Student Assessment Pilot Scheme Sharing Session (Mathematics)

HKBUAS Wong Kam Fai Secondary and Primary School (Primary Section)

Sharon Liu Man Ying

Background

- DSS at Shek Mun
- Mathematics in English
- IT in education (use tablets and notebooks)
- Review the progress of teaching and learning
- Assessment criteria (supporting by BC)
- Reduce the workload in drafting paper and marking
- Screening

Planning

- G3 and G6 students only
- Raise the awareness of students to self-study at home
- Easier to screen out the learning difference
- Individual mark sheet in record
- Database with levels
- Pre test for the basic knowledge
- Post test for screening the weakness
- Every Friday for 15 minutes

登錄: 2014-06-06 11:17

- 學校資料管理
- 學生評估
- 個人檔案

學生資料清單

學年： 2013/2014
學校編碼 (BCA)： P

評估名稱： G3 Friday Quiz 9
評估描述： Comparing fraction

科目： Mathematics
班別 / 組別： Hour
新建評估用戶： SMYLIU
新建日期： 2014-05-19 16:21:58
開放時段： 2014-05-19 16:30:00 至 2014-05-23 16:00:00
評估狀態： 完成

班號	名稱 (英文)	名稱 (中文)	狀態	報告
3C - 1			已嘗試	
3C - 2			已嘗試	
3C - 3			未開始	
3C - 4			已嘗試	
3C - 6			已嘗試	
3C - 7			已嘗試	
3C - 9			未開始	
3C - 10			已嘗試	
3C - 11			已嘗試	
3C - 12			未開始	

總記錄：24

<< < 1 2 3 > >>

評審準則 重新整理 返回

4	4	4	✓		• 1
5	Shade $\frac{3}{6}$ of the figure	Shade $\frac{4}{6}$ of the figure	✗	• Unable to understand the concept of fractions as a part of one whole	
6	D	D	✓		• 2
7	C	C	✓		• 1
8	D	D	✓		• 1 • 4
9a	4	4	✓		
9b	7	2	✗	• Did not understand the concept of fractions as a part of one whole	
10	B	B	✓		• 2 • 5
11	C	C	✓		
12	$\frac{16}{26}$, $\frac{4}{5}$, $\frac{1}{12}$	$\frac{1}{12}$, $\frac{4}{5}$, $\frac{16}{26}$	✓		
13	football	football	✓		• 3
14	A	A	✓		• 2 • 5
15a	$\frac{3}{15}$	$\frac{3}{15}$	✓		• 3
15b	$\frac{3}{10}$, $\frac{7}{10}$, $\frac{9}{10}$	$\frac{3}{10}$, $\frac{7}{10}$, $\frac{9}{10}$	✓		
15c	$\frac{5}{8}$	$\frac{5}{8}$	✓		
15d	$\frac{7}{}$ $\frac{7}{}$ $\frac{7}{}$	$\frac{7}{}$ $\frac{7}{}$ $\frac{7}{}$	✓		

