

Jordan Valley St. Joseph's Catholic Primary School

School-based application of STAR in primary schools

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English teacher



Jordan Valley St. Joseph's Catholic Primary School




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Background Information

- **WiFi 100**
- **eLearning development: 7th year (12 BYOD classes)**

Year	Class and Subject	No. of Teachers Involved
13-14	P.4D (Chinese)	1
14-15	P.4A-D (Chinese) P.5AB (Chinese, English, Maths)	10
15-16	P.4A-D (Chinese) P.5A-D (Chinese, English, Maths) P.6AB (Chinese, English, Maths)	22
16-17	P.4A-D (Chinese)	 >35
17-18	P.5A-D (Chinese, English, Maths)	
18-19	P.6A-D (Chinese, English, Maths)	
19-20	G.S. / Visual Art / Music (Unit-based)	



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EDpuzzle





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When and why do we start using STAR platform?





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香港教育城

HkedCity

老師及學生均有教育城戶口



學校推行**BYOD**，
校方希望減少印刷**TSA**卷





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Levels involved:

P.3-4 (Chi, Eng, Maths) Trial

**P.5-6 (Chi, Eng, Maths)
Routine**





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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](#)





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- 1. Pre-test VS Post-test**
- 2. Replace Paper-And-Pencil Assessments**
- 3. School Suspension Period**
- 4. Integration with other eLearning tools**





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Before setting the paper...





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Topic/ Theme/ Text type

Level of difficulty (H/M/L)

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](#)

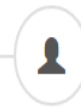
Save Continue Quit



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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



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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

Enter keyword(s) to focus your search

News

There are 8 matched task(s)

Search

Keywords: robbery



Jordan

BC Descriptors:

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



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Step 3: 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	Preview
Task name:	Bank Robbery	Bookmark: <input type="checkbox"/>
Key stage:	KS2	+ Add to selection
Basic competency:	▶ L3-R-5-P6BC, L4-R-4-P6BC	
Duration:	10 mins	
Level of difficulty:	Medium	
Attachments:	Task Specification	

➔ 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



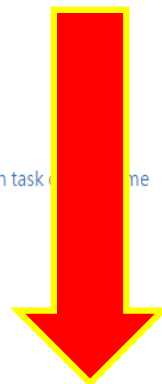
Based on BC descriptors



Based on task code



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

Step 4: 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.



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Step 5: 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](#)



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Step 5: 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

Remedial class?

Re-do? Re-FA?

Previous

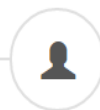
Save

Conti



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Step 6: 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





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My paper → share

My papers

Year: Status: All Compiled by: All

[Refresh](#) [Add paper](#)

My papers

Preset papers

Shared papers

1 Total 3 page(s) 10

1 - 10 Total 24 row(s)

Paper title	Start time	End time	Status	Compiled by	Modified at	Action
2020-03-31 for 5A/5B/5C/5D	2020-03-31 11:00	2020-04-07 23:59	Finished	Myself	2020-04-07 23:59	Edit View Print Share
2020-3-26 for 5A/5B/5C/5D	2020-03-26 11:00	2020-04-02 23:59	Finished	Myself	2020-04-02 23:59	Edit View Print Share
2020-03-21 for 5A/ 5B/ 5C/ 5D	2020-03-24 00:00	2020-03-31 00:00	Finished	Myself	2020-03-31 01:24	Edit View Print Share
2020-03-19 for 5A/ 5B/ 5C /5D	2020-03-19 00:00	2020-03-26 00:00	Finished	Myself	2020-03-26 00:03	Edit View Print Share
2020-03-17 for 5A/ 5B/ 5C/ 5D	2020-03-17 00:00	2020-03-24 00:00	Finished	Myself	2020-03-24 00:08	Edit View Print Share
2020-03-12 for 6A/6B/6C/6D Shared: 1	2020-03-12 11:00	2020-03-16 23:59	Finished	Myself	2020-03-17 00:18	Edit View Print Share
2020-03-10 for 6A/6B/6C/6D Shared: 1	2020-03-10 11:00	2020-03-13 23:59	Finished	Myself	2020-03-14 00:23	Edit View Print Share
2020-03-03 for 6A/6B/6C/6D Shared: 1	2020-03-03 11:00	2020-03-09 23:59	Finished	Myself	2020-03-10 00:11	Edit View Print Share
2020-03-05 for 6A/6B/6C/6D Shared: 1	2020-03-05 11:00	2020-03-09 23:59	Finished	Myself	2020-03-10 00:11	Edit View Print Share





