評估新世代 · 運用電子工具達致 「促進學習的評估」及「作為學習的評估」

教育基建分部

評估及考評局組

學生評估網上資源庫 (STAR)



https://star.hkedcity.net/



154 4 A A A 🕸

STAR平台是一個網上評估系統, 就給予學生和教師評估報告作回讀。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。



提升評估素養,以促進學與教的成效

評估是學習重要的一環,也是完善學與教不可缺少的部分。 學校在發展多元化評估方面付出不少努力,下列為學校可 加強評估發展的地方:

- 學校應善用「對學習的評估」與「促進學習的評估」
 以全面掌握學生的學習情況,並通過分析及反思評估 資料,為學與教提供適時及適切的回饋。
- 學校可進一步發展「作為學習的評估」,協助學生培養對自己的學習負責任的態度,並能恆常地監察學習進度,反思學習表現。

▶ (《基礎教學課程指引:聚焦、深化、持續》

1.10.學校課程發展方向建議)









對象

> 香港小學生及初 中學生

<u>STAR</u>平台的功能包括:

- ▶網上中央評估庫;
- ▶網上評估;
- ▶ 電腦化評卷及提供學生評估報告。

STAR 平台可於不同電腦裝置使用,包括平板電腦、手提電腦及桌面電腦。





3. 電腦化師會及提供學生師伯經費。

用教育城帳戶及密碼登入







2016-12-08

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評估設定	取调 儲存 儲存及返發
數學科	
2017-02-21	
立即開始	
 評估結束後顯示報告 ● 學生透交後顯示報告 	
派發日期	
請按「加入學生/ 組別] 加入派發對象	
0 現時題目需時(分鐘) 0	加人题目全部全不愿题除所遗
	\mathbf{N}
	然後加λ 題日



新增評估時,老師可按照學習階段 (KS),再按照數學科不同學習範疇 中不同課題的基本能力(BC)於評估庫內搜尋合適的課業或題目





可選取課業或題目的數量,或評估所需的時間來決定評估的長短

	題目設計
所需題數 10	現時題目數 0
◎ (共需時間(分鐘) 30	現時題目需時(分鐘) 0
進階選項 +	回到搜尋條件加入題目

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題目設計

*更可進階選取不同難度的題目



加入題目後,每題題目都會顯示其所屬的學習階段、相對應的基本能力,以及它的難度

		評估設定		取活 儲存 儲存及添發
相目	數學科			
評估標題	2017-02-22			
网络新闻	2210/00/06	結束時間		
學生報告設定	● 評估結束後驟示:	報告 ◎ 學主感交後顯示報告		
2%\$		凝發日期		
LEXSHS N	按[加入學生/ 追別] 7	加人后發對意		
加入原生/組別				
IRAN REIN 5	批時期目需時(分額) 4		10	人類目 全語 全不遇 副除所题
1.000				
		VC1-N1-2-陳、奈新坦知工切得工作数。	ACTENIAAT	
Contraining of	NSI (MOREN)	1911/01/21 例,通信性论为小语或目示则。	CHELP MCIDATAT	
Z, 🚇 💼	± + + ±			新史 単新
學習熟识	KS1 总本能力	KS1-N1-2: 講。寫和描列不超過五位數。	間目編號 MCIBN0050	(HR) N
3				ter then and soll
AN IN MARCH	KS1	KS1-N1-2:讀, 屬和振列不超過五位數,	MELER MC1BN0060	
4. 🗉 💼	± + + ±			接受 業業
學習際段	KS1 基本能力	KS1-N1-1:認識個位。十位、百位、千位和屬位的位值。	图目编辑 MC3BN1121	M IR
5. 🗵 💼	1 + + 1			
學習際段	K51 基本部力	KS1-N1-1:認識個位、十位、百位、千位和萬位的位值。	MC28N4700	HR C
	-		the second second second	



老師可預覽每條題目、編輯題目次序、删除題目, 更可標籤題目供日後使用

		評估設定		取活 儲存 儲存及添
)	數學科			
1220	2017-02-22			
計開	立印刷始	結束時間		
報告設定	● 評估結束後願き	〒報告 0 學生感交後顯示報告		
2		凝發日期		
	書按[加入學生/ 組別]	加入运發對意		
原生/組別	1			
(現日版) ⁵ (脱時期目需時(分種) 4			加入類目全國全不國副除所
(HERRI)		KS1-N1-2: 睛。寫和排列不超過五位暫。	MC18N1441	
National Address				
2 🔍 🛱	1 1 + 1 1			新設 単長
學習熟問	KS1 基本重力	KS1-N1-2:講·寫和排列不超過五位數。	MC1BN0050	
1 B 🖬				
WENE	KS1 (基本能力	KS1-N1-2: 讓 寫和排列不超過五位數。	图目编辑 MC1BN0060	810 8
		0		
		VC1 N1.1、切饼肉炒、十肉、苦炒、毛炒和薯炒的炒肉。	MICHAN MCORNEL	12 III
(Shamp	NSI (MADREJS	N21401-1. 約號曲冊, 1冊 目標 上面相關而的面積。	CEREMON INCODIVITZI	WIR IS
5. 🗉 💼	1 + + 1			新聞 ■ 英
學習業的	8 K51 基本能力	KS1-N1-1:認識個位。十位、百位、千位和萬位的位偏。	當目語致 MC28N4700	業度



可設定開始及結束的日期和時間,予學生於指定日期 及時間內完成評估

				評估部	定			取消 儲守	爆存及活動
(HE)		數學科							
1755103		2017-02-22							
District of	m	2017-03-16 16:0	oj 📄	結末時間	0				
學生報告	告議定	0 2017	• 三月 • •	翻示報告					
린드림	<u> </u>	5 (Q) B	西五六日	調査日期					
CERT	1日本 気管に	1	2 3 4 5						
加入學習	1/ 地別	6 7 8	9 10 11 12						
影時期	111 12 5 (BLA)	13 14 15	16 17 18 19 23 24 ¹ 25 26				2	1人題目 全調 全不調	
J.F	-610	27 28 29	30 11						Second Second
		時間 16	• :00 •	章和排列不超過五位數。 -			MC18N1441	(12) (5	as II
2		現在時間	確定					1010	Re III
	學習新設 KS	1 基本能力	KS1-N1-1: 認識	周位・十位・百位・千位	和萬位的位億。	(21E	MC3BN1121		
3.		t + ±						10.00	御兵 川
	學習幣段 15	1 (3.5能力)	KS1-N1-1: 認問	国位、十位、百位、千位	和萬位的位值。		MC26N2801	68 +	
4.	-	1 4 ±						10.12	教研
	學習階段 KS	1 (8.48.7)	KS1-N1-1: 認問	風位、十位、百位、千位	和萬位的位值。	(III)	MC28N2840	610 +	
5.	- 1 1	+++						1815	88 III
	WEIMIQ KS	1 (基本推力)	K51-N1-2:請-	笔和 排列不超過五位数。		me	MC18N0050		



可選擇評估時間結束後才顯示學生報告,還是學生遞 交後立即顯示報告

		評估設定		取満 儲存 儲
RE	數學标			
評估標題	2017-02-22			
開始時間	立印刷始	結束時間		
學生報告設定	● 詳估結束邊顧示:	股告 0 學生這交後顯示報告		
8.85		准發日期		
CERESSEE N	B按[加入學生/////加]加	6人运经封象		
加入學生/組別				
限時課目前 5	脱時間目需時(分種) 4		1	加入類目 全領 全不通
1. 0 🖬	1++			10.52
學習相同	KS1 摄本能力	KS1-N1-2:讀、寫和排列不超過五位數。	MELEN MCIBN1441	NR 5
z 😐 💼	1 1 1 1			
(小田市)	KS1 图本能力	KS1-N1-2:请。写和排列不超過五位数。	週目展號 MC1BN0050	HR N
1 0 🛱	0000			
(WHITE)	KS1 (KARD)	KS1-N1-2: 講·童和振列不超過否位數。	MELENNONGO	AN B
4				19.52
學習解释	KS1 AWED	KS1-N1-1:驼翼倒位。十位,白位,十位和黑位的位信。	過目譜號 MC3BN1121	「「「「「「「」」」
5. 🐵 💼	± + + ±			短 頭
季調散的	K51 基本能力	KS1-N1-1:認識個位。十位、百位、千位和萬位的位值。	(油目編) MC28N4700	Han the



評估可派發予不同班別、群組或個別學生

			評估設定		
科目	數學科				
評估標題	2017-02-22				
開始時間	2017-03-16 16:00	結束時間	5	2017-03-21 12:0	00
學生報告設定	◉ 評估結束後顯示報告	◎ 學生遞交後顯示報告			
已派發		派發日期	H		
已選派發對象					
• 🗙 本校 S5A	A				
En il En i					
• X 學王 學 :	E/\ Student 06				
• X 學王 學王 加入學生 / 組別	E/\ Student 06				
 X 学王学当 加入學生 / 組別 年級 	SS □ S6				
 X 學生學生 加入學生 / 組別 年級 班別 	 Student 06 S5 □ S6 S5A □ S5B □ S5C 				
 X 學士 學士 加入學生 / 組別 年級 班別 學生 	 Student 06 S5 □ S6 S5A □ S5B □ S5C 				
 X 學士 學士 加入學生 / 組別 年級 班別 學生 	 ✓ Student 06 ✓ S5 □ S6 ✓ S5A □ S5B □ S5C 1 - 學生- 				
 X 學主學 加入學生/組別 年級 班別 學生 現時題目数 5 	 ✓ Student 06 ✓ S5 □ S6 ✓ S5A □ S5B □ S5C 1 - 學生─ 2 - 學生二 				
 X 學主學 加入學生/組別 年級 班別 學生 現時題目數 5 	 ✓ Student 06 ✓ S5 □ S6 ✓ S5A □ S5B □ S5C 1 - 學生─ 2 - 學生二 3 - 學生三 				
 X 學主學 加入學生/組別 年級 班別 學生 見時題目數 5 1. □ 俞 	 ✓ Student 06 ✓ S5 ■ S6 ✓ S5A ■ S5B ■ S5C 1 - 學生一 2 - 學生二 3 - 學生三 4 - 學生四 				
 X 學主學主 加入學生 / 組別 年級 班別 學生 現時題目數 5 1. 學習階段 	 ✓ Student 06 ✓ S5 ■ S6 ✓ S5A ■ S5B ■ S5C 1 - 學生一 2 - 學生二 3 - 學生三 4 - 學生四 5 - 學生五 				題目編號



評估可暫時儲存或立即派發

-				評估。	設定			取消	儲存 儲存及返款
科目		數學科							
評估標題		2017-02-22							
開始時間		2017-03-16 16:00		結束時間	2017-03-2	1 12:00			
學生報告證	RXE	● 評估結束後顯示和	(法 ○ 単生態交)	後顯示報告					
已滅我				液發日期					
已國派發到	12								
• x #	校 SSA								
加入學生/	相別								
現時類目	數 ⁵ 限時	間目無時(分鐘) 4						加入期目全部	全不選 翻除所選
1 0	1 ±	t + ±							招致 書業
(7	着階段 KS	1 基本能力	KS1-N1-2: 讀、	寫和排列不超過五位數		(MC1BN1441	秘度 低	
2 8	î 1	1 + ±							1619 11 AL
e	書居良 KS	1 基本能力	KS1-N1-1: 認調	個位。十位、百位。千位	立和萬位的位值。	(MC3BN1121	HE 15	
3. 🗉	1 ±	+ + ±							税废 書詞
(9	習階段 KS	1 基本能力	KS1-N1-1;認識	「仮位・十位、百位・千位	立和顛位的位值。	(週目/開設 MC2BN2801	M R 	



