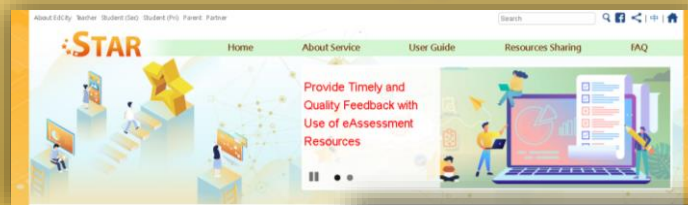


Support Learning, Teaching and Assessment via the Effective Use of the Student Assessment Repository (STAR) and the Web-based Learning and Teaching Support (WLTS) Platforms



*Assessment and HKEAA Section
Education Infrastructure Division
Education Bureau*



An **additional assessment tool** for teachers to collect students' ongoing learning evidence

Computerised marking and instant assessment analysis and reports

Hyperlinked to related learning and teaching activities on **WLTS** for follow-up

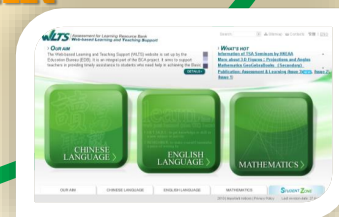
Developed by the Education Bureau

Web-based learning, teaching and assessment materials

Multimodal learning and teaching resources for teachers and self-access learning resources for students

Suggested follow-up learning and teaching activities on students' possible **learning problems identified** on

STAR



Development of the **STAR** and **WLTS**

Launching Student Assessment (SA) and Web-based Learning and Teaching Support (WLTS) by the EDB



2003 - 2004

Upgrading the SA to Student Assessment Repository (STAR) (the current platform hosted by Hong Kong Education City) with assessment items / tasks (pitched at the Basic Competency Levels) developed by the EDB

2016-17



2018

Recommendations by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy to extend and enhance the **STAR platform:**

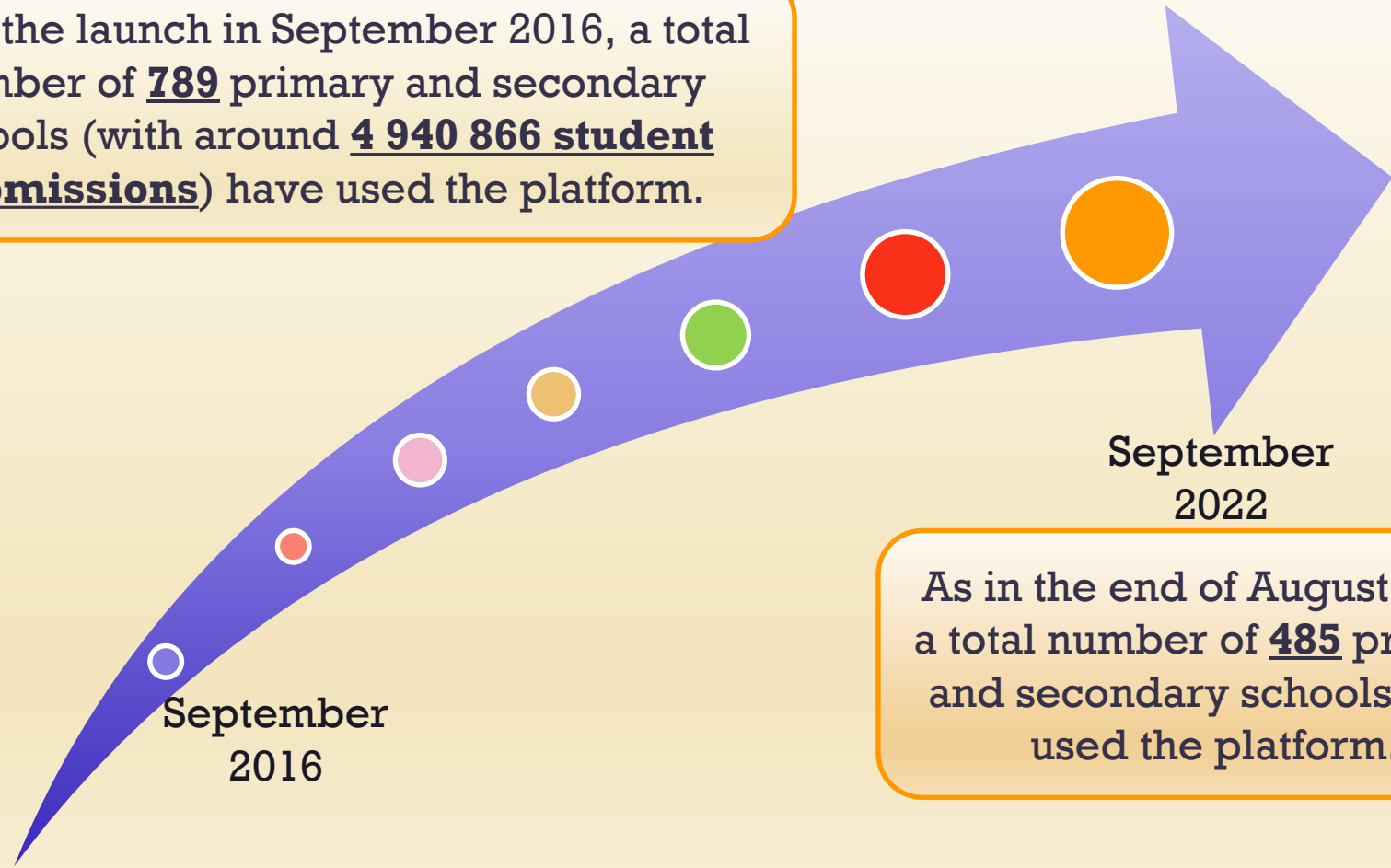
- ❖ **Covering the full curriculum in phases**
- ❖ **Offering a wider variety of the question types**
- ❖ **Providing qualitative reports on students' performance**

2020 and onwards

Further and continuously enhancing the current **STAR platform with more enhanced or newly-added functions**

The Usage of the STAR Platform

Since the launch in September 2016, a total number of **789** primary and secondary schools (with around **4 940 866 student submissions**) have used the platform.



As in the end of August 2022, a total number of **485** primary and secondary schools have used the platform.



Features of the STAR Platform

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

QR Code:





Online assessment items / tasks developed according to the learning objectives of the full curriculum

Cater for school-based needs, as well as students' learning progress

Diversified question types and computer-marked assessment items

Instant feedback for teachers to understand students' learning situation and review teaching strategies and curriculum planning

Linked to the interactive learning and teaching resources at the WLTS platform

Individual students' learning records

Examples of STAR assessment tasks

Chinese Language

Key Stage 1

第一學年階段—聽理解C2020R1H004(閱讀)

顯示模式：不帶隔線案 | 文章全文 | 文章重現

細閱以下字句，然後回答問題。

肥皂泡

① 星期天，我帶着小翼到公園散步。小翼全身滿是黑色斑點，耳朵長，尾巴短，牠一向乖巧溫順，不會隨便亂跑發狂，與牠們都稱讚牠。


② 我們來到公園，這裏十分寧靜，旁邊有一家小食亭，飄來陣陣食物的香味。小翼忽然衝向樹下跳來跑去，叫個不停，像在表達着什麼似的，但我遠着過去卻什麼也看不見。正當我走到樹下想把牠捉住時，才發現原來在公園的涼亭裏有一群小女孩正在吹肥皂泡。小翼看到這些可愛的肥皂泡，十分興奮。我仔細觀察飄來的肥皂泡，它們好像一個個幻彩的小燈泡。我忽然想：為什麼肥皂泡的表面會帶有彩虹的顏色呢？回家後，我立刻到網上搜尋有關肥皂泡的資料。


③ 肥皂泡是沒有顏色的透明球體，它表面那些顏色，其實是由於陽光在它的正面和背面來回反射而形成的。因為陽光是由紅、橙、黃、綠、藍、靛、紫這七種顏色的光線組成，肥皂泡透過重疊的反射，就可以把陽光分解，呈現出顏色繽紛的彩虹了。


④ 陽光下的肥皂泡真漂亮啊！小翼這麼喜歡，就讓我查查資料，看如何自製一個表演牠吧！


1. 試從第二段找出適當的詞語填到空格內，使句子的意思完整。
在人多擠迫的地方，我們絕不可互相 嬉戲，否則容易發生意外。

2. 以下哪一項是小翼的模樣？

A. 

B. 

C. 

D. 

Key Stage 3

課程內容

課程編號 C2020L3M001 課程名稱 聽覺 科目 中文科

顯示模式：不帶隔線案 | 文章全文 | 文章重現

標題：本課由自由聆聽

細心聆聽語音內容，然後回答問題。

聆聽部分
Listening Component

1. 根據語音內容：
「呵呵！民繼，想不到你這麼為我着想。那麼，你喜歡韓國流行音樂，難道下次校園電台就要介紹韓國流行音樂？」
基基這樣說主要想表達甚麼意思？

A. 基基處處為她設想。
B. 基基只考慮個人的愛好。
C. 基基對數學沒有興趣。
D. 基基把工作推卸到她的身上。

2. 試比較基基和民繼對選擇節目主題的看法。

看法異同	對選擇節目主題的看法
同	a. <u>基基</u> 和 <u>民繼</u> 都認為選擇節目主題 <input type="text"/>
異	b. <u>基基</u> 認為選擇節目主題 <input type="text"/> c. <u>民繼</u> 對於這方面 <input type="text"/>

Key Stage 2

課程內容

課程編號 C2020H2M 課程名稱 寫作 科目 中文科

顯示模式：不帶隔線案 | 文章全文 | 文章重現

標題：本課由自由寫作

仔細閱讀一篇五行的畫畫，展示我們多姿多彩的生活，探索我們美好的想像和憧憬，從畫裏我們會讀到甚麼，目的會令生活是怎樣的？有哪個會令你事半功倍？請寫一篇文字，把你的會令你事半功倍。

我的答覆：-

上傳

選擇不可超過1MB (只限一般檔案)
檔案名稱必須在6至30個字

Choose File (No file chosen)



Key Stage 1

Examples of STAR assessment tasks

English Language



Key Stage 1 (P2) - A Poster for the English Room (E1R0191) (Trial 1)

1 / 1 [Browse tasks](#) [Save](#) [Submit](#) [Quit](#)

Display Mode: Normal [Horizontal](#) | [Vertical](#)

Coco is reading a poster outside the English Room.
Read the poster and answer the questions.

