



NORTH POINT METHODIST PRIMARY SCHOOL

**Experience sharing on using the SA
system**

SCHOOL BACKGROUND

- AM and PM schools
- Four P.5 classes
- Three groups in English lessons
Class A & C, higher ability
Class B & D, two small groups
- Students' abilities vary



YEAR PLAN

Addressing School Key Concern 1: **Further enhance the capabilities of students by promoting effective learning and teaching.**

(Obj.→Objective IP→Implementation Period TR→Teacher(s) Responsible EM→Evaluation Method CO→Coordination with other groups/ organizations)

Objectives: 1. Encourage students to establish good learning habits and take an active role in learning.

Action Plan	IP	Success Criteria	EM	TR	CO	Resources
<p>1.2</p> <p>Engage students in self-access language learning on their own initiative through explicit teaching of effective learning strategies. The array of reading strategies should be taught and consolidated in the KS1 PLPR lessons and KS2 Reading Workshops. The strategies are Previewing, Predicting, Skimming and Scanning, Guessing from context, Graphic and Semantic Organizers such as <u>Mindmap</u>, KWL, Venn-Diagrams, Story Hand, Storyboard/ Chains of events, Cause –and-effect, Answering and Generating questions and Summarizing.</p> <p>The following are the targeted strategies for developing students' reading skills in each level.</p> <p>P1: Previewing P2: Predicting ,Story hand P3: Story board, Generating questions P4: Skimming and Scanning, Venn-Diagrams P5: Skimming and Scanning, Cause-and-effect P6: KWL, Cause-and-effect, Summarizing</p>	Sep 2013 to July 2014	<ul style="list-style-type: none"> Each level chooses 1-2 learning strategies of reading and writing <u>skills</u> and conducts them in the lessons 2-3 times in the first term. It should be revealed in the pre-task activity task sheets or in the quality assignments. 	<ul style="list-style-type: none"> Co-planning records Co-planning overviews Student work (H,A,L) Panel meeting minute KS1 PLPR and KS2 Reading Workshop lesson plans 	<ul style="list-style-type: none"> PSMCD Panel Heads Level Co-ordinators NETs and CNETs 		<ul style="list-style-type: none"> Teacher reference books School English <u>programme</u> handbook

REASONS FOR JOINING THE PILOT SCHEME

- Previous experience in using the SA
- P.5 students are weak in Reading
- An additional assessment tool is needed




STUDENT ASSESSMENT PILOT SCHEME

- Focus on one dimension: Reading
- BC involved: *‘Using a range of reading strategies to understand the meaning of simple texts with the help of cues’*
- Administered a Pre-test for diagnostic purpose
- Meeting with EASD officer to discuss the results



PRE-TEST (JANUARY 2014)

- Three Reading tasks
- Two drama scripts and one itinerary

Part 1 


Eva is in the drama club. She is reading her lines.
Read Scene I.

Characters: Eva (student)
Philip (student)

Setting: Philip and Eva are in their classroom. They are talking to each other.




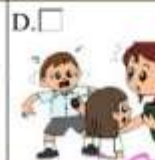
Scene I

Eva: Philip, have you finished your English project? It's due tomorrow.
Philip: Tomorrow! I completely forgot!
Eva: What have you done so far?


Choose the best answer . 

7. Which picture is about the text?

A. ☐ B. ☐ C. ☐ D. ☐

BACK **NEXT**

Part 2 


Eva is in the drama club. She is reading a play. Read Scene II of the play.

Characters: Philip (student)
Mrs Law (teacher)

Setting: Philip is talking to Mrs Law in the staff room.

Scene II

Philip: I'm sorry, Mrs Law. I won't be able to finish my English project in time


Choose the best answer . 

1. Who is Mrs Law?

☐ A. Philip's mother
☐ B. The English teacher
☐ C. The school principal
☐ D. Philip's class teacher

Whole passage

BACK **NEXT**

Part 3 


Mark is going on a tour of Istanbul tomorrow. He is reading about the tour.
Read about the tour and answer the questions.

