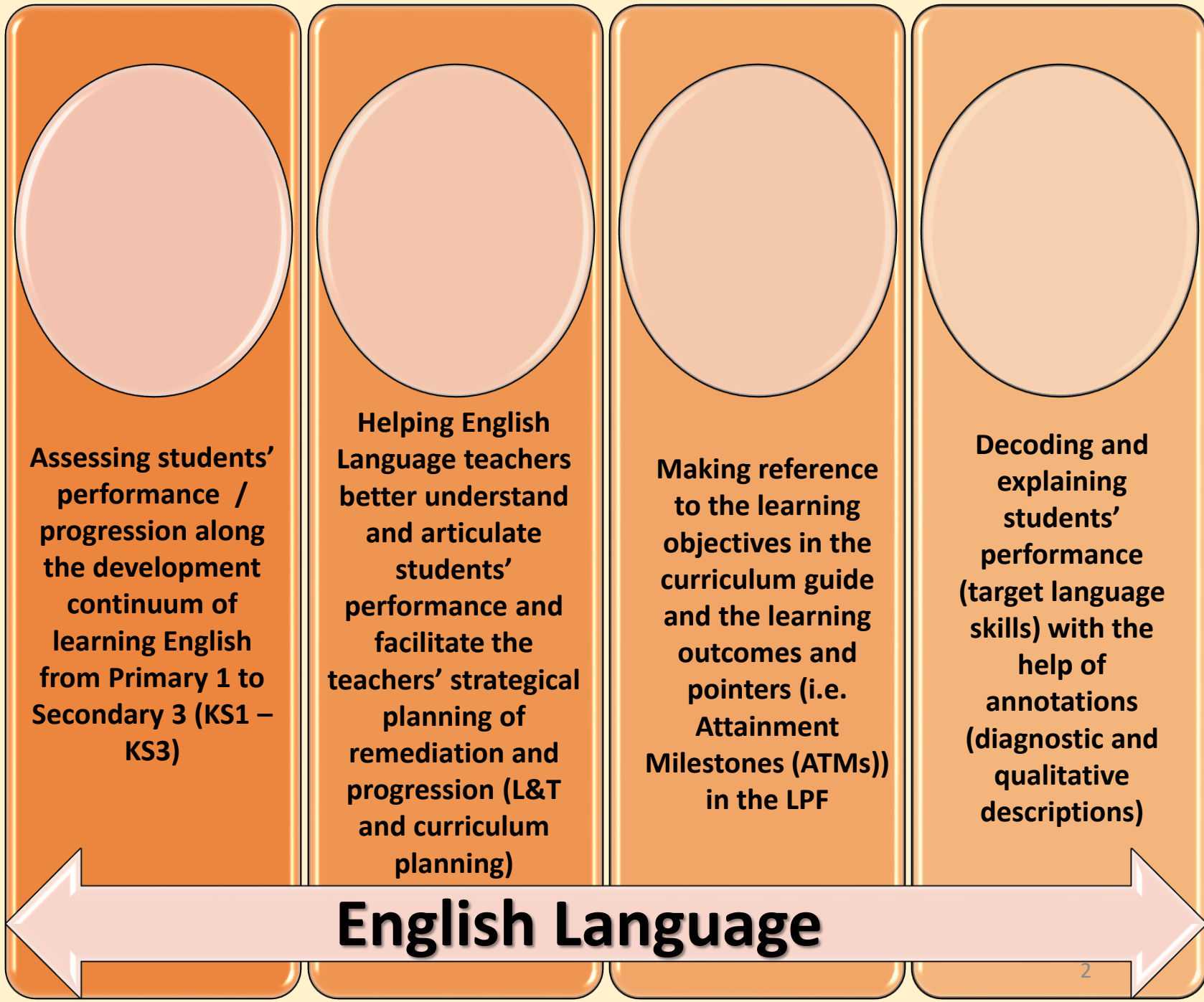




Features of the platform and assessment tasks of English Language

Assessment tasks on the STAR platform – Rationale



Assessment
tasks on the
STAR platform –
Features of the
tasks / items

**Covering the
learning objectives
of English Language
curriculum**

**Aligning with the
suggested
modules/units in the
curriculum guide**

**Annotations for
teachers' reference
(decoding and
explaining students'
performance)**

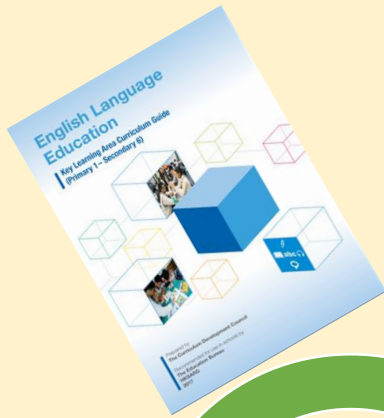
**Diversified question types / task design
and a wider coverage of assessment
tasks**

**Levelling of
assessment tasks
(level of difficulty)**

Quality of items / tasks ensured by Task Quality Assurance Committee (TQAC) comprising academics from local tertiary institutions, frontline teachers and EDB officers
*(Both quantitative data
of students' responses and qualitative comments from TQAC members)*

Covering the learning objectives of English Language curriculum

English Language Education Key Learning Area Curriculum Guide (2017) (Learning Objectives)