學生可於指定日期及時間內,於網上 進行由老師派發的評估

			我的評	₽估			
		學年 2016/	/17 - 狀況	全部	•		重新載入
		14	1 共1頁	• • 10	۲		1-5共5條
評估標題	科目	開始時間	結束時間	評估來源	狀況	更新時間	操作
×	×	×	×	×	×	×	×
2017-02-21	數學科	2017-02-21 15:42	2017-02-21 16:00	老師012	未遞交	2017-02-21 16:00	
EDB DEMO 02	數學科	2017-02-21 12:25	2017-02-25 00:00	老師020	未遞交	2017-02-21	\$
EDB STAR DEMO 01	數學科	2017-02-20 00:00	2017-02-25 00:00	老師020	未遞交	2017-02-21 12:20	2 進行評估
2017-01-24	English Language	2017-01-24 15:12	2017-01-24 16:00	老師011	未遞交	2017-01-24 16:00	
2016-09-15	English Language	2016-09-15 12:08	2016-09-19 00:00	老師011	未遞交	2016-09-30 14:13	

分享評估

	分享評估					ī
📩 🚥 👔			3	eff- z	trot	n 設出 和助 MRTTA
	我	的評估				
2015/17 - 033	全部	· (******	n -	新期課題	1	重新收入
- 醇佐糖酸	1 半1 展出推開	月 10 北平)9號	- 東京	HERM	把打扫 用 [*]	1-8=0.0
27 MAR KS3 MATH	2017-03-15	2017-04-03	**	8	2017-03-16	
27MAR KS1 MATH DEMO	2017-03-16	2017-04-01 00:00	未代律	π	2017-03-16.	
27MAR KS2 MATH	2017-03-15 00:00		未就律	n .	2017-03-16 11:08	
27MAR STAR Demo	2017-03-15	2017-04-04	増行中	Ħ	2017-03-16 10:57	/ Q B
EDB STAR DEMO	2017-02-20 00:00	2017-04-03 00:00	横行中	π.	2017-03-16 10:53	/ Q = B
EDB-STAR DEMO 01	2017-02-20	2017-02-25 00:00	日完成	5	2017-02-25 00:00	/ Q II B
EDB DEMO 02	2017-02-21 12:25	2017-02-25 00:00	284	Ħ	2017-02-25 00:00	/ Q = B
2017-02-22	2017-03-16 16:00	2017-03-21 12:00	***	a.	2017-02-22 10:47	✓ Q ≠ E B

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2×00		NUCE READ
27 MARIXUE MATH	分享評估	n 2017-0-18
JTANAR KILI MATTH SUNKO		10 2017-0+14 11-04
THAR ASE MATH		100 - 100 -
Unuak (Day Demo	##002 ##003	R. (017-92-18 (057
TEA TTAN DEMO.	2:18004	n 2013-00-IB
STR STAR DEMO (G	#2003	2017-85-25
VOR DEMO.02	±4506 +	* 2017-02-21
2007-02-22	2017-09-18 2017-09-21 #15-0 15-00 12-00	* 2017-62-22 5047

題目例子 - 多項選擇題



填上各立體圖形的名稱。









青青農莊內果樹的數量



(b) 農莊主人要多種植 棵蘋果樹,蘋果樹和橙樹的數量才會相同。

(c) 農莊主人在每棵梨樹摘下8個梨,共得 個梨。



271/		VC1		DEM	\cap
2710	IAR	VDT	MATH	DEIVI	\cup

儲存 遞交 << 12 / 100 > >> 離開 < 把下列各數由大至小排列出來。 752 527 725 257 答案: , , , (最大) (最小)



把下面的硬幣依幣值由小至大排列。





計算下列各題:

(a) 704 – 216 =

(b) 470 – 82 =









		200)8年12	月		
星期日	星期一	星期二	星期三	星期四	星期五	星期六
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
(a) 莉莉	「於本月	的第四	個星期	二舉行	聖誕聯	歡會,
11 2000	A T LLA					



下面的圖用了多少個三角形、正方形、長方形及圓形?









(a) 比比看:

大於 [/.	小於 等於						
(i) $\frac{4}{5}$ [$\frac{2}{5}$	5					
大於 7.	小於 等於						
(ii) $\frac{2}{7}$	$\frac{2}{5}$						
(b) 把下歹	刘分數由小子	至大排列:					
<u>4</u> 5	, <mark>2</mark> 5	, <mark>2</mark> 7					
Α	В	С					
AB	С						
答案:(最	/]\)	,	,	(最大)			



在評估進行期間,老師可檢視學生的遞交情況及已遞交學生的成績

		HARRING AND AND		_		_			_	_	_	_														
		我的評	佑																							
學年 201	16/17 - 狀況	全部 ▼ 評	估來源	Ŧ	e. Si	¢⊊∔⊞≜⊽/+					¢⊊ ≢	# 1														
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	141.44	1 共1百	10		無意日期	2017-02-21 11:58		C	能時間	3	017-02	-20 00	00						1	結束時期) 2	017-02	/-25 00.0	10		
	1 02 12	1 MIA	10		(1))			0	82		全部 (15	.5)		-	4				1	御生苦养		股示/1	唐蒙苦云	harry		
評估標題	開始時間	結束時間	狀況	評	1 班前-單號。	进名	鉄湯	甚對較(舉 字)	1-1	1-2	1-3 2-	1 2-2	2-3	2-4 3	4-7	4-2	5-1 5	5-2 5-	3 6	7 8	1 8-2	8-3 (8-4 9-3	1 9-2	9-3 10	0-1 10-2
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在評估結束後,學生可從學生報告中檢視自己的答題表現及整體 成績,報告亦會就學生的錯誤答案提供「常見錯誤」描述

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老師可選擇以每個班別檢視成績

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3	KS1-M1-1:	投感香港	的流递資幣。																								
4	(\$1-\$1-1:	辨题柱體	- 鐘體和球體 -																	接	上學與	教支援					



,也可選	擇以個別學生檢視成績

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每位學生的答案也可在報告中一目了然

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如有需要,老師可下載**Excel**版本的報告 作其他用途