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Trace your record

My papers

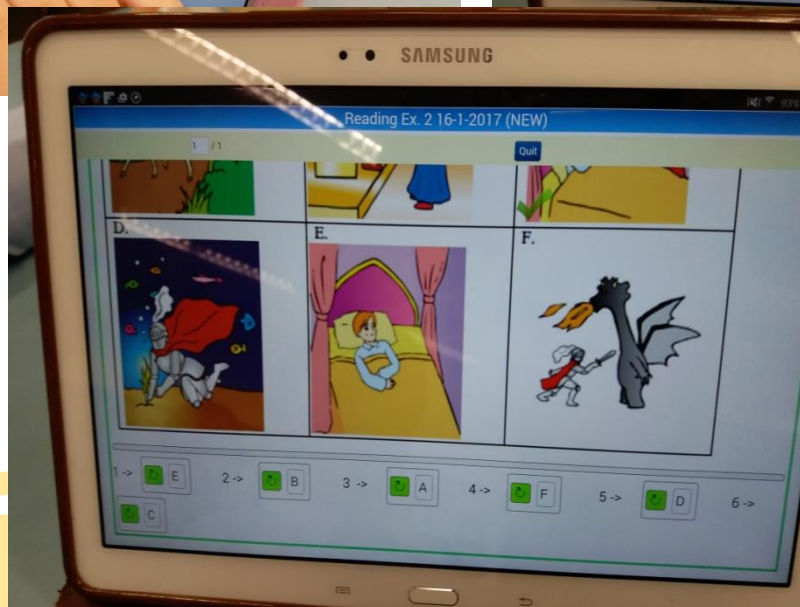
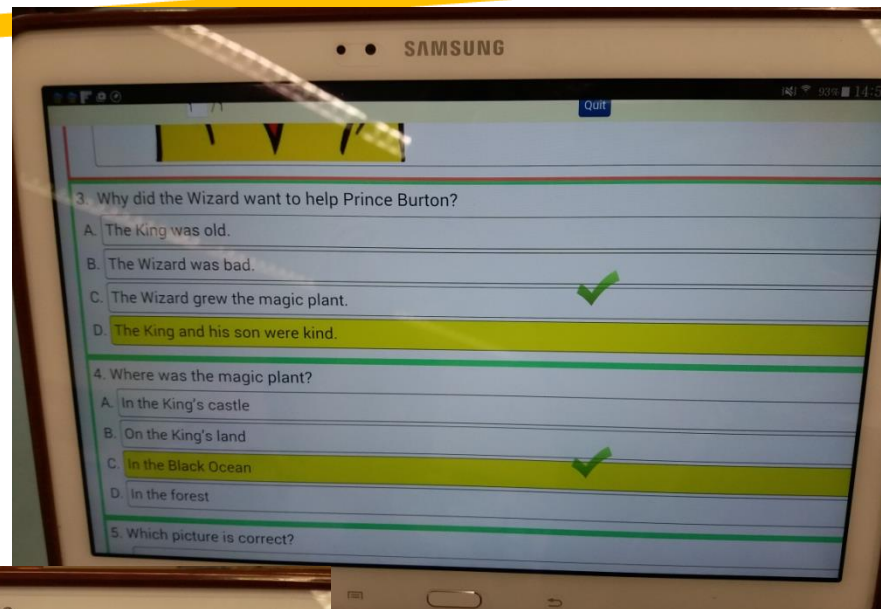
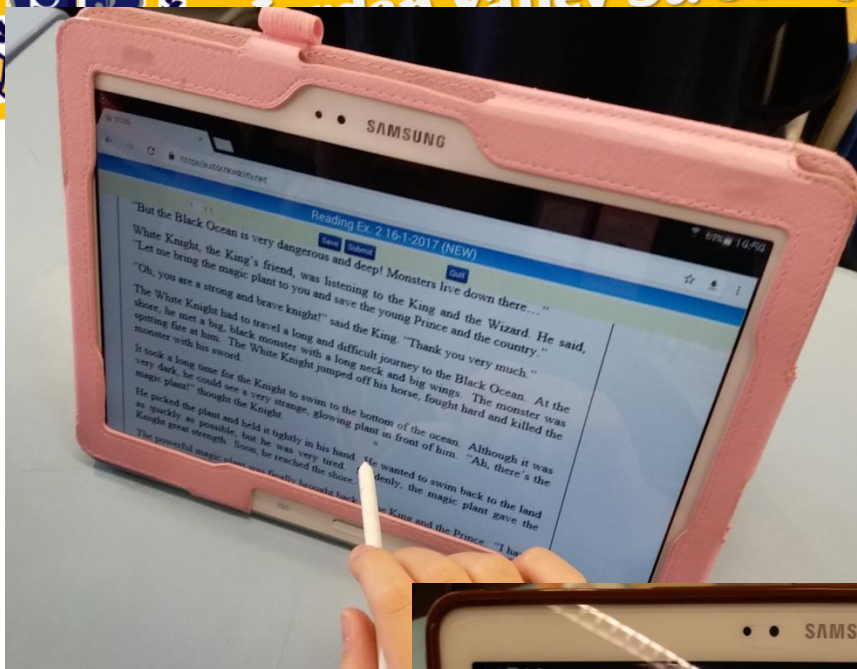
Year: Status:

