

「在小學英文科運用電子工具推展高  
效學教評：  
教師經驗分享」網上研討會

馬頭涌官立小學(紅磡灣)

鄭美玲副校長

# 為何使用STAR學生評估資源庫?

疫情



提昇教學品質+全面  
照顧學生學習需要



靈活運用不同創新的  
科技



STAR

學生評估資源庫

# STAR網上版即時評估回饋

學校層面	學生層面
可按班、按級、按特別組群 臚列表現分析	個人化評估表現分析
個別學生表現分析	
錯誤答案分析參考	

# 學生已十分熟悉教育城網站：

認識教城 教師 中學生 小學生 家長 企業

搜尋

登入/註冊 | English

e·悅讀 學校計劃

關於計劃 閱讀組合及訂閱 用戶手冊 學校分享 常見問題

獎勵計劃

## 學生獎勵計劃

主頁 報名 參與學校 報告



### 十分科學

計劃內容

日程

獎項

「十分科學」是一個常識科網上自學計劃，內容圍繞小學常識科課程的四大範疇：1) 健康與生活、2) 日常生活中的科學與科技、3) 人與環境 及 4) 了解世界與認識資訊年代，適合小四至小六學生參加。

學生可透過計劃提供的學習材料和練習，發展他們的解難與探究能力，同時了解科學與個人、社會及環境的關係。教師也可透過學校報告，知悉學生的學習進度，以便調適課程，提升教學效能。

429

A A A

### 立即參加

小學四年級

小學五年級

小學六年級



請使用學生、學校教師或職員帳戶登入。

# 如何推動？



# 例：英文科顧問及英文科主任

WHAT? HOW MANY? WHO? HOW OFTEN?

HOW MANY SETS OF PAPER?

WHAT TYPE OF PAPER? LISTENING? READING?

WHOM DO YOU SET THE PAPER FOR?

HOW OFTEN DO THE STUDENTS DO THE PAPER?

# 如何指導家長及學生?

馬頭涌官立小學(紅磡灣)

學校通告(2019/2020/ )

有關【學生進入 STAR 網上平台完成課業】事宜

各位家長：

「學生評估資源庫」(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。教師會因應學生的學習需要和進度，派發評估課業，提高學生的學習成效。STAR 平台評估範圍包括中文、英文和數學。

學校已為學生準備了中文、英文和數學評估課業，請學生於 **2/3-15/3** 期間登入 STAR 平台，依時完成老師派發的評估課業。

	中文科	英文科	數學科
P.1 - P.6	閱讀理解練習 2 個 聆聽/視聽練習 1 個	8 -10 tasks	評估課業 3 份

同學可根據網址(<https://star.hkedcity.net/>)登入 STAR 平台，輸入教育城(hkedcity)登入名稱及密碼，再選科目，便可進行練習。完成練習後，同學可

# 製作附件【學生進入STAR網上平台完成課業指引】

英

馬頭涌官立小學(紅磡灣)