Itinerary for the Istanbul Walking Tour

Wednesday Morning

Turkish Breakfast in Hotel 7:00-8:00	Turkish bread and cheese along with butter, olives, eggs, tomatoes, cucumbers, green peppers and Turkish fruit jam
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Questions

Choose the best answer. 

4. In this itinerary, what does the word 'Depart' mean?

☐ A. Join
☐ B. Enter
☐ C. Leave
☐ D. Pay admission

Whole passage

BACK **NEXT**

PRETEST RESULTS

Save	Item Number Total 25 Item(s)																								
Corr.Tot. (Items)	P1 1	P1 2	P1 3	P1 4	P1 5	P1 6	P1 7	P1 8	P1 9	P2 1	P2 2	P2 3	P2 4	P2 5	P3 1	P3 2	P3 3	P3 4	P3 5	P3 6	P3 7	P3 8	P3 9	P3 10	P3 11
0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
9	D	C	A	C	B	A	C	A	C	B	A	C	C	C	D	C	C	D	A	C	B	C	B	A	C
25	B	C	B	C	D	D	A	A	B	B	A	D	B	B	D	C	B	C	C	A	A	B	B	C	C
13	D	C	D	C	A	C	A	A	B	B	A	D	C	B	D	A	B	A	A	A	D	A	B	A	D
20	B	C	B	C	D	D	A	B	B	B	A	D	D	B	D	C	B	D	C	A	D	B	B	C	A
18	B	D	B	C	D	C	D	A	B	B	A	D	B	B	D	C	A	C	C	C	C	D	B	C	C
13	D	C	B	D	B	D	A	A	B	B	A	D	D	B	D	C	A	A	B	C	B	D	B	B	B
6	C	C	D	A	B	A	D	B	B	B	B	A	C	A	C	A	B	C	A	A	B	C	D	A	A
12	C	C	B	C	D	B	A	A	B	B	C	D	D	C	D	C	B	D	D	D	B	D	C	D	D
12	C	C	D	B	A	B	A	B	C	B	A	D	A	A	D	C	B	B	A	A	A	B	A	C	B
12	C	C	D	B	A	A	A	A	B	B	A	C	B	A	D	A	B	A	B	A	A	B	C	A	D
11	A	D	D	C	D	D	A	A	B	B	A	D	A	A	A	C	C	D	B	C	D	A	D	C	B
8	C	C	B	B	B	A	B	A	B	B	A	B	A	B	A	B	C	D	A	B	C	D	A	B	C
5	C	A	D	B	D	C	A	C	C	B	B	C	C	B	C	B	D	D	C	B	C	C	A	D	B
12	B	C	A	C	D	A	A	A	C	B	C	B	B	D	B	B	A	B	A	A	A	B	B	B	A
7	C	B	B	D	A	B	B	B	C	B	—	A	B	B	C	B	B	A	C	B	C	B	C	A	B
14	A	C	C	C	D	A	D	A	B	B	A	D	B	B	D	C	B	C	D	C	C	C	D	A	B
6	A	D	B	D	B	B	A	B	C	B	A	A	D	B	C	D	A	A	C	D	B	C	A	B	A
11	B	B	B	C	A	C	A	A	C	B	C	D	B	A	A	C	B	C	B	C	B	C	D	B	D
10	A	A	B	C	D	B	C	A	B	B	B	B	D	B	C	B	A	B	A	A	D	B	B	A	B
6	D	C	B	B	C	B	B	D	C	D	C	D	D	A	C	D	A	D	A	C	B	B	C	C	C
16	B	C	B	C	D	D	A	B	B	B	A	D	D	B	D	C	B	D	B	D	C	D	A	A	C
7	C	A	A	C	B	C	B	A	C	B	D	B	C	B	B	—	—	A	C	B	B	A	C	C	C
8	C	C	D	B	D	C	A	B	B	B	A	B	C	C	A	D	C	D	C	D	B	D	B	D	A
	6	15	12	13	11	5	14	14	14	22	14	12	7	13	11	11	11	5	8	8	4	8	9	7	7
Avg. 43%	25%	63%	50%	54%	46%	21%	58%	58%	58%	92%	58%	50%	29%	54%	46%	46%	46%	21%	33%	33%	17%	33%	38%	29%	29%
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

reading strategies to understand the meaning of simple texts with the help of cues (IS, KS, ES) (examples) (Web-based Learning and Teaching Support of EDB)

DATA ANALYSIS RESULTS

Testing Focus	Correct Percentage
Specific Information	42%
Unfamiliar Words	34%

- Students are weak in...
 1. scanning for specific information
 2. working out the meaning of unfamiliar words



ITEM ON 'SPECIFIC INFORMATION'

Mark is going on a tour of Istanbul tomorrow. He is reading about the tour.
Read about the tour and answer the questions.