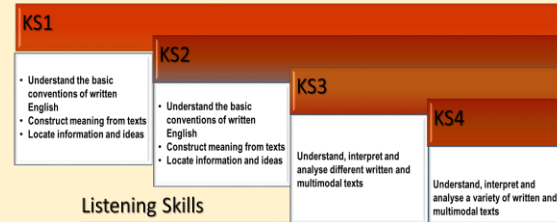


Language skills and language development strategies

Language forms and communicative functions

Attitudes specific to English language learning

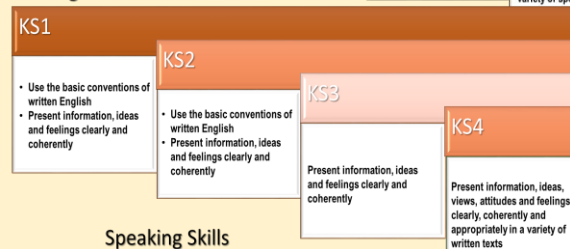
Reading Skills



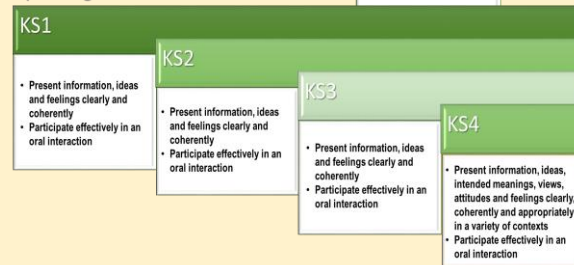
Listening Skills



Writing Skills



Speaking Skills



Reading - ATM 1	Reading - ATM 2	Reading - ATM 3	Reading - ATM 4	Reading - ATM 5	Reading - ATM 6	Reading - ATM 7	Reading - ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate
Listening - ATM 1	Listening - ATM 2	Listening - ATM 3	Listening - ATM 4	Listening - ATM 5	Listening - ATM 6	Listening - ATM 7	Listening - ATM 8
Understanding key words in some short simple texts, using some listening strategies as appropriate	Understanding information, ideas and feelings in some short simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in some short simple texts, using some listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of texts with some degree of complexity, using and integrating a range of listening strategies as appropriate
Writing - ATM 1	Writing - ATM 2	Writing - ATM 3	Writing - ATM 4	Writing - ATM 5	Writing - ATM 6	Writing - ATM 7	Writing - ATM 8
Completing blanks in short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate	Writing short texts to convey simple information, ideas and feelings, using some writing strategies as appropriate
Speaking - ATM 1	Speaking - ATM 2	Speaking - ATM 3	Speaking - ATM 4	Speaking - ATM 5	Speaking - ATM 6	Speaking - ATM 7	Speaking - ATM 8
Engaging in classroom activities, using some oral language conventions, using some oral language conventions, using some oral language conventions	Providing and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions	Organising, presenting and exchanging simple information, ideas and feelings in a small range of simple texts, using some oral language conventions, using some oral language conventions, using some oral language conventions

Learning Progression Framework (LPF) for English Language (Learning Outcomes)

Annotations available for teachers' reference

- *Decoding and explaining students' performance (what students can do when answering the item correctly)*
- *Providing diagnostic and qualitative descriptions about students' performance with reference to the target language skills in the curriculum guide and the related learning outcomes / pointers of the Learning Progression Framework (LPF)*

Select task >

Number of task(s): 5 ; Added task(s): 0 Choose the rest randomly Back

12 results found << < 1 / 2 > >> Sort by ▼ Last upc Results/Page 10

Task name: The backyard of Hong Kong (Code: E3R004H)

Key stage: KS3


Language skill(s): ► ERC2.7, ERL2.1, ERL2.2, ERU3.10, ERU3.2, ERU3.5, ERU3.7, ERU3.9

Text Type: Blogs

Duration: 30 mins

Question intent: N/A

Level of difficulty: High

Attachments: ⓘ [Question content PDF/DOC](#) 

Key Stage	Task ID	Question no.	Skill	Language Skill Code	Correct Answer	Annotations
3	E3R004H	1	Reading	ERL2.1	Campus Voice	Students can scan the text to locate specific information about the name of the broadcasting programme by using strategies such as looking at the semantic clues 'Hello and welcome to...' and the capital letters in 'Campus Voice' showing that it is a name.
3	E3R004H	2	Reading	ERU3.9	c	Students can understand how the sentences in Lines 4 – 6 and the phrase 'a nice place' are connected to each other by following the development of ideas and make connections between them not explicitly stated in the text by using semantic and syntactic clues, i.e. 'had a great time... took lots of beautiful pictures there' referring to how nice Sharp Island Geo Trail is.
3	E3R004H	3	Reading	ERL2.2	an area that is set aside for protecting the environment, animals and plants in the sea.	Students can identify details about what a marine park is with the help of the key words, i.e. 'Marine Park', '(is it a park in the sea?) A very good guess', '...is not' and 'It is an area that...'. 5
3	E3R004H	4	Reading	ERU3.2	c, d, e	Students can extract specific information about what visitors can do in the marine park from different parts of the texts with the help of the key words, i.e. 'Visitors usually go to... for...' (Line 18), '...you can...' (Line 19), '...you can join and...' (Lines 23 -24).

Close alignment with suggested modules / units in the curriculum guide to gauge students' knowledge of the themes/topics

KS1

- ◆ Caring and Sharing
- ◆ Fun and Games
- ◆ Me, My Family and Friends
- ◆ Places and Activities
- ◆ The World Around Us
- ◆ Using My Five Senses

KS2

- ◆ Changes
- ◆ Food and Drink
- ◆ Happy Days
- ◆ Relationships
- ◆ The Magic of Nature
- ◆ We love Hong Kong
- ◆ My Neighbourhood
- ◆ Beauty

KS3

- ◆ Teenage Life
- ◆ Rights and Responsibilities
- ◆ Getting Along with Others
- ◆ Study, School Life and Work
- ◆ Cultures of the World
- ◆ Wonderful Things
- ◆ Nature and Environment

Covering a range of text types



Integrated Tasks

Diversified question types / task design

Task content

Task code: E3L005H Task name: A New Factory (integrated task) Subject: English Language

Remark: Manual marking required

Check answers Show suggested answers Reset

Display Mode: Normal

Situation

You are Jason. You are drafting a note sheet for a class debate and the motion is 'Closing the factory is the best way to solve the pollution problems'. You will listen to a recording with two schoolchildren discussing a radio programme about the protest against air pollution caused by a factory. As you listen, complete part of the note sheet with the words in the radio programme. After listening to the recording, complete the rest of the note sheet by referring to an excerpt of a poster and an email written by Ms. Ho, the teacher advisor of the Debate Team. You now have 3 minutes to study the poster and Ms. Ho's email.

Ways to protect the environment

Ways to protect the environment	How can we do this?
Save energy	1. <u>Turn off unused appliances and lights</u> • Saving electricity by turning off lights when we leave a room. • (11) <input type="text"/> 2. <u>Use public transport</u> • (12) <input type="text"/>
Cut down on waste	1. <u>Reuse, repair and recycle our things at home</u> • Keeping the plastic bags and reusing them as snack bags for your breakfast cereal. • (13) <input type="text"/> • (14) <input type="text"/> • (15) <input type="text"/> • (16) <input type="text"/> 2. <u>Buy less and choose something with better quality</u> • (17) <input type="text"/> • (18) <input type="text"/>

Data File ▼

Check answers Show suggested answers Reset

Data File ▲

An excerpt of a poster about going green

★ **GO GREEN** ★

What can we do to cut down on waste?

REUSE
If you're looking for ways to save money, learning how to reuse household items is a good place to start. When you finish your breakfast cereal, keep the plastic bags and reuse them as snack bags. You can also use plastic beverage bottles as flower pots and planters to create more green space.

REPAIR
Each year, billions of electrical and electronic waste is created, leaving a harmful impact on the environment. Instead of replacing the malfunctioning appliances, you can call a repair technician to fix them.

RECYCLE
Most of us want to help the environment by recycling as much as we can. With some more effort, you can start to recycle even more. This starts with having places to store your recycled materials in the house, whether this is a box, a bin or a bag. Keep the recycling container next to the trash can will remind you to recycle as much as possible.