[Refresh](#) [Add paper](#)

[My papers](#) [Preset papers](#) [Shared papers](#)

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	/ Q C i E	
Post-test (The News Report)	2017-06-19 09:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 14:10	/ Q i E	
Homework (Story 2)	2017-06-19 00:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 14:09	/ Q i E	
Homework (Story 1)	2017-06-19 09:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 09:25	/ Q i E	
Pre-test (A Robbery)	2017-06-19 00:00	2017-06-27 00:00	Attempted	Myself	2017-06-19 09:25	/ Q i E	
Pre-test (The News Report)	2017-05-24 00:00	2017-06-02 00:00	Finished	Myself	2017-06-02 00:03	/ Q i E	
Formative Assessment 3	2017-05-26 09:00	2017-06-02 00:00	Finished	Myself	2017-06-02 00:03	/ Q i E	
Homework (Leaflet 2)	2017-05-29 10:51	2017-05-31 00:00	Finished	Myself	2017-05-31 00:40	/ Q i E	
Homework (Leaflet 1)	2017-05-29 10:50	2017-05-31 00:00	Finished	Myself	2017-05-31 00:40	/ Q i E	
Homework (Poem)	2017-04-05 00:00	2017-05-29 00:00	Finished	Myself	2017-05-29 00:00	/ Q i E	







Teacher's Report

Pre

VS

Post

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	✓		
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		

le texts with the help of cues

WLTS

literary / imaginative texts

WLTS

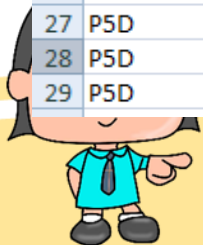
Student answer								Hide/Show answers	Download
✓	✓	✓	✓	✓	✓	✓	✓		
✓	✓	X	✓	✓	✓	✓	✓		
✓	✓	X	✓	✓	✓	✓	✓		
✓	✓	X	✓	X	✓	X	✓		
✓	✓	✓	✓	✓	✓	✓	✓		
✓	✓	X	✓	X	✓	X	X		
✓	✓	X	✓	✓	✓	✓	✓		
✓	✓	X	✓	X	✓	✓	✓		
X	X	X	✓	X	✓	X	X		
✓	✓	X	✓	✓	✓	X	X		
15	15	4	15	9	16	12	9		
88%	88%	24%	88%	53%	94%	71%	53%		
L3-R-5-P6BC	L3-R-5-P6BC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