<u>Bus leaves the Hotel</u> 8:30	
<u>Topkapi Palace</u> Arrive: 9:00 Depart 11:30	First we will visit the Topkapi Harem, which gets crowded later, then the rest of the palace.
<u>Ayasofya</u>	Next to the Topkapi Palace

Questions

Choose the best answer.



Whole
passage

2. How does the tour group travel to the Topkapi Palace?

- ☐ A. On foot
- ☐ B. By car
- ☐ C. By bus
- ☐ D. By horse

BACK

NEXT

ITEM ON 'UNFAMILIAR WORD'

Part 1



Eva is in the drama club. She is reading her lines.

Read Scene I.

Eva: Philip, have you finished your English project? It's due tomorrow.

Philip: Tomorrow! I completely forgot!

Eva: What have you done so far?

Philip: Nothing. I haven't started yet. If you do the project for me, I'll give you \$200.00.

5

Eva: Are you trying to bribe me with money? I don't think that's right. Besides, it's your project, you should do it on your own.

Philip: Oh, come on. You can help me!



Choose the best answer .



Whole
passage

3. What is the meaning of 'bribe' in line 6? Philip wants _____.

- ☐ A. to help Eva
- ☐ B. Eva to do his project
- ☐ C. to show Eva he is kind
- ☐ D. Eva to help him with his English



- Class report in excel format. Highlight items for sorting.



FOLLOW-UPS ACTIONS

- Compile items with the same testing focus. Sorted reports were used for co-planning meetings.