English Item
Come to enjoy reading and speaking English

Options Item:
Monday - Friday: 10:00 a.m. - 10:30 a.m.

Rules:

1. Speak in English only.
 - 1.1. Hello! Hello!
2. Keep the room clean.
 - 2.1. No smoking.
3. Ask Mrs Smith before you play any English board games.
4. Don't run or shout.
5. Clean up before you leave. Put the rubbish back in the dustbin.

1. Which room is the poster about?
A. Computer Room
B. English Room
C. General Studies Room
D. Art Room

2. The English Room is for _____
A. students to read and speak English
B. students to have lunch
C. English teachers only
D. P.3 students only

3. What time can Coco visit this room on Thursday?
A. 9:15 a.m.
B. 10:15 a.m.
C. 11:15 a.m.
D. 12:15 p.m.

Key Stage 2

Task content

Task code: E2L021M Task name: Going to the Cinema Subject: English Language

[Check answers](#) [Show suggested answers](#) [Save](#)

Judy and Brian want to go to the cinema. They are checking the cinema's homepage online for information. Listen to their conversation and answer the questions.

聆聽部分
Listening Component

1. Why does Brian want to go to the cinema?
A. Because he is frightened.
B. Because he is excited.
C. Because he is bored.

2. How would Judy and Brian feel if they watched *The Empty Farmhouse*?

Key Stage 3

Task content

Task code: E2R02M Task name: Keeping Pets Subject: English Language

[Check answers](#) [Show suggested answers](#) [Save](#)

Display Mode: Normal [Horizontal](#) | [Vertical](#)

Sample Manual marking required

Paul Wong from 5B is the Chairperson of your school's Pets Club. He has recently helped the school to set up a 600-litre aquarium which has become 'an attraction' on the Open Days for visitors and parents. He and his team also help the school to maintain the tank.

You are May Lin from 2A, a young school reporter. You are interviewing Paul Wong. In Part A, complete the interview between you and Paul. In Part B, write about your experience and what you think after joining the Pets Club for three months.

Part A. Choose the most suitable words/ expressions to complete the interview between you and Paul.

An Interview with Paul Wong from 5B

May: Hi Paul! We are all proud of you and the fantastic tank you have built for the school. I am sure you are being sleeping water. Could telling us why you are so keen on fish that you stop after school sometimes just to look after the fish for us?

Paul: Actually, I am not just a fish lover but an 'all-arounder'! I have a dozen of cats and dogs at home to take care of and I just love it. One child has also established a reading garden where we keep fishes and grow organic food. Fish is my second choice but thanks to all the committee members who are so busy on 1st, the tank and the reading garden are (1) _____ maintained that all people agree to not use fish. I only have to stop after school every day every week. One committee member like Peter and Peter from 4C are dedicating more time. I also have been there to have examined 155 numbers in total, making it the biggest club in school!

May: Congratulations! Hey, I have the tank with a dimension of 600x700x900mm. It looks gigantic, doesn't it? Can you tell me some names of the fish tanks?

Paul: I'd like to. This tank has which has some fish and more names from the

1. (1) _____
2. (2) _____
3. (3) _____
4. (4) _____
5. (5) _____
6. (6) _____
7. (7) _____
8. (8) _____
9. (9) _____
10. (10) _____

Your answer: --

Upload

File cannot exceed 5MB (only one file is allowed)

Drop and drop files here or click to upload files.

Choose File | No file chosen

[Check answers](#) [Show suggested answers](#) [Save](#)

Integrated Tasks

聆聽部分
Listening Component

Details of the incident:
Two robbers broke the display counter of the watch shop with a (6) gold watches. They were worth (7) _____ Hong Kong dollars. After that, they got into a red (10) _____ car with the licence plate number (11) _____. They drove towards (12) _____.

Descriptions of the suspects:
One of the robbers is about (13) _____ cm tall with a scar and a (14) _____ on his face.
The other robber is about 165cm tall with a (15) _____ and lots of freckles on his face.
The driver wore a (16) _____ and (17) _____.

[Data File](#)

Notes

Taken by: [Chun Tszman \(PC961277M\)](#)
Date: 11 December, 20XX
Place: [Szech' Wah's Shop](#), [Kowloon Shopping Mall](#), [Mong Kok](#)
Type of crime: Murder Robbery Theft Physical abuse Others

Event notes: [Sam Lee](#)
"I'll think, when I was walking along Nathan Road, I saw two strange men walking out of Szech' Wah's Shop. They were wearing a face mask but they took it off when they got into a red sports car, so I could see their faces. The tall one has a beard and a scar on his face, while the short one has a double chin and lots of freckles on his face."
The driver in the red sports car was wearing a cap and sunglasses. After the two strange men got into the car, he drove away at a high speed towards Prince Edward. The licence plate number is AB 6896.

A listening and reading task

Primary 1

20以內的數 課業二

<< < 14 / 28 > >> 選擇題目 儲存 提交 離開



根據上圖，下列哪項是正確的？

A.  的數量是 6

B.  的數量是 3

C.  比  少 2 個

D.  比  少 4 個

Key Stage 3

多項式 課業四

<< < 5 / 26 > >> 瀏覽題目 儲存 提交 離開

把多項式 $-2x^3y + 3xy^2 - 7 + x^2y^4$ 的項按 y 的降冪次序排列，答案應該為：

A. $x^2y^4 + 3xy^2 - 2x^3y - 7$

B. $-7 + x^2y^4 + 3xy^2 - 2x^3y$

C. $-2x^3y + x^2y^4 + 3xy^2 - 7$

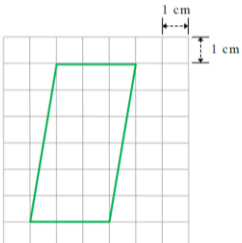
D. $-7 + 3xy^2 - 2x^3y + x^2y^4$

Primary 5

平行四邊形、三角形和梯形的面積 課業一

<< < 2 / 24 > >> 瀏覽題目 儲存 提交 離開

下圖中，每個小方格的邊長是 1 cm。



上圖是一個平行四邊形，該平行四邊形的底是 ，高是 .

Preset Assessment Papers and Task Catalogues

About EdCity Teacher Student (Sec) Student (Pri) Parent Partner

STAR Home About Service User Guide Resources Sharing FAQ

Details of Enhanced “Preset Assessment Tasks” and Assessment Task Catalogues

ENTER STAR

What's New

- STAR Assessment Task Catalogue of Chinese Language (Full Curriculum) - 19 September 2022**
The latest STAR Assessment Task Catalogue of Chinese Language (Key Stages 1 - 3) (Full Curriculum) were uploaded on the platform for teachers' reference and use. Please [CLICK HERE](#) for more details of the task catalogue.
- STAR Assessment Task Catalogue of English Language (Full Curriculum) - 19 September 2022**
The latest STAR Assessment Task Catalogue of English Language (Key Stages 1 - 3) (Full Curriculum) were uploaded on the platform for teachers' reference and use. Please [CLICK HERE](#) for more details of the task catalogue.
- STAR Preset Assessment Tasks of Mathematics (Full Curriculum) – 8 August 2022**
18 newly-developed STAR Preset Assessment Tasks of Mathematics (Full Curriculum - Primary 1 to Secondary 3) were listed respectively on the platform for teachers' reference and use. Please [CLICK HERE](#) for more details of the tasks or refer to the video

For details, please refer to the video guide of Use the 'Preset Papers'.

More details of the items / tasks (Basic Competencies)

Upload date	Documents
7 March 2022	Chinese Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
	English Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
	Mathematics : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
26 February 2022	Chinese Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
	English Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
	Mathematics : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)

16 Feb – 19 Feb 2021

第一學習階段 中國語文

Paper title	Paper Description
第一學習階段 (小一 - 小三) - 「我」過了沒有爸媽的一天	題目數量: 5 文類: 散文
第一學習階段 (小一 - 小三) - 粵港溝通術匯萃	題目數量: 5
第一學習階段 (小一 - 小三) - 蜜蜂	題目數量: 5

STAR - English Language Preset Assessment Tasks for KS2 (4 January - 8 January 2021)

Paper title	Paper description
Key Stage 2 (P4-P6) - The 'lost' boys	Module/Unit: Happy Days / Hobbies No. of questions: 8 questions Text type: story
Key Stage 2 (P4-P6) - Su	STAR - 第三學習階段數學科性評估標準 (2020年12月2日至11日) 學段名稱: 題目數量 第三學習階段 (中一 - 中三) - 有向數及數線 (利用正數、負數及零來描述和盈利與虧損、相對於地面的) 學習範疇: 數與代數 題目數量: 14 學習範疇: 數與代數 題目數量: 15
Key Stage 2 (P4-P6) - No	第三學習階段 (中一 - 中三) - 二元一次方程 (標示對形如 $ax + by + c = 0$ 的方程的圖像為直線的認識) 學習範疇: 數與代數 題目數量: 18

STAR - Mathematics Preset Assessment Papers for KS3 (7 - 11 December 2020)

Task Name	Strand and number of questions
Key Stage 3 (S1 - S3) - Directed numbers and the number line (use positive numbers, negative numbers and zero to describe situations like profit and loss, floor levels relative to the ground level and demonstrate recognition of the ordering of integers on	Dimension Strand: Number and Algebra No. of questions: 14
Key Stage 3 (S1 - S3) - Linear equations in two unknowns (demonstrate recognition that graphs of equations of the form $ax + by + c = 0$ are straight lines)	Dimension Strand: Number and Algebra No. of questions: 15
Key Stage 3 (S1 - S3) - Laws of Integral Indices	Dimension Strand: Number and Algebra No. of questions: 18

Provision of Preset Papers of Chinese Language, English Language and Mathematics (KS1 – KS3) due to the suspension of face-to-face lessons during the pandemic

Preset Assessment Papers and Task Catalogues

More details of the items / tasks (Full Curriculum)

Update date	Documents
19 September 2022	Chinese Language (XLSX) English Language (XLSX)
8 August 2022	Mathematics (PDF)
28 March 2022	Chinese Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
7 March 2022	English Language (XLSX)
14 February 2022	Mathematics (PDF)
11 August 2021	Chinese Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
12 July 2021	English Language (XLSX)
28 June 2021	Mathematics (PDF)
21 June 2021	Mathematics (PDF)
18 January 2021	English Language (XLSX)
7 January 2021	Chinese Language : Key stage 1 (PDF) Key stage 2 (PDF) Key stage 3 (PDF)
7 December 2020	Mathematics (PDF)
1 December 2020	Mathematics (PDF)

Assessment Tasks (KS1 and KS2) of Mathematics on the platform for teachers' reference and use. Please [CLICK HERE](#) for more details of the tasks or refer to the video guide of [Use the 'Preset Papers'](#).