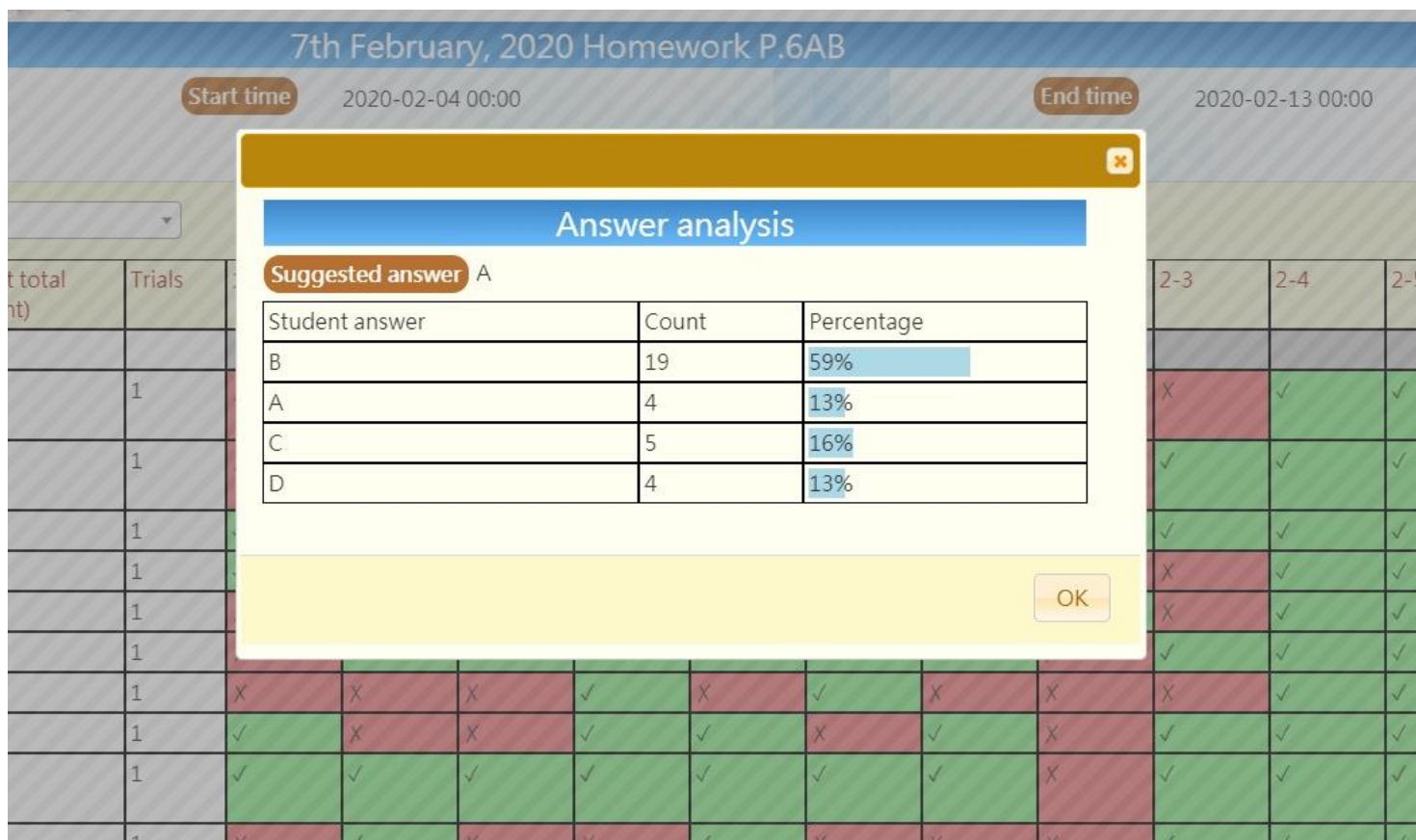
Excel Report

	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





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Student's Report

Paper title 7th February, 2020 Homework P.6AB				
Start time 2020-02-04 00:00				
Name [REDACTED]				
Items total 14				
Item No.	Suggested answer	Student answer	Correctness	Possible mistakes and misconceptions
1-1	A	A	✓	
1-2	B	B	✓	
1-3	A	A	✓	
1-4	D	D	✓	
1-5	D	D	✓	
1-6	C	C	✓	
2-1	D	D	✓	
2-2	A	B	✗	Difficulty in reading the map.
2-3	B	B	✓	
2-4	A	A	✓	
2-5	C	C	✓	
2-6	D	D	✓	
2-7	B	B	✓	
2-8	A	A	✓	