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 | 殿教 | 支護 | | | | | | | | | | | |
| | | 2017-02-21 11:58
[S58 •]
學禁▲ 姓名
1 學生六 / Student 06
2 學生/ / Student 07
3 學生/ / Student 09
5 學生 / Student 09
5 學生 / Student 10
 | 2017-02-2111:58 \$58 •] 學號▲ 姓名 脚主六/Student 06 已速交 2 學主九/Student 07 已速交 3 學主九/Student 08 已速交 4 學主九/Student 09 已速交 5 學主十/Student 10 已感交 6 三三 三三 7 警告 三 8 第前面分比 三 5 學主 //Student 10 已感交 6 三三 三 三 7 第 三 三 8 第 第 第 5 學主 //Student 10 三 三 6 三 三 三 7 三 三 三 7 三 三 三 8 三 三 三 8 三 三 三 8 三 三 三 8 三 三 三 8 三 三 三 8 三 三 三 8 | 2017-02-21 11:58 第 S5B • (2017-02-21 11:58) (2017-02-21 11:58) S5B • (2017-02-21 11:58) (2017-02-21 11:58) S5B · (2017-02-21 11:58) (2017-02-21 11:58) S5B · (2017-02-21 11:58) (2017-02-21 11:58) S5B · (2017-02-21 11:58) (2017-02-21 11:58) S1 · (2017-02-21 01:08) (2017-02-21:08) S1 · (2017-02-21:08) (2017-02-21:08) S1 · (2017-02-21:08) (2017-02-21:08) S1 · · (2017-02-21:08) (2017-02-02) S1 · · (2017-02-02) (2017-02-02) S1 · · (2017-02-02) (2017-02-02) S1 · · (2017-02-02) (2017-02-02) S1 · · · (2017-02-02) (2017-02-02) S1 · · · · · (2017-02-02) (2017-02-02) S1 · · · · · (2017-02-02) (2017-02-02) <td>2017-02-21 11:58 回知時間 S5B • (XX) 學號▲ 姓名 秋況 函針數(學生) 1-1 1 學主六 / Student 06 已渡交 6 0 2 學主七 / Student 07 已透交 0 A 3 學主八 / Student 08 已渡交 14 A 5 學主十 / Student 10 已速交 18 0 4 學主九 / Student 10 已速交 18 0 5 學主十 / Student 10 已速交 18 0 4 學主九 / Student 10 已速交 18 0 5 學主十 / Student 10 已速交 18 0 6 重新動気(墨車瓶力) 2 2 2 1 「日 蓋新面分比 40% 5 「日 「日 5 3</td> <td>2017-02-2111:58 (1) S5B • (2) 学校▲ 姓名 狀況 留射數(學生) 1-1 1-2 学生六 / Student 06 已速文 6 D 11 学生六 / Student 07 已感交 0 A 1 3 学生九 / Student 07 已感交 0 A 1 4 学生九 / Student 09 已感交 14 A 10 5 学生九 / Student 09 已感交 18 D 10 5 学生九 / Student 10 已感交 18 D 10 5 学生十 / Student 10 已感交 18 D 10 5 学生十 / Student 10 已感交 18 D 10 6 学数数第原目示 電灯目示 3 3 3 5 学生1 / Student 10 三振葉率能力 3 3 5 学生1 / Student 10 三振葉電街力 3 3 5 学数11 国家市 3 3</td> <td>2017-02-21 11:58 回前時期 2017 S5B 第 運営 2017 学課▲ 姓名 航況 冨智教(単生) 1-1 1-2 1-3 学課▲ 姓名 航況 冨智教(単生) 1-1 1-2 1-3 学生// Student 06 已退文 6 D 11 3 2 學生// Student 07 已過交 0 A 1 1 3 學生// Student 09 已退交 14 A 10 0 5 學生// Student 10 已過交 18 D 10 0 5 學生 // Student 10 已過交 18 D 10 0 5 學生 // Student 10 已過交 18 D 10 0 5 學生 // Student 10 三銀支 18 D 3 3 3 5 學生 // Student 10 三銀支 18 日 40% 40% 40% 40% 5 學生 // Student 10 三銀支 三 3 3 3 3 3 3 3 3 3</td> <td>2017-02-2111:58 回前時間 2017-02-21 258 • 2017-02-21 258 • 空記 (15) 29號▲ 姓名 狀況 宮針數(聖白) 1-1 1-2 1-3 2-1 1 学主六 / Student 06 已速文 6 D 11 8 A 2 学主六 / Student 07 已述交 0 A 1 1 8 3 学主九 / Student 07 已述交 0 A 1 1 8 4 学主九 / Student 07 已述交 0 A 1 1 8 4 学主九 / Student 09 已述交 14 A 10 0 D 5 学主九 / Student 10 已感交 18 D 10 0 D 5 学主九 / Student 10 已感交 18 13 3 3 1 5 学主九 / Student 10 已感文 18 D 10 0 D 0 0 0 0 0 0 0 0 0 0 0 0 0 <</td> <td>EDB ST. 2017-02-21 11:58 2017-02-20 001 S5B • 2017-02-20 001 S5B • 2017-02-20 001 S9M 处名 狀況 室射数(學生) 1-1 1-2 1-3 2-1 2-2 PSM 姓名 狀況 宮射数(學生) 1-1 1-2 1-3 2-1 2-2 PSM 単主六 / Student 06 已退文 6 D 11 1-2 1-3 2-1 2-2 1 学主六 / Student 07 已退文 6 D 11 1-2 1-3 8 B 2 学主六 / Student 07 已退文 0 A A A A A B B 3 学主六 / Student 07 已退文 14 A A B B 4 学主九 / Student 10 已退文 18 D 10 0 D C 5 単生 / Student 10 已感丁白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白</td> <td>BOB STAR I 2017-02-21 11:58 回前時の 2017-02-20 0000 S5B 0 2017-02-20 0000 2017-02-20 0000 29號▲ 姓名 附況 宮針教(単生) 1-1 1-2 1-3 2-1 2-2 2-3 29號▲ 姓名 附況 宮針教(単生) 1-1 1-2 1-3 2-1 2-2 2-3 1 学生六 / Student 06 己述文 6 D 11 3 A A E 2 学生六 / Student 07 已述交 0 A 1 1 B</td> <td>EDB STAR DEN 2017-02-21 11:58 2017-02-20 00:00 S5B • 2017-02-20 00:00 29號▲ 姓名 狀況 宮射數(學生) 1-1 1-2 2-3 2-1 2-2 2-3 2-4 2017 9里式 / Student 06 日道文 6 D 11 8-2 8-3 8-2 2-4 1 9里士 / Student 07 日速交 0 A 1 1 8-8 8</td> <td>BODE STAR DEMO 01 2017-02-21 11:58 2017-02-20 00:00 S5B • 2017-02-20 00:00 S9B • 2017-02-20 00:00 S9B • 2017 2:017-02-20 00:00 S9B • S9B (2017-02-20 00:00 2:00000 S9B MS S9B(PE1) 1-1 1-2 2-3 2-1 2-2 2-3 2-4 3 S9B MS S9B(PE1) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 S10 S2 <ths2< th=""> S2 S2<!--</td--><td>BODE STAC DEMO 01 2017-02-21 11:58 2017-02-20 0-000 S5B MCX 空田 (15) - 空駅 空田 (15) - - 学駅 技名 MCX 宮野敷(単生) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 学生人/Student 06 己述文 6 D 11 3 A A E C ACEBB S 2 学生1/Student 07 已感交 0 A 1 1 B</td><td>EDE STAR DEMO 01 2017-02-21 11:58 2017-02-21 00:00 S58 * 2017-02-20 00:00 S58 * 2017 2017 2-2 00:00 S98 MR S98 S98 2017 2-2 0:00 0 S98 MR S98 S98 2017 2-2 2-3 2-4 3 4-1 4-2 S98 MR S98 S98 L<1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 S98 MR S98 S98 L<1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 S98 MR MR S98 D 10 A E R CEEBD 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3</td><td>BOUT-02-21 11:58 COUT-02-21 00:00 S5B • QQX 全型 (15) • 空気 空型 (15) • • 空気 空型 (15) • • 空気 空型 (15) • • 空気 勝端 管数数(壁生) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 5-1 1 学生// Student 06 已速 6 D 11 3 A E C ACCEBD 2 20 7 3 学生// Student 07 已速 0 A 1 1 8 8 8 8 80 80 80 60<</td><td>EDB STAR DEMO 01 2017-02-21 11:58 <</td><td>EDB STAC DEMO 0.01 2017-02-21 11:58 の外田の 2017-02-20 0.00 ・</td><td>BORT-02-21 11:58 COLOPOR-20 UNUT S5B 0 2017-02-20 UNUT 2017-02-20 UNUT 2017-02-20 UNUT S5B 0 MR Sattant (PL) Quit Quit</td><td>EDB STAR DEMO 01 2017-02-21 11:58 2017-02-21 11:58 2017-02-20 -000</td><td>BODE STAR DEMO 01 2017-02-21 11:58 COL 2017-02-20 0-000000000000000000000000000000</td><td>EDB STAR DEMO D1 2017-02-21 11:58 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2 (1) (2) (1) (2) (1) (2) <th colspa<="" td=""><td></td><td>B STAR DEMODI 2017-02-21 11:58 第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第</td><td>BUB BUB SUB <t< td=""><td>EDB STAR DEMO 01 2017-02-21 11:58 第第第第第 2017-02-20 00000000000000000000000000000000</td><td></td><td>BUB STACE DEMOIDE State <th colspan="6" state<="" td=""></th></td></t<></td></th></td></ths2<></td> | 2017-02-21 11:58 回知時間 S5B • (XX) 學號▲ 姓名 秋況 函針數(學生) 1-1 1 學主六 / Student 06 已渡交 6 0 2 學主七 / Student 07 已透交 0 A 3 學主八 / Student 08 已渡交 14 A 5 學主十 / Student 10 已速交 18 0 4 學主九 / Student 10 已速交 18 0 5 學主十 / Student 10 已速交 18 0 4 學主九 / Student 10 已速交 18 0 5 學主十 / Student 10 已速交 18 0 6 重新動気(墨車瓶力) 2 2 2 1 「日 蓋新面分比 40% 5 「日 「日 5 3 | 2017-02-2111:58 (1) S5B • (2) 学校▲ 姓名 狀況 留射數(學生) 1-1 1-2 学生六 / Student 06 已速文 6 D 11 学生六 / Student 07 已感交 0 A 1 3 学生九 / Student 07 已感交 0 A 1 4 学生九 / Student 09 已感交 14 A 10 5 学生九 / Student 09 已感交 18 D 10 5 学生九 / Student 10 已感交 18 D 10 5 学生十 / Student 10 已感交 18 D 10 5 学生十 / Student 10 已感交 18 D 10 6 学数数第原目示 電灯目示 3 3 3 5 学生1 / Student 10 三振葉率能力 3 3 5 学生1 / Student 10 三振葉電街力 3 3 5 学数11 国家市 3 3 | 2017-02-21 11:58 回前時期 2017 S5B 第 運営 2017 学課▲ 姓名 航況 冨智教(単生) 1-1 1-2 1-3 学課▲ 姓名 航況 冨智教(単生) 1-1 1-2 1-3 学生// Student 06 已退文 6 D 11 3 2 學生// Student 07 已過交 0 A 1 1 3 學生// Student 09 已退交 14 A 10 0 5 學生// Student 10 已過交 18 D 10 0 5 學生 // Student 10 已過交 18 D 10 0 5 學生 // Student 10 已過交 18 D 10 0 5 學生 // Student 10 三銀支 18 D 3 3 3 5 學生 // Student 10 三銀支 18 日 40% 40% 40% 40% 5 學生 // Student 10 三銀支 三 3 3 3 3 3 3 3 3 3 | 2017-02-2111:58 回前時間 2017-02-21 258 • 2017-02-21 258 • 空記 (15) 29號▲ 姓名 狀況 宮針數(聖白) 1-1 1-2 1-3 2-1 1 学主六 / Student 06 已速文 6 D 11 8 A 2 学主六 / Student 07 已述交 0 A 1 1 8 3 学主九 / Student 07 已述交 0 A 1 1 8 4 学主九 / Student 07 已述交 0 A 1 1 8 4 学主九 / Student 09 已述交 14 A 10 0 D 5 学主九 / Student 10 已感交 18 D 10 0 D 5 学主九 / Student 10 已感交 18 13 3 3 1 5 学主九 / Student 10 已感文 18 D 10 0 D 0 0 0 0 0 0 0 0 0 0 0 0 0 < | EDB ST. 2017-02-21 11:58 2017-02-20 001 S5B • 2017-02-20 001 S5B • 2017-02-20 001 S9M 处名 狀況 室射数(學生) 1-1 1-2 1-3 2-1 2-2 PSM 姓名 狀況 宮射数(學生) 1-1 1-2 1-3 2-1 2-2 PSM 単主六 / Student 06 已退文 6 D 11 1-2 1-3 2-1 2-2 1 学主六 / Student 07 已退文 6 D 11 1-2 1-3 8 B 2 学主六 / Student 07 已退文 0 A A A A A B B 3 学主六 / Student 07 已退文 14 A A B B 4 学主九 / Student 10 已退文 18 D 10 0 D C 5 単生 / Student 10 已感丁白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白白 | BOB STAR I 2017-02-21 11:58 回前時の 2017-02-20 0000 S5B 0 2017-02-20 0000 2017-02-20 0000 29號▲ 姓名 附況 宮針教(単生) 1-1 1-2 1-3 2-1 2-2 2-3 29號▲ 姓名 附況 宮針教(単生) 1-1 1-2 1-3 2-1 2-2 2-3 1 学生六 / Student 06 己述文 6 D 11 3 A A E 2 学生六 / Student 07 已述交 0 A 1 1 B | EDB STAR DEN 2017-02-21 11:58 2017-02-20 00:00 S5B • 2017-02-20 00:00 29號▲ 姓名 狀況 宮射數(學生) 1-1 1-2 2-3 2-1 2-2 2-3 2-4 2017 9里式 / Student 06 日道文 6 D 11 8-2 8-3 8-2 2-4 1 9里士 / Student 07 日速交 0 A 1 1 8-8 8 | BODE STAR DEMO 01 2017-02-21 11:58 2017-02-20 00:00 S5B • 2017-02-20 00:00 S9B • 2017-02-20 00:00 S9B • 2017 2:017-02-20 00:00 S9B • S9B (2017-02-20 00:00 2:00000 S9B MS S9B(PE1) 1-1 1-2 2-3 2-1 2-2 2-3 2-4 3 S9B MS S9B(PE1) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 S10 S2 S2 <ths2< th=""> S2 S2<!--</td--><td>BODE STAC DEMO 01 2017-02-21 11:58 2017-02-20 0-000 S5B MCX 空田 (15) - 空駅 空田 (15) - - 学駅 技名 MCX 宮野敷(単生) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 学生人/Student 06 己述文 6 D 11 3 A A E C ACEBB S 2 学生1/Student 07 已感交 0 A 1 1 B</td><td>EDE STAR DEMO 01 2017-02-21 11:58 2017-02-21 00:00 S58 * 2017-02-20 00:00 S58 * 2017 2017 2-2 00:00 S98 MR S98 S98 2017 2-2 0:00 0 S98 MR S98 S98 2017 2-2 2-3 2-4 3 4-1 4-2 S98 MR S98 S98 L<1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 S98 MR S98 S98 L<1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 S98 MR MR S98 D 10 A E R CEEBD 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3</td><td>BOUT-02-21 11:58 COUT-02-21 00:00 S5B • QQX 全型 (15) • 空気 空型 (15) • • 空気 空型 (15) • • 空気 空型 (15) • • 空気 勝端 管数数(壁生) 1-1 1-2 1-3 2-1 2-2 2-3 2-4 3 4-1 4-2 5-1 1 学生// Student 06 已速 6 D 11 3 A E C ACCEBD 2 20 7 3 学生// Student 07 已速 0 A 1 1 8 8 8 8 80 80 80 60<</td><td>EDB STAR DEMO 01 2017-02-21 11:58 <</td><td>EDB STAC DEMO 0.01 2017-02-21 11:58 の外田の 2017-02-20 0.00 ・</td><td>BORT-02-21 11:58 COLOPOR-20 UNUT S5B 0 2017-02-20 UNUT 2017-02-20 UNUT 2017-02-20 UNUT S5B 0 MR Sattant (PL) Quit Quit</td><td>EDB STAR DEMO 01 2017-02-21 11:58 2017-02-21 11:58 2017-02-20 -000</td><td>BODE STAR DEMO 01 2017-02-21 11:58 COL 2017-02-20 0-000000000000000000000000000000</td><td>EDB STAR DEMO D1 2017-02-21 11:58 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2017-02-20 0.000 (1) 2 (1) (2) (1) (2) (1) (2) <th colspa<="" td=""><td></td><td>B STAR DEMODI 2017-02-21 11:58 第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第第</td><td>BUB BUB SUB <t< td=""><td>EDB STAR DEMO 01 2017-02-21 11:58 第第第第第 2017-02-20 00000000000000000000000000000000</td><td></td><td>BUB STACE DEMOIDE State <th colspan="6" state<="" td=""></th></td></t<></td></th></td></ths2<> | BODE STAC DEMO 01 2017-02-21 11:58 2017-02-20 0-000 S5B MCX 空田 (15) - 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報告會就不同的基本能力提供一些有用的網上連結,給予老師參考