Schools are welcome to trial part of the up and coming new functions of STAR 2.2 (Updates on 2 December 2021). The trial version of part of the new functions of STAR 2.2 has been provided since 2 December 2021. Schools are welcome to trial. Please [CLICK HERE](#) for details.

學習階段	學習領域	學習年級	評語名稱	文庫	難度
2	KS1	閱讀	C2020R1L001 小海龜	散文、紀敘手法	低
3	KS1	閱讀	C2020R1L002 牠的第一次	散文、紀敘手法	低
4	KS1	閱讀	C2020R1L008 小鴨的第一次	散文、紀敘手法	低
5	KS1	閱讀	C2020R1L009 給生病同學的心卡卡	實用文	低
6	KS1	閱讀	C2020R1L010 揚揚高	詩歌、新詩	低
7	KS1	閱讀	C2020R1L011 小獅的夢	散文、紀敘手法	低
8	KS1	閱讀	C2020R1L001 大象的鼻子為甚麼	科學	低
9	KS1	閱讀	C2020R1L002 學語須以專注為主	STAR English Language Assessment Task Catalogue (Reading)_9 Sep 2022	

Task ID	Task Name	Text Type	Key Stage	Difficulty
3	E1R001L A Letter to Dad	Personal letters	KS1	low
4	E1R001M A Letter to Dad	Personal letters	KS1	medium
5	E1R001H A Letter to Dad	Personal letters	KS1	high
6	E1R002L Dinner Menus	Menus	KS1	low
7	E1R002M Dinner Menus	Menus	KS1	medium
8	E1R002H Dinner Menus	Menus	KS1	high
9	E1R003L Shopping Coupons (November 2021)	Coupons	KS1	low
10	E1R003M Shopping Coupons	Coupons	KS1	medium
11	E1R003H Shopping Coupons	Coupons	KS1	high
12	E1R004L Party Food	Conversations	KS1	low
13	E1R004M Party Food	Conversations	KS1	medium
14	E1R004H Party Food	Conversations	KS1	high
15	E1R005L Ben and his Pet	Diaries	KS1	low
16	E1R005M Ben and his Pet	Diaries	KS1	medium
17	E1R005H Ben and his Pet	Diaries	KS1	high
18	E1R006L A Poem about my Favourite Food	Poems	KS1	low
19	E1R006M A Poem about my Favourite Food	Poems	KS1	medium
20	E1R006H A Poem about my Favourite Food	Poems	KS1	high
21	E1R007L Christmas Shopping	Conversations	KS1	low
22	E1R007M Christmas Shopping	Conversations	KS1	medium
23	E1R007H Christmas Shopping (July 2022)	Conversations	KS1	high

STAR 數學預設作業 Mathematics Preset Tasks (8/8/2022)

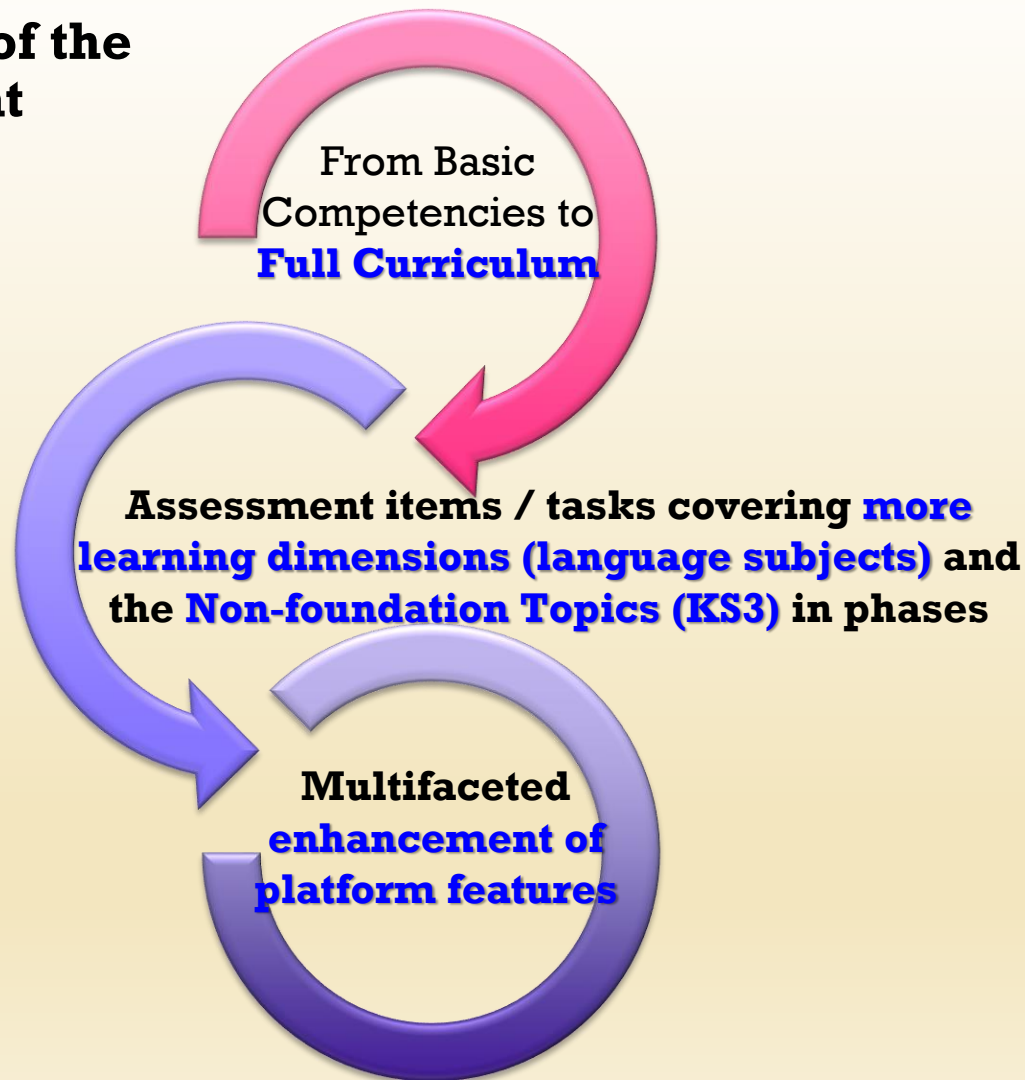
課業名稱 Task Name	題目數量 Number of Items	所需時間 Duration
小一：立體圖形(一)及平面圖形(整體課程)	18	15
小二：立體圖形(二)及方向和位置(三)(整體課程)	16	13
小三：四邊形(二)(整體課程)	15	15
小四：周界(一)(整體課程)	12	12
小五：圓(整體課程)	15	16
小六：折線圖(整體課程)	12	15
第三學習階段(中一至中三)：角和平行線(整體課程)	15	15
第三學習階段(中一至中三)：畢氏定理(整體課程)	14	15
第三學習階段(中一至中三)：概率(整體課程)	20	21
P1: 3-D shapes (I) and 2-D shapes (Full Curriculum)	18	15
P2: 3-D shapes (I) and Directions and positions (II) (Full Curriculum)	16	13
P3: Quadrilaterals (I) (Full Curriculum)	15	12
P4: Perimeter (I) (Full Curriculum)	12	12
P5: Circles (Full Curriculum)	15	16
P6: Broken line graphs (Full Curriculum)	12	15
Key Stage 3 (S1 to S3): Angles and parallel lines (Full Curriculum)	15	15
Key Stage 3 (S1 to S3): Pythagoras' theorem (Full Curriculum)	14	15
Key Stage 3 (S1-S3): Probability (Full Curriculum)	20	21

Provision of Task Catalogues of Chinese Language, English Language and Mathematics (KS1 – KS3) on a regular basis



Ongoing Enhancements of the STAR Platform

Major elements of the enhancement



Enhancement of STAR platform features

Various display modes for assessment tasks

Open-ended questions with assessment rubrics and teachers' comments

Statistical and graphical representations of assessment data

Centralised broadcast of audio recordings

Recording or uploading audio files for speaking tasks

Uploading text files or images for writing tasks

Overall correct response rate of a specific period

Inputting multiple answers without disclosing any hints*

Converting the inputted texts as a text file and upload as an attachment (writing tasks)*

A newly added question type: colouring*

Newly added types of reports*

Enhancement of STAR platform features

Various display modes for assessment tasks

Task code: E3925M4 | Task name: The Story of Mulan | Subject: English Language

Check answers | Show suggested answers | Reset

Display Mode: **Normal** | Horizontal | Vertical

You are interested in knowing the story of Mulan. Read the following story and answer the questions.

Thousands of years ago in ancient China, there lived a young lady named Mulan. She had a younger sister and a baby brother. Her father was a soldier when he was young. He taught Mulan how to ride a horse and use a sword to protect herself. Mulan made cloth to earn a living for her family.