Jordan Valley St. Joseph's Catholic Primary School

Student A

Paper title 7th February, 2020 Homework P.6AB				
Start time 2020-02-04 00:00				
Name [REDACTED]				
Items total 14				
Item No.	Suggested answer	Student answer	Correctness	Possible mistakes and misconceptions
1-1	A	A	✓	
1-2	B	B	✓	
1-3	A	A	✓	
1-4	D	D	✓	
1-5	D	D	✓	
1-6	C	C	✓	
2-1	D	D	✓	
2-2	A	B	✗	Difficulty in reading the map.
2-3	B	B	✓	
2-4	A	A	✓	
2-5	C	C	✓	
2-6	D	D	✓	
2-7	B	B	✓	
2-8	A	A	✓	

Student B

Start time 2020-02-04 00:00				
Name [REDACTED]				
Items total 14				
Item No.	Suggested answer	Student answer	Correctness	Possible mistakes and misconceptions
1-1	A	A	✓	
1-2	B	A	✗	Students may miss the importance
1-3	A	D	✗	Students may miss the importance
1-4	D	D	✓	
1-5	D	D	✓	
1-6	C	B	✗	Students may miss the importance
2-1	D	D	✓	
2-2	A	B	✗	Difficulty in reading the map.
2-3	B	B	✓	
2-4	A	A	✓	
2-5	C	C	✓	
2-6	D	C	✗	Difficulty in reading the map.
2-7	B	D	✗	Difficulty in reading the map.
2-8	A	A	✓	





Students' names

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

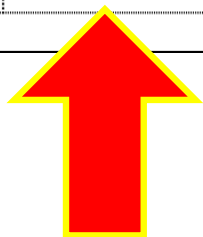




Follow-up materials:

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	L3-R-6-P6BC :	Applying simple reference skills with the help of cues	WLTS





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Follow-up materials:

WLTS / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

Search Sitemap Contacts 繁體 | ENG

OUR AIM

CHINESE LANGUAGE

ENGLISH LANGUAGE

MATHEMATICS

STUDENT ZONE

ENGLISH LANGUAGE

SEARCH RESULTS

KS2 (P.4-P.6) Basic Competencies

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

Home > English Language > KS2 (P.4-P.6) > Reading > L3-R-5-P6BC



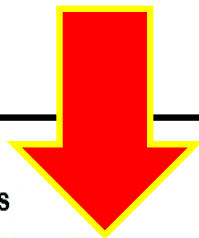
You will need **Flash Player 7** OR **Authorware 6** to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN





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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 meaning of simple texts with the help of cues

L3-R-6-P6BC -

Applying simple reference skills with the help of cues

Suggested Follow-up Activities

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).





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Siu Ming Learned a Lesson



 [Preview](#) >

 [Download](#) >

One day, on the way to school, Siu Ming made a big mistake. While reading an interactive story, learners are guided to respond to the characters and events. Then they act out the story in groups and evaluate their own performance according to shared criteria

By reading an interactive story about Siu Ming, learners are guided to respond to and act out the story.

Related Module: [Changes](#)

5





Jordan Valley St. Joseph's Catholic Primary School

Assessment for Learning Resource Bank Web-based Learning and Teaching Support Learning and Teaching Activity – *Siu Ming Learned a Lesson*

Learning Targets for Key Stage 2 :


KSb - to interpret and use given information through processes or activities to follow instructions
ESb - to respond to characters and events in imaginative and other narrative texts through oral, written and performative means

Learning Objectives:

Text Types	Vocabulary	Language Items and Communicative Functions	Language Skills	Attitudes	Generic Skills
- stories	N.A.	- use the simple past tense to talk about past events	- Reading - Speaking	- develop sensitivity towards language use in the process of communication	- communication skills - collaboration skills

Related Basic Competencies:

- 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
L3-R-5-P6BC: Using a range of reading strategies to understand the meaning of simple texts with the help of cues
L3-S-3-P6BC: Providing and/or exchanging simple information and ideas, and attempting to provide some elaboration with the help of cues

Activity	Description	Duration (mins.)	For students'self-access
Part 1 	<u>An interactive activity: <i>Siu Ming Learned a Lesson</i></u> While reading the interactive story, learners are given opportunity to respond to the characters and events throughout the story.	15	✓
Part 2 <u>Activity Plan</u>	<u>A classroom activity: <i>Let's Act the Story</i></u> Teacher guides learners to read aloud the story 'Siu Ming Learned a Lesson' first. Learners then act out the story in groups. After that, they evaluate their own performance according to some criteria they have shared with the teacher.	30	—





