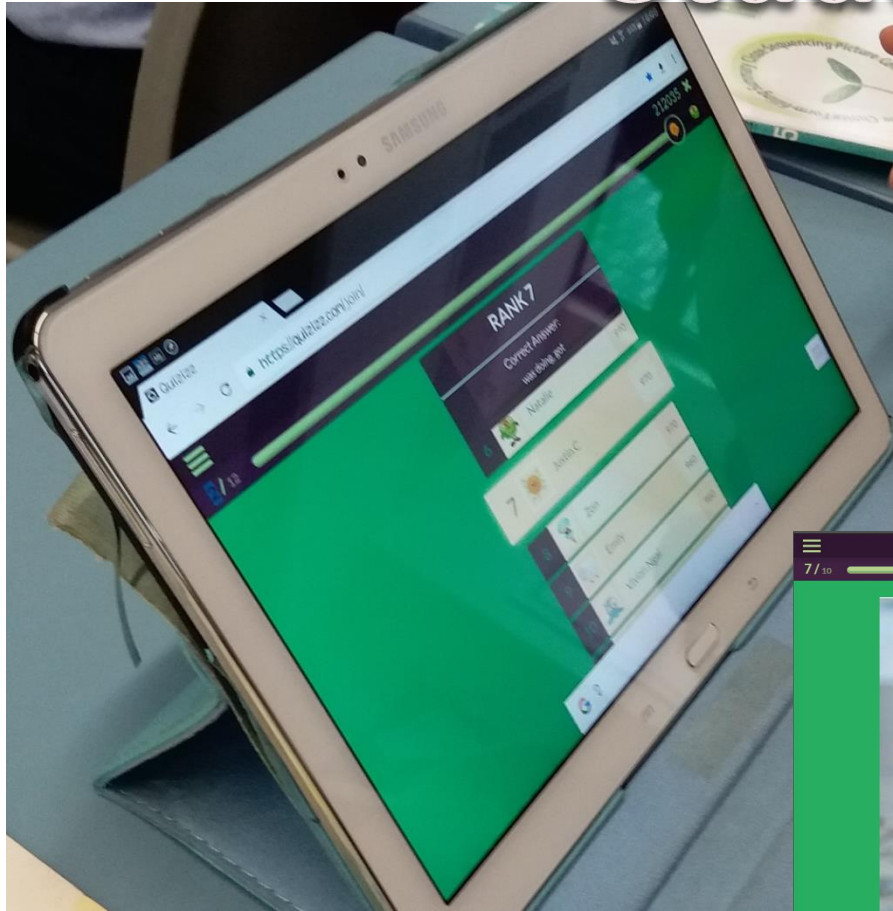






# Jordan Valley St. Joseph's Catholic Primary School

## Students' Accounts






Jordan Valley St. Joseph's Catholic Primary School


# Students' Accounts

## REVIEW


Click on the questions to see more details.

1. They \_\_\_\_\_ (make) dinner when the film \_\_\_\_\_ (start). 

Correct Answer: were making, started

2. Yesterday I \_\_\_\_\_ (talk) to some friends when I \_\_\_\_\_ (hear) the bell. 

Correct Answer: was talking, heard

3. He (wake) up and (look) at his watch. 

Correct Answer: woke - looked

4. While I ..... the homework, my sister ..... the dishes. 

Correct Answer: was doing - was washing







# Jordan Valley St. Joseph's Catholic Primary School









## Teacher's Account

Review Questions Export results Play Again

You can now view and analyze historical reports from our reports section

Name	Score	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	17200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	17110	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	17030	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	16940	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	16900	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	16200	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
	16180	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✗	✓
	16090	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
	15940	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	15810	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓
	15740	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
	14280	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✗	✓
	12350	✓	✗	✓	✗	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✗	✓
	5700			✗	✓		✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✓

### Questions

1.		He <b>breaks</b> his leg.	13	0
2.		She <b>takes</b> her dog to work.	11	2
3.		She <b>buys</b> a car.	13	0
4.		She <b>cuts</b> the baby's hair.	11	3
5.		They <b>go</b> to the concert.	14	0
6.		He <b>writes</b> an essay.	12	1
7.		She <b>draws</b> a zebra.	14	0
8.		She <b>drinks</b> coffee.	14	0



# Jordan Valley St. Joseph's Catholic Primary School

## Teacher's Report





Jordan Valley St. Joseph's Catholic Primary School

# Students' performance


**QUIZZ**

PublicMy QuizizzCreateMy ReportsMy Memes

Join a game

ReportsQuestionsPlayers

1








He **breaks** his leg.