One day, the government officials posted an army notice in Mulan's village. One man from each family had to join the army to fight against the enemies. The government wanted Mulan's father to join the army again. Mulan sighed after reading the army notice. She knew that her father was too old to fight. She thought, "Although I know it's going to be dangerous, I'm willing to replace my father and join the army."

Mulan bought a horse for the war. The next morning, Mulan dressed herself in a man and joined the army. The other soldiers thought that Mulan was a man.

Mulan and the thousands of soldiers stayed in tents along Yellow River. They then travelled from Black Hills to Yanshan Mountains and eventually stopped in the cold north. They fought bravely for twelve years and finally won the war. The King of China was impressed and rewarded the soldiers with gold. He even asked some soldiers to work for him in his palace. The King asked Mulan, "Do you want gold or a post in my palace?" Mulan replied, "I do not want either." "What do you want?" Mulan answered, "I would like to take a casual from you and ride it home."

When Mulan came home, her parents greeted her with joy. To welcome their sister home, Mulan's sister picked some flowers and her younger brother sharpened a knife to kill pigs and sheep. Mulan dressed as a young lady again.

When the other soldiers visited her, they shouted surprisingly because for the past twelve years they did not know that Mulan was a lady. Mulan said, "When male rabbits and female rabbits run together, how can you tell the difference between them?"

1. Read Paragraph 1.

Decide whether the following statements about Mulan are TRUE or FALSE? Put a in the correct box.

Statements about Mulan

(i) Mulan did not have an elder brother.

A. TRUE

B. FALSE

1. Read Paragraph 1.

Decide whether the following statements about Mulan are TRUE or FALSE? Put a in the correct box.

Statements about Mulan

(ii) Mulan taught herself how to use a sword.

Task code: E2W001M | Task name: Let's Build a Greener Home | Subject: English Language

Check answers | Show suggested answers | Reset

Remark: Manual marking required

Display Mode: Normal | Horizontal | **Vertical**

Follow the tips below to be an eco-friendly student!

- (ii) _____ off the lights when they are not in use.
- Turn (iii) _____ the air-conditioner instead of putting (iv) _____ a jacket when we feel cold.
- (v) _____ up using disposable cutlery. (vi) _____ your own forks and spoons.
- Eat (vii) _____ the food in the lunchboxes. Do not throw (viii) _____ leftover food.

Part A.

You can use each option ONCE only.

Care (i) _____ Mother Nature together!

- (ii) _____ off the lights when they are not in use.
- Turn (iii) _____ the air-conditioner instead of putting (iv) _____ a jacket when we feel cold.
- (v) _____ up using disposable cutlery. (vi) _____ your own forks and spoons.

Check answers | Show suggested answers | Reset

課業編號: C20R2H002 | 課業名稱: 壁虎為何不會從天花板掉落? | 科目: 中文科

Check answers | 顯示建議答案 | 顯示

備註: 本課業需由教師評改

顯示模式: 不分隔課業 | **文章置左** | 文章置頂

細閱以下作品，然後回答問題。

壁虎為何不會從天花板掉落? 格哈德·史塔格爾

請把正確答案寫在空格內。

1. 作者寫這篇文章，主要是說明甚麼?

2. 本文以問句作為題目，你認為有甚麼作用? 試加

Enhancement of STAR platform features

Open-ended questions with assessment rubrics and teachers' comments (1)

Assessment rubrics

The screenshot displays the STAR platform interface for a Chinese reading exercise. The student's answer is "溫度的變化". The teacher's feedback includes a default comment "The content does not satisfy the requirement." and an individualized comment "The reason you gave doesn't match your agreement to the existence of Bigfoot. Grammar and spelling are quite accurate." An assessment rubric overlay provides criteria for the question, such as "Students need to decide which part of Wetland Park they want to visit most." and "Students need to explain their choice with what they can do or learn there using the examples in the text." A separate feedback menu on the right shows options like "The content partly satisfies the requirement." and "Grammar & Spelling".

Teachers' comments (default and individualised comments for students)

Enhancement of STAR platform features

Open-ended questions with assessment rubrics and teachers' comments (2): Default ratings with reference to assessment rubrics (applicable to Chinese Language)

小六中文閱讀練習 (2月)

題: 1-5 [課業名稱: 氣候變化] P6A - 13 zr2 - p6A - 13 / zr2 - p6A - 13

學生答案:

溫度的變化

教師回饋: 參考附件

這是結果, 而不是人類的行為。

教師評等: 0

- 0等
- 1等
- 2等
- 3等

亦可根據評改參考為開放式題目選取評等

確定 返回

小六中文閱讀練習 (2月)

開始時間: 2021-02-01 09:00 結束時間: 2021-02-01 23:59

課業涵蓋範圍: 整體課程

科目: 中文科

顯示 / 隱藏答案

狀況	已提交 (5)	學生答案	顯示 / 隱藏答案	1-1	1-2	1-3	1-4	1-5	1-6
1	已提交	4	1 (0)	1	✓	✓	✓	✓	✗
2	已提交	3	1 (0)	1	✓	✗	✗	✓	✓
3	已提交	4	1 (0)	1	✓	✓	✓	✗	✓
4	已提交	0	1 (1)	1	✗	✗	✗	✗	✗
P6A - 15	zr2 - p6A - 15 / zr2 - p6A - 15	已提交	5	1	✓	✓	✓	✓	✓
學生的總作答題數				4					
答對率				80%	60%	60%	60%	0%	60%
學習重點				CR4.1.1	CR4.2.1	CR4.2.1	CR4.2.1	CR4.2.1	CR4.2.1

題目除了顯示為「已評改」, 亦同時顯示教師已選取的評等

按此查看學生答案

說明

1 CR4.1.1 閱讀文字 能概括閱讀材料的內容要點; 能評價閱讀材料的內容

Enhancement of STAR platform features

Open-ended questions with assessment rubrics and teachers' comments (3):
Students can click the question number to view teachers' comments

個別報告

評估標題	第二學習階段--落花生C2020R2L004(閱讀)	課程涵蓋範圍	整體課程
開始時間	2020-11-27 00:00	結束時間	2020-11-30 00:00
姓名	學生202096 / Student 202096	班別 - 學號	P4E - 6
題目數量	5	答對數	3
<input checked="" type="checkbox"/>	代表課業已評		
<input checked="" type="checkbox"/>	代表課業待評		

題號	建議答案	學生答案	對錯	學習重點
1-1		居然	✓	CR3.1.1
1-2		C	✓	CR3.2.1
1-3		B	✓	CR3.2.1
1-4	外表好看而沒有實力的人。	外觀美	✗	CR3.2.1
1-5	希望：花生是很有用的東西，所以我希望長大後能像花生一樣，做個有用的人。 / 不希望：花生一直在地下生長，只等待他人來挖掘，這種被動的思想不可取。	希	✗	CR3.5.1

第二學習階段--落花生C2020R2L004(閱讀)

題：1-4 [課業名稱：落花生]

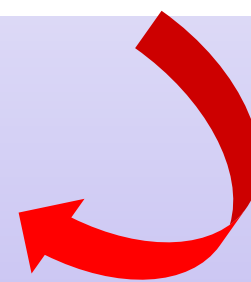
D. 真刀。

C. 價格便宜。

D. 可以榨油。

4. 根據文章內容，爸爸認為桃子和蘋果可比喻甚麼人？
桃子和蘋果可比喻
外觀美

教師回饋：
審題明確，立意清晰



Enhancement of STAR platform features

Statistical and graphical representations of assessment data (1) (teacher interface)

班別	姓名	狀況	答對數 (學生)	遞交次數	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	2-1	2-2	2-3	2-4	2-5	2-6	2-7
P3A-1	學生戶口 1 / Student account 1	已遞交	9	1	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	X	X
P3A-2	學生戶口 2 / Student account 2	已遞交	25	1	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓
P3B-1	學生戶口 1 / Student account 1	已遞交	1	1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
P3B-2	學生戶口 2 / Student account 2	已遞交	6	1	X	✓	✓	X	X	✓	X	X	X	X	X	X	X	✓	✓
	答對數 (基本能力)				1	2	3	2	2	3	2	1	0	1	1	0	2	2	2
	答對百分比				25%	50%	75%	50%	50%	75%	50%	25%	0%	25%	25%	0%	50%	50%	50%
	[Facility Index]				93%	84%	83%	80%	79%	77%	73%	70%	92%	92%	89%	89%	88%	88%	79%
	基本能力				BR1.2	BR1.2	BR1.2	BR1.3	BR1.4	BR1.3	BR1.3	BR1.3	BR1.2	BR1.2	BR1.2	BR1.2	BR1.2	BR1.3	BR1.3

班別	姓名	狀況	答對數 (學生)	遞交次數	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	2-1	2-2	2-3	2-4	2-5	2-6	2-7
P3A-1	學生戶口 1 / Student account 1	已遞交	9	1	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	X	X
P3A-2	學生戶口 2 / Student account 2	已遞交	25	1	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓
P3B-1	學生戶口 1 / Student account 1	已遞交	1	1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
P3B-2	學生戶口 2 / Student account 2	已遞交	6	1	X	✓	✓	X	X	✓	X	X	X	X	X	X	X	✓	✓
	答對數 (基本能力)				1	2	3	2	2	3	2	1	0	1	1	0	2	2	2
	答對百分比				25%	50%	75%	50%	50%	75%	50%	25%	0%	25%	25%	0%	50%	50%	50%
	[Facility Index]				93%	84%	83%	80%	79%	77%	73%	70%	92%	92%	89%	89%	88%	88%	79%
	基本能力				BR1.2	BR1.2	BR1.2	BR1.3	BR1.4	BR1.3	BR1.3	BR1.3	BR1.2	BR1.2	BR1.2	BR1.2	BR1.2	BR1.3	BR1.3