An email from Ms. Ho to Jason

From: msho@netmail.com
To: jason_chung@ymail.com
Subject: Re: Class debate preparation

Dear Jason,

I notice that you are preparing for the class debate on the motion 'Closing the factory is the best way to solve the pollution problems'. Let me give you some ideas on how we can protect the environment.

I think you should highlight the point that the factory is not solely to blame but everyone of us can work together to create a better world.

As I always said, turning off unused appliances and lights can help reduce carbon emission and greenhouse gases. You can suggest some simple ways, such as saving electricity by turning off lights when we leave a room, and using only as much light as we need.

Besides, using public transport can help reduce emissions and save the environment since most of the emissions from the transport sector are produced by private vehicles, such as cars. We can travel shorter distances on foot or by public transport instead of a car.

Last but not least, don't forget to buy less and choose something with better quality. We should regularly tidy up our house so that we know what we have and won't buy something we don't need. Besides, choose the products made of durable materials. This can save more resources.

I hope the above ideas can help you prepare for the debate. Don't forget to complete the table by referring to some samples given. If you have any more questions, please feel free to write to me.

Best,
Ms. Ho

A listening and reading task

Graded texts and tasks

Low Level

High Level

Cut Down on Food Waste in Restaurants!

Most people in Hong Kong do not always think about how much they order and eat in restaurants as there is plenty of food. However, 40 per cent of the city's solid waste produced every day is food waste. Other Asian regions such as Korea and Taiwan do not produce as much food waste as Hong Kong does. The problem with Hong Kong people is that they do not have the concept of saving food.

Have you ever seen loads of leftover food on the tables at the end of a Chinese banquet? Lots of Chinese restaurants serve up to 12 different courses at wedding banquets. At the end of a banquet, you usually see dishes of fried rice and noodles as well as bowls of dessert almost untouched on the tables. A lot of hosts are worried about not being kind and generous to their guests if they cut down on the number of courses for each table. It is also common for the guests not to take the leftover food home because they don't want to look greedy leaving with bags of leftover food. Where has the concept of saving food gone? Both the hosts and guests should share the responsibilities for a 'greener' banquet.

Are you a buffet lover? Some people are attracted to the 'all-you-can-eat' buffets. They can eat as much as they like for the same price. Buffet customers usually take more than they can eat. Some feel good to see that the amount they can eat is worth more than the money they pay. Others want to try as many different dishes as they can at the same meal. The food on the customers' plates piles up as high as a mountain, but often a large portion has to go to the trash bin. The buffet food that is not eaten by customers usually ends up in the landfills.

Hong Kong people should work together to solve the food waste problem by forming the habit of saving food. Young couples and families should cut the number of courses for their banquets. Diners in all kinds of restaurants should not order more food than they can eat. They should bear in mind the simple rule: Order less and waste less!

Article

Medium Level

Cut Down on Food Waste in Restaurants!

Saving Food to Save our Environment

Food waste that we produce in Hong Kong every day

Every day, we produce a lot of solid waste and forty percent of Hong Kong's solid waste is food waste. Other Asian regions such as Korea and Taiwan do not produce as much food waste as Hong Kong does. There is plenty of food in Hong Kong, so we do not always think about how much we order and eat in restaurants.

Home - Some Facts
Causes of the problem
How we can help
Links

Cut Down on Food Waste in Restaurants!

Saving Food to Save our Environment

Home - Some Facts
Causes of the problem
How we can help
Links

Why is the problem of Food Waste serious in Hong Kong?

Hong Kong people DO NOT have the idea of saving food.

Chinese Banquets

Lots of Chinese restaurants serve up to 12 different dishes at wedding banquets. It is more than we can eat! At the end of the banquet, we usually see delicious dishes of fried rice and noodles as well as bowls of dessert almost untouched on the tables. A lot of hosts of wedding banquets don't cut the number of dishes for each table because they want to be kind and generous to their guests. The guests don't usually take the leftover food home because they don't want to look greedy leaving with bags of leftover food. Both the hosts and guests should share the

Web pages

Cutdown on Food Waste in Restaurants!

Saving Food to Save our Environment

Let's order less and waste less!



Saving Food Group

Do you know how much food waste we produce in Hong Kong every day?

Most people in Hong Kong do not always think about how much they order and eat in restaurants because there is plenty of food. However, 40% of the city's solid waste produced every day is food waste. Other Asian regions such as Korea and Taiwan DO NOT produce as much food waste as Hong Kong does.

Why is the problem of Food Waste serious in Hong Kong?

Chinese Banquets
We can always see lots of uneaten food on the tables at the end of a Chinese banquet. Lots of Chinese restaurants serve up to 12 different dishes at wedding banquets. A lot of hosts of wedding banquets don't cut the number of dishes for each table because they want to be kind and generous to their guests. The guests don't usually take the uneaten food

home, too because they don't want to look greedy!

Buffets

Some people love 'all-you-can-eat' buffets so much. They can eat as much as they like for the same price. Buffet customers usually take more than they can eat. Some feel good to see that they eat more than they pay for and order more than they want to try as many different dishes as they can at the same time. However, the buffet food usually ends up in the landfills.

What should we solve the problem of Food Waste?

Young couples families should cut the number of dishes at banquets. Diners should not order more food than they can eat. We all remember the simple rule: Order less and waste less!
Visit our website to www.savethefoodgroup.com