85%

12

2

0

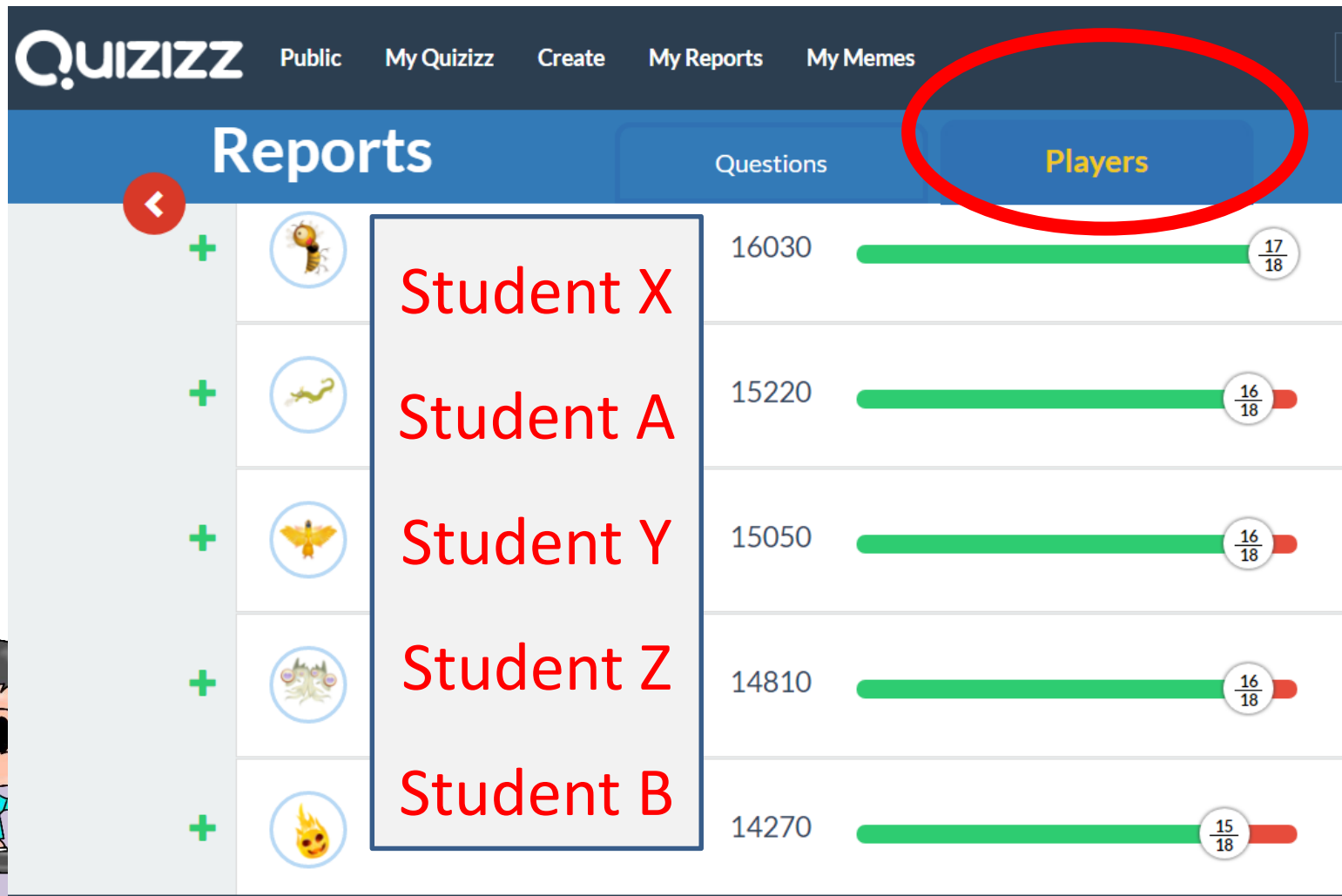
	Student A	✓ broke
	Student B	✓ broke
	Student C	✓ broke
	Student D	✓ broke
	Student E	✗ broke





Jordan Valley St. Joseph's Catholic Primary School

# Students' performance





# Jordan Valley St. Joseph's Catholic Primary School

## 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.

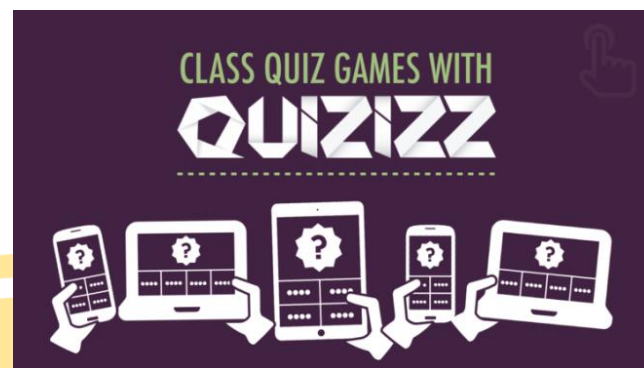
✓ drew



Jordan Valley St. Joseph's Catholic Primary School

# 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.





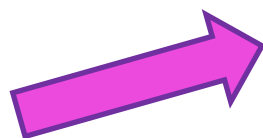
# Jordan Valley St. Joseph's Catholic Primary School

ios

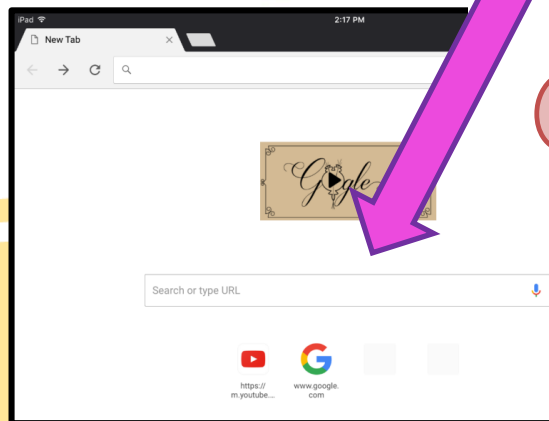


(app)