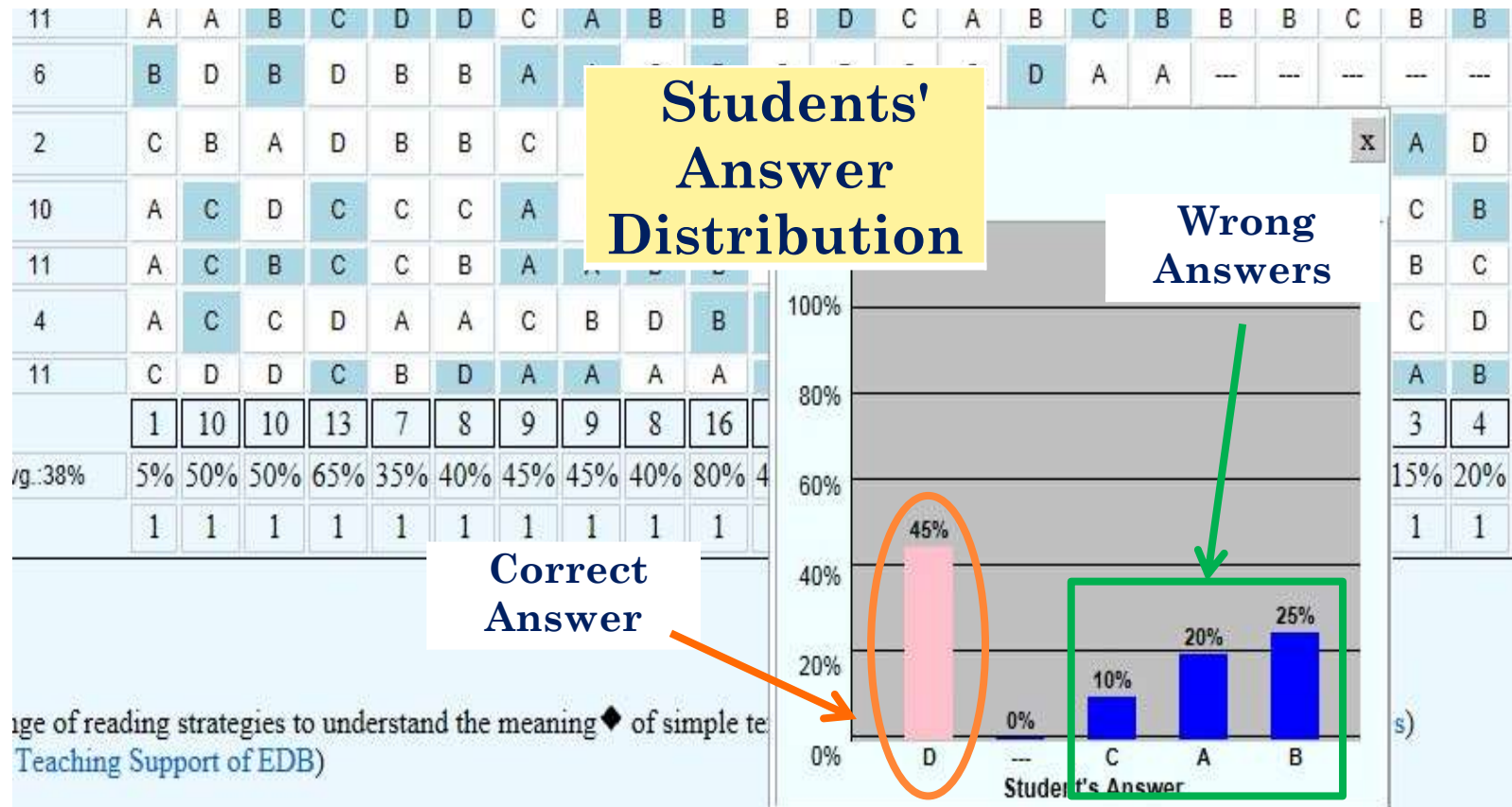
Specific Information

2013/2014							
Corr.Tot. (items) 答對總數	P1 2	P1 6	P2 2	P2 3	P3 2	P3 9	P3 10
0	---	---	---	---	---	---	---
9	C	A	A	C	C	B	A
25	C	D	A	D	C	B	C
13	C	C	A	D	A	B	A
20	C	D	A	D	C	B	C
18	D	C	A	D	C	B	C
13	C	D	A	D	C	B	B
6	C	A	B	A	A	D	A
12	C	B	C	D	C	C	D
12	C	B	A	D	C	A	C
12	C	A	A	C	A	C	A
11	D	D	A	D	C	D	C
8	C	A	A	B	B	A	B
5	A	C	B	C	B	A	D
12	C	A	C	B	B	B	B
7	B	B	---	A	B	C	A
14	C	A	A	D	C	D	A
6	D	B	A	A	D	A	B
11	B	C	C	D	C	D	B
10	A	B	B	B	B	B	A
6	C	B	C	D	D	C	C
16	C	D	A	D	C	A	A
7	A	C	D	B	---	C	C
8	C	C	A	B	D	B	D
	15	5	14	12	11	9	7
平均 44%	63%	21%	58%	50%	46%	38%	29%

Unfamiliar Word

2013/2014					
Corr.Tot. (items) 答對總數	P1 3	P1 5	P3 1	P3 4	P3 7
0	---	---	---	---	---
9	A	B	D	D	B
25	B	D	D	C	A
13	D	A	D	A	D
20	B	D	D	D	D
18	B	D	D	C	C
13	B	B	D	A	B
6	D	B	C	C	B
12	B	D	D	D	B
12	D	A	D	B	A
12	D	A	D	A	A
11	D	D	A	D	D
8	B	B	A	D	C
5	D	D	C	D	C
12	A	D	B	B	A
7	B	A	C	A	C
14	C	D	D	C	C
6	B	B	C	A	B
11	B	A	A	C	B
10	B	D	C	B	D
6	B	C	C	D	B
16	B	D	D	D	C
7	A	B	B	A	B
8	D	D	A	D	B
	12	11	11	5	4
AVG. 平均 44%	50%	46%	46%	21%	17%

FOLLOW-UPS ACTIONS (DATA EXTRACTION)



FOLLOW-UPS ACTIONS (CO-PLANNING)

- Item cap-screen with answering percentage was used to aid discussion in the meeting.