Low Level

High Level

Leaflet

Medium Level

Same texts with questions of different levels of difficulty

Texts of same topics but in different text types

Latest Enhancement

Teacher
Assigned
Assessments

STAR

Student Self-
selected
Assessments



Teacher Assigned Assessments

Student Self-selected Assessments

English
Language



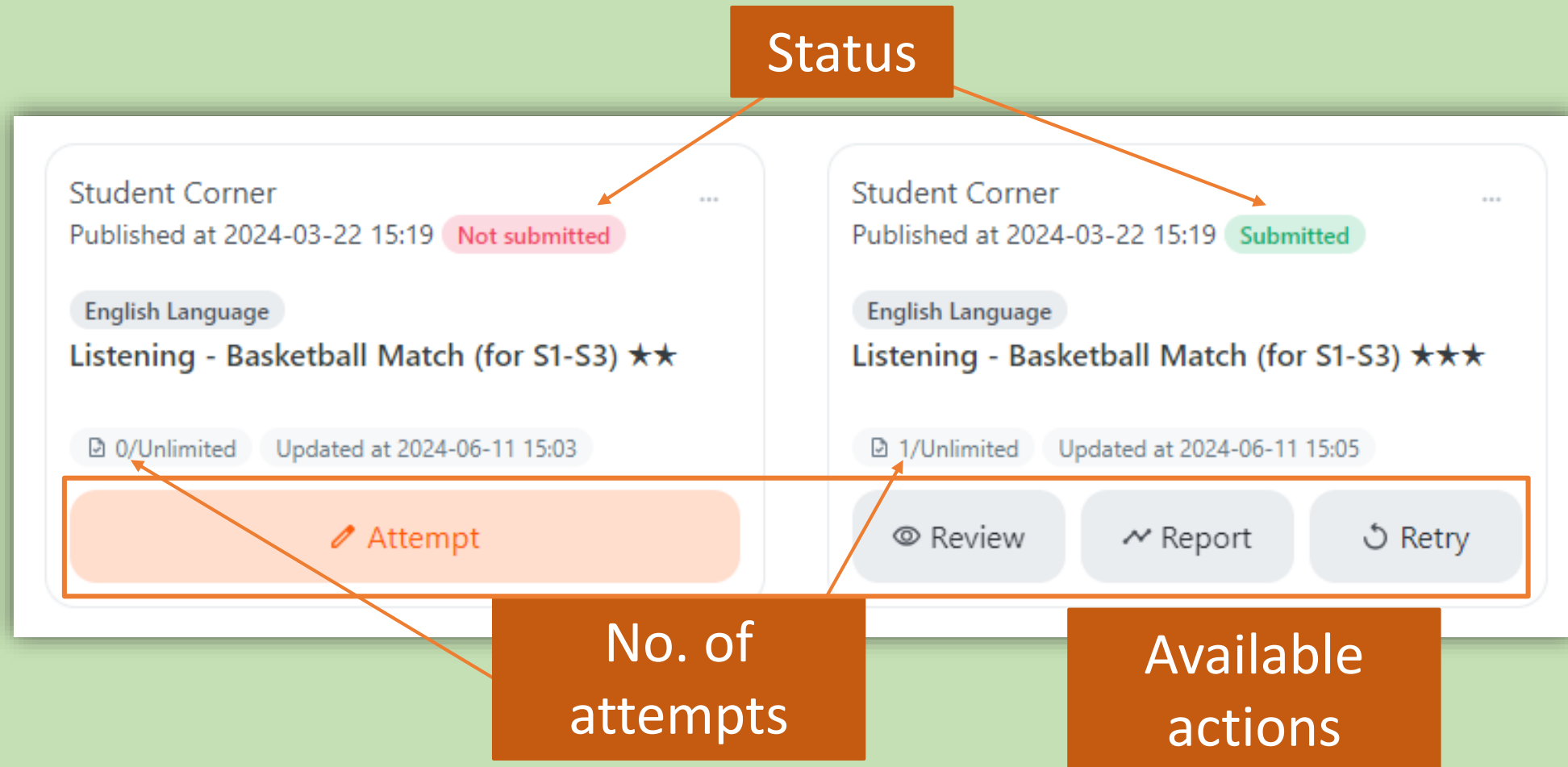
Teacher's/ Student's interface

The screenshot displays a grid of paper cards for English Language. Annotations in orange boxes identify key interface elements:

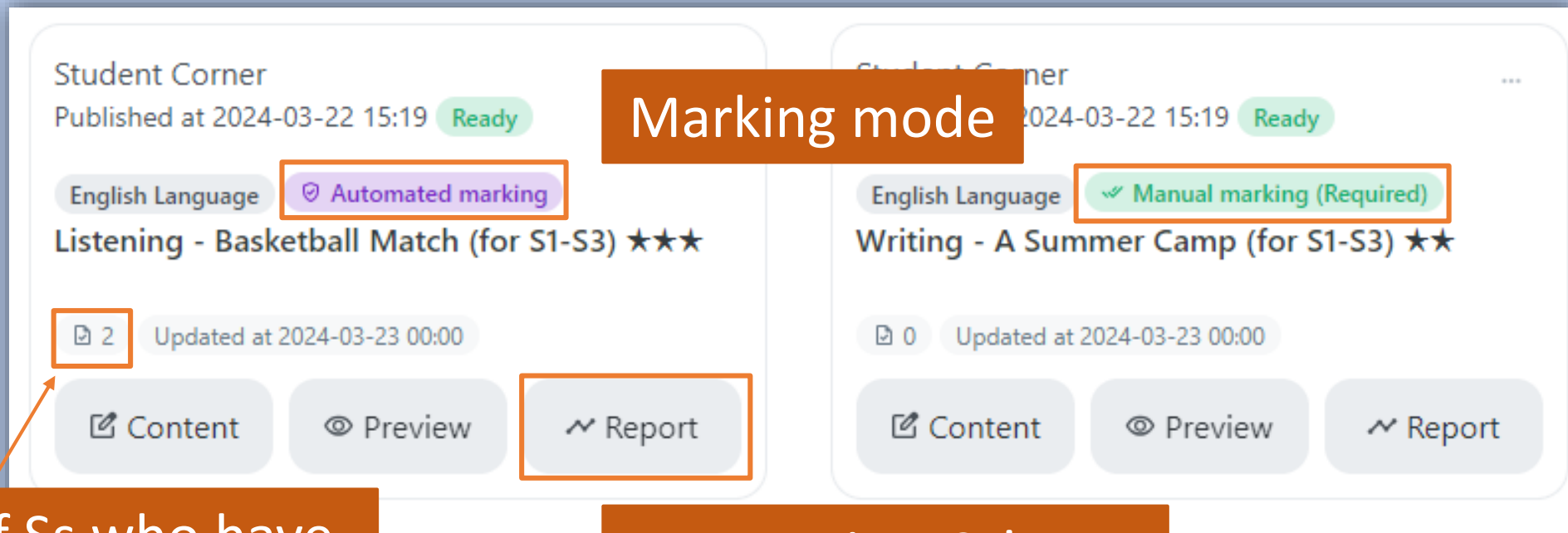
- Theme:** Points to the main title "Getting Along with Others".
- Topic:** Points to the subtitle "– Embrace Unity and Growth (★= easy; ★★= average; ★★★= challenging)".
- Subject:** Points to the "English Language" label on the first card.
- Key Stage:** Points to the "Automated marking" label on the first card.
- Skill:** Points to the "Listening - Basketball Match (for S1-S3) ★★" text on the bottom-left card.
- Paper name:** Points to the "Listening - Basketball Match (for S1-S3) ★★" text on the bottom-left card.
- Range of difficulty:** A bracket spanning the star ratings (★, ★★, ★★★) across the top row of cards.

Each card includes a "Student Corner" header, a "Published at" date, a "Ready" status, and a "Content" button. The bottom row of cards also features a "Manual marking (Required)" label.