Class Report and Individual Report for teachers

Item	Marking method	Suggested answer	Student answer	Correctness	Language
11	Marking method				
11	Awaiting for marking				
11	Item	Suggested answer	Student answer	Correctness	Language
11	11	Most A list of only a few	Most A list of only a few	✓	BR1.24
12	12	A-C	A-C	✓	BR1.1
13	13	D	D	✓	BR1.24
14	14	larger than	larger than	✓	BR1.14
15	15	PS	PS	✓	BR1.24
16	16	jump	jump	✗	BR1.24
17	17	slipping	slipping	✓	BR1.24
18	18	great	great	✓	BR1.24
19	19	heights	heights	✓	BR1.24
110	110	two	two	✓	BR1.24
111	111	want to visit the Peak of the tourist attraction because I can see the beautiful Hong Kong view		✗	BR1.22

Enhancement of STAR platform features

Statistical and graphical representations of assessment data (2) (teacher interface)

按「評估分析 (全部學生)」進入評估分析 (全部學生) 頁面

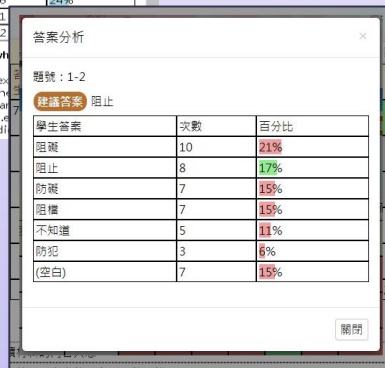
電腦批改題目及開放式題目的評估分析會以兩個圖表獨立顯示

The correct response rate (non-open-ended questions) and students' performance (open-ended questions) are shown under the tab "Paper Analysis"

班別 - 學號	姓名	狀況	答對的題數(學生)	回讀題數(待回讀)	提交次數	1-1	1-2	1-3	1-4	1-5	1-6
P6A - 11	zr2 - p6A - 11 / zr2 - p6A - 11	已提交	4	1 (0)	1	✓	✓	✓	✓	✓	✗
P6A - 12	zr2 - p6A - 12 / zr2 - p6A - 12	已提交	3	1 (0)	1	✓	✗	✗	✗	✗	✓
P6A - 13	zr2 - p6A - 13 / zr2 - p6A - 13	已提交	4								
P6A - 14	zr2 - p6A - 14 / zr2 - p6A - 14	已提交	0								
P6A - 15	zr2 - p6A - 15 / zr2 - p6A - 15	已提交	5								



What student can do correctly?
Students can scan a text relevant section with the name of the traveller. Students can also predict



Teachers can click the question number to view the answer analysis (e.g. pie charts for MC questions, percentage of student answers for blank-filling questions)

Enhancement of STAR platform features

Statistical and graphical representations of assessment data (3) (student interface)



Summary of students' performance (both non-open-ended and open-ended questions)

The correct response rate (non-open-ended questions) and students' performance (open-ended questions) are shown under the tab "Paper Analysis"



Enhancement of STAR platform features

Centralised broadcast of audio recordings (1) (teacher interface)

Task code: E2L033M Task name: Travelling Around Hong Kong Subject: English Language

Display Mode: Normal | **Horizontal** | Vertical

[Check answers](#) [Show suggested answers](#) [Reset](#)

E2L033LMH_Audio of Travelling Around Hong Kong.mp4

聆聽部分

Listening Component

00:00

You are listening to a telephone conversation between John Chan and his cousin, Mary Wong, who is from London and planning to visit Hong Kong. As you listen, help Mary Wong complete

Date of arrival: (1)

Duration of stay: (2)

Day 1:

Visit the (3) by tram,

Day 2 & Day 3:

Visit (4a) & (4b)

Animals to see:

(5) (Two answers are given as examples)

pandas koalas sharks dolphins

A. koalas

B. sharks

C. dolphins

Things to do:

i) Take pictures of (6)

ii) Pick up souvenirs

Day 4 & Day 5:

[Check answers](#) [Show suggested answers](#) [Reset](#)

Enhancement of STAR platform features

Centralised broadcast of audio recordings (2) (student interface)

The screenshot displays the STAR platform interface. At the top, there is a blue header with the date "2021-07-15" and a yellow navigation bar with buttons for "1 / 1", "Browse tasks", "Settings", and "Quit". A red arrow points to a red-bordered box containing the text "Video/audio to be played by teacher". Below this, the main content area shows a listening exercise. The text reads: "You are listening to a telephone conversation between John Chan and his cousin, Mary Wong, who is from London and planning to visit Hong Kong next month. As you listen, help Mary Wong complete her itinerary about her visit to Hong Kong." The exercise is titled "My itinerary" and includes several questions with input fields: "Date of arrival: (1) []", "Duration of stay: (2) [] days", "Day 1: Visit the (3) [] by tram / bus", "Day 2 & Day 3: Visit (4a) [] & (4b) []", "Animals to see: (5) (Two answers are given as examples. Choose two more answers.)" with a list of animals: pandas, koalas, sharks, dolphins, starfish. Below this, there are three text input fields for answers A, B, and C. The next section is "Things to do:" with two sub-questions: "i) Take pictures of (6) [] characters, e.g. Mickey and Minnie" and "ii) Pick up souvenirs". This is followed by "Day 4 & Day 5: Visit the shopping centres and (7) [] in Tsim Sha Tsui". The final question is "Eat the following food in a traditional Chinese restaurant: (8) (Two answers are given as examples. Choose two more answers.)" with a list of food items: dim sum, spring roll, roast goose, pizza, fried rice. Below this, there is one text input field for answer A.

Enhancement of STAR platform features

Recording or uploading audio files for speaking tasks (1) (student interface)

The screenshot shows a browser window with a task titled "Library Rules". A red box highlights a permission dialog box that says "e.star.hkedcity.net wants to use your microphone" with "Allow" and "Block" buttons. Below the dialog, the task content is visible, including a green box with "LIBRARY RULES" and a list of instructions. At the bottom, a red box highlights the "Your answer: --" section, which contains "Upload" and "Record" buttons, and a "Please click 'Start' to start recording. (Support up to 10 minutes of recording)" message with "Start" and "Stop" buttons.

Record the audio file(s)
directly on the platform

OR

The screenshot shows the same task content as the first image. A red box highlights the "Your answer: --" section, specifically the "Upload" button and the file upload area below it. The file upload area includes a message "File cannot exceed 15MB (only one file is allowed)", a "Choose File" button, and a "Confirm Upload" button.

Upload the audio file(s)
to the platform

Enhancement of STAR platform features

Recording or uploading audio files for speaking tasks (2)

示範上載檔案 / 錄音

<< < 2 / 2 顯示 / 隱藏答案 離開

請細心觀察下面的圖畫，然後順序說出一個完整的故事。



你的答案：recording.mp3 下載

▶ 0:00 / 0:06 ———▶ 🔊 ⋮

上載時間：2020-12-23 15:55:53

* 此題不設自動批改 *

Students can replay / download the audio file(s)

Teachers can download the submitted audio file(s) for marking

Enhancement of STAR platform features

Uploading text files or images for writing tasks (student interface)

Part B
You are thinking about cooking...

You are going to write about 100 words for the dish. You can use any ingredients and utensils.
Give your dish a name.

Sushi Dumplings Pasta Salad Noodles

Select your dish to write about. You can click on any of the options above. You can also write your own.

Your answer: --

Upload

File cannot exceed 15MB (only one file is allowed)

Drag and drop files here or click to upload files.

Choose File No file chosen

Confirm Upload

標題編號 C9T19W06 標題名稱 彩虹 科目 中文科

2. 文章寫作

注意事項：

1. 字數不限。
2. 可應用不同的表達方法，例如：記述、描寫、抒情或論說等。

試以「彩虹」為題，寫一篇文章。

學生可直接輸入文字於空格內或上載已完成的檔案。

Text input area for writing the answer.

你的答案：--

上載

檔案不可超過15 MB (只限一個檔案)

拖放檔案到此 或 按此上載檔案

選擇檔案 未選擇任何檔案

確定上載

Your answer: --

Upload

File cannot exceed 15MB (only one file is allowed)

Drag and drop files here or click to upload files.

選擇檔案 未選擇任何檔案

Confirm Upload

上載

檔案不可超過15 MB (只限一個檔案)

拖放檔案到此 或 按此上載檔案

選擇檔案 未選擇任何檔案

確定上載

Enhancement of STAR platform features

Overall correct response rate of a specific period

班別		狀況		學生答案														顯示 / 隱藏答案	下載
班別 - 學號▲	姓名	狀況	答對數 (學生)	遞交次數	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	2-1	2-2	2-3	2-4	2-5	2-6	2-7
P3A - 1	學生戶口 1 / Student account 1	已遞交	9	1	X	X	✓	✓	✓	✓	✓	X	X	X	X	X	✓	X	X
P3A - 2	學生戶口 2 / Student account 2	已遞交	25	1	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	X	✓	✓	✓
P3B - 1	學生戶口 1 / Student account 1	已遞交	1	1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
P3B - 2	學生戶口 2 / Student account 2	已遞交	6	1	X	✓	✓	X	X	✓	X	X	X	X	X	X	X	✓	✓
		答對數 (基本能力)			1	2	3	2	2	3	2	1	0	1	1	0	2	2	2
		答對百分比			25%	50%	75%	50%	50%	75%	50%	25%	0%	25%	25%	0%	50%	50%	50%
		[Facility Index]			93%	84%	83%	80%	79%	77%	73%	70%	92%	92%	89%	89%	88%	88%	79%
		基本能力			BRI.2	BRI.2	BRI.2	BRI.3	BRI.4	BRI.3	BRI.3	BRI.3	BRI.2	BRI.2	BRI.2	BRI.2	BRI.2	BRI.3	BRI.3

基本能力說明

Enhancement of STAR platform features

Inputting multiple answers without disclosing any hints (1)
(student interface)

Exiting question design:

列出 15 和 60 的所有公因數。

答案： , , ,

Enhanced question design:

列出12的所有因數(1及12除外)。
你的答案：---

+新增答案

1. Input the first answer in the answer box

列出12的所有因數(1及12除外)。
你的答案：---

+新增答案

列出12的所有因數(1及12除外)。
你的答案：---

+新增答案

2. Click to add another answer box for inputting answer

列出12的所有因數(1及12除外)。
你的答案： ×

+新增答案

列出12的所有因數(1及12除外)。
你的答案： × × ×

+新增答案

3. Repeat steps 1 and 2 to add other answers

The latest round of enhanced features will be available from Q4 2022 to Q2 2023.