Android



Chrome



quizizz





quizizz



全部

圖片

書籍

地圖

# Students' login

工具

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**

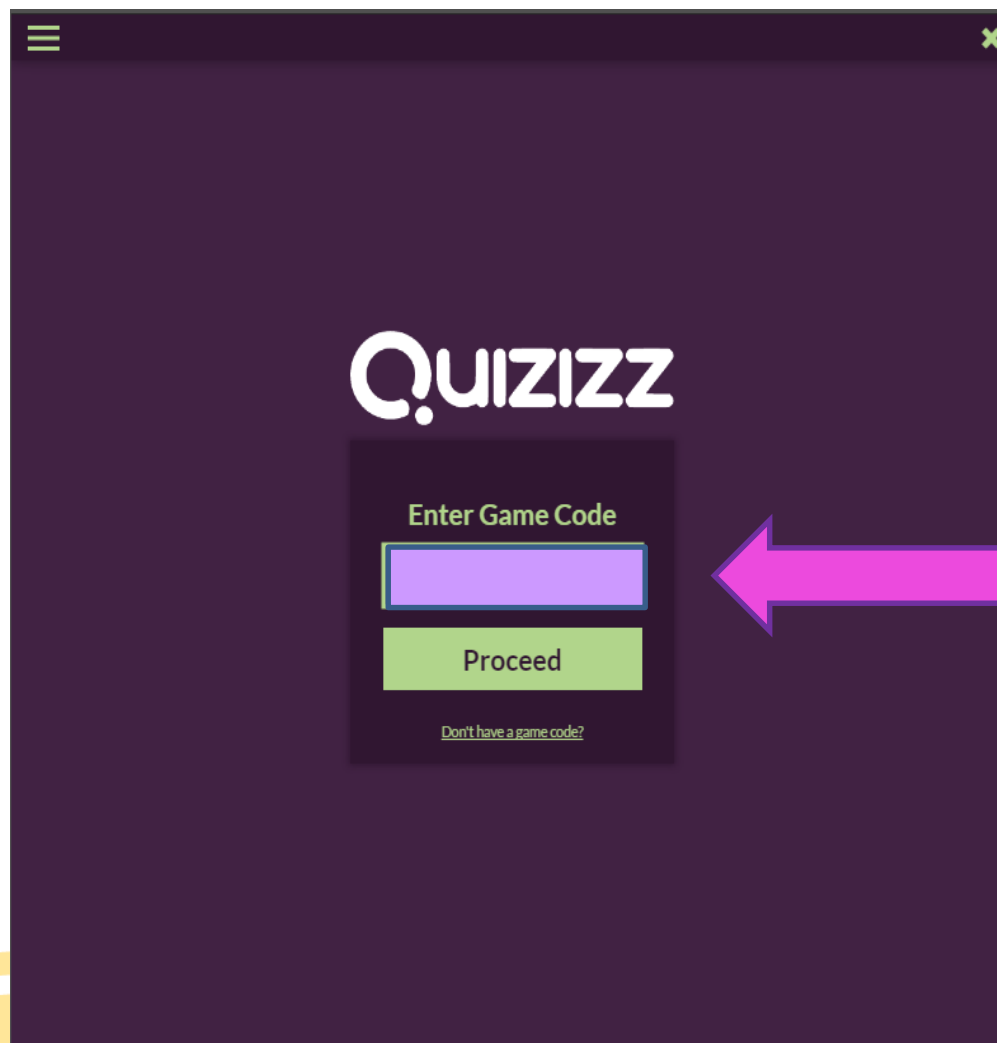
<https://quizizz.com/admin> ▼ 翻譯這個網頁

Toggle navigation. Join a game. English; Español; Français; Nederlands; Polski; Русский. Public · My Quizizz; Create; My Reports · My Memes. English; Español ...





# Jordan Valley St. Joseph's Catholic Primary School

A screenshot of the Quizizz login screen. The background is dark purple. At the top left is a hamburger menu icon, and at the top right is a close button icon. In the center, the word 'QUIZIZZ' is written in a large, white, stylized font. Below it, the text 'Enter Game Code' is displayed in a smaller white font. Underneath this text is a light blue rectangular input field. Below the input field is a green rectangular button with the word 'Proceed' in white. At the bottom of the central area, there is a link that says 'Don't have a game code?' in a small white font. A large pink arrow points from the right side of the screen towards the input field.



**Jordan Valley St. Joseph's Catholic Primary School**

# Hands-on Practice





# Jordan Valley St. Joseph's Catholic Primary School