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101.100			845	3		술표	E (15)										1	412	583		截示,	海藏	日田				
班能-學號▲	差名	鉄泉	吉 <u></u> 封敷(學 主)	1-1	1-2	1-3	2-1	2-2	2-3	2-4	E	4-1	4-2	5-1	5-2	5-3	6	7	8-1	8-2	8-3	8-4	9-1	9-2	9-3	10-1	10-2
55A - 1	學主一 / Student 01	已建立	24	4	1	2	1	4.	4	1	1	1	1	1.	4.	1	1	1	4	4	1.	1	1	1	1.	4	25
5A - 2	學生二/Student 02	日週交	24	2	10	1.	1	4	1	1	1	N.	1	1	1	1	1.	1	1	1	1	13	W.	1	1	2	1
5A - 3	₩±Ξ/Student 01	已感交	24	1	1	1	1	2	4	1	1	4	1	1	1	1	1	1	4	4	1	1	4	1	1	1	21
SA - 4	●主団 / Studient 04	已建交	19	1	1	1	5	4	1	4	8	2	*	1	2	1	1	1	X	1	1	1	×	1	1	4	X
SA - S	學主五 / Student 05	已建立	24	4	1	1	1	V.	1	1	E.	1	1	¥0.	2	1	1	1	1	1	2	Z.	4	V.	¥.	2	21
58-1	舉主六/Student 06	日建立	6	×.	X	x	X	X	1	×	X	V	X	1	×	X	1	1.	X 2	X	K	X)	ж	X	X	X	X
58 - 2	単正亡 / Student 07	已建交	G	X	X	X	1	X	X	×	T	х	80	A.	X	1	×	X	X	×	×	X.	×	180	T.	×	8
58 - 3	學主八 / Student 08	已建交	0	×	×	\$	8	×.	×	X	X.	×	×.	×	X	X	3	8	×,	X	X		×	X	×	×	×
58 - 4	學生九 / Student 09	已建支	14	×	1	¥.	4	X	4	1	X	4	X	4	4	X	¥.,	4	X0	4	1	X	X	1	X.	4	X
58-5	學王十/Student 10	日建交	18	4	4	V.	1	<i>V</i> .	4	1	XX	¥.	K	4	2	1	X	1	XVII	1	4	¥.	х	1	X)	4	1
6A - 1	學生十六 / Student 16	未透交										-	1.4										-				
6A - 2	學主十七 / Student 17	未透交																									
6A, - 3	學主十八 / Student 18	未進交																									
55A - 4	學主十九 / Student 19	未進交																					-				
SEA - S	學主二十/Student	未透交										1											i,				
基本最力度明																				-			_	_			
KS1-N	1-1:	認識價位	・十位・吉位・	千位利	1萬位(的位置													(出土時	山田村	王禄				
K51-M	1-3:	推行資幣	摘算及使用。																			_					
K51-M	1-13	前記賞兼	的古德貧惊。																								
4 KS1-51	-1:	辨證柱體	・道智和政権・																		雨上身	朝鮮	友協			_	

網上學與教支援 (WLTS)

網上學與教支援(WLTS)



- 提供一些學生學習有關課題時可能出現的學習困難讓教師 參考;
- ▶ 針對不同階段的基本能力
- 因應列出的學習困難,建議相應的**跟進措施及學與教活動/** 材料,並適當地附以有關的示例供教師選用或參考;
- 因應列出的學習困難,發展相應的互動練習/遊戲,作為學 生網上自學的材料。

WLTS網址

http://wlts.edb.hkedcity.net/tc/home/index.ht ml







WLTS (金橋學親評估務源庫 第上學與教支援)			Well	[5] 本居然信用	w Wildturn 生間 I ENG
19247303 E HR	中國語文	英國語文	B (#)		學生天地
				數學	
授權結果		主页 - 動學	- 第二學習错性(小問堂	(小六) ~ 新加加速和	a - I##/a) - KS2-02-2
學習編唱, 第二學習階段(小四至小六)					
n mana	fews.	want # 你需要用 Flash Plash Plash Plash Plash Plash	layer 7 成 Authorware • 請由此下載 •	6 去分別開號 SWF:	或HTM 格式的意動課
0 放量和吨					Q. 重新招格
· MORESHAREN	in the second				
● 新知道理题店	- NORTH AND AND A	IL MUR			
0 (R)(R)	WUILD: #19818 (K 52-D2	-2)			
 4846381 	學生學習時可能出現的	冠雎(催供命考)			
K52-D2-1。 期請決新編『一格代表1。 2、10、100個單位。的條則	 學生在與作神形圖。 全報作神形圖時。) 	等,忽略了每站的刘度要平日 单生會忘記成不懂得解上橫#	9分配。 8、銀動的右數和數量單	1位及標題等有關資料	ŝ-
MI.		明治(11)(11)(11)(11)(11)(11)(11)(11)(11)(11	·中三 IIIAA MACARDIT W! 原相22 A	seaw unava fulli (17 -	
K 82-02-2。 FEIII 「一括任約1 - 2 - 10 - 1005K K(2, 的時間的新聞作用	在檢算特別當時。)	學生干如邊棒與林之間的距離	直受相等。		J
K \$2-D2-3 -	1718	ALC YOU WANT WANT	88.0	所成理的	Reality and an and an and an

跟進活動建議

Fill -	的低活動建調					
K52-D2-3- NEE之前甲酮加酸的大的特形	-811	學家重新	NEG	所處理約 學習的觀 (見上文)	建建市間 (分鐘)	可供學 生自學
簡報	WENERS (一)	Mirenig	教師購訪開報「熱作特形屬 (一)」。讓學生認識等彩顯的各 情報或部分,以掌握製蜜的機關。	02	10	Ý
互動遊戲	N/TP体形器(二) ・ <	熱作維用靈	「「「「」」」。 「」」。 「」」。 「」」。 「」」。 「」」。 「」」。	82 84 6	15	*
工作紙		MORE	透過工作紙「一起製作時終週」, 線學主掌導製器時要注意的地方。	02 80 5	20	-
教案		制作性形留	透過骤進活動「食物群」、讓學生 得到認得及整理數據的證驗; 再強 這舉作和形態。讓學生革經解留時 裏注意的地方。	80	20	-

柱體建築物師









Geogebra - 以時和分報時 以「時」和「分」報時



KS1-S2-1 Geogebra - 電子幾何條 邊長與四邊形 拖拉綠色及紅色圓點,將紅點重疊,再按「連接紅點」鈕連序

拖拉綠色及紅色圓點,將紅點重疊,再按「連接紅點」鈕連成一個四邊形。 拖拉×點,改變四邊長度。





2

KS1-N2-1 - 數粒小玩意



KS3-MS8-3 - 立體過三關



立體過三關

http://wlts.edb.hkedcity.net/filemanager/file/mathematics/tc/ks 3/ks3ms83/KS3-MS8-3-f3/KS3-MS8-3-f3-1/KS3-MS8-3-f3-1.swf

電子幾何條

http://wlts.edb.hkedcity.net/filemanager/file/mathematics/tc/ks 2/ks2s21/ks1_s2_1_fa/m578.html

以「時」和「分」報時 http://wlts.edb.hkedcity.net/filemanager/file/mathematics/tc/ks 1/ks1m32/01_clock_time.html

學生網上自學





IT in Education Pedagogical Series: A New Generation of Assessment -Use of e-Assessment Tools to Achieve Assessme for Learning and as Learning (Support Scheme

* STAR Online Student Assessment System



Brand New Star Platform

Login as a teacher

Questions you may raise:

- How to choose the most appropriate tasks for your students?
- How to use the platform to conduct assessment according to students' needs?
- What are the key features of STAR and WLTS?
- How to promote assessment for learning and assessment as learning using STAR and WLTS?





The Lost Purse



How are the items on the STAR platforr sorted?

In creating new assessment, the items in the assessment item pool are sorted according to the following criteria:

- Choose Key Stage (KS) and Basic Competency (BC), and then specify Number of Tasks or <u>Recommended Time</u> for Completion.
- Task Title or Task Code.





Assessments are categorised into 3 groups: KS1, KS2 and KS3.

How to choose the most appropriate tas



Look for the most suitable tasks

		1. 2		Hello, Teacher account 11 PX Logout Help Download Subject English Language *
		Paper sett	ing	Cancel Save Save and publish
Subject	English Language			
Paper title	2017-02-22			
Start time	Start immediately	End time	2017-02-25 00:00	
Student Report Setting	* Show after paper ended	Show after student submitted		
Published Target Student/Grou		Publish date	Choose tasks	
• 🗙 My school A	II 55			
Add new student / gr	roup			
No. of tasks selecte	d) ⁰ Suggested time of tasks seld	cted (minutes) ⁰	(Choose tasks Select all Select none Deselect tasks

By BC descriptors Please click on the blue box to choose Key Stage and Skill. Search tasks which include all the selected BC descriptors. EXE EXE	 KS1 Listening Reading Speaking Writing KS2 Listening Reading Speaking Speaking Writing KS3
By BC descriptors/ By Task Code/Name Choose one of the 4 skills under one KS	 Listening Reading Speaking Writing By Task Code / Name

10

Main Features of STAR Platform

- 1. Diverse question types
- 2. Computerised marking
- 3. Download printable tasks
- 4. Generate reports

1. Diverse question types: A variety of question types

1.True / False / Not Given

A. Write True (T) or False (F) or Not Given (N) for the following statements.

1. Most Hong Kong people live in big apartments.

2. Some adults with stable jobs live with their grandparents.

3. The research about housing problems was conducted by the government.

Many people purchase their first home through public housing schemes.

3. Multiple Choice Questions

not a problem	
our biggest problem	
an important problem	
only a problem for sea animals	
only a problem for sea animars	
n the opinion of Girl Robot, the environment is very important because fish need it	
n the opinion of Girl Robot, the environment is very important because fish need it we live in it	
n the opinion of Girl Robot, the environment is very important because	



1. Diverse question types A range of questions in one task

 Assessing a wide range of skills with different question types (e.g. MC, T/F/NG), dictionary meaning and case study.