Student's interface



Teacher's interface



Marking mode

No. of Ss who have attempted the paper

Review Ss' performance

Student's interface (Listening)



Fill-in-the-blanks

Section 1

You will hear the coach of Johnson School Basketball Team giving a team talk before their semi-final cup match against another school. Listen to the recording and answer the following questions. You now have 30 seconds to study the task. At the end of Section 1, you will have one minute to tidy up your answers.

1. Match the fact with the correct school according to the coach:

Fact about the school	School
(i) has a scorer called Jimmy	<input type="text"/>
(ii) the school that lost last time	<input type="text"/>
(iii) has won this competition 7 times before.	<input type="text"/>

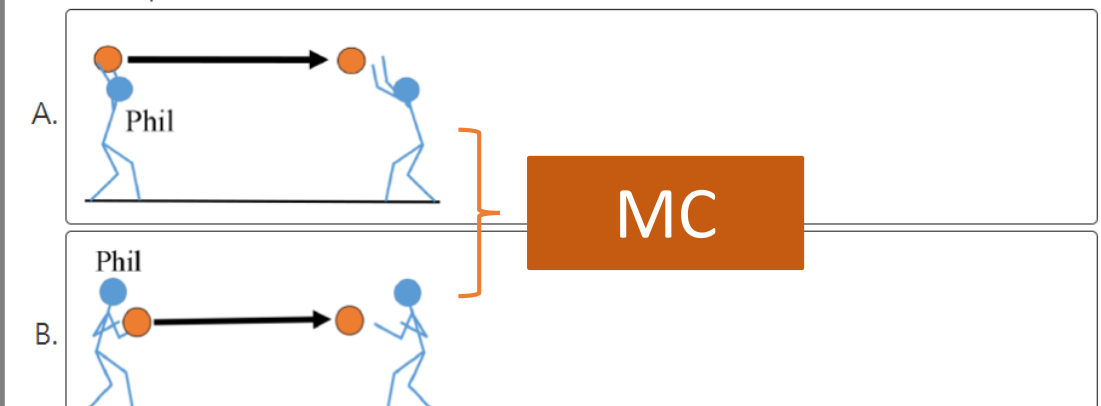
Pull-down menu

2. Fill in each blank with ONE word only to complete the following sentence:

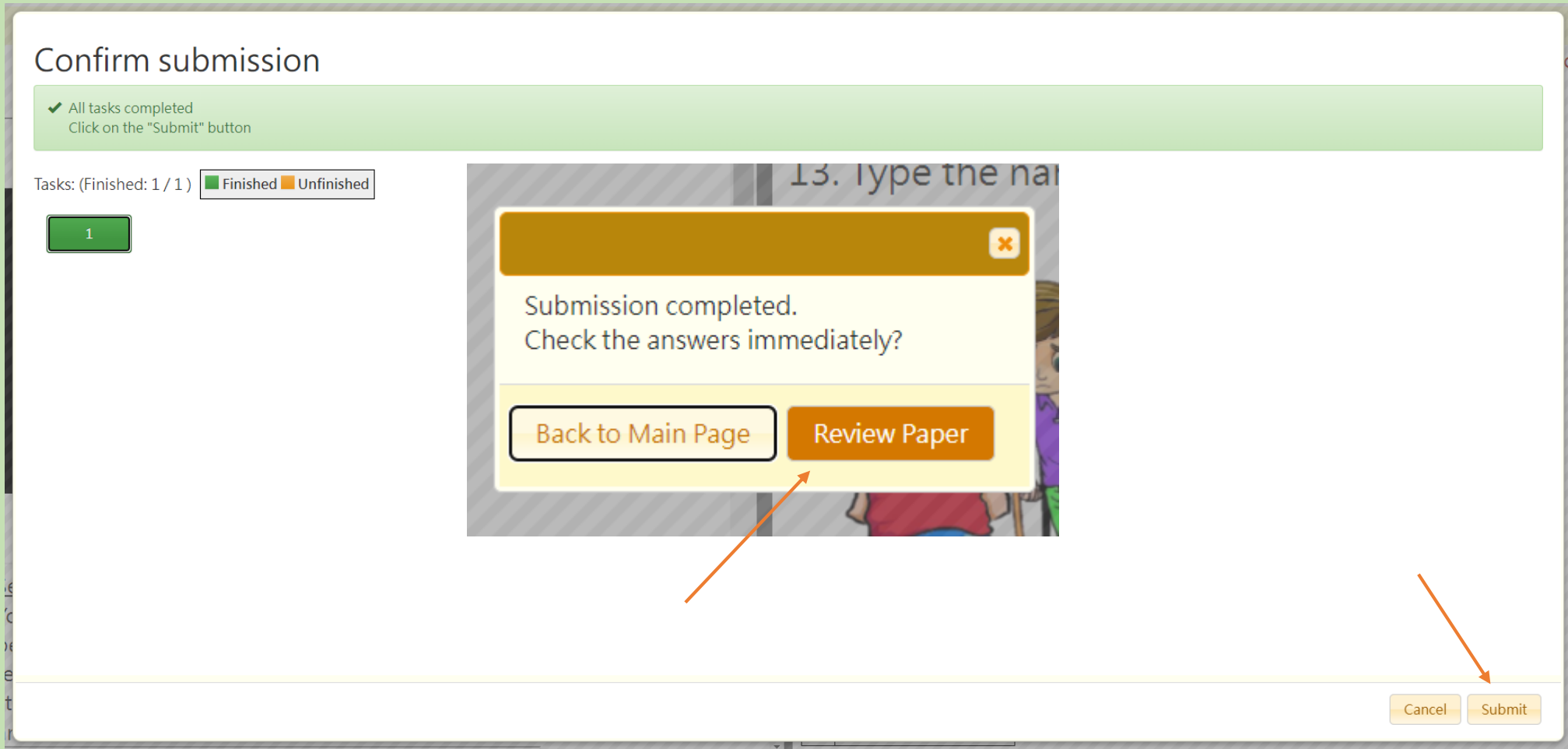
The coach uses the phrase 'the

' to describe the difficulty the players are going to face.

3. Which picture shows what the coach wants Phil to do?



Student's interface (Listening)



Student's interface (Listening)

聆聽部分

Listening Component

04:25

Section 1

You will hear the coach of Johnson School Basketball Team giving a team talk before their semi-final cup match against another school. Listen to the recording and answer the following questions. You now have 30 seconds to study the task. At the end of Section 1, you will have one minute to tidy up your answers.

1. Match Fact about (i) has a (ii) the s (iii) has won this competition 7 times before. Victoria School

2. Fill in each blank with ONE word only to complete the following sentence:
The coach uses the phrase 'the top of the game' to describe the difficulty the players are going to face.