Eva is in the drama club. She is reading a play. Read Scene II of the play.

do it myself. And my Dad won't be home until Saturday. He's travelling again.

Mrs Law: It's alright to ask your classmates for help but you still need to do the work yourself. Look, I'll give you some help on how to get 10 started. Then you can hand it in next Monday instead of this Friday. I'm glad to see you smiling!

Choose the best answer .

3. Mrs Law thinks Philip should _____.

- ☐ A. wait for his dad to come home
- ☐ B. ask another classmate to do it
- ☐ C. hand in his project by Friday
- ☒ D. do the project by himself

20%

25%

Whole passage



FOLLOW-UPS ACTIONS (GE LESSONS)

- In the lessons, teachers focused on those items and explained why option A and B are not the answer.

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20%

25%

Whole passage

FOLLOW-UPS ACTIONS (READING WORKSHOP)



Passage Reading Assessment, Environment Project Introduction

Lesson: 7

Level/Class: P5 B/D

Learning Objectives

Students will be able to:

- Use skimming and scanning to gather information from the reader
- Read a passage aloud using correct intonation and rhythm
- Read about and show understanding of the 'Three Rs' (reduce, reuse, recycle)

Reading Strategies

- Skim a text to obtain a general impression or main ideas
- Scan a text to locate specific information
- Workout meaning of unknown words
- Use phonological knowledge to read aloud simple texts

Lesson Activities

- Morning Message & Lesson Objectives
- Fill in the blanks song
- Introduction to recycling
- Revise passage reading criteria & pronunciation skills
- Recycling introduction worksheet
- Passage reading assessment

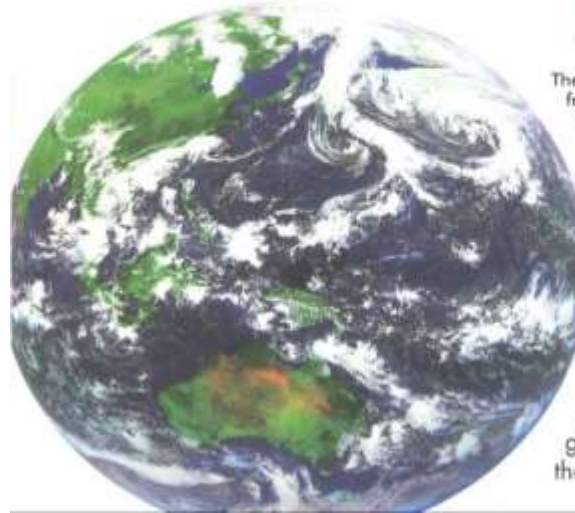
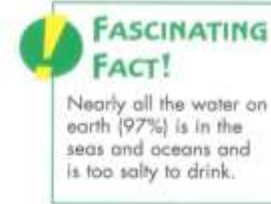
Lesson Resources

- Morning Message PPT
- Song worksheet
- Recycling Comprehension WS

FOLLOW-UPS ACTIONS (READING WORKSHOP)

Where water comes from

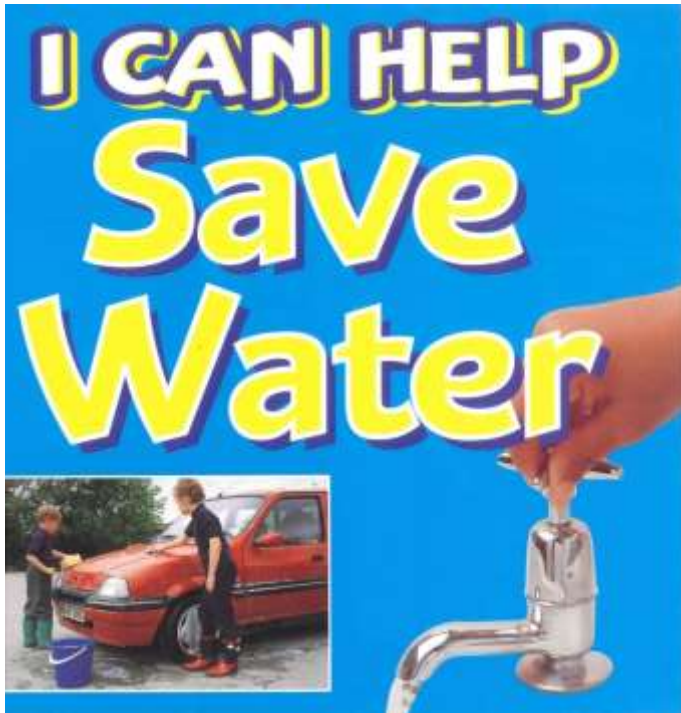
Look at this photograph of the earth taken from space. Isn't it beautiful? The blue areas are seas and oceans. The white patches are clouds, which are made of water too.