Jordan Valley St. Joseph's Catholic Primary School

1. Pre-test VS Post-test

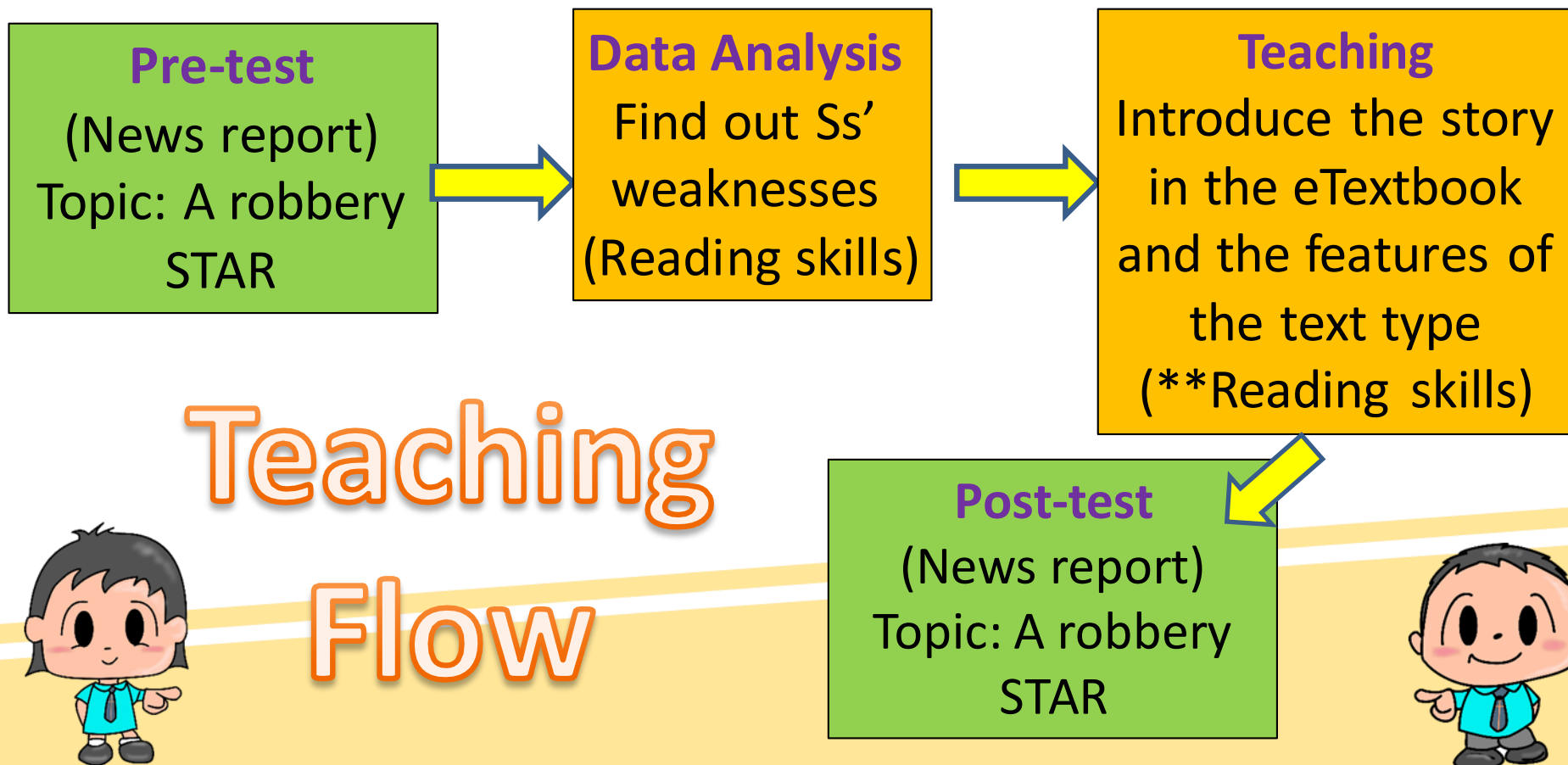




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Reading Comprehension

Pre-test VS Post-test





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2. Replace Paper-And-Pencil 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, a photograph shows 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 a chalkboard that has 'Language' and '中國語文' written on it. A small cartoon character is also visible in the bottom right corner of the photo.