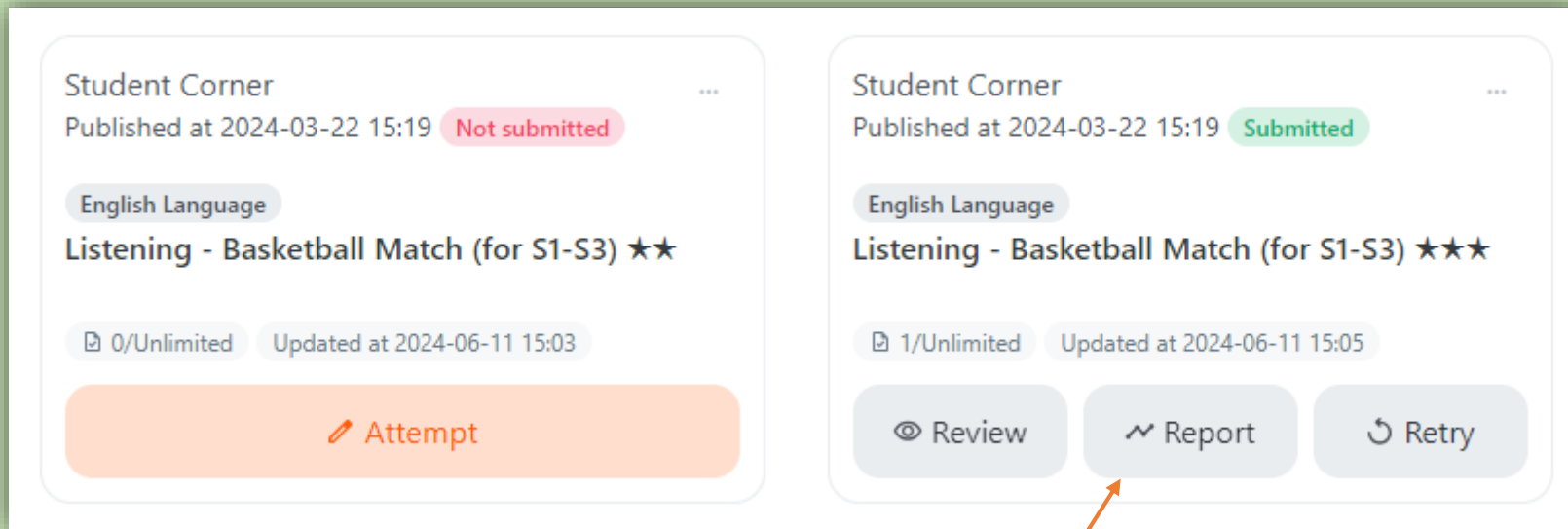
3. Which picture shows what the coach wants Phil to do?

A. Phil

Phil

Automated marking provided with correct answers

Student's interface (Listening)



Student's interface (Listening)

Score

Paper title

Listening - Basketball Match (for S1-S3) ★★★

Name

學生十六 / Student 16

Items total

22

Submit time

2024-06-11 15:05

Task/item coverage

Full curriculum

Class - No.

S6A - 1

Paper type

Student Self-selected Assessments

Individual report

Paper Analysis (Individual)

22 Computer-marked question(s)

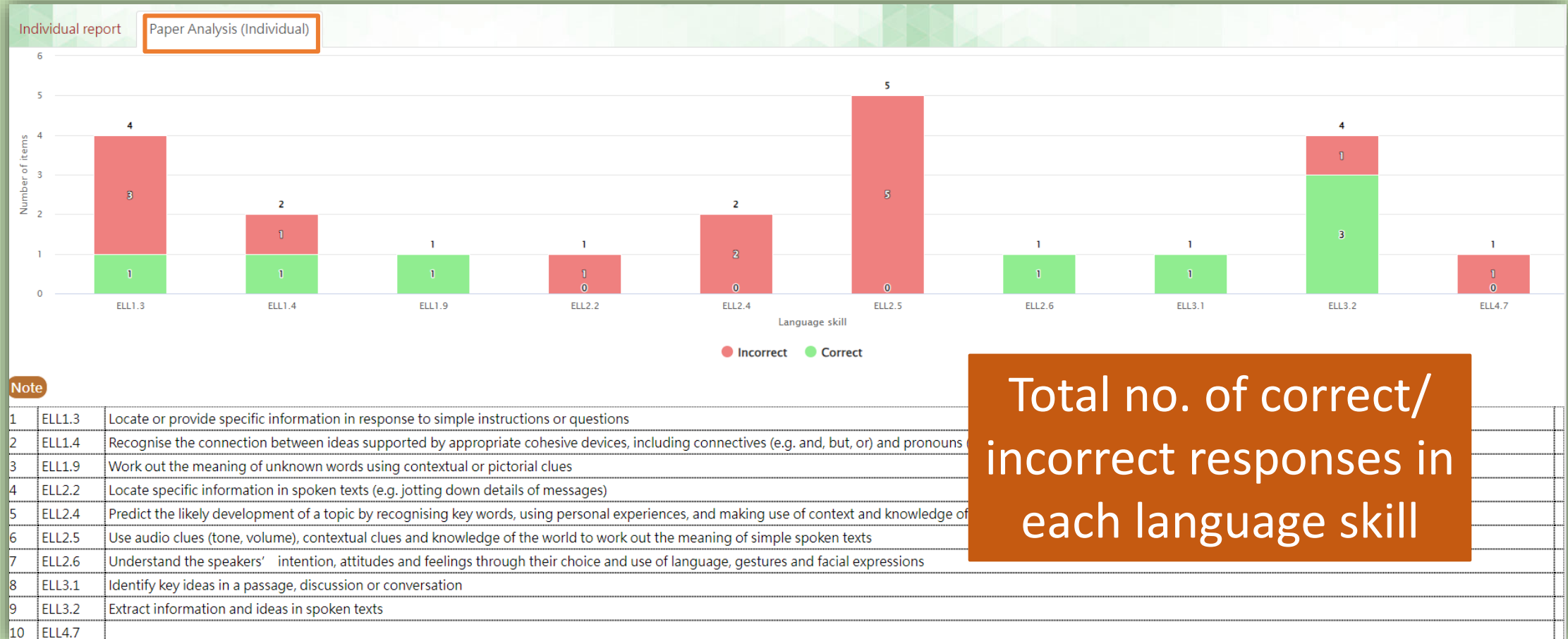
8 ✓

14 ✕

Item No.	Suggested answer	Student answer	Correctness	Language skill
1-1_1	Johnson School	Johnson School	✓	ELL3.2
1-1_2	Selford School	Selford School	✓	ELL3.2
1-1_3	Victoria School	Victoria School	✓	ELL3.2
1-2_1	odds	top	✕	ELL2.5
1-2_2	are	of	✕	ELL2.5
1-2_3	against	the	✕	ELL2.5
1-2_4	us	game	✕	ELL2.5
1-3	C	C	✓	ELL1.9
1-4	B, E	B, D	✕	ELL3.2
1-5	B	B	✓	ELL3.1
1-6	C	B	✕	ELL2.5
1-7	A, E	D	✕	ELL2.2
1-8_1	Johnson	Johnson	✓	ELL1.4
1-8_2	45	87	✕	ELL1.4
1-9_1	40	50	✕	ELL2.4
1-9_2	40	65	✕	ELL2.4
1-10	D	D	✓	ELL2.6
1-11	A	B	✕	ELL4.7
1-12_1	blocking	shooting	✕	ELL1.3
1-12_2	passing	passing	✓	ELL1.3