Enhancement of STAR platform features

Inputting multiple answers without disclosing any hints (2) (student interface)

列出12的所有因數(1及12除外)。

你的答案： × × × ×



列出12的所有因數(1及12除外)。

你的答案： × × ×



答案

2,3,4,6

詳細結果 評估分析 (全部學生)

班別 - 狀況 全部 (1) 學生答案 顯示 / 隱藏答案 下載

班別 - 學號 ▲	姓名	狀況	答對的題數 (學生)	回饋題數(待回饋)	遞交次數	1	2-1	2-2	2-3	2-4	2-5	3-1	3-2	3-3	3-4	3-5
S4B - 5	陳大文 / Chan Tai Man	已遞交	1	0	1	2, 4, 6, 3	1, 2, 3									

Enhancement of STAR platform features

Converting the inputted texts as a text file and upload as an attachment (writing tasks) (1)

1. 請寫一篇考生須知。

你的答案：-- **1. Click "Text Entry"**

上載

輸入文字

檔案不可超過15 MB (只限一個檔案)

拖放檔案到此 或 按此上載檔案

瀏覽... 未選擇檔案。

確定上載

1. 請寫一篇考生須知。

你的答案：--

上載

輸入文字

2. Input answers (texts)

確定上載

Enhancement of STAR platform features

Converting the inputted texts as a text file and upload as an attachment (writing tasks) (2)

1. 請寫一篇考生須知。

你的答案：text_plain.txt 重設 下載
上載時間：2022-07-19 16:27:02

4. Answers will be converted to a text file for uploading

上載 輸入文字

學生須知：

1. 在第 1、3、5、7 及 9 頁的適當位置貼上電腦條碼。
2. 全卷共有 38 題，全部題目均須作答。
3. 評估時限為 50 分鐘。
4. 答案必須書寫在答題鐘中適當的位置內。
5. 不得在框線以外書寫任何文字、符號。

確定上載

3. Click "Confirm to submit" after inputting the answer

5. Submitted answers

Student interface

小六寫作 (7月)

題：1-1 [課業名稱：樣本] 關閉

1. 請寫一篇考生須知。

你的答案：text_plain.txt 下載

文字內容：
上載時間：2022-07-19 16:21:19

* 此題不設自動批改 *

Teacher interface

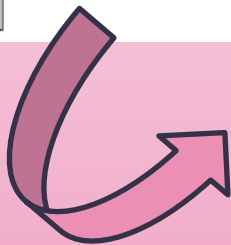
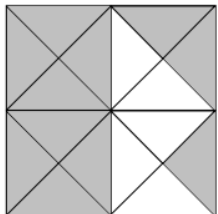
詳細結果		評估分析 (全部學生)																
班別	姓名	狀況	答對的題數 (學生)	回標題數 (待回標)	遞交次數	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11	1-12	1-13
S4B-5	陳大文 / Chan Tai Man	已遞交	0	19 (19)	1										A, B, C, D	A, B, C, D		

The latest round of enhanced features will be available from Q4 2022 to Q2 2023.

Enhancement of STAR platform features

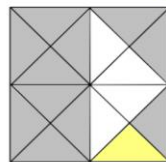
A newly-added question type: colouring

7. 用鉛筆塗黑下圖，使黑色部分佔全圖的 $\frac{3}{4}$ 。

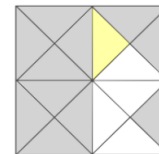
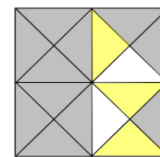


Click the area(s) for coloring

Color the area to make $\frac{3}{4}$ of diagram colored



Color the area to make $\frac{3}{4}$ of diagram colored



Enhancement of STAR platform features

Newly-added types of reports

- ❖ Cross-year data consolidation
- ❖ Cross-paper data analysis
- ❖ Cross-basic competency and learning objective
- ❖ Performance dashboard for instant feedback during lessons





Features of the WLTS Platform

Website:

<https://wlts.edb.hkedcity.net/en/home/index.html>

QR Code:



STAR assessment items are linked to the interactive learning and teaching resources at the WLTS platform



STAR English Language Primary 6 English Reading Paper

2021-06-01 17:11 Start time: 2021-06-01 09:00 End time: 2021-06-25 23:00
 Submission coverage: Basic competency Report generated time: 2022-10-19 11:26 Refresh

● Question completed ○ Question not yet completed Quick report

Class: No. Name Status Submission Time No. of completed questions

Class - No.	Name	Status	Submission Time	No. of completed questions	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	2-1	2-2	2-3	2-4	2-5	2-6	2-7	3-1	3-2	3-3	3-4	3-5	3-6	3-7	3-8	4-1	4-2	4-3	4-4	4-5	4-6	4-7	4-8	4-9	4-10	4-11	
P6A-1	學生 21 / Student 21	Not submitted																																					
P6A-2	學生 22 / Student 22	Not submitted																																					
P6A-3	學生 23 / Student 23	Not submitted																																					
P6A-4	學生 24 / Student 24	Not submitted																																					
P6A-5	學生 25 / Student 25	Not submitted																																					
P6A-6	學生 26 / Student 26	Not submitted																																					
P6A-7	學生 27 / Student 27	Not submitted																																					
P6A-8	學生 28 / Student 28	Not submitted																																					
P6A-9	學生 29 / Student 29	Submitted	2021-06-02 10:19	33/33	1	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●		
P6A-10	學生 30 / Student 30	Not submitted																																					

1. L2-R-5-PBCC Using a range of reading strategies to understand the meaning of simple texts with the help of cues WLTS

2. L2-R-6-PBCC Applying simple reference skills with the help of cues WLTS

3. L2-R-4-PBCC Understanding the use of a small range of language features in simple literary / imaginative texts WLTS

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

OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS STUDENT ZONE

ENGLISH LANGUAGE

SEARCH RESULTS Learning Objectives

Key.Steps.1(P1mary.1..3)
 Key.Steps.2(P1mary.4..6)
 Key.Steps.3(Secndary.1..3)

Suggested Follow-up Activities Other Resources Research Report Related Module

Basic Competencies - Skill - KS2 (P4-P6)

Listening

Reading
 L3-R-2-PBCC - Reading aloud unfamiliar words with a range of vowel and consonant sounds in simple texts.
 L3-R-3-PBCC - Showing a basic understanding of simple and familiar texts by reading aloud the text with comprehensible pronunciation and generally appropriate pace, stress, rhythm and intonation.

Suggested Follow-up Activities

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students Self-assess
A Lesson for Jack	By reading an interactive story about Jack, learners are given the opportunity to respond to and act out the story. They also learn to retell the story through writing an email to a friend.	5	75	✓
Be a Good Cook	Learners familiarize themselves with the vocabulary of food by playing jigsaw and card games in class. They then listen for specific information and to use visual and contextual clues to understand a simple spoken text through an interactive activity.	6	05	✓
Films and Film Reviews	By participating in the activities to select the most interested movie for class viewing, learners understand the features of movie reports and learn how to write a movie report.	26	305	-

Using a range of reading strategies to understand the meaning of simple texts with the help of cues

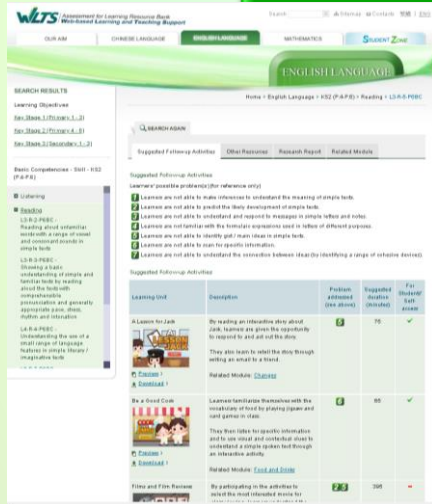
Applying simple reference skills with the help of cues

Understanding the use of a small range of language features in simple literary / imaginative texts



For Teachers (Chinese Language, English Language and Mathematics)

For Students (Student Zone)



- More than 730 sets learning and teaching resources developed with reference to students' learning difficulties
- Covering Chinese Language, English Language and Mathematics
- A variety of resources (e.g. learning and teaching activities, interactive games and practices)

搜尋結果

學習建議

第一堂課後 (小一至小三)
第二堂課後 (小一至小六)
第三堂課後 (中一至中三)

基本能力 - 學習策略 - 第一堂課後 (小一至小三)

■ 閱讀

■ 寫作

■ 聽感

BL1.1: 能記起故事或詩中較複雜的內容

BL1.2: 能記起故事或詩中較複雜的內容

BL1.3: 能理解故事或詩中的關係與角色

BL1.4: 能明白與課程有關中國單詞的意思

■ 說話

基本能力 - 學習策略 - 第二堂課後 (小一至小六)

BL2.1: 能記起故事或詩中較複雜的內容

BL2.2: 能記起故事或詩中較複雜的內容

BL2.3: 能理解故事或詩中的關係與角色

BL2.4: 能明白與課程有關中國單詞的意思

■ 說話

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

OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS STUDENT ZONE

ENGLISH LANGUAGE

Home > English Language > KS2 (F4-F6) > Reading > L3-F

SEARCH RESULTS

Learning Objectives

Key Stage 1 (Primary 1-3)
Key Stage 2 (Primary 4-6)
Key Stage 3 (Secondary 1-3)

Suggested Follow-up Activities

Other Resources Research Report Related Module

Suggested Follow-up Activities

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

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

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)
A Lesson for Jack	By reading an interactive story about Jack, learners are given the opportunity to respond to and act out the story. They also learn to retell the story through writing an email to a friend.	5	75
Be a Good Cook	Learners familiarize themselves with the vocabulary of food by playing jigsaw and card games in class. They then listen for specific information and to use visual and contextual clues to understand a simple spoken text through an interactive activity.	6	65
Films and Film Reviews	By participating in the activities to select the most interested movie for...	2, 6	305