5. The use of highlighters, points and colours is to	Before the Exams
k make your work look pretty	(1) Don't waste time and energy
help you to relax	plaving computer games.
help you to organise your work	(2) Take regular breaks when studying
get extra marks for being neat and colourful	to give your brain a chance to digest
The writer thinks that if you take regular breaks when studying.	all the information.
you will be able to remember the material	(3) Make sure you get enough sleep.
you will fail the exam	(4) Go for a wark to get some fresh all of do sol
your stress levels will be high	healthy
you will get enough sleep	(5) Don't worry too much or feel
Look at the word "hassle" in <u>Cheating and the Consequences</u> Now, look at the dictionary entry for "hassle" loelow. Which meaning corresponds to the word in the s (n) a disorderly argument (n) a disorderly argument	entence? stressed – just try to do your best. (6) Eat healthy food so that you have enough energy to concentrate.
n) a problem brought about by pressures of time, money, inconvenience - It is a fassle to find a good place to eat at funchtime -VI to dispute or guarnel - The children user hasting over the toys	Bandwidt Add And And And And And And And And
v) to take time or effort. Site will heaste with the queues so that we get good bickets.	II 17 The control proceed in R. The control regression of the Control regression regression regression of the regression of the Dynamic Kan
	(1) Many (that up is (a) Paly hash harts orbits) of all (2) fields, unit already with balance the factor or order.
n ording to the passage, decide which statement is <i>True, False</i> or <i>Not given</i>	
heating always helps you pass exame.	 C. Linear Strategy and the second seco
sensible schedule can help you to study.	The base adding the landse is number
Point form can be used to summarise your notes.	
Colourful work will get higher marka.	(4) Altri 1 dud. Viene yhet Ki (k) (not serve stream i datase and i dude community) below of all my means The limit and the foreign stream is a stream.
	* 12.

 Diverse question Assessing reading & writing in Q 	types Integrated tasks ONE assessment task
Task title Rex and Bronty English Language Part A Here is a story about 2 dinocaurs. Read the story. Rex and Bronty are brother and sister. They are also dinosaurs. They five in caves on the planet Dinohoma. They are good children most of the time. Rex and Bronty like to help their parents. Every morning, they clean the family spoeshigs before their dad, MP Dino, flies off to work. They also help their mum. Min Dino, in the kitchen. When they wash the breakfast diales well, their mum cuta a hluddy Mars Cake into a few slices and gives each of them one. Sometimes Rex and Bronty are naughty. One morning, they jumped in front of Mr Dino's spaceship when he was taking off for work. The spaceship almost hit them. Mire them not to come out for two whole days. They could not even watch Space TV or katen to Planet Radio. Poor Rei and Bronty	Part 8 You way way and Browy Write a letter to your father. Stow suggests Tell him: • what you did • what you fath • what you did? Please use the text box befow for draft work. How you felt? Please use the text box befow for draft work.
Click the best answer 1. Rex and Bronty are good children. A [usua8y 8. [seldom	
C sometimes	What you have learnt from this?
D. never	Please use the text box below for draft work.
2. When do Rex and Bronty help their parents?	
A latter school	
B [most days	
e Jean morning	
s: jat ngm:-	

2. Computerised marking

> Available for **Reading** and **Listening** Assessment



3. Download printable tasks

The questions are created with multi-media and interactive elements, which are not for printing use.



Please expand the KS Level, Dimension and B.C. to download the required files + 451 + Covaling LI-5-3-P3BC Providing short answers to short and simple questions Finadicus + Winting * 12-W-5-P38C Writing and / or responding to short and simple tasts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues Task code E38W409 Task title Mind-map - Shopping for My Attachment DD Mother's Birthday 1.852 Reading · Speaking 13-1-T-P6BC Providing and/or exchanging (asking and investing) simple information and ideas lincluding personal experiences, imaginative ideas and evaluative remarks), and attempting to provide some elaboration with the help of sues. (13-4-#9BC Using a small range of vocabulary, server and cohesive devices to convey simple information and ideas fairly appropriately with the help of sues degate some grammatical mistales. L4-5-1-P6BC Pronouncing familiar words comprehen + stilling 1.3-W-3-PfiBC Writing and/or responding to simple terms with relevant inform and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues L3-W-4 PBBC Writing simple tests using a small lange of vocabulary, sentence pattern exclusive devices and writing sporopriately with the belo of cues despite some spelling and grammatical mittalies + 153 + Speaking L3-5-2-53BC. Using a range of delivery techniques (including stress, rhythm and intonation) to convey man senerally appropriately with the help of pues LS-S-3-S3BC Expressing information and ideas (including personal experiences, feelings, opinions, imaginative idea evaluative remarks) with some elaboration L5-5-4-538C. Using a tange of vocabulary and language patterns with some degree of appropriary and accuracy to conve 16-5-1-53BC Pronouncing familiar and lass familiar wends generally clearly and accurately in familiar situations L6-5-5-53BC. Using formulaic expressions and a range of strategies for oral communications to establish and maintain relationship Reading Speaking L3-S-3-P68C: Providing and/or exchanging (asking and answering) simple information and ideas (including personal experiences, imaginative idea) und eva Task code E685428 Task title Chris went swimming Attachment DO ask code E6T14502 Task title Presentation - Graduation Attachment DO £685579 Task title RA - Cleaning the Beach Attachment DO Task code Click on the BC Descriptors RA - The Hong Kong Space Attachment 00 ask code GBS743 Lank title 5.4 useum E6T13S08 Sai Kung Holiday Camp ask code Task title Attachment DO A list of PRINTABLE assessment is shown 6BS552 Mother's Day Attachment DO Attachment DO E685551 Hong Kong - My Home Attachmon ask code 6BS737 Presentation - Casual Wear Day Salaria' Chen your assesses. E6T14S01 RA - A Typhoon Holiday Attachmen asir code Hotes for pushess Part 1: Reading Alond Read the following tent-A . Bother throad seminant () skinning Cirie the making year to the student address Testimorache propression. Attachmen ask code ik title Ga Green Dursy by we arrented it same The maintenance will be not accused by spring . A This have new release of most chic sec around . The mat contrasts. ' . Restar the matter gaps not change for the reading of low to be definite without word. E665633 Calle Sunday Morning Activities Attachmon Call mu Chris. Some days ago, never mind kow many, f was borrd and had nothing to do, except homework. So I Attachmen ask code Task title Saving a Dog C Bol of the real assessment. 1 There has replace 2 Color the reading set that for example decided to go owimming at the beach and see the watery E6T13502 Attachme lask code Tasktitle Bun Festival world. It is what I do when I am feeling bored. Whenever I feellike that, it is time for me to go vyimming. While * Part 2: Teacher Student Interaction ask code Christmas Presents Attachmon * A Duragtio indicionation some people play compater games. I go to the seaside and L . And the restort powering relief in the ter period experience and the right of the hading enéoy myself -£689748 Task title RA - Be a Prefect Attachment DO ask code What the post like on the when one are been Where prove for this we provide a "fail no among them. When he prove E685577 RA - Camping Trip Attachment DO ask code Task title De malaure ben in must. E685222 Dear Diary: Wishing Tree Attachment DO I've. Her also is you permaning? Where da you go errorating? Why?" What mans of your an love for systemating? Why? Which is more far a re-intensing point of the son? Why? Which is the go errorating point. ask code E6BS716 Task title RA - My Summer Holidays Attachment DO Task code £685517 Task title Red Packets Attachment, DO Have Do you used to Lass have increased Wile or only not due presidents of increased Wile or other and ". When would you do drive your of a mating local" ask code E685444 Task title Tom walked in the park Attachment DO 2. Spectrum and the modeled accurate or the same of the states) response But of the out accentrat:
 1 Thesis the states:
 1 See produces the states! lask code Task title My Hobbies Attachment 00 E685538 Attachment, ask code Task title My Dad

Attachment DO

Task code

£6713512

Task title A Village House

4. Generate reports



Class report

Download as excel file

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Publi	sh date 201	17-02-22 18:2	26			Sta	rt tim	ie	201	7-02-	22 18	:26								(End ti	me	20	17-02	-24 1	2:00						
Class	54	IA *				Sta	tus		All	(225)	į.]						(Stude an <i>s</i> we	nt r	н	ide/S	how a	inswe	rs					
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	4 2-15	2-16	5 2-17	2-18	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	3-9	3-1
	學生戶口 1 / Student account 1	Submitted	9		×	4	×	1	×	×	×	×	×	x	5	1	×	×	×	1	V	×	1	×	2	X	×	×	×	×	×	4
	學生戶口 2 / Student account 2	Submitted	8		1	×	1	×	×	×	x	2	×	×	х	х	×	1	x	×	×	×	×	1	×	5	×	×	1	1	X	×
	學生戶口 3 / Student account 3	Submitted	0		×	×	×	×	×	×	×	×	x	x	×	×	×	×	X	×	×	X	×	×	×	×	×	×	×	×	×	×
	學生戶口 4 / Student account 4	Submitted	11		×	1	х	1	×	×	×	×	×	1	×	2	7	×	x	×	X	×	×	1	4	2	×	1	×	V	×	¥.
	學生戶口 5 / Student account 5	Not submitted					1																									
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													B	studen	ts have	poor ea	ting hal	bits	y the da	,			~						8			
													C	how lo	ng stud	ents ha	e been	at scho	al													

Class report



	Stud	ents'	re	oort
Name Items	學生戶口 1/Stu total 29	udent account 1		Class - No. S4A - 1 Correct total 9
ltem No.	Suggested answer	Student answer	Correctne	Possible mistakes and misconceptions
1		Stay Healthy! Stay Happy! Hong Kong is a very busy city. People living in Hong Kong are used to its fast pace. Yet, is it a good practice to finish the whole set of lunch in 5 minutes? What about working continuously for 7 days? Does that sound alright to you?		Possible mistakes and misconceptions
2-1	A	В	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to apply phonics skills
2-2	С	C	4	
-3	В	С	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to apply phonics skills
-4	C	C	1	
-5	В	C	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to apply phonics skills
-6	D	С	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to apply phonics skills
-7	D	C	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to apply phonics skills
-8	A	С	×	Unable to get the specific information from the recording / Cannot understand the contextual clues given / Unable to