Language Skills

Student's interface (Listening)



Teacher's interface (Listening)

Students' answers

Result detail

Paper Analysis (All Students)

Class

-

Status

Submitted (2)

Download

Students answers

Name	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1_1	1-1_2	1-1_3	1-2_1	1-2_2	1-2_3	1-2_4	1-3	1-4	1-5	1-6	1-7	1-8_1	1-8_2	1-9_1	1-9_2	1-10	1-11	1-12_1	1-12_2	1-13_1	1-13_2
學生十六 / Student 16	Submitted	2024-06-11 15:47	7	0	2	Johnson School	Victoria School	Johnson School					C	A, D	D	A	B, C	Johnson	45	40	40	A	C	bouncing	passing		
學生十七 / Student 17	Submitted	2024-06-11 15:40	18	0	1	Johnson School	Selford School	Victoria School	odds	are	against	us	C	B, E	B	C	C	Johnson	45	40	40	D	B	blocking	passing	john	johnson
	Total number of student responses					2	1	1	1	1	1	1	2	1	1	1	0	2	2	2	2	1	0	1	2	0	0
	Correct percentage					100%	50%	50%	50%	50%	50%	50%	100%	50%	50%	50%	0%	100%	100%	100%	100%	50%	0%	50%	100%	0%	0%
	Language skill					ELL3.2	ELL3.2	ELL3.2	ELL2.5	ELL2.5	ELL2.5	ELL2.5	ELL1.9	ELL3.2	ELL3.1	ELL2.5	ELL2.2	ELL1.4	ELL1.4	ELL2.4	ELL2.4	ELL2.6	ELL4.7	ELL1.3	ELL1.3	ELL1.3	ELL1.3

Teacher's interface (Listening)

Listening - Basketball Match (for S1-S3) ★★★

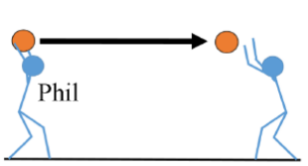
Question No.: 1-1_2 [Task name: Basketball Match]

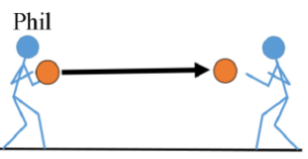
(ii) the school that lost last time

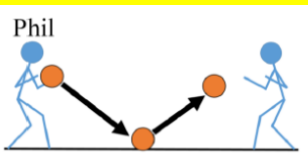
(iii) has won this competition 7 times before.

2. Fill in each blank with ONE word only to complete the following sentence:
The coach uses the phrase 'the are us' to describe the difficulty the players are going to face.

3. Which picture shows what the coach wants Phil to do?

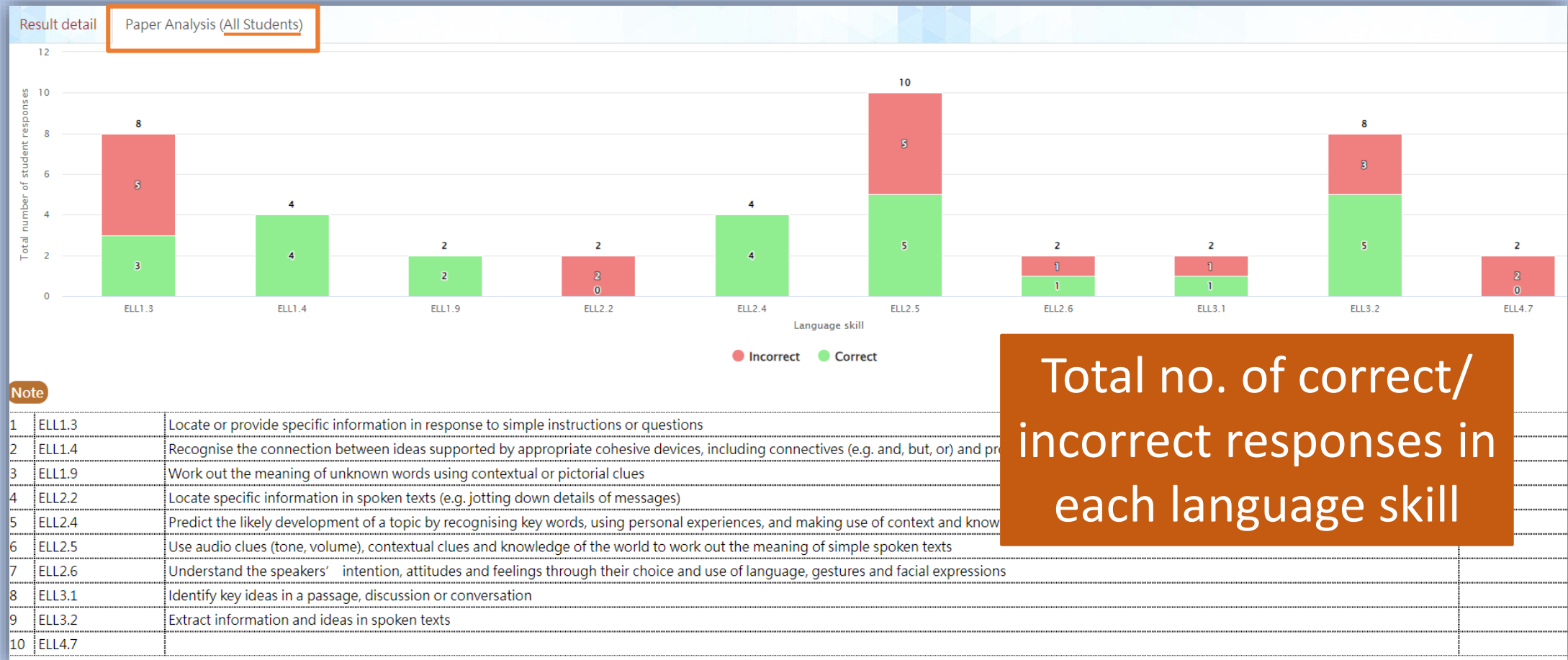
A. 

B. 

C. 