【學生進入 STAR 網上平台完成課業指引】

## (一) 登入 STAR 平台

1. 直接進入 <https://star.hkedcity.net/>



2. 按「進入 STAR」

## (二) 進行評估

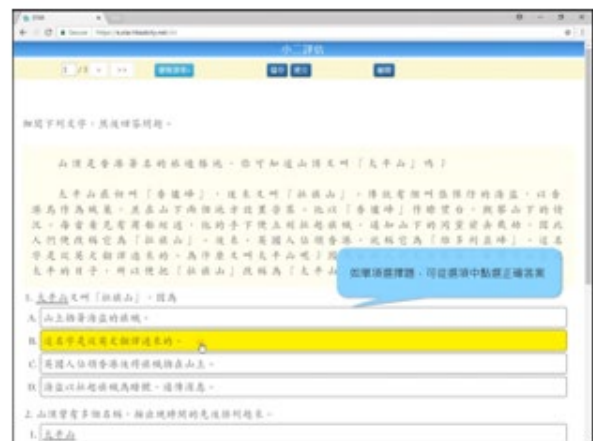
1. 登入平台後，會看到由教師派發的評估列表，「未遞交」代表評估已開始。



2. 按「進行評估」，開始評估。



4. 選擇題，可從選項中點選正確答案。



5. 如排序題，可移動選項排列次序。



7. 按「>」或「>>」，移到其他課業。

8. 同學可按「儲存」或「SAVE」，在評估結束前，可重新登入完成餘下







同學可登入以下網站，觀看 STAR 用戶手冊---學生篇。

<https://star.hkedcity.net/zh-hant/user-guide>

## 學生

學生可於指定日期及時間內，於網上進行由教師派發的評估。

1. 登入平台 
2. 進行評估
  - 基本/自學模式 
  - 進階 
3. 閱卷及檢視評估報告 

# Via google form

2019-2020 STAR平台 已呈交學生人數統計表											
	A	B	C	D	E	F	G	H	I	J	K
36	Paper Title / P.5	5A		5B		5C		5D		5E	
37		Total students	submitted	Total students	submitted	Total students	submitted	Total students	submitted	Total students	submitted
38	Reading 1	24	20	26	24	24	15	24	13	24	17
39	Reading 2	24	20	26	22	24	15	24	14	24	17
40	Reading 3	24	19	26	21	24	15	24	13	24	16
41	Reading 4	24	20	26	23	24	18	24	13	24	24
42	Reading 5	24	18	26	23	24	18	24	13	24	24
43	Reading 6	24	18	26	22	24	17	24	14	24	23
44	Reading 7	24	18	26	21	24	18	24	14	24	24
45	Reading 8	24	18	26	21	24	17	24	14	24	22
46	Reading 9	24	18	26	20	24	16	24	14	24	22
47	Reading 10	24	20	26	20	24	16	24	14	24	22
48											
49	Listening 1	25	19	26	22	25	16	25	16	25	17
50	Listening 2	25	20	26	22	25	14	25	16	25	18
51	Listening 3	25	19	26	21	25	14	25	16	25	17
52	Listening 4	25	19	26	23	25	16	25	20	25	18



	A	B	C	D	E	F	G	H	I	J	K
36	Paper Title / P.3	3A		3B		3C		3D		3E	
37		Total students	submitted	Total students	submitted	Total students	submitted	Total students	submitted	Total students	submitted
38	Reading 1	29	17	29	15	29	25	31	17	31	22
39	Reading 2	29	15	29	17	29	24	31	17	31	23
40	Reading 3	29	18	29	18	29	25	31	15	31	25
41	Reading 4	29	18	29	16	29	25	31	18	31	25
42	Reading 5	29	15	29	15	29	25	31	17	31	25
43	Reading 6	29	14	29	15	29	25	31	18	31	26
44	Reading 7	29	14	29	14	29	26	31	17	31	25
45	Reading 8	29	16	29	14	29	25	31	19	31	21
46	Reading 9	29	15	29	15	29	26	31	17	31	20
47	Reading 10	29	14	29	15	29	26	31	17	31	19
48											
49	Listening 1	32	17	30	13	31	26	31	20	33	24
50	Listening 2	32	19	30	19	31	25	31	19	33	23
51	Listening 3	32	17	30	20	31	25	31	19	33	26
52	Listening 4	32	19	30	16	31	26	31	19	33	27

A1



2019-2020 STAR平台 已呈交學生人數統計表

	A	B	C	D	E	F	G	H	I	J	K
51	Listening 3	32	17	30	20	31	25	31	19	33	26
52	Listening 4	32	19	30	16	31	26	31	19	33	27
53	Listening 5	32	19	30	16	31	28	31	17	33	28
54	Listening 6	32	17	30	17	31	28	31	19	33	26
55	Listening 7	32	18	30	17	31	28	31	19	33	24
56	Listening 8	32	18	30	18	31	27	31	19	33	23
57	Listening 9	32	17	30	20	31	26	31	19	33	21
58	Listening 10	32	17	30	15	31	28	31	17	33	22
59											
60	Reading 1 (A)	3	2	1	1	2	1	2	1	2	2
61	Reading 2 (A)	3	2	1	1	2	1	2	1	2	2
62	Reading 3 (A)	3	2	1	1	2	1	2	1	2	2
63	Reading 4 (A)	3	2	1	1	2	1	2	1	2	2
64	Reading 5 (A)	3	2	1	1	2	1	2	1	2	2
65	Reading 6 (A)	3	2	1	1	2	1	2	0	2	2
66	Reading 7 (A)	3	2	1	1	2	1	2	0	2	2
67	Reading 8 (A)	3	2	1	1	2	1	2	1	2	2
68											

中文科

英文科 P.5-6

英文科 P.3-4

英文科 P.1-2

數學科



## Add paper

Add task(s) to paper

[Publish paper](#)

### Basic settings

Paper title

2020-09-28

Description

For example, Question intent: Recognising key words in a sentence

### Add task(s) to paper

Select the number of tasks for the paper, or the duration of the assessment.