Jordan Valley St. Joseph's Catholic Primary School

Assessments:

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





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Setting:

No. of submission by students?

Homework → Unlimited

eAssessment → Submit once





Jordan Valley St. Joseph's Catholic Primary School

Setting:

When can students view their reports?

Homework → After submission

Assessment → After a specific time





Jordan Valley St. Joseph's Catholic Primary School

Student's Performance Report

JORDAN VALLEY ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

Parent's
signature

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.



Not yet able 0-2	Partially able 3-5	Generally able 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.





Jordan Valley St. Joseph's Catholic Primary School

Cater for learning diversity:

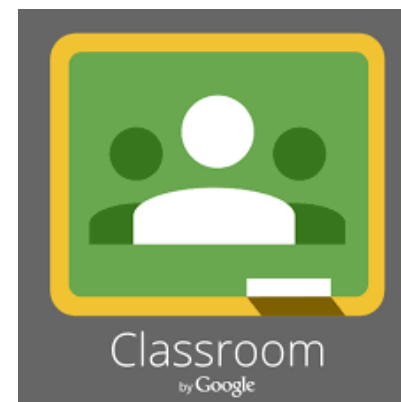
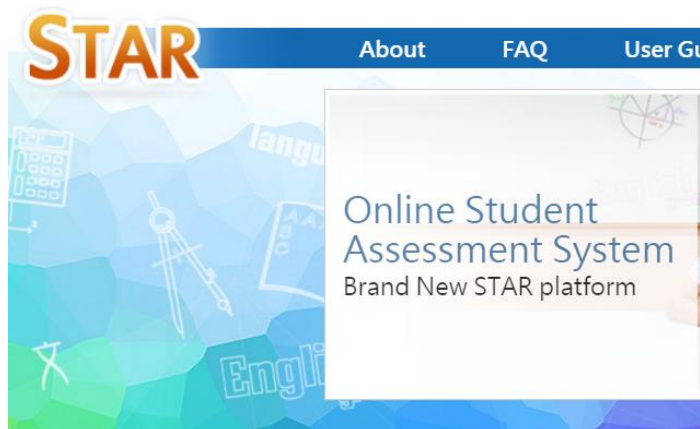
Poor performance → Teaching → Re-do





Jordan Valley St. Joseph's Catholic Primary School

3. School Suspension Period





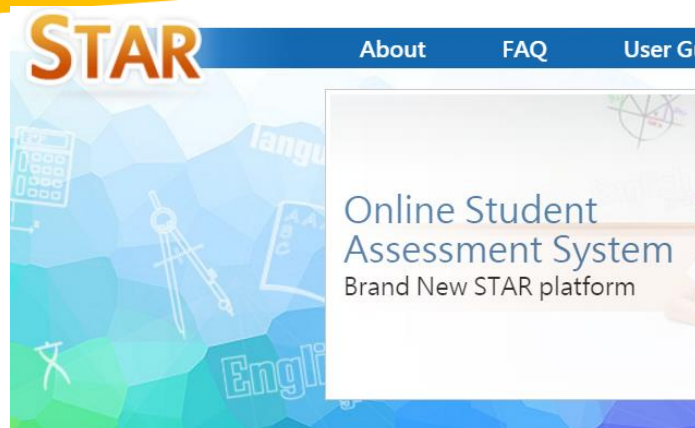
3. School Suspension Period

Days	Content	LMS / Platform/ eLearning tools
Mon, Wed, Fri	Watch videos/ Online lessons + Homework	Google Classroom
Tue, Thur	Reading Comprehension (TSA/PS1)	STAR/ Google Form