Teacher can view
student's
performance in detail

Teacher's interface (Listening)



Student's interface (Writing)

1 / 1

Browse tasks

Save

Submit

Quit


Super Veggie Pizza

Steps

- (i) _____ the flour and yeast with some salt.
- (ii) _____ in the water to make a dough.
- (iii) _____ the dough on a surface into a circle.
- Put it (iv) _____ an oiled baking sheet.
- (v) _____ the cherry tomatoes into halves and cut the tomato into pieces.
- (vi) _____ them over the dough.
- Cut the green olives and mushrooms (vii) _____ pieces. Spread them over the dough together with the cheese.
- Heat the oven to 240°C (viii) _____ 5 minutes.
- (ix) _____ the pizza in the oven for 12 minutes until it is crisp and golden around the edges.
- Scatter the parsley (x) _____ the top to serve.

Ingredients

- 100g whole wheat flour
- 7g yeast
- a tomato
- 10 cherry tomatoes
- 25g cheese
- 8 green olives



Part A

- (i) Mix ✓
- (ii) Roll ✗
- (iii) Put ✗
- (iv) on ✓
- (v) Spread ✗
- (vi) Heat ✗

Guided writing
part –
automated
marking

Part B

Your answer: text_plain.txt [Download](#)

Uploaded at: 2024-06-11 16:40:11

* No automated marking for this item *

(xi) Cut ✗

Writing part –
manual
marking

Student's interface (Writing)

Part B

Your answer: --

Upload * Text entry

Super Simple Fruit Salad
Ingredients:
2 Apples
1 Banana
1 cup of grapes

Save and Upload * Answer changed, please save.

Word Count: 114

Students can either upload a word file or enter the text in the box provided.

Teacher's interface (Writing)

The screenshot displays a user interface for a writing task. At the top, it says 'Student Corner' and 'Published at 2024-03-22 15:20' followed by a green 'Ready' status tag. Below this, there is a language selector 'English Language' and a red status tag with an exclamation mark icon and the text 'Manual marking (Pending)'. The task title is 'Writing - Making a Healthy Dish (for P4-P6)' with two stars below it. Further down, it shows '1' with a document icon and 'Updated at 2024-03-23 00:00'. At the bottom, there are three buttons: 'Content' with a pencil icon, 'Preview' with an eye icon, and 'Report' with a checkmark icon. Two orange callout boxes with arrows point to specific elements: one labeled 'Status' points to the 'Manual marking (Pending)' tag, and another labeled 'Marking' points to the 'Report' button.

Status

Student Corner
Published at 2024-03-22 15:20 Ready

English Language ! Manual marking (Pending)

Writing - Making a Healthy Dish (for P4-P6)
★★

1 Updated at 2024-03-23 00:00

Content Preview Report


Marking

Teacher's interface (Writing)

☒ Marking added
☒ Awaiting for marking, teacher may click the icon to add feedback

Result detail
Paper Analysis (All Students)

Class -
Status Submitted (1)
Student answer
Hide/Show answers
Download Options

Class - No. ▲	Name	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7	1-8	1-9	1-10	1-11
S6A - 1	學生十六 / Student 16	Submitted	2024-06-11 16:43	4	1 (1)	2	✓	✗	✗	✓	✗	✗	✓	✗	✗	✓	
		Total number of student responses					1	0	0	1	0	0	1	0	0	1	0
		Correct percentage					100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%
		Language skill					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	EWP1.3, EWP2.2, EWP2.6

Note

1	EWP1.3	Provide personal ideas and information based on a model or framework provided
2	EWP2.2	Plan and organise information, and express own ideas and feelings by - identifying purpose and audience for a writing task - deciding on the sequence of content
3	EWP2.6	Use a small range of language patterns (e.g. different verb forms and sentence patterns)

Teacher's interface (Writing)

Student answer:

text_plain.txt [Download](#) [Save as .docx file](#) [Preview](#)

Teacher feedback: [Attachments](#)

[Assessment rubrics](#)

Student answer in previous submissions

2024-06-11 16:40 +

E2W003M Making a Healthy Dish (February 2024)
Assessment Rubrics

Assessment rubrics for Teachers (Making a Healthy Dish (February 2024) - E2W003M2)

Students need to include the following in his/her recipe:

A. Content

- i. The name of the dish
- ii. Ingredients and steps to make the dish
- iii. Why the dish is healthy

B. Language

- i. Use imperatives to describe the steps
- ii. Use appropriate action verbs to describe the steps of making the dish
- iii. Use appropriate quantifiers to describe the amount of the ingredients

Teacher's interface (Writing)

Student: S6A - 1 學生十六 / Student 16 [Task name: Making a Healthy Dish (February 2024)]

Question No.: 1-11

Student answer:

text_plain.txt

Download

Save as .docx file

Preview

Teacher feedback:

Attachments

Add template feedback

Teachers can use own words

Vocabulary & Sentence Patterns

You have used a lot of well-chosen vocabulary and sentence patterns.

You have used some well-chosen vocabulary and sentence patterns.

You have used a limited range of vocabulary and sentence patterns.

Your choice of words affects understanding.

Student answer in previous submissions

2024-06-11 16:40 +

or the canned messages to give feedback

Part B

Your answer: text_plain.txt

Download

* No automated marking for this item *





Teacher feedback:

You have provided some relevant ideas, but you have not explained them well.

What Ss receive

Student's interface (Speaking)

You like stars a lot. Your teacher has asked you to share a poem about stars with the whole class.

<u>Little Stars</u>	
Twinkle twinkle little stars, You are in the sky so high and far. In the dark, you are big and bright, Guide me through the lonely night.	 Stanza 1 00:15
 Oh, little stars, you're like diamonds, Creating hundreds of magic moments. You make me smile and bring me dreams, Even though I'm sleeping you make me beam.	 Stanza 2 00:17
Stars, stars, little stars, You're loved just as you are. Let's dream big and wide, I know you'll always be by my side.	 Stanza 3 00:15

Your answer: E1S007M_Stanzas 1-3.mp3

Remove

Download

0:00 / 0:47



Uploaded at: 2024-06-12 09:57:44

Upload

Record

Students can either upload
or record their performance

Confirm Upload

Audio clips are available for
students' reference

Teacher's interface (Speaking)

Teacher can listen to student's performance

Student answer:



Teacher feedback:

Attachments ▾

Assessment rubrics

Teacher can use canned messages or own words to give feedback

E1S007M

Twinkle Twinkle Little Stars

Assessment rubrics for Teachers (Twinkle Twinkle Little Stars – E1S007M):

Students need to include the following in the reading aloud:

Volume

- Students read out the poem loudly enough.

Pronunciation

- Students pronounced the words accurately.

Clarity

- Students spoke clearly with appropriate pausing and intonation.

Confirm

Back