The world looks blue from space because well over half of the world is covered in sea water.

We cannot drink sea water, but seas, oceans and clouds make up part of the water cycle.

The water cycle gives us the water that we use and drink.



The Three R's: Reuse, Reduce, Recycle



Maria Rose
Illustrated by Rosa M. Curto

POST-TEST (APRIL 2014)

- Two Reading tasks
- One Poster and one Story
- Same testing focuses

Mr. Leung is reading the story about Paul.

Read it and answer the questions below.

Paul's Typhoon Day

Paul woke up early in the morning to go to school. He wakes up at six o'clock every day. Today, it was already half past six, but he was still in bed! Paul's father had gone into Paul's bedroom and told him that the No.8 typhoon signal had been hoisted. Paul said, "Yes, I know". The news was on my computer. When I saw how bad the weather was, I checked the Hong Kong Observatory website." 5

Outside the rain was very heavy and the wind was strong. The

Choose the best answer.

5. What was muesli?

Whole passage

Part 1



Terry is reading a poster about a club activity at school.
Read the poster.

SHOW YOUR CARE!

Students' Half-Yearly Visit --- Hope Elderly Home

Do you want to help people in need? Here is your chance! We are organizing a visit to Hope Elderly Home. It is a centre for people who are over 65 years old with no families. We need some volunteers to help with the following activities. All students are welcome!

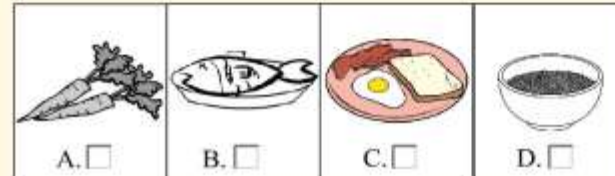
Date: 6 January 20XX

Time: 2:00 p.m. - 4:00 p.m.

Place: 23 Good Street, Sai Kung, New Territories

Activities: Magic show, drama, singing and dancing performances

How to Join: Give your name to Mr Wong (Teacher-in-charge)



5

10

POST-TEST RESULTS

Testing Focus	Correct Percentage in Pre-test	Correct Percentage in Post-test
Specific Information	42%	53%
Unfamiliar Words	34%	38%



SUGGESTIONS ON HOW TO USE THE SA

- A tool to diagnose students' learning problems
- Gather data from the class report to inform teaching
- Consolidation exercises with similar testing focus or reading text are desirable



LIMITATIONS

- Tasks are sorted only by BC and modules
- The system supports only IE
- Difficult to view reading passage for students



SUGGESTION ON THE SA INTERFACE

- Scroll up and down to read
- Difficult for students to read for references (e.g. travelling itinerary)
- Printing of reading passages

Part 3



Mark is going on a tour of Istanbul tomorrow. He is reading about the tour.
Read about the tour and answer the questions.

Itinerary for the Istanbul Walking Tour

Wednesday Morning

Turkish Breakfast in Hotel 7:00-8:00	Turkish bread and cheese along with butter, olives, eggs, tomatoes, cucumbers, green peppers and Turkish fruit jam
Bus leaves the Hotel 8:30	
Topkapi Palace Arrive: 9:00 Depart 11:30	First we will visit the Topkapi Harem, which gets crowded later, then the rest of the palace.
Avasofya	Next to the Topkapi Palace



Thank You!



Q & A