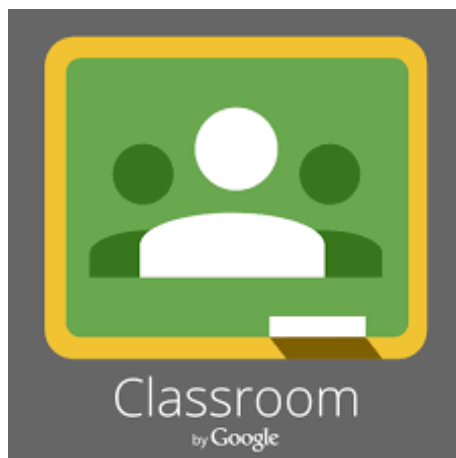




Jordan Valley St. Joseph's Catholic Primary School



Levels:
P.5-P.6





Jordan Valley St. Joseph's Catholic Primary School

Google Classroom



截止日期：星期四
21/4 P.6 英文加油站



梁軻君張貼了一份新作業：5/3 英文加油站

張貼日期：3月5日

Please go to STAR platform to finish the assigned reading exercises.
Please login with the following Login ID and password.

Login: cwj-1415xxx

Password: same as eClass password



連結

<https://star.hkedcity.net/>





Jordan Valley St. Joseph's Catholic Primary School

Make good use of the report!

- Completion rate?
- Late submission?
- % of correctness?
- Follow-up work?





4. Integrating other

Amend the
questions to fit
your students'
needs!

pod

Google
FORMS

Kahoot!





4. Integrate with other eLearning tools

- Amend the questions. (Content)
- Amend the question types.
- From MC → To

Fill in the blanks/ Sequencing/
Cloze passage/ Matching





Teaching of reading skills

My Library

Explore

Create

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 opening 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 big, black monster with a long neck and big wings. "Ah, there's the monster!" thought the White Knight.

Draw It

3

7. The magic plant helped the White Knight.

We picked the plant and held it over the young Prince. The plant's magic power helped him to come back to the land as quickly as possible. The young Prince was very happy. The magic plant gave the Knight great strength. From then on, the Knight was a brave knight.

Draw It

4

8. The magic plant helped the White Knight.

The powerful magic plant was very helpful. The King and the Prince. "I have done something good for you," said 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

Jordan Valley St. Joseph's Catholic Primary School

Discuss with the students

Quiz

Poll

Open Ended

Draw It

6. H

It took
very da
magic

6. How

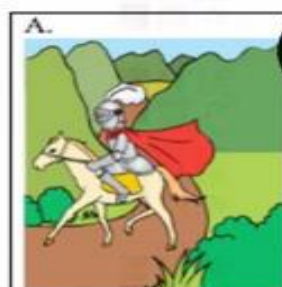
A. Th

B. Th

C. Th

D. Th

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



③



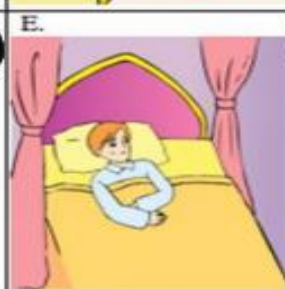
②



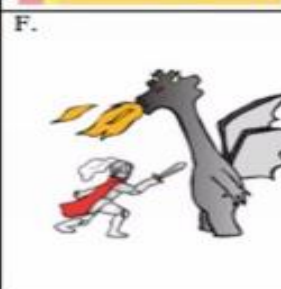
⑥



⑤



①



④





Jordan Valley St. Joseph's Catholic Primary School

At what time you should arrive at the swimming pool if you join this course?

Kahoot!

10

▲ 3:45 p.m.

● 4:15 p.m.



Answer checking:

Swimming Lessons for Beginners

Date: 9 – 12 July (daily)

Time: 4PM - 5PM

Place: Tsuen Wan Swimming Pool

Coach: Miss Lam, P.E. teacher

Remarks:

- Meet at the entrance 15 minutes before the lesson
- Bring your swimsuit, goggles, sandals and a towel

15 minutes before the lesson = 3:45 p.m.



Jordan Valley St. Joseph's Catholic Primary School

Students' Comments:

- Convenient to use. (Tablets/PC) 😊
- Clear texts and pictures. 😊
- Students can enlarge the text when necessary. 😊
- Clear reports. 😊





Jordan Valley St. Joseph's Catholic Primary School

Teacher's Comments:

- Papers with different levels
 - Cater for learning diversity
- eAssessment tool
 - (Auto-marking system, instant reports 😊 😊 😊)
- Replace paper-and pencil assessments → Use less paper





Teacher's Comments:

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





Jordan Valley St. Joseph's Catholic Primary School

Stella Leung (English)

lkk@jvsj.edu.hk