Number of task(s)

Or Estimated duration (minutes)



Please select language skill(s) under 1 category / categories as search criteria

+  KS1

+  KS2

+  KS3

### Search criteria

Selected BC descriptors: [Not selected](#)

Level of difficulty



Any



Low



Medium



High

Use keyword(s) / task code / task name to focus your search

Example: peak



2/3 P.5 READING PAPER 1

Close

Publish date 2020-02-25 19:06

Start time 2020-03-02 00:00

End time 2020-03-15 23:59

Result detail

Class -

Status All (26)

Student answer

Hide/Show answers

Download

Class - No.▲	Name	Status	Correct total (student)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
P5B -		Submitted	7	1	✓	✓	✓	✗	✓	✓	✓	✓
P5B -		Submitted	5	1	✓	✗	✗	✓	✓	✓	✗	✓
P5B -		Submitted	6	1	✗	✓	✓	✓	✓	✓	✓	✗
P5B -		Submitted	7	1	✓	✓	✓	✓	✓	✓	✓	✗
P5B -		Submitted	5	1	✓	✓	✗	✓	✓	✗	✓	✗
P5B -		Submitted	7	1	✓	✓	✓	✗	✓	✓	✓	✓
P5B -		Submitted	3	1	✓	✗	✗	✗	✓	✗	✗	✓
P5B -		Submitted	7	1	✓	✓	✓	✓	✓	✗	✓	✓



3. According to paragraph 2, what does a senior fire officer do at the fire scene?

A.



B.



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

# Firefighters

In Hong Kong, not many people lose their lives and money in fires, compared to some other countries. This is because of our brave and hardworking firefighters. They protect us from injury and our homes from damage. They put their lives in danger every time the alarm rings in the fire station.

While on duty, firefighters must be ready for anything that may happen to them. They try to be as quick as lightning when saving lives. At the fire scene, they work in teams while a senior fire officer gives orders. Some firefighters take care of hose lines and others make sure water is pumped through the hoses. They will also hold ladders so that firefighters can reach the tall buildings.

English Language  Hello, CHENG,MEI LING 中文 Logout Help Download Subject English Language Close

### 2/3 P.5 READING PAPER 1

**Publish date** 2020-02-25 19:06 **Start time** 2020-03-02 00:00 **End time** 2020-03-15 23:59

Result detail

**Class** - **Status** All (26) **Student answer** Hide/Show answers Download

Class - No.▲	Name	Status	Correct total (student)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8
P5B -		Submitted	7	1	✓	✓	✓	X	✓	✓	✓	✓
P5B -		Submitted	5	1	✓	X	X	✓	✓	✓	X	✓
P5B -		Submitted	6	1	X	✓	✓	✓	✓	✓	✓	X
P5B -		Submitted	7	1	✓	✓	✓	✓	✓	✓	✓	X
P5B -		Submitted	5	1	✓	✓	X	✓	✓	X	✓	X
P5B -		Submitted	7	1	✓	✓	✓	X	✓	✓	✓	✓
P5B -		Submitted	3	1	✓	X	X	X	✓	X	X	✓
P5B -		Submitted	7	1	✓	✓	✓	✓	✓	X	✓	✓

### 4/3 P 5 English Listening 3

Publish date 2020-02-25 18:53 Start time End time 2020-03-15 23:59

Result detail

Class - Status All (26) Hide/Show answers Download

Class - No.▲	Name	Status	Correct total (student)	Tri	1-5	1-6	1-7	1-8	1-9	1-10	1-11
P5B -		Submitted	10	1	✓	✓	✓	✓	✓	✓	X
P5B -		Submitted	8	1	✓	✓	✓	✓	X	X	X
P5B -		Submitted	0	1	X	X	X	X	X	X	X
P5B -		Submitted	10	1	✓	✓	✓	✓	✓	✓	✓
P5B -		Submitted	11	1	✓	✓	✓	✓	✓	✓	✓
P5B -		Submitted	0	1	X	X	X	X	X	X	X