Follow up

				SSERV														-	Abrusy	-	20	283	16 S.	333								
Class			Status	All (2	25)			*										ar	swer		Hid	le/Shi	ów an	sweins								
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
54A-1	學生戶口 1 / Student account 1	Submitted	9		×	1	×	2	×	×	х	x	×	×	1	1	×	×	×	2	×.	×	4	×	1	×	×	×	×	×	K	¥.
54A - 2	學生戶口 2 / Student account 2	Submitted	8		~	×	1	×	×	×	×	1	×	*	×	×	×	ν.	×		×	×	X	×	£.,	× .	*	×	1	Z	×	*
54A - 3	學生戶口 3 / Student account 3	Submitted	0		x	×	×	×	×	×	×	×	×	×	×	8	×	×	×	×	×	×	×	8	×	×	*	×	*	×	×	×
54A - 4	學生戶口 4 / Student account 4	Submitted	12		*	1	×	1	×	×	٨.	×	ð.,	1	×	2	1	×	ħ.	X	8	*	*	2		1	×	1	1	2	×	×.
54A - 5	學生戶口 5 / Student account 5	Not submitted																														
\$4A - 6	學主戶口 6 / Student account 6	Not submitted																										ļ				
54A - 7	學生戶口 7/Student account 7	Not submitted																														
54A - 8	學生戶口 8 / Student account 8	Not submitted																														
54A - 9	學主戶口 9 / Student account 9	Not submitted																		87 - 19			a		41							
54A - 10	學生戶口 10 / Student account 10	Not submitted																														
S4A - 11 Basic compe	學生戶口1 / Student ency note	Not submitted	1													1						I										-
1 15-1-2-53	C: Using an increasing ra	ange of strategies t	to understand the m	leaning of	simpl	e text	* on	famili	ar an	d less	fami	liar to	pics w	which i	are de	livere	diclea	rly and	d in g	ineral	ly fam	illiar a	ccent	ś:								WLTS.
2 L5-W-5-S3	BC : Writing a variety of te	xts using the salier	nt features of a rang	e of genre	es gene	erally a	appro	priate	ly wi	th the	help	ofcu	es						-													WLTS
3 L6-W-1-53	BC : Writing a variety of te	exts for different pu	rposes with relevan	t and gen	erally a	dequ	ate co	onten	t –																							WLTS
4 L6-W-2-53	BC : Writing a variety of te	exts using punctuat	tion marks, and a rar	nge of voc	abular	y and	langu	uage j	patter	rns wi	th so	me de	gree	of app	propr	acy an	id acc	uracy	to car	nvey n	neattir	ng										WETS
5 16-W-3-53	BC : Writing a variety of te	sits with adequate	overall planning and	d organiza	ition (i	ncludi	ng th	e use	of co	hesiy	e dev	ices a	nd pa	iragra	phs, a	nd sea	quenc	ing of	ideas)			_									WLTS
6 L6-W-4-53	BC : Writing a variety of te	exts using tone, styl	le and register gene	rally appr	opriate	ily wit	h the	help	of cue	95																						WLTS

This shows the BC skills that are covered in the tasks.

Click on the "WLTS" and it directs you to another page

Follow up

1	15-L-2-53BC:	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
2	15-W-5-538C:	Writing a variety of texts using the salient features of a range of genies generally appropriately with the help of cues
3	16-W-1-S38C:	Writing a variety of texts for different purposes with relevant and generally adequate content
4	LG-W-2-538C:	Writing a variety of texts using purctuation marks, and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning
£	L6-W-3-S38C:	Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)
6	L6-W-4-538C:	Writing a variety of texts using tone, style and register generally appropriately with the help of cues

Construction of the second sec

Puttov op Materials Other Resources Relates Module

Follow-up Materials Learnery' possible problem(a) (for reference only)

- Loarners are not able to inten for get or main leave on familiar or less familiar topics
- A Learners are not able to predict the Kody development of the topic
- Courses are solitable to extract specific information from simple spoker texts on familiar or less familiar tapes (a Learners are not able to use presentel asperience and knowledge of the ventil to understand the meaning of ample spoker hours.
- Charriers are not able to distinguish mass clear from supporting ideas.
- C Learners are not able to identify sequences, causes and effects
- Learner are sut able to make connections between ideas with the help of discourse markers or cobesive devices
- [] Lawren are not also to debug the meaning of unfamiliar wints and expressions

Suggestions for Followup Actions



It directs you to a new page: WLTS: Web-based Learning and Teaching Support

WLTS

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654-538C -Understanding the use of a

applears texts.

LS-L-2-S3BC: LS-rg an increasing cargo of statiogers to understand the

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Web-based Learning and Teaching Support

of sector sector sector			
1 15-L-2-53BC:	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	L5-L-2-S3BC>	WLT5
2 L5-W-5-538C:	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-S38C:	Writing a variety of texts for different purposes with relevant and generally adequate content		WLTS
4 LG-W-2-S38C:	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
1 LG-W-3-S38C:	Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)		WLT5
6 L6-W-4-538C:	Writing a variety of texts using tone, style and register generally appropriately with the help of cues		WLTS



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Click on the corresponding "WLTS" icon to the skill(s) that you want your students to have follow-up on

Learners' possible problems under the basic competencies (BC)

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



Resourceful WLTS Different resources could be found from WLTS Follow-up Materials Other Resources Related Module N Altern Alterny TR / Dr next for Learning Resource Bare and Learning and Teaching Support Follow-up Materials Other Resources Related Module CHINESELANDA MATHEMPTICS. SILLOENT ZONE Related Module Follow-up Materials Other Resources Other Resources Teachers may refer to the following resources or experiences for further information in planning an **Related Module** Hume - English Language - K83 (0.1-8.3) - Latering - 151-3838C learning and feaching activities. attracted BBC – Bobinoas Cultures of the World Exploring Hong Kong Preview You will result Flash Player 7 OR Authorsess 6 to vise the interactive tasks in SWF Rocket Story Travelling in Australia Preview or HTM the formal. If you do not have any of the above, please itsubload from here. Tidying CLIEFARDI AGAIN 11 P) 140 http://www.bbc.co.uk/wales/bobinogs/games/gamespage.shtml · Mind Your Own Words Getting Along with Others Preview Potowop Materials Other Replaces Related Module Nature and Environment · Cross-country Hike Preview · BBC - The Little Animals Activity Centre 1.15 The Missing Pencil Fullow-up Materials -in · For Your Eyes Only Social Issues Learners' possible problem(s) (for reference only) The Butterfly Trail Preview Learnery are mit able to listen für giet of reals liteau on familiar or tess familiar topics The Wishing Tree 2 Learners are establists product the Kody development of the tight · A Study Tour to New Zealand Study, School Life and Work Preview http://www.bbc.co.uk/schools/laac/story/sbi.shtml Learners are not able to extract specific information from simple spoken texts on familiar or less familiar topics. Interviewing Teachers Preview Calcurate are not able to use personal experience and knowledge of the vortil to protectarid the meaning of Looking Up Words in Dictionaries Preview arreit stoken texts Developing Teachers.com – Scott's listening lesson plan 2. Charriers are not able to distinguish mass show from supporting ideas · Note-taking Preview http://www.developingteachers.com/articles_tchtraining/list5lp_scott.htm Learners are not able to identify sequences, causes and effects : · Reading for Main Ideas Preview 2 Learners are not oble to make connections between ideas with the help of discourse matters or cobesive · Step It Up de-lines. Preview E Laarren are not able to deduce the meaning of unfamiliar words, and expressions English as Second Language – Beginner level learning – listening comprehension. http://esl.about.com/library/courses/blcourses_beginner_listening.htm Teenage Life Detective Academy Preview Suggestions for Followup Actions · Finding My Way to Mongkok Preview Firsters Lavelle, T. (2000). Getting the most from textbook listening activities. The Internet TESL Jou Spotting the Offenders Preview Learning Link Ceres ristian changer Over above) (Voltadad) http://itesli.org/Techniques/Lavelle-Listening/ · Swim Bike Run. Three Times the Preview Listening Tanks The tooks were developed by: The Centre fur-0000 19-7 Fun(Comming Soon) Evaluation and Monitoring at Debam 5673 University, pretented on local stanlarts and The Hong Kong Polytechnic University – English Language Centre – Keys to better listening. detailed by local professionals uniter an · Finding Poemland Wonderful Things Preview http://elc.polyu.edu.hk/elsc/material/Listening/kListening.htm DB-commonworked maketh project

Objectives of Web-based Learning and Teaching Support (WLTS)

To support teachers in providing timely assistance to students who need help in <u>achieving the Basic Competencies</u> in the Key Learning Areas of Chinese, English and Mathematics.

	Listening	
-	L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds
	L1-L-2-P3BC	Recognizing repeated expressions in short and simple Merary / maginative spoken taxts
	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 sk and clearly in familiar accents
=	Reading	
	L2-R-2-P3BC	Reading aloud untamiliar words with a small range of vowel and consonant sounds in short and simple texts
	L2-R-3-P38C	Showing a basic understanding of short, simple and familiar texts by reading sloud the texts clearly and comprehensibly
	L1-R-4-P3BC	Recognizing repealed expressions in short and simple literary / maginative lexts
	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	
	L2-W-2-P3BC	Using some of the common punctuation marks and capitalization in short and simple texts accurately
	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.
	L2-W-4-P3BC	Writing short and simple texts using a small range of vocabulary, sentence patterns and collesive devices fairly appropriately v the help of cues despite some spelling and grammatical mistakes
	Speaking	
	L2-S-1-P3BC	Pronouncing simple and familiar words comprehensibly
	L2-S-2-P3BC	Imitating stress, rhythm and information
	11.5.1.9380	Providing short assume to short and simple countries

Mode of Support

- To list some possible problems in certain competency areas for teachers' reference;
- To provide interactive exercises and games, which have been developed to address the learning problems, for students to step up self-learning online.
- To suggest in-class learning and teaching activities/materials for teachers' reference or use in addressing the learning problems.

WLTS

(http://wlts.edb.hkedcity.net/en/home/index.html)



Main Features of WLTS Platfor

- 1. Possible problems under basic competencies
- 2. Interactive exercises and games
- 3. Follow-up materials for classroom use

1. Possible problems under basic competencies

KS1 (P.1-P.3) Basic Competencies

Listening

Reading

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

12-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 -

10

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

Get macromedia FLASH PLAYER Get macromedia AUTHORN PLAYER	Vou will need or HTM file for	Flash Player 7 OR A rmat. If you do not hav	uthorware 6 to view the above, pl	ne intera ease dov
Follow-up Materials	Other Resources	Research Report	Related Module	

Follow-up Materials

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

curriers possible proi	senies (for reference only)			
 Learners are not able 	e to identify information and ideas presented in differen- e to recognize the formulaic expressions used in differen- e to predict the meaning of unfamiliar words using cont e to identify key words in sentences. e to use imagination to respond to the text in reading. e to predict the content using the book covers, picture of e to understand the connection between ideas by ident -up Actions	nt text types, ent text types, lextual and pi cues, prior kn lifying a small	ctorial clues. owledge and range of coh	personal esive
Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Studen Self- acces
A Greedy Boy	By reading a story about two boys in the woods, learners learn to use contextual and visual clues to construct meaning. They also learn to rearrange the story and rewrite a new ending. Related Module: <u>Places and Activities</u>	67	95	~

A Story About Bobby By reading a story about a wounded dog named Bobby, learners are guided to predict the content Builder Manda Habo and the development of a story

Possible problems are listed for teachers' reference with suggested follow-up materials.