									3D: Total 5 figures, 3E: 0 figure			Reading: total 5 figures , Photography: total 3 figures		Thursday: total 6 fig Friday: total 5 figu
3C-19	89	D	9/9	B	1 L	bathtub,cooker,teapot,cup	B	7,6,8,5,0	3A: Total 7 figures, 3B: Total 6 figures, 3C: Total 8 figures, 3D: Total 5 figures, 3E: 0 figure	8,7,5,4,8	class 3C	Sports : total 8 figures , Calligraphy: total 7 figures , Reading: total 5 figures , Photography: total 4 figures	seven days	Monday: total 3 fig Tuesday: total 8 fig Wednesday: total 4 f Thursday: total 6 fig Friday: total 5 figu
3C-20	0	---	---	---	---	---	---	---	---	---	---	---	---	---
3C-21	91	C	9/9	B	1 L	bathtub,cooker,teapot,cup	B	7,6,8,5,0	3A: Total 7 figures, 3B: Total 6 figures, 3C: Total 8 figures, 3D: Total 5 figures, 3E: 0 figure	8,6,5,4,9	class 3B	Sports : total 8 figures , Calligraphy: total 6 figures , Reading: total 5 figures , Photography: total 3 figures	five days	Monday: total 3 fig Tuesday: total 8 fig Wednesday: total 4 f Thursday: total 6 fig Friday: total 5 figu
3C-22	0	---	---	---	---	---	---	---	---	---	---	---	---	---
3C-23	96	C	9/9	B	1 L	bathtub,cooker,teapot,cup	B	7,6,8,5,0	3A: Total 7 figures, 3B: Total 6 figures, 3C: Total 8 figures, 3D: Total 5 figures, 3E: 0 figure	8,6,5,4,9	class 3D	Sports : total 8 figures , Calligraphy: total 6 figures , Reading: total 5 figures , Photography: total 4 figures	five days	Monday: total 3 fig Tuesday: total 8 fig Wednesday: total 4 f Thursday: total 6 fig Friday: total 5 figu
3C-24	0	---	---	---	---	---	---	---	---	---	---	---	---	---
3C-26	0	---	---	---	---	---	---	---	---	---	---	---	---	---
3C-27	0	---	---	---	---	---	---	---	---	---	---	---	---	---
3C-28	93	C	9/9	B	1 L	bathtub,cooker,teapot,cup	B	7,6,8,5,0	3A: Total 7 figures, 3B: Total 6 figures, 3C: Total 8 figures, 3D: Total 5 figures, 3E: 0 figure	8,6,5,4,9	class 3D	Sports : total 8 figures , Calligraphy: total 6 figures , Reading: total 5 figures , Photography: total 4 figures	five days	Monday: total 3 fig Tuesday: total 8 fig Wednesday: total 4 f Thursday: total 6 fig Friday: total 5 figu
3C-29	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Corr.Tot. (students)		9	12	12	12	12	11	12	12	8	8	7	10	12
Correct Percentage(%)	Avg.:42%	38%	50%	50%	50%	50%	46%	50%	50%	33%	33%	29%	42%	50%
B.C.		6	8	8	5	3 12	4 13	2	2	2	2	2	2	2

B.C.

1. Read and interpret simple pictograms with a one-to-one representation.
2. Construct pictograms using a one-to-one representation.
3. Compare the capacity of containers directly. (Web-based Learning and Teaching Support of EDB)

Table of Students' Answers 學生答案正誤一覽表

Friday quiz 9

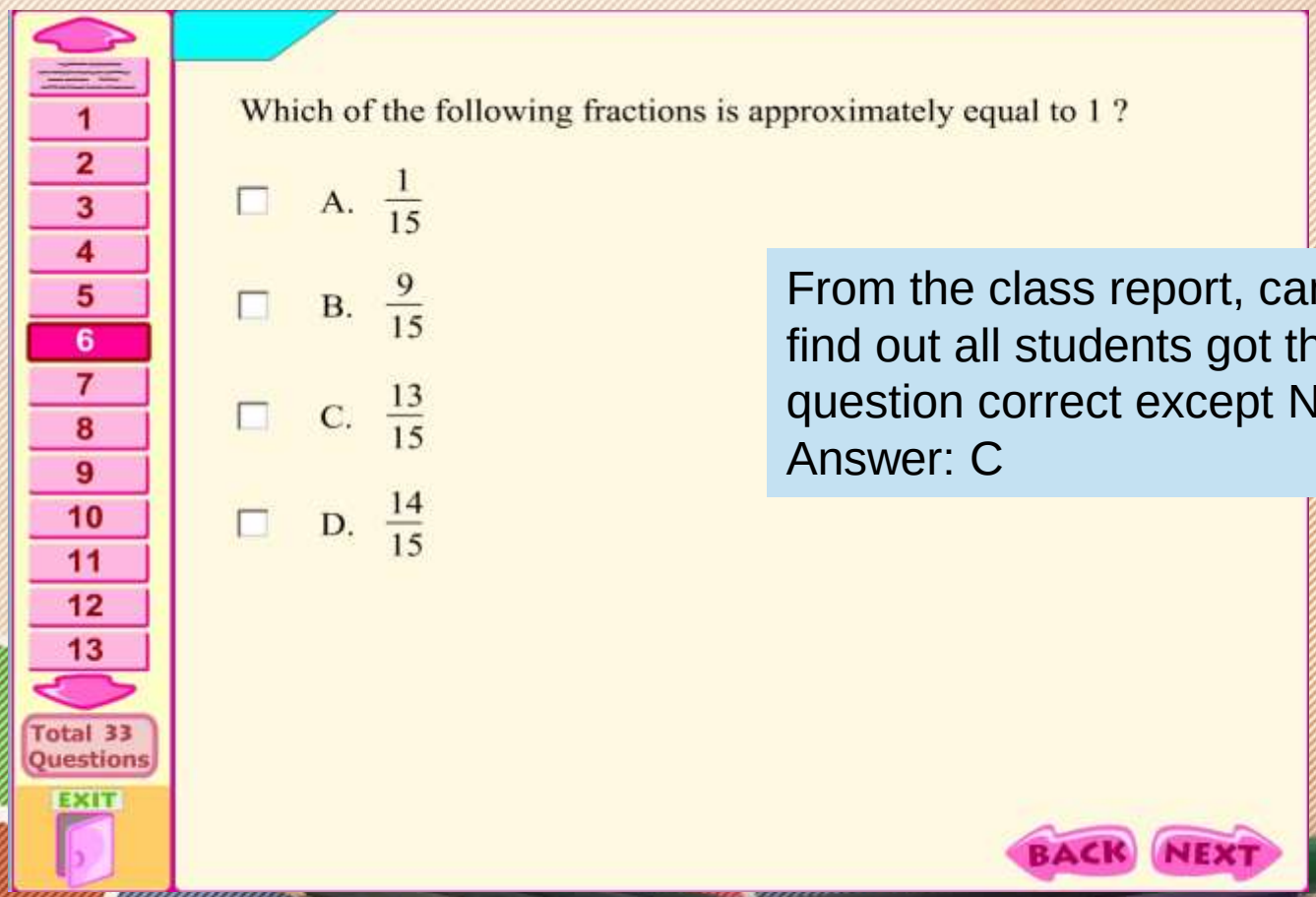
Hour Mathemati 2013/2014 Total Item 合共題目 :53

