鳳溪廖潤琛紀念學校

善用電子評估
提高學生自學能力

彭慧敏老師(英文科主任)
高家明老師(英文科主任)

每個學生都可以在
自己的台階上進步

STAR⇨網上評估系統

- 始於2016至17學年
- 結合校情
- 靈活彈性
- 即時評估報告
- 鼓勵學生自主學習

每個學生都可以在
自己的台階上進步

上一個三年發展計劃

「校情為本 聚焦評估」

關注事項

(一) 照顧學習的多樣性

(二)提升學生的幸福感

(三)提升學生體藝素養

每個學生都可以在
自己的台階上進步

家課的類型多樣化

預習、作業、造句、朗讀、新聞分享、工作紙、小作家、自習課文工作紙、網上自學、電子家課、整理筆記、專題研習、資料搜集、故事導讀、閱讀課外書、親子閱讀、實驗、觀察記錄、口頭匯報、模型製作、簡報設計……

分章七

促進學習經歷的教師

小學教育課程指引

課程發展議會編訂
香港特別行政區政府教育局公布，供學校採用
二零二四年

教育局支援學生自主學習的學與教資源

教育局通函第 55/2022 號「支援學生自主學習的學與教資源」：
https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22055C.pdf

教育局通函第 58/2022 號「支援學生自主學習的資源（二）」：
https://applications.edb.gov.hk/circular/upload/EDBCM/EDBCM22058C.pdf

教育局促進學習評估資源庫——網上學與教支援

「網上學與教支援」就中、英、數三科課程內的「基本能力」，提供一些學生學習有關課題時可能出現的學習困難讓教師參考，並因應列出的學習困難，發展相應的互動練習／遊戲，作為學生網上自學的材料；或建議相應的跟進措施及學與教活動／材料，並適當地附以有關的示例供教師選用或參考，以幫助學生掌握所需的基本能力。

教育局網上學與教支援：
https://wlts.edb.hkedcity.net

教育局 STAR 學生評估資源庫

STAR 是一個協助學校、教師及學生進行「促進學習的評估」的工具，載有數以萬計涵蓋小一至中三中國語文科、英國語文科及數學科的評估題目。為持續提升學與教效能、照顧學生學習多樣性及實踐「促進學習的評估」及評估素養，平台已由涵蓋基本能力逐步擴展至中國語文科、英國語文科及數學科的全程課程。

STAR 學生評估資源庫：
https://star.hkedcity.net

小學資訊素養學與教資源套

小學資訊素養學與教資源套：
https://edcity.hk/r/pri_il_resourcepack

7-46　小學教育課程指引

小學教育課程指引　7-47

4

網上延伸學習 https://fklys.edu.hk/

學校網頁連結

英文科 – 使用STAR

- 目標清晰
- 涵蓋讀寫聽說
- 題型多元化
- 電腦即時批改
- 評估報告分析

每個學生都可以在
自己的台階上進步

英文科

Marking	Paper title
All	
Automated marking	6A Reading 2024-01-18
Automated marking	6A Reading 2024-01-12
Automated marking	6A Reading and Read Aloud 2024-01-05
Automated marking	P6 Reading 2023-12-15 Shared: 4
Automated marking	P3 Reading 2023-12-15 Shared: 3
Automated marking	6A Reading and Read Aloud 2023-12-15
Automated marking	3D Reading 2023-12-08
Automated marking	6A Reading 2023-12-08
Automated marking	3D Reading 2023-11-30
Automated marking	6A Reading 2023-11-30