For Students' Selfaccess

56

70

Task content presented in a menu

Assessment for Learning Resource Bank

Web-based Learning and Teaching Support

Learning and Teaching Activity - A Story about Bobby

e finansis A Dormal -	They used batch to successing the second receive a new ending.		Learnir	ng Target for	Key
A lines Alend Date:	By trading a titry alread or overcent flag named factory internet are gained by predict the context and the beological of a data; "Not alle have by complete the story using the magnetic values."	U	ESb - T c s Learnir	To respond to other narrativ such as mak	o cha ve te ing p s:
Constant -	Proceedings have advance on a constrainer that profession many many sectors and the sectors of a profession of the home home measurements on a constrainer of the sector shares. Initiative Ministeller, the High Space, and Francisco Minister of Ministeler, the High Space, and Francisco	0	Text Types	Vocabulary	Lang Item Con
Carl Wang P. Danne / A Danne / Doning Pased P. Danne / P. Dan	 Hang Na assarption of particle schedule of graning states, based on the Schedule of graning states, based on the schedule of graning states, based on the schedule schedul		-stories	-action verbs e.g. tripped -words describing objects e.g. sharp	Fund sir pro ter ab pro sta sir ter ab
			Related L2-R-5- P3BC: L2-W-3 P3BC: L1-S-3-	1 Basic Com - Using a meanir - Writing relevar experie - Providi	a sm ng of a and nt inf ence ing s

	Learning Target for Key Stage 1:							Description	Duration (mins.)	For students'self- access
E	ESb - To respond to characters and events in simple imaginative and other narrative texts through oral, written and performative means such as making predictions						Part 1	An interactive activity: Bobby Needs Help Learners are guided to predict the content of a story and follow the development of the story in their reading.	20	~
ĺ	Learnin	ig objective:	S.				Part 2	A classroom activity: Talking about Bobby	20	-
	Text Types	Vocabulary	Language Items and Communicative Functions	Language Skills	Attitudes	Generic Skills	<u>Activity</u> <u>Plan</u>	Learners watch the animation of a story to predict the development with the help of Teacher's contextual questions.		
	stories	-action verbs e.g. tripped -words	 use the simple present tense to talk about 	-Reading -Writing -Speaking	-develop confidence in using English -develop sensitivity	-problem- solving skills -creativity	-			
		describing objects e.g. sharp	present states - use the simple past tense to talk about past activities and states		towards language use in the process of communication		Part 3 <u>Activity</u> <u>Plan</u>	A classroom activity: What Happens to <u>Bobby?</u> Learners match sentence strips with pictures and fill an empty speech bubble to complete the story using their imaginative ideas.	30	-
/	Related	I Basic Com	npetencies: a small range of	reading st	rategies to unde	rstand the				
F L F	L2-R-5- Using a small range of reading strategies to understand the P3BC: meaning of short and simple texts with the help of cues L2-W-3- Writing and / or responding to short and simple texts with P3BC: relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues L1-S-3- Providing short answers to short and simple questions P3BC:						/			

2. Interactive exercises and games

Learners are guided to predict the content of a story and follow the development of the story.





OURAIM	CHINESE LANGUAGE ENG	INTERNATION INTERNATION INTERNATION	interactive activity
SEARCH RESULTS KS1 (P.1.P.3) Basic Compet	tencies	Home > English Language > KS1 (P.1-P.3) > Listening > L2-L-3-P3BC	
Listening L241-P3BC - Discriminating between common words with a small range of vowel and conson sounds	(int maximum all and interesting)	You will need Flash Player 7 OR Authonware 6 to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.	
L14.2P3BC - Recognizing repeated expressions in short and simple literary / imaginative spoken texts L24.3P3BC: Using a small range of strategies to understand th meaning of short and simp texts on familiar topics while are delivered slowly and clearly in familiar accents Reading Writing Speaking	Follow-up Materials Follow-up Materials Learners' possible problem(s Learners are not able to us requests and questions on Learners are not able to us approval and disapproval Learners are not able to us showing approval and disa Learners are not able to us accenta. Learners are not able to us devices.	s) (for reference only) se personal experiences and knowledge of the world to understand simple instructions, familiar topics entify key words in simple spoken texts cognize basic differences in intonation as in commands, questions and statements, se intonation appropriately for purposes such as giving commands, questioning, upproval, se simple strategies to understand the meaning of texts which are delivered in familiar inderstand the connection between ideas by identifying a small range of cohesive	
	Saving Princess Nancy	Learners learn to use adjectives to describe people's appearance and personality, and to arrange the adjectives in a proper order throu PowerPoint presentations, interactive listening games, classroom activities and writing tasks. Related Module: <u>The World Around Us</u>	ugh ng s.

Interactive Activity : Finding Princess Nancy

Learners have to listen to the instruction given by the fairy and identify the particular persons who can help out among the people the prince meets on his way to the castle. This helps learners to develop the ability to listen for specific information.

Tapescript provided for some tasks

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Powerpoint

* Key Stage 1 Reading R5



A reading comprehension (with listening components)



3. Follow-up materials for classroom use

Some extended questions are provided

Suggested questions-

e::	æ:		Possible responses₀	Suggested Teacher's feedback
Bobby Needs Help	(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
The dog con special	(c.)	Where are Tommy and Bobby? _e	in the street _*	the pictorial
Tommy felt afraid. He wanted to go eway.	(d.)	Why does Bobby ask help from Tommy? _?	He is hurt₀	 the pictorial clue – Bobby's bleeding leg. the contextual clue.
	(e.)	How does Tommy feel when he meets Bobby? _*	afraid₊	 the narration the boy's facial expression

3.1 Suggested notes for teachers to provide feedback

3.2 Classroom games

Bingo Game

Telling the Story about Pinocchio

Materials: sheets of paper

Telling the Story about Pinocchio

Materials: the story "The Adventures of Pinocchio" http://www.classicreader.com/booktoc.php/sid.3/bookid.129/ (Remark: This very rich text is for teachers to make adaptive use in order to cater for the needs and abilities of their students. For a simplified version of the story, please go to http://www.childrenstory.info/childrenstories/Pinocchio.html) blank paper coloured pens some scissors alue rubber bands Procedure: ÷ Suggestions Teacher shows learners pictures or realia. A wooden puppet (marionette), Pictures of an old man, a fairy, a cricket, a fox, a cat, a snail, etc. 2. Teacher introduces the setting and characters The setting: Old Geppetto of the story and invites learners to guess what was a wood carver. One the story is about. day, he made a puppet that could move. He loved the puppet as if he was his son. The characters include Pinocchio, Geppetto, Fairy, Talking Cricket, Fox, Cat, Snail, etc. The story is about the adventures of the puppet, Pinocchio. - If he told lies, his nose grew longer. - He was very naughty at first. In the end, he

Telling the Story about Pinocchio

		Γ	became good and
			turned into a real boy.
3. To (a) (b)	eacher tells the story. Teacher helps learners understand the story by using semantic and graphophonic strategies to guess the meaning of unfamiliar words. Teacher takes on the roles of the characters and the narrator by adjusting the intonation, gestures and facial expressions accordingly.		 Using pictures or relevant props: e.g. Using paper cones of different heights as Pinocchio's noses when he told lies. Using paper donkey ears and a donkey mask to illustrate how Pinocchio was changed to a donkey.
			voices.
4. Ti d	eacher invites learners to guess the story evelopment.		 Inviting students to make predictions on what Pinocchio would do: after learning he might multiply the number of gold pieces in the Field of Wonders. at his friend's invitation to the Land of Toys where children could play all day. after meeting his father, Geppetto, in the big shark's belly.
Teach	er may conduct the following where appropr	iate	e:
(a)	Teacher asks questions to check learners' understanding of the story.		 Suggested questions: Why didn't Pinocchio go to school at the beginning? If you are Pinocchio, what will you do with the gold pieces?

Procedure.

- 1. Teacher gives each learner a sheet of paper.
- 2. Teacher writes the following words on the blackboard

bat, cat, hat, mat, fat, pat, vat, rat

- 3. Learners read aloud the words.
- 4. Learners choose 4 words and write them down on their paper.
- 5. Teacher reads aloud the words from the list randomly, one at a time.
- 6. Learners circle the words they have heard.
- 7. Learners say 'BINGO' when they have finished circling all the words.
- 8. Then learners have to read all the words they have circled.
- 9. Learners who get all the words correct win the game.

Adaptation:

Teacher may continue the game with other words'.

- Example 1: bun, nun, hun, fun, pun, gun, sun, run
- Example 2: ham, jam, Sam, Lam, Pam, ram, Kam, dam

* As this game aims at helping learners identify initial consonants but not teacher may construct nonsense words where necessary.

With "procedures, materials and adaptation" for teachers to use

3.3 Worksheets

Task Sheet

Printable worksheets can be downloaded

A Story slout Scopy Part 3	A Story about Bobby	Task Sheet	A Story about Bobby	
What Happens to Bobby? (Post-reading Activity)	Class: P.3() Names: Match the pictures with the connect	Sheet	Class: P.3() Names: 5.	
Materials: Task Sheet sentance ships some sciloured pencils giue		complete the story.		
Procedure: Teacher puts learners into groups of four. Teacher gives each group Task Sheet and semence strips. Each group cuts the sentence strips and matches them with the pictures. Each group discusses and fills the speech bubble (the dotted line) to compilet the story. Learners draw also in the box if they like. The groups take turns to read their ideas to the class. The groups take store best entime.	2. Test to be a constrained of the constraint o		5.	
 Teacher displays all task sheets in the classroom. 	3. Today fail of provide	The dag can speak	7.	
	4.		5. The End	
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資訊科技教育教學法系列: 評估新世代・運用電子工具達致 「促進學習的評估」及「作為學習的評估」 學生評估網上資源庫(STAR) STAR Student Assessment Repository 中國語文科

1. 對應「基本能力」擬題

STAR 中國語文課程 搜尋功能 第一學習階段基本能力(試用 扃。 基本能力 閱 ● 選擇基本能力 能認讀一般閱讀材料中的常用字¹ 譮 請展開以下學習階段、範疇,以揀選課業所要符合的所有基本能力: 包括全部 🔺 ·能理解所學詞語2 4 🔳 KS1 包括全部 按基本能力搜尋 ■ ■ 聆聽 能理解簡淺敘述性文字的段意及段落關係 合乎其一 4 📕 閱讀 能概略理解篇章中簡淺的順敘/倒敘事件 ♥ BR1.1: 能認讀一般閱讀材料中的常用字 ♥ BR1.2: 能理解所學詞語 能理解簡單的實用文³ ♥ BR1.3: 能理解簡淺敍述性文字的段意及段落關係 ■ BR1.4: 能概略理解篇章中簡浅的順敍/倒敍事件 能明白視聽資訊⁴中簡單的信息 ■ BR1.5: 能理解簡單的實用文 BR1.6: 能明白視聽資訊中簡單的信息 ■ ■ 說話 範疇 基本能力 ▲ ■ 寫作 寫 ■ BW1.1: 能正確書寫常用字 · 能正確書寫常用字1 作 BW1.2: 能就熟悉的事物決定內容 • 能就熟悉的事物決定內容 BW1.3: 能將內容分段表達 BW1.4; 能正確運用句號、逗號、問號、冒號和引號 • 能將內容分段表達 ■ BW1.5: 能運用所學詞語 ■ BW1.6: 能寫完整句子 能正確運用句號、逗號、問號、冒號和引號² ■ BW1.7: 能寫賀卡、激請卡、簡單書信 能運用所舉詞語³ KS2 🔳 🔲 KS3 • 能寫完整句子 ◎課業編號/名稱 按編號/課業名稱搜尋 • 能寫賀卡、邀請卡、簡單書信