WLTS / 遠程學習評估資源庫
網上學習與教學

我們的目標 中國語文 英國語文 數學 學生天地

數學

Home > English Language > KS2 (F4-F6) > Reading > L3-F

搜尋結果

學習建議

第一堂課後 (小一至小三)
第二堂課後 (小一至小六)
第三堂課後 (中一至中三)

基本能力 - 學習策略 - 第二堂課後 (小一至小六)

■ 閱讀

■ 產量建議

■ 香港常用的貨幣

■ 時間

KS2-M2-1: 認識年、月、日和星期。

KS2-M2-2: 辨識鐘面及數字鐘。

KS2-M2-3: 以「小時」和「分」、「分」和「秒」或「秒」、「秒」來度量活動所用的時間。(不包括休息時間)

KS2-M2-4: 認識和應用「24小時制時間」。

■ 知識和策略

基本能力 - 學習策略 - 第三堂課後 (中一至中三)

KS3-M3-3: 能理解故事或詩中的關係與角色

KS3-M3-4: 能理解故事或詩中的關係與角色

KS3-M3-5: 能理解故事或詩中的關係與角色

KS3-M3-6: 能理解故事或詩中的關係與角色

KS3-M3-7: 能理解故事或詩中的關係與角色

KS3-M3-8: 能理解故事或詩中的關係與角色

KS3-M3-9: 能理解故事或詩中的關係與角色

KS3-M3-10: 能理解故事或詩中的關係與角色

KS3-M3-11: 能理解故事或詩中的關係與角色

KS3-M3-12: 能理解故事或詩中的關係與角色

KS3-M3-13: 能理解故事或詩中的關係與角色

KS3-M3-14: 能理解故事或詩中的關係與角色

KS3-M3-15: 能理解故事或詩中的關係與角色

KS3-M3-16: 能理解故事或詩中的關係與角色

KS3-M3-17: 能理解故事或詩中的關係與角色

KS3-M3-18: 能理解故事或詩中的關係與角色

KS3-M3-19: 能理解故事或詩中的關係與角色

KS3-M3-20: 能理解故事或詩中的關係與角色

KS3-M3-21: 能理解故事或詩中的關係與角色

KS3-M3-22: 能理解故事或詩中的關係與角色

KS3-M3-23: 能理解故事或詩中的關係與角色

KS3-M3-24: 能理解故事或詩中的關係與角色

KS3-M3-25: 能理解故事或詩中的關係與角色

KS3-M3-26: 能理解故事或詩中的關係與角色

KS3-M3-27: 能理解故事或詩中的關係與角色

KS3-M3-28: 能理解故事或詩中的關係與角色

KS3-M3-29: 能理解故事或詩中的關係與角色

KS3-M3-30: 能理解故事或詩中的關係與角色

KS3-M3-31: 能理解故事或詩中的關係與角色

KS3-M3-32: 能理解故事或詩中的關係與角色

KS3-M3-33: 能理解故事或詩中的關係與角色

KS3-M3-34: 能理解故事或詩中的關係與角色

KS3-M3-35: 能理解故事或詩中的關係與角色

KS3-M3-36: 能理解故事或詩中的關係與角色

KS3-M3-37: 能理解故事或詩中的關係與角色

KS3-M3-38: 能理解故事或詩中的關係與角色

KS3-M3-39: 能理解故事或詩中的關係與角色

KS3-M3-40: 能理解故事或詩中的關係與角色

KS3-M3-41: 能理解故事或詩中的關係與角色

KS3-M3-42: 能理解故事或詩中的關係與角色

KS3-M3-43: 能理解故事或詩中的關係與角色

KS3-M3-44: 能理解故事或詩中的關係與角色

KS3-M3-45: 能理解故事或詩中的關係與角色

KS3-M3-46: 能理解故事或詩中的關係與角色

KS3-M3-47: 能理解故事或詩中的關係與角色

KS3-M3-48: 能理解故事或詩中的關係與角色

KS3-M3-49: 能理解故事或詩中的關係與角色

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KS3-M3-57: 能理解故事或詩中的關係與角色

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KS3-M3-64: 能理解故事或詩中的關係與角色

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KS3-M3-75: 能理解故事或詩中的關係與角色

KS3-M3-76: 能理解故事或詩中的關係與角色

KS3-M3-77: 能理解故事或詩中的關係與角色

KS3-M3-78: 能理解故事或詩中的關係與角色

KS3-M3-79: 能理解故事或詩中的關係與角色

KS3-M3-80: 能理解故事或詩中的關係與角色

KS3-M3-81: 能理解故事或詩中的關係與角色

KS3-M3-82: 能理解故事或詩中的關係與角色

KS3-M3-83: 能理解故事或詩中的關係與角色

KS3-M3-84: 能理解故事或詩中的關係與角色

KS3-M3-85: 能理解故事或詩中的關係與角色

KS3-M3-86: 能理解故事或詩中的關係與角色

KS3-M3-87: 能理解故事或詩中的關係與角色

KS3-M3-88: 能理解故事或詩中的關係與角色

KS3-M3-89: 能理解故事或詩中的關係與角色

KS3-M3-90: 能理解故事或詩中的關係與角色

KS3-M3-91: 能理解故事或詩中的關係與角色

KS3-M3-92: 能理解故事或詩中的關係與角色

KS3-M3-93: 能理解故事或詩中的關係與角色

KS3-M3-94: 能理解故事或詩中的關係與角色

KS3-M3-95: 能理解故事或詩中的關係與角色

KS3-M3-96: 能理解故事或詩中的關係與角色

KS3-M3-97: 能理解故事或詩中的關係與角色

KS3-M3-98: 能理解故事或詩中的關係與角色

KS3-M3-99: 能理解故事或詩中的關係與角色

KS3-M3-100: 能理解故事或詩中的關係與角色

Coverage includes the learning objectives, basic competencies and learners' possible problems identified in the STAR assessment tasks

Selecting learning and teaching resources (Basic Competencies)

基本能力 - 學習範疇 - 第一學習階段 (小一至小三)

2. Make reference to learner's possible problems identified

- 1 未能掌握記敘文的特點
- 2 未能理解內容細節如事件中時、地、人、事
- 3 未能分清順敘和倒敘表達手法
- 4 未能抓住文章重點，影響對整體內容的理解

1. Select "Basic Competency Descriptor"

能理解簡淺敘文段落的段意及段落關係

BR1.4 - 能略略理解篇章中簡淺的順敘/倒敘事件

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

學生學習時可能出現的困難 (供參考)

跟進活動建議

名稱	學習重點	簡介
動物也學習之認識記敘文	認識記敘文的特點	透過教學簡範生認識記敘文



預覽 >
下載 >

3. Preview and download resources

Resources include teaching guidelines, worksheets, suggested answers

Selecting learning and teaching resources (Full Curriculum)

1. Select "Key Stage of Learning"

SEARCH RESULTS
Learning Objectives
(Key Stage 1) (Primary 1-3)
(Key Stage 2) (Primary 4-6)
(Key Stage 3) (Secondary 1-3)

Basic Competencies - Skill - KS2 (P4-P6)
Listening
Reading
Writing
Speaking

2. Make reference to the descriptions of the resources

Healthy Eating
Learners learn food items and are taught to predict the flow and meaning of the text. They also get to know more about "countable and uncountable nouns" and "quantifiers" through different class activities. The target language is used to carry out everyday conversation.

The screenshot shows the WILTS website interface. At the top, there are navigation tabs for 'LANGUAGE', 'MATHEMATICS', and 'STUDENT ZONE'. Below that, a search bar contains 'ENGLISH LANGUAGE'. The search results are displayed in a grid. The first result is titled 'Food Culture' and includes a description: 'Through reading texts as well as completing vocabulary and language activities, learners learn about food cultures in different countries and write a magazine article about Indian food.' Below the description, there are icons for 'Preview' and 'Download'.

Food Culture



Through reading texts as well as completing vocabulary and language activities, learners learn about food cultures in different countries and write a magazine article about Indian food.

3. Preview and download resources (e.g. teachers' guides, worksheets, PPT, interactive activities)

Learning Unit	Lesson	Question Type
KS2 Unit 2 Food culture	1	Riddle solving: Click on the food item and write the name. Click on the national flag and write the country name.
	2	Read scenic spots in different countries and write the country names.
	3	Change the country names into adjectives.
	4	Dos and Don'ts - in the library. Dos and Don'ts - table manners in Japan, France and India. Dos and Don'ts - opposites.
	5	Use 'should' and 'shouldn't' to talk about table manners in Japan, France and India.
3	1	Read a school notice and the principal's blog to fill in a competition entry form.
	2	Read the principal's blog. Complete the conversation with adverbs of frequency.
	3	Read a sample poster and two food reviews to extract information for designing a poster.
3	1	Read the episode script of the cooking programme (Part 1) to fill out the ingredients in a recipe.
	2	Read the episode script of the cooking programme (Part 2) to fill out the cooking method in a recipe.

Lesson 1

Lesson objectives:

- To use key words to work out the names of some international dishes.
- To use knowledge of word information to work out the nationalities and the names of the countries related to the international dishes.
- To skim and scan for information about the food culture and table manners of some countries.
- To infer information by using word clues.

L&T focus:

- So will find out the characteristics of some international cuisines through solving the riddles in the first display board.
- So will find out the food culture and table manners of some countries from the other display board.
- After seeing all the display boards, So will be required by the T to write a paragraph on what they should or should not do when trying different international cuisines.

Pre-task (for L&T)

Task objectives:

- To use key words to identify famous international dishes.
- To identify the origin of the dishes.
- To recognise the flags of different countries.

Task 1: Riddle solving
So can get the explanation for the words in green through annotations.