No. 編號	Student 學生姓名	Corr.Tot. (items) 答對題數	1	2	4	5	6	7	8	9a	9b	10	11	12	13	14	15a	15b	15c	15d	15e1	15e2
		48	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		50	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		52	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		46	<tabl	C	4	Shade &#	D	C	C	4	7	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		52	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		45	<tabl	C	4	Shade &#	D	C	D	4	4	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		40	<tabl	C	4	Shade &#	D	C	C	4	10	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is smaller
		49	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		49	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		46	<tabl	C	10	Shade &#	D	C	D	4	2	B	A	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		49	<tabl	C	4	Shade &#	D	C	D	4	7	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		46	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		51	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		49	<tabl	C	2	Shade &#	D	C	D	4	4	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		46	<tabl	C	5	Shade &#	D	C	C	4	4	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		46	<tabl	C	4	Shade &#	D	C	D	4	2	B	C	<tabl	football	A	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
		28	<tabl	C	4	Shade &#	C	C	C	4	2	B	C	<tabl	football	C	<tabl	<tabl	<tabl	<tabl	is smaller	is greater
Corr.Tot. (students) 答對人數			17	17	14	10	16	17	13	17	11	17	16	16	17	16	16	16	14	16	17	16
Correct Percentage 全班答對百分比	AVG. 平均 %		100%	100%	82%	59%	94%	100%	76%	100%	65%	100%	94%	94%	100%	94%	94%	94%	82%	94%	100%	94%
B.C. 基本能力			2	1	1	1	2	1	1,4	1,4	1,4	2,5	2,5	2,5	3	2,5	3	3	3	3	3	3

B.C.基本能力

1. Understand the concept of fractions as a part of one whole. (<a href='http://wlts.edb.hkedcity.net/en/mathematics/ks1/number/ks1_n3_1_f.html' target='_blank'>Web-based Learning and Teaching Support of EDB<
2. Recognize the relationship between fractions and the whole. (<a href='http://wlts.edb.hkedcity.net/en/mathematics/ks1/number/ks1_n3_2_f.html' target='_blank'>Web-based Learning and Teaching Support of EDB
3. Compare fractions with same denominators or same numerators. (<a href='http://wlts.edb.hkedcity.net/en/mathematics/ks1/number/ks1_n3_3_f.html' target='_blank'>Web-based Learning and Teaching Support of
4. Understand the concept of fractions as a part of one whole. (<a href='http://wlts.edb.hkedcity.net/en/mathematics/ks2/number/ks2_n3_1_f.html' target='_blank'>Web-based Learning and Teaching Support of EDB<
5. Recognize the relationship between fractions and the whole. (<a href='http://wlts.edb.hkedcity.net/en/mathematics/ks2/number/ks2_n3_2_f.html' target='_blank'>Web-based Learning and Teaching Support of EDB

G3 Friday Quiz 9



From the class report, can quickly find out all students got this question correct except No. 29
Answer: C

Q 12

Which of the following fractions are smaller than 1?