長假期功課

週末功課

英文科:事例_讀　選擇題

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

讓學生有成功感

從錯誤中學習

提高自學能力

提升學習興趣
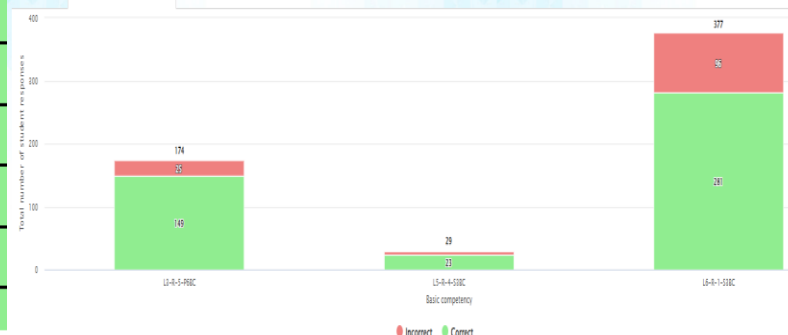
跟進 – WLTS教師版面

善用WLTS
平台資源
延伸及跟進
補救學習

英文科:事例_聽

「暗地裡」指派較難的聆聽練習，有驚喜

英文科:事例_說

學生的最愛

Class - No. ▲ Name	Status	Submit time				1-3	1-4	1-5	1-6	2-1
	Submitted	2024-01-31 20:00	2	2 (1)	1	✗	✓	✗	✗	✓	✗	✏
	Submitted	2024-01-31 20:00	3	2 (1)	1	✓	✓	✗	✗	✓	✗	✏
	Submitted	2024-01-28 13:58	6	2 (1)	1	✓	✓	✓	✓	✓	✓	✏
	Submitted	2024-01-31 20:00	3	2 (1)	1	✓	✓	✗	✗	✓	✗	✏
	Submitted	2024-01-31 20:00	5	2 (1)	1	✓	✓	✗	✓	✓	✓	✏
	Submitted	2024-01-31 20:00	0	2 (1)	1	✗	✗	✗	✗	✗	✗	✏
	Submitted	2024-01-28 15:34	3	2 (1)	1	✗	✓	✗	✓	✓	✗	✏
	Submitted	2024-01-30 20:50	6	2 (1)	4	✓	✓	✓	✓	✓	✓	✏
	Submitted	2024-01-28 21:44	5	2 (1)	1	✓	✓	✓	✓	✓	✗	✏

自己的台階上進步

朗讀

Part 1: Reading Aloud
Read the following text aloud.

Housework

We all do housework.

Dad cleans the floor every day.

Mum makes us lunch and dinner.

My sister sets the table.

My big brother washes the dishes.

I walk the dog.

We love our home!

Teacher feedback:

Attachments ▾ Add template feedback ▾

You have made some pronunciation mistakes and you read with some hestiations. But you were able to finish it. You made me proud, Tony!

Teacher feedback:

Attachments ▾ Add template feedback ▾

You have made very few or no pronunciation mistakes. You have spoken very clearly and fluently with appropriate pausing and intonation. 80/100

Confirm Back

13

看圖說故事
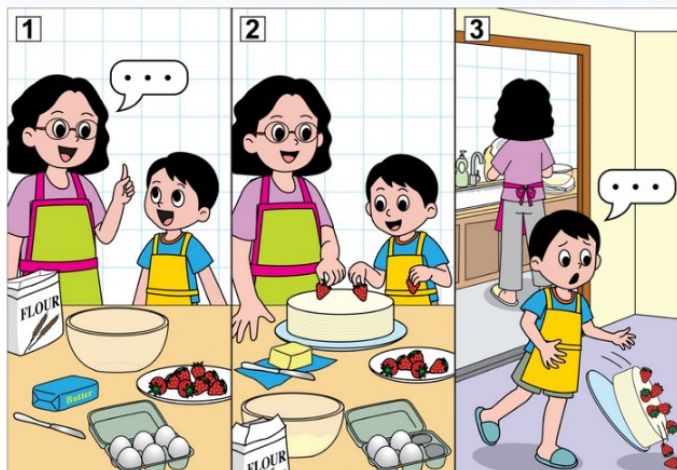
3D Reading and speaking 2024-05-02

Student: P4A - 18 馬昊輝 / MA HO FAI   [Task name: A Bad Day]   Question No.: 2

Student answer:

▶ 0:47 / 0:47   🔊 ⋮

recording.mp3   Download

Teacher feedback:

I like the way you told the story with intonation and expressions. But why is Tom afraid? You can tell me more! Good job, Don!