**Answer analysis**

Suggested answer B

Student answer	Count	Percentage
B	22	92%
	2	8%

OK

## 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
3	L4-R-4-P6BC :		WLTS

# WLTS / Assessment for Learning Resource Bank

## Web-based Learning and Teaching Support

## Learning Unit

## Description

## Travelling around Hong Kong



[Preview >](#)

Learners learn two reading skills in this package: identify main ideas and some supporting details explicitly stated in the text and work out the meaning of words and phrases by using the semantic and syntactic clues. Learners also learn some vocabulary items related to hiking.

## The myth about healthy food



[Preview >](#)

An analytical approach is adopted in this task. Learners are guided to read materials stimulating new thoughts and looking at issues from a different perspective, such as milk being not as healthy as we think. In the process from reading to writing, learners recap and apply the target language (e.g. nutrient names, modal verbs, phrasal verbs, connectives and comparatives) through online videos, games, group activities and analysing passages. The reading part paves the way for the writing task in which learners are required to produce argumentative articles.





## Preparation for a camping trip

This package consists of an assessment task, some PowerPoint slides and a

## Other key learning objectives



[Key Stage 1 \(Primary 1 - 3\)](#)

[Key Stage 2 \(Primary 4 - 6\)](#)

<p>Listen to Instructions</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Learners are guided to listen and locate time markers from instructions.</p> <p>They then listen and respond to instructions on giving directions by tracing the routes and locating the destinations on a map.</p> <p><b>Related Module:</b> <a href="#">Happy Days</a></p>	<p><b>1</b></p>	<p>90</p>	<p>✓</p>
<p>The Time Tunnel</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download1 &gt;</a> <a href="#">Download2 &gt;</a></p>	<p>Learners took a journey through time with Andy and went back to the old Hong Kong.</p> <p>They are guided to locate key words (i.e. connectives or time markers) to understand the relationships between ideas or time relationships in the story.</p> <p><b>Related Module:</b> <a href="#">Changes</a></p>	<p><b>5</b></p>	<p>40</p>	<p>✓</p>
<p>Travelling Abroad</p>  <p><a href="#">Preview &gt;</a> <a href="#">Download &gt;</a></p>	<p>Through the pre-listening, while-listening and post-listening tasks, learners are guided to develop their ability to listen for details and to widen their knowledge about travelling. The listening task also encourages them to use visual and contextual clues to understand a simple spoken text.</p> <p><b>Related Module:</b> <a href="#">We Love Hong Kong</a></p>	<p><b>2 4</b></p>	<p>80</p>	<p>✓</p>
<p>Yummy, Yummy, Let's Eat</p> 	<p>Learners identify and make use of syntactic clues, e.g. relationships between determiners and nouns to understand the stories.</p>	<p><b>2</b></p>	<p>80</p>	<p>✓</p>

## Learning and Teaching Activity - Travelling around Hong Kong

Learning Target for Key Stage 1:					
ISb -	To exchange ideas and information and to converse about feelings, interests and experiences				
KSa -	To provide or find out, interpret and use information and to provide and find out and present simple information on familiar topics				
Learning Objectives:					
Text Types	Vocabulary	Language Items and Communicative Functions	Language Skills	Attitudes	Generic Skills
<ul style="list-style-type: none"> <li>Hiking Guide</li> </ul>	<ul style="list-style-type: none"> <li>Words related to hiking/travelling</li> </ul>	<ul style="list-style-type: none"> <li>Read simple descriptions of places</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>With respect for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Develop Information skills</li> </ul>

Stage	Description	Material	Duration (lesson)
Lead-in + Pre-reading	Learners watch a video to get to know the idea of hiking and different hiking places in Hong Kong. Learners learn Vocabulary items related to hiking through the use of PPT and Quizlet.	Worksheets/PPT 	1
While-reading	Learners read a hiking guide. Learners work on reading comprehension worksheets.	Worksheets 	3

評估



診斷



回饋



學習更完善



Thank  
You