$\frac{7}{7}$ $\frac{1}{12}$ $\frac{4}{5}$ $\frac{33}{33}$ $\frac{16}{26}$

Answer :

Again, all students got this question correct except No. 29

BACK NEXT

Q 14

Which of the following is correct?

- ☐ A. $\frac{5}{5} = 1$
- ☐ B. $\frac{1}{5} = 1$
- ☐ C. $\frac{5}{5} = 5$
- ☐ D. $\frac{1}{5} = 5$

Also for this question, No. 29 is quite weak in fraction.

Q 32

Mother has a bottle of apple juice. Billy drinks $\frac{3}{10}$ of the whole, Cindy drinks $\frac{3}{14}$ of the whole and Mandy drinks $\frac{1}{14}$ of the whole.

Who drinks the least of the apple juice?

Answer: * Billy / Cindy / Mandy drinks the least of the apple juice. (*Circle the answer)

Only No. 29 cannot do this question

BACK NEXT

Q 5

Shade two-thirds of the following diagram with a pencil.

Just over half of the class can do this question

BACK NEXT

1
2
3
4
5
6
7
8
9
10
11
12
13

Total 33 Questions

EXIT

Miss Cheng buys 14 gifts for pupils with good performance. They are toys, stationery and snacks.

(a) $\frac{2}{7}$ of the gifts are snacks. The number of snacks is [ ][ ].

(b) $\frac{1}{2}$ of the gifts are stationery. Miss Cheng wants to give stationery to 9 pupils. She needs to buy [ ] more stationery.

BACK NEXT

- 數範疇
  - 五位數
  - 四則計算
  - 分數
    - KS1-N3-1 - 認識分數作為整體的部分。
    - KS1-N3-2 - 認識分數與整體的關係。
    - KS1-N3-3 - 比較同分母或同分子分數的大小。
- 度量範疇
- 圖形與空間範疇
- 數據處理範疇

Get macromedia FLASH PLAYER Get macromedia AUTHORWARE PLAYER 你需要用 Flash Player 7 或 Authorware 6 去分別閱覽 SWF 或 HTM 格式的互動課業，如你沒有安裝，請由此下載。

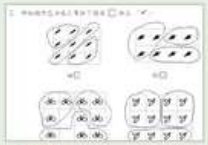
重新搜尋

跟進活動建議 | 其他資源

跟進活動建議 (KS1-N3-1)
學生學習時可能出現的困難 (僅供參考)

1 學生未能認識分數的等份概念。

跟進活動建議

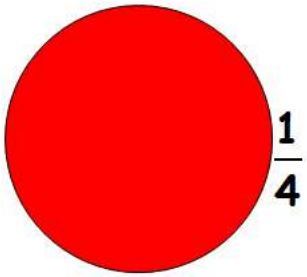
名稱	學習重點	簡介	所處理的學習困難(見上文)	建議時間(分鐘)	可供學生自學
等份與分數 預覽 › 下載 ›	認識分數作為整體的部分及一組物件的部分	此活動分為兩部分。 教師先透過課堂活動「等份與分數」，讓學生掌握等份和分數的概念。	1	30	-
分數練習  預覽 › 下載 ›		然後，教師引導學生完成工作紙「分數練習」，幫助他們鞏固所學。	1	20	-
分數的認識 預覽 › 下載 ›	認識分數作為整體的部分及一組物件的部分	教師播放簡報「分數的認識」，讓學生明白等份和分數的概念。	1	20	✓

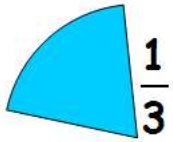
G3 Fraction

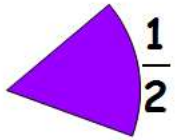
- Find the fraction in a whole
- Find the value of the fraction
- Comparing the value of fraction
  - With common denominator
  - With common numerator

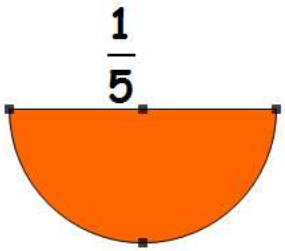
comparing farction.mem - Mult-e-Maths Toolbox

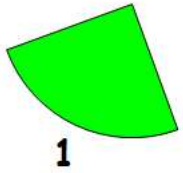
File Edit View Help

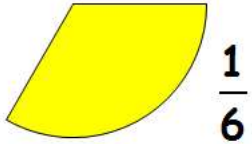












Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6

Ready

NUM

comparing farction.mem - Mult-e-Maths Toolbox

File Edit View Help

$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{6}$

$\frac{1}{5}$ $\frac{1}{4}$

From the largest to the smallest:