Student: P4A - 12 郭端兒 / KWOK EFFY   [Task name: A Bad Day]   Question No.: 2

Student answer:

▶ 0:00 / 0:46   🔊 ⋮

recording.mp3   Download

Teacher feedback:

Attachments ▾   Add template feedback ▾

You have used some well-chosen vocabulary and sentence patterns. You have made very few or no grammatical mistakes. You have made very few or no pronunciation mistakes. You have spoken very clearly and fluently with appropriate pausing and intonation. You have provided some relevant ideas. They are explained with some details. You have organised and connected your ideas quite well. Well done, EFFY

Confirm   Back

14

學生自選評估

學生自選評估

學生可以自選難度挑戰

Teacher Assigned Assessments ∨   Student Self-selected Assessments ∨

Places and Activities (for P1-P3)

- Let's have some fun (★= easy; ★★= average; ★★★= challenging)

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

English Language ⊘ Automated marking
☐ Reading - Tim's Class Picnic (for P1-P3) ★

📄 32   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ⊘ Automated marking
☐ Reading - Tim's Class Picnic (for P1-P3) ★★

📄 15   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ⊘ Automated marking
☐ Reading - Tim's Class Picnic (for P1-P3) ★★★

📄 14   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ⊘ Automated marking
🎧 Listening - Hiking (for P1-P3) ★

📄 9   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ⊘ Automated marking
🎧 Listening - Hiking (for P1-P3) ★★

📄 5   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ⊘ Automated marking
🎧 Listening - Hiking (for P1-P3) ★★★

📄 5   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ! Manual marking (Pending)
✍ Writing - Making a creative dish (for P1-P3) ★★

📄 4   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

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

English Language ! Manual marking (Pending)
🗣 Speaking - Going on a picnic (for P1-P3) ★★

📄 1   Updated at 2024-03-23 00:00

☑ Content   ⊚ Preview   ⩘ Report

16

Result detail | Paper Analysis (All Students)

Class [- ⌄]   **Status** [Submitted (14) ⌄]   **Student answer** [Hide/Show answers]   [Download]

Class No.	Name	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5
		Submitted	2024-04-21 11:46	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-04-28 18:03	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-05-06 20:48	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-05-06 14:45	3	0	1	✔	✔	✘	✘	✔
		Submitted	2024-08-29 20:39	2	0	1	✘	✘	✔	✔	✘
		Submitted	2024-09-01 14:07	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-07-29 21:59	5	0	1	✔	✔	✔	✔	✔
		Submitted	2024-09-16 18:33	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-04-28 20:50	3	0	1	✔	✔	✘	✘	✔
		Submitted	2024-05-17 19:36	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-04-28 17:17	4	0	2	✔	✔	✘	✔	✔
		Submitted	2024-05-01 10:50	4	0	1	✔	✔	✔	✘	✔
		Submitted	2024-09-24 17:52	1	0	1	✔	✘	✘	✘	✘
		Submitted	2024-06-02 18:10	1	0	1	✘	✘	✔	✘	✘
		Total number of student responses					12	11	10	3	11
		Correct percentage					86%	79%	71%	21%	79%
		Language skill					ERC2.12	ERC2.3	ERC1.4	ERC2.12	ERC2.8

Note

1	ERC1.4	Identify key words for the main idea in a sentence	
2	ERC2.12	Understand intention, attitudes and feelings conveyed in a text by recognising features such as the choice and use of language and images	
3	ERC2.3	Recognise recurrent patterns in language structure (e.g. word structure, word order, sentence structure)	
4	ERC2.8	Predict the likely development of a topic by recognising key words, using personal experiences, and making use of the context and knowledge of the world	