學生評估網上資源庫(STAR) https://star.hkedcity.net/

N. N	K ST	·教師戶口11 English 登出 幫助 課業下載
XI/	中文 文中	
		科目中文科
	評估設定	取消及返回 儲存 儲存及派發
科目	中文科	
評估標	親 2016-09-30	
開始問	5間 2016-09-30 12:14 結束時間 2016-10-01 00:00	
已派到	愛 □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □	
已選派	發對象 請按 [加入學生 / 組別] 加入派發對象	
加入學		
選取	課業數量 ⁵ 選取課業需時(分鐘) ⁹⁰	加入課業 全選 全不選 刪除所選
1.		附件 評卷參考 預覽 書籤
	學習階段 KS1 基本能力 ▶ BR1.2: 能理解所學詞語	課業編號 C3T12R05
	課業名稱 婆婆和冬冬(一)	
2.		附件 評卷參考 預覽 書籤
	學習階段 KS1 基本能力 ▶ BR1.2: 能理解所學詞語	課業編號 C3BR053
	課業名稱 水果日	
3.		附件 評卷參考 預廢 書籤
	學習階段 KS1 基本能力 ▶ BR1.2: 能理解所學詞語	課業編號 C3BR115
	課業名稱 齊心的故事	

2.涵蓋	讀寫聽	說		
			視聽	
	閣讀	耹陣		課業内容
		<u>4< 100</u>	CANES C3714V05	
		6 = 11		核對丟案 圖下建理完美 重發
	核對其實 國行建議專業 重要			
C6BL034			and the second se	
			H H	
13:12			1. 结替受讨者记录工作的资料。	
	#			
1. 標標結結內容,成立 <u>器官</u>	初而这動資料中心的主要目的是什么	费 ?	100 時間: 上午 8:00	
A 介绍可捐赠器官的種類			地區: 朱沙咀	
B. [呼攝市民支持器官捐始	计查		初道:?	
C. 【高病人提供器官捐赠的	資料			
D. 方使市民登记「中央岩	宫捐赠登记名册」		A: [街道: <u>總登道</u> ;工作: 从菜成項紙。	
2. 佳明 對當官捐赠哪一方面	1不了解?		B. 街道: <u>熱堅想</u> ;工作:清洗成场氛。	
A. [用途	9 COMAR		C. [約道: <u>加熱路</u> ;工作:(4.第近場收。)	
B. 图的				
C. 使燕			2、增重运动效主要不自可 问调 地方(值运体问题示言) A、[接進	
D. 成效			B. 工业	
34 2262 1000000	* 25 46 17 28 18 28 18 19 19 19 19 19 19 19 19 19 19 19 19 19	() 通過主婦子書() () (2)	C. 伊枝	
□·4. 局计偿款小组起局器省 ▲ (未進1次方必い)。	:相類可重在 <u>宣告</u> 的成成个關考了	(派连体啊傷止他的合系)		
D DEFILIENCE	ar :			
D. 本面小市记机理者约言				
C. 不少市民没有签署罢宫	捐赠卡。			



閱讀、聆聽及視聽範疇(系統自動批改)

選擇

12. 志芬對林先生的經歷有什麼看法?

A.	要學習捐贈者無私的精神。
B.	器官捐赠能重燃病人的希望。
C.	當義工很有意義,每個人都應該大力支持。
D.	香港市民都應該出一分力,支持器官捐贈。

排序

7. 根據文章内容,把下列事項按事情發生的先後次序排列起來。(把英文字母代號拖放到方格內。)





請把放選擇文字

今天,<u>李老師帶我們參觀甜蜜蜜雪糕廠</u>。這是我第一次參觀雪糕廠,心情既與奮又緊張。我和同學一起乘坐旅遊車到<u>屯門</u>工業 區去。途中,我們熱烈地談論自己喜愛的雪糕,對於雪糕是如何製作的,大家也感到很好介。

諸進雪糕廠,一陣陣雪糕的香味便傳過來。廠房經理何先生為我們介紹雪糕的歷史和製作過程。相傳第一杯雪糕於15世紀在 意大利出現,後來再傳到歐洲各地。雪糕最初只有皇室成員或貴族才可以享用。時至今日,雪糕已成為普羅大眾夏日消暑的最佳美 食。何經理指出,製作雪糕的材料不多,製作過程也很簡單。工人先把牛奶、糖和奶油一起攪拌,然後因應不同口味,加入水果、 巧克力或果仁等材料,再次攪拌,放進冰箱两小時便完成。

最後,<u>何</u>經理給每位同學送上一杯雪糕。他說:「<u>香港</u>人的要求愈來愈高,目前除了有香草、巧克力、芒果等傳統味道外,公司選推出了新的口味,如豆腐、榴槤、芝麻、綠茶等。不遇,最受<u>香港</u>人歡迎的,仍然是巧克力雪糕。」我一邊吃着我最喜爱的芒果雪糕,一邊想:「發明雪糕的人真棒!雪糕既好吃,款式又多。在炎炎夏日吃一杯冰凍的雪糕,真是賞心樂事。」

吃晚飯時,我跟家人分享參觀雪糕廠的見開。媽媽對我說:「雪糕雖然味美,但是糖分高,多吃容易使人發胖。而且雪糕屬於 生冷食物,多吃對腸胃不太好。」爸爸微笑地點點頭說:「其實,魚論什麼食物,都是「少吃多滋味,多吃壞肚皮」啊!」

從文中找出通當的詞語,選取到空格內,使句子的意思完整。

1.學校舉行講故事比賽,同學反應

... ,報名踴躍,老師感到很高興。

寫作及說話範疇:提供下載題目功能·方便教師使用

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			課業下	載		
請展開以下學習階段、範疇、基本能力,以下戰所需摘案						
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2						
·說話		TO 22.722				
BS2.1: 能清楚講述不	下同類型的故事和作簡短的 5的話題和別人對論	りロ頭報告				
	白的師題和別人的師 朝講述事件					
BS2.4: 龍運用略有變	塑化的詞語表情達意					
BS2.5: 能掌握所學引	2詞的發音					
- →-BS2.6: 音量運用適當 - 充作						
→BW2.1: 能正確書寫	常用字					
L. 課業編號 C6B	3W236 課業名相	参觀花卉展覽	附件 DOC			
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課業編號 C6B	3W128 課業名稱	專題研習活動	附件 DOC			
課業編號 C6T	09W06 課業名組	戰風過後	时件 DOC			
課業編號 C68	300235 課業名補	表司的婚晏	明件 DOC			
課業編號 C68	3W051 課業名稱	原來我已經很幸福	附件 DOC			
課業編號 C68	3W124 課業名稱)	證育精神	附件 DOC			
課業編號 C6B	3W230 課業名種	節約用電	附件 DOC			
		****	HHAT DOC			
REAL COR	w102 課業名構	我的第三人	United			
課業編號 C6B	8W180 課業名稱	科技的影響	附件 DOC			
課業編號 C62	2028 課業名稱	怪盒子	附件 DOC			
課業編號 C6T	708004 課業名稱	垃圾堆填區	附件 DOC			
課業編號 C62	2004 課業名稱	全魚的建議	附件 DOC			
課業編號 C68	3W122 課業名種	管理個人情緒	附件 DOC			
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• 按學生能力安排課業·照顧學習差異

/म八字主/高	8729		
年級	🗉 S5 💷 S6		
班別	SSA B SSB SSC		
學生			
	1 - 學生六	岩成	
	2 - 學生七		
	3-學生八		
	4-學生九		
	5 - 學生十		

• 與其他教師分享評估課業

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		未就緒	我	2017-02-23 13:09	
八方莎什		未就緒	我	2016-10-07 10:50	
⑦ 字 評 16		未就緒	我	2016-10-07 10:49	
		未就緒	我	2016-10-07 10:47	
許國三		未就緒	我	2016-10-07 10:47	
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基礎教育課程指引 聚焦·深化·持續 (小一至小六)

善用回饋以促進學習

- 分析學生的錯誤,往往是教師了解學生學習情況的「視窗」。透過分析學生在評估活動中的表現,例如,觀察錯誤的規律及不同錯誤之間的關係,教師可以了解學生在理解概念上有些甚麼 錯誤或未完全掌握的地方,從而探討如何改善學生學習的方法,並設計針對學生問題的活動, 甚至在有需要時調整校本課程。
- 須知道即使持續及多次評估學生,也是不足以促進學生學習的。學校既要適度地預備評估活動,也要反思如何有效批改學生的評估作業,同時不應忽略進一步詳細分析學生的表現及其後的跟進活動。

閱讀 說明性文字(小學六年級)



全班評估報告 (STAR)

基本能力描述

→ 第2項BC的答對率較低

連結至









頁 1/12+



 可以和學生多做分析練習,如分析文章的主要信息、利用推論來填補及理解文章內不完全的信息等,都能幫助學 生提升理解能力。







基礎教育課程指引 聚焦·深化·持續 (小一至小六)

邁向「作為學習的評估」

要培養學生的自主學習及有效學習的習慣,學生不應只是被動地等待老師判斷他們的答案是對 或錯,或只由老師為他們提供改善學習的方法,而應更積極地連繫學習與評估,即「作為學習 的評估」。在「作為學習的評估」上,學生須認識學習目標、自我監察學習進展、基於回饋反 思學習的內容及策略、調節學習的方法及其後的學習目標、甚至規畫未來的學習方向。長遠而 言,學生應發展成為自己的最佳評估者,為自己的學習提供回饋。






第一學習階段

閱讀 BR1.4

能概略理解篇章中簡淺的順敍/倒敍事件









<u> 寫作 BW1.7 - 能寫賀卡、邀請卡、簡單書信</u>

第二學習階段

閱讀 BR2.3 - 閱我深情:師生互動閱讀策略教學

• 瞭解學習閱讀策略的重要 • 掌握澄清及綜合段意的策略 閱我深情: • 掌握撮寫策略 師生互動閱讀策略教學 • 掌握向作者提問和自我提問策略 • 掌握預測策略 視聽 BL2.4 - 能明白視聽資訊中的信息 寫作 BW2.2 能按寫作提示、擬定內容 新感之城 寫作真功夫 使用說明 — 審「提」功 簡報 地鐵之旅る 工作紙 BW2.2 能按寫作提示、擬定內容 第一、二學習階段

第三學習階段

閱讀 BR3.2

能理解篇章中大部分詞句的含義



閱讀 BR3.7 / 聆聴 BL3.4 能識別視聽資訊中主要的信息

注意視聽資訊內容的重心(視)

 推鏡頭:一種攝影的 運鏡技術。拍攝對像 的位置不動,鏡頭從 遠景推向拍攝對像成 特寫,引導觀眾將焦 點聚集在重要的事物 上,突顯重點。





聆聴 BL3.2 能透過說話者的語氣,聽出話語的實際意思



** (*) :+

<u>家屋</u>般有四位好機意重直目開支

董石(芹・井植・助文):→ 直染藍石・(前径一、雨秒)。

第125

工作纸

建磷配合

運用的数

起云只)

解說: 冠攀生的表现提供回播。;

項時聽材料,委者茶案及解說)

四個原題:建議於要要發發於全部訴諾用

5.程度,才真他們接對菜業,相對菜業

要生植告所連落案,引專化們空從為自

1 带开的笑意是敲铃会理教

的彩影「如何把握接着及用语的取;是目

教師可保護局員及推進除難結結及其意

* 筆飾董祭宮橋(合裁)」(射題員及道

積報「董術星莎宮碼(分長)」(前野職材料)。