Post-task (for L&T)

- T can draw So's attention to the reading skill of inference used in the riddles as follows:
 - Riddle 1: From the words "cold", "the mat", "roll" and "seaweed", the dish "sushi"

The collage includes several educational materials:

- Riddles:** A card titled 'Four riddles about different dishes' with the text: 'Can you guess which dishes the riddles refer to? In which countries are they famous?' and 'OK'.
- Recipe Card:** A card for 'Chicken Curry with Naan' with ingredients: 800g chicken, 150g yogurt, 100g butter, 50g cash, 1/2 tsp turmeric, 1/2 tsp ground, 1/2 tsp ground, 1/2 tsp red chili, 3 slices, juice only, 2 tsp tomato purée, 1/2 tsp garam masala, 100ml mustard oil, and white pepper, to taste.
- Other Resources:** A card with 'I'm always cold. Place me on the mat. Roll, roll and roll. Seaweed is now my clothes.' and another card with 'Which dish is it? Select the picture and give it a name.'

Examples of Chinese Language

書信格式基本法

請將寫信各部分的名稱拖放到適當的空格

小雄：

很久沒有見面了，你好嗎？ **問候語**

知道你在游泳比賽中得到第二名，我替你感到高興。
我買了一副泳鏡送給你，希望你能好好利用這副泳鏡，
努力練習，不要滿足眼前的成果，要追求一個更高遠的
目標。

祝

身體健康

伯父

八月十日

上款

下款

正文

日期

祝頌語

下一題

聽懂對人物、事件的評價



Listening (KS2)

修改病句練習



Writing (KS1)

Reading (KS1)

Interactive games / activities for students

For
Students

WLTS

Examples of English Language



Happy to Read Aloud

Speaking (KS1)



Listening (KS2)



Reading (KS3)

Examples of Mathematics

數學科「加與減」 - 加法應用題練習 離開

1 陳先生跑了214米，李先生跑了123米。
兩人共跑了多少米？

兩人共跑了：

想一想，橫式應該是...

陳先生 214米

李先生 123米

下一步

1 2 3 4 5 6 7 8 9 0 +

KS1

八個方向

八個方向的位置

你能分辨嗎?

走一走

開始

KS2

指數氣功 **正氣** 訓練場

初級挑戰

高級挑戰

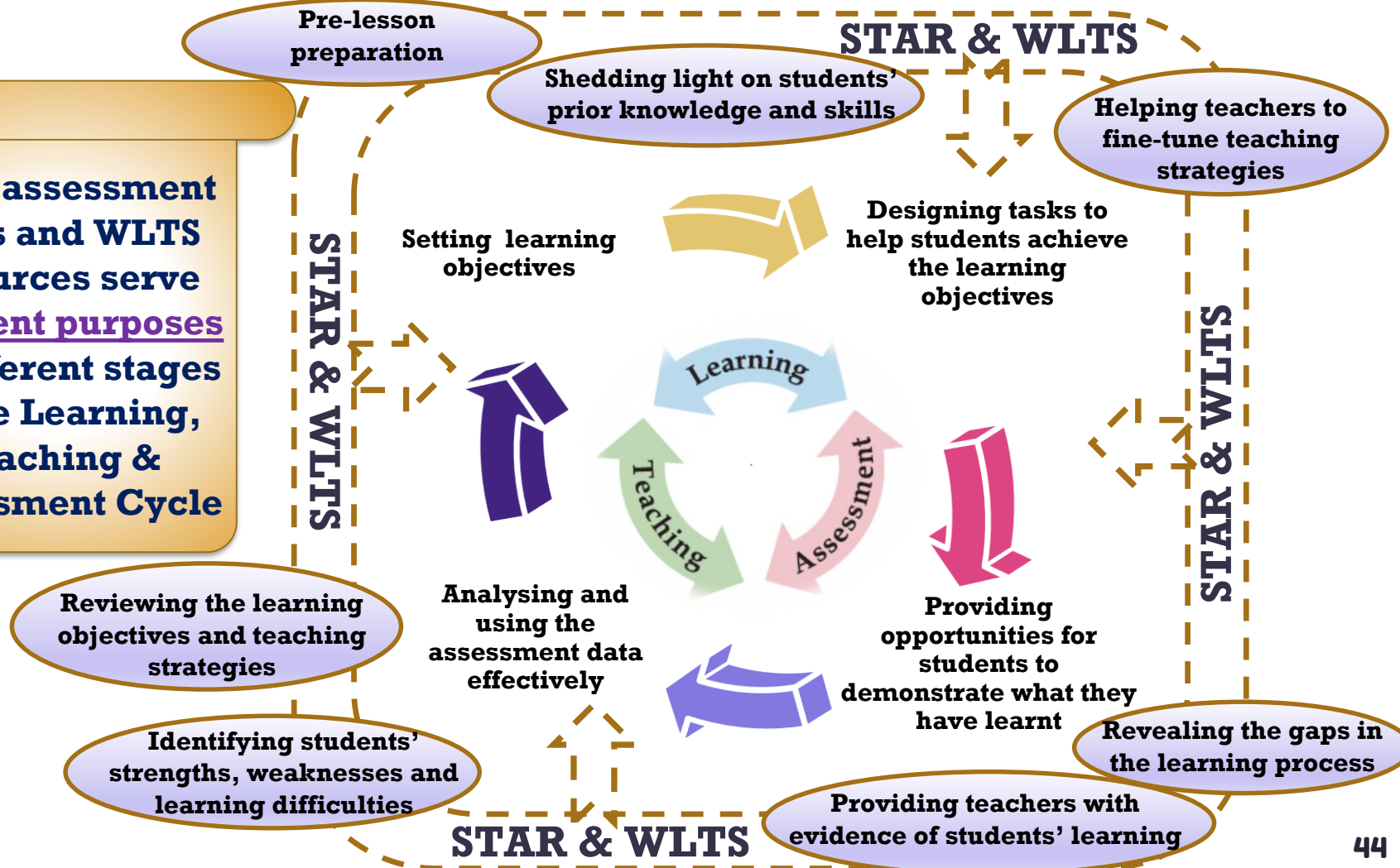
遊戲玩法

KS3

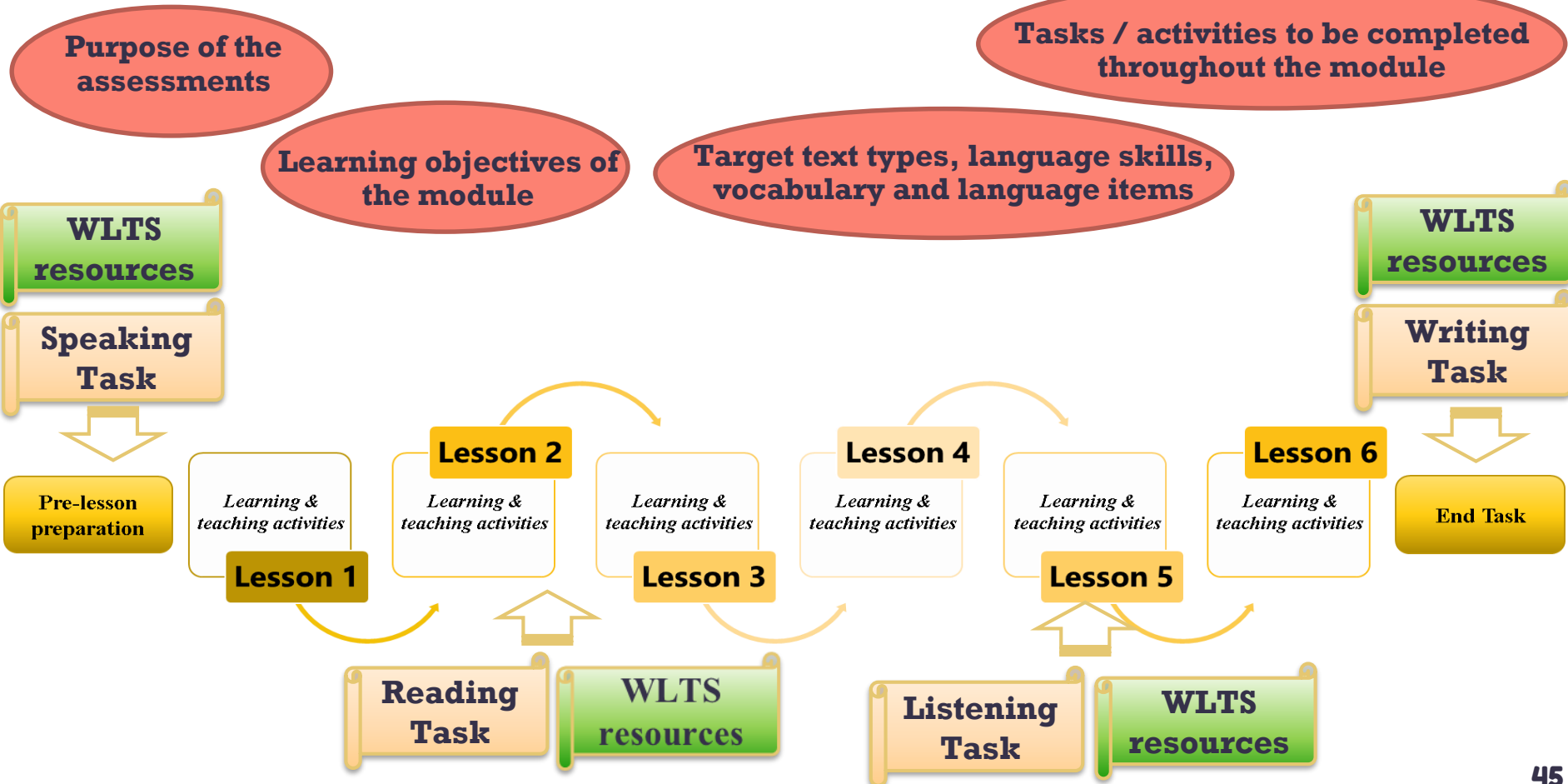


Incorporating the use of the STAR and WLTS Platforms into Learning, Teaching and Assessment

STAR assessment tasks and WLTS resources serve different purposes in different stages of the Learning, Teaching & Assessment Cycle



Example (English Language)



Promoting Assessment for Learning



What can my students do currently?

What do my students need to be able to do next?

How should I help my students to progress further?

What should I expect my students to be able to do next?

Thanks