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照顧學習多樣性 -拔尖班

	Status	Submit time	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5	1-6	1-7
	Submitted	2024-10-02 19:55	6	0	3	✔	✔	✔	✔	✔	✔	✘
	Submitted	2024-09-30 20:38	5	0	1	✔	✔	✔	✔	✘	✔	✘
	Submitted	2024-09-30 16:55	4	0	1	✔	✔	✔	✘	✔	✘	✘
	Submitted	2024-10-03 17:54	5	0	2	✔	✔	✔	✔	✘	✘	✔
	Submitted	2024-10-04 10:52	6	0	1	✔	✔	✔	✔	✔	✘	✔
	Total number of student responses					5	5	5	4	3		
	Correct percentage					100%	100%	100%	80%	60%	40%	40%
	Overall correct percentage (OCP)[1]					N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Basic competency					L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-5-P6BC	L3-R-6-P6BC	L3-R-6-P6BC	L3-R-5-P6BC

[1]Remark: The data of the "Overall Correct Percentage" (OCP) came from the students of the schools participating in the "Gainful Use of Territory-wide System Assessment Materials", and is calculated using the weighting factors simulating a distribution representing all schools in Hong Kong. The OCP is the percentage of participating students who answered individual questions correctly. It is not equivalent to the "Attainment Rate" of overall students in individual subjects of the "Territory-wide System Assessment".

Note

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

2. L3-R-6-P6BC: Applying simple reference skills with the help of cues.
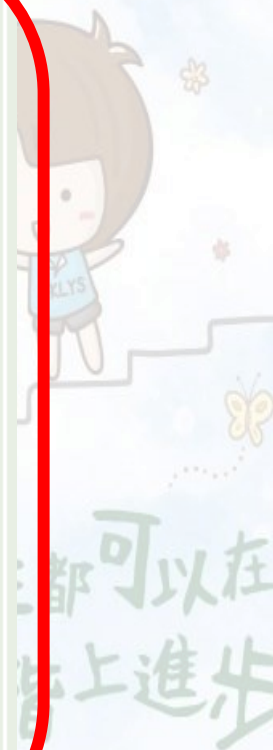
跟進 - WLTS教師版面

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

Search | Sitemap | Contacts | 繁體 | EN

| OUR AIM | CHINESE LANGUAGE | ENGLISH LANGUAGE | MATHEMATICS | STUDENT ZONE |

ENGLISH LANGUAGE

SEARCH RESULTS

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

Learning Objectives

Key Stage 1 (Primary 1 - 3)

Key Stage 2 (Primary 4 - 6)

Key Stage 3 (Secondary 1 - 3)

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

➕ Listening

➖ Reading
L3-R-2-P6BC -
Reading aloud unfamiliar
words with a range of vowel
and consonant sounds in

🔍 SEARCH AGAIN

Suggested Follow-up Activities | Other Resources | Research Report | Related Module

Suggested Follow-up Activities

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

1 Learners are not able to apply simple reference skills to obtain information about the reading material from the blurbs, glossaries, book covers, tables of content and other resources.

2 Learners are not able to apply simple reference skills to locate information in materials like price lists, maps, menus, webpages, charts and directories.

3 Learners are not able to apply simple reference skills to use picture dictionaries or word books to check meaning and spelling.

2. Learners are not able to apply simple reference skills to locate information in materials like prices lists, maps, menus, webpages, charts and directions.

跟進－WLTS教師版面

I Love China

I Love China

🗂 Preview ›
⬇ Download ›

Learners learn how to find different resources related to China from the Internet, books, newspapers and realia in their surrounding environment. They can develop their vocabulary, reference, library and information skills

Related Module: We Love Hong Kong

1 **2**

Super Word Kid
1 - Library Break

SuperWordKid 1
Library Break!

🗂 Preview ›
⬇ Download ›

2 - Comic Freeze

SuperWordKid 2
ComicFreeze!

🗂 Preview ›
⬇ Download ›

Learners learn how to find different resources related to China from the Internet, books, newspapers and realia in their surrounding environment. They can develop their vocabulary, reference, library and information skills

Related Module: We Love Hong Kong

2 **3**

照顧學習多樣性 - 輔導班

- 成績稍遜
- 學習動機較低
- 缺乏自信

- 學生數目較少
- 有適切的照顧
- 多元化評估

照顧學習多樣性 –輔導班

Class	-		Status	All (8)			Student answer	Hide/Show answers												Download

Class No. N...		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	1-12
		Submitted	2024-10-07 15:33	8	0	5	✗	✓	✓	✓	✗	✓	✗	✓	✓	✓	✗	✓
		Submitted	2024-10-07 15:26	8	0	3	✓	✓	✓	✓	✗	✓	✓	✗	✗	✓	✓	✗
		Submitted	2024-10-07 15:30	5	0	2	✓	✗	✗	✓	✗	✓	✓	✗	✓	✗	✗	✗
		Submitted	2024-10-07 15:28	5	0	3	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✗	✗
		Submitted	2024-10-07 15:34	11	0	12	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓
		Submitted	2024-10-07 15:33	12	0	14	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Submitted	2024-10-07 15:28	7	0	4	✓	✓	✗	✗	✗	✓	✓	✓	✗	✓	✓	✗
		Not submitted																
		Total number of student responses					5	6	4	5	3	7	5	5	5	4	4	3
		Correct percentage					71%	86%	57%	71%	43%	100%	71%	71%	71%	57%	57%	43%
		Overall correct percentage (OCP)[#1]					N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Basic competency					L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC	L2-R-5-P3BC

Note			
1	L2-R-5-P3BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	WLTS

1. L2-R-5-P3BC: Using a small range of reading strategies to understand the meaning of short and simple text with the help of cues

跟進 – WLTS教師版面

3. Learners are not able to predict the meaning of unfamiliar words using contextual and pictorial clues.

跟進 - WLTS教師版面

Saving Princess Nancy Preview › Download ›	Learners learn to use adjectives to describe people's appearance and personality, and to arrange the adjectives in a proper order through PowerPoint presentations, interactive listening games, classroom activities and writing tasks. **Related Module:** The World Around Us	3 7	190	✓
Signs and Instructions Preview › Download ›	Learners learn about signs and instructions through singing and an interactive listening activity. **Related Module:** Caring and Sharing	4	55	✓
Stories of Animals Preview › Download ›	By reading a story about animals, learners develop the skills of deriving meaning from words, sentences and texts. They also learn to use contextual and visual clues to understand the meaning of the story. **Related Module:** The World Around Us	1 3	20	✓
Student Cards Preview ›	Learners learn to look for specific information from student cards and personal recounts by identifying the key words. **Related Module:** Me, My Family and Friends	1 4	45	✓

跟進 - WLTS教師版面

- 教學簡報
- 提供教案讓老師參考

Related Basic competencies:	
L2-R-5-P3BC:	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues

Activity	Description	Duration (mins.)	For students' self-access
Part 1 PowerPoint Presentation	A PowerPoint presentation: This activity helps learners develop the skills of deriving meaning from words, sentences and texts.	10	✔
Part 2	An interactive activity: This activity provides learners with experience in using contextual clues and pictorial clues.	10	✔

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跟進 – WLTS學生版面

- 互動遊戲
- 簡單
- 有趣味
- 從遊戲中學習

學生可自行
在家做練習

Playing with Sounds -
Listen and Choose

Cover - Lost in the
Forest I

Saving Princess Nancy

Sight Word Park 1 –
Water Splash

Sight Word Park 2 –
Sight Word Hunter

Sight Word Park 3 –
The Spelling Cannon

Sight Word Park 4 –
Sight Word Express

Stories of Animals

Student Cards 1

Student Cards 2

STAR 的效能

學生層面：
- 提高學生學習動機
- 自我檢視
- 自我調整
- 個人的學習紀錄

每個學生都可以在
自己的台階上進步

STAR 的效能

教師層面：
- 連繫教學重點及學生學習能力
- 照顧學習多樣性
- WLTS為鞏固學與教提供豐富的學習資源
- 教師專業提升

我們相信

THANK YOU

每個學生都可以在
自己的台階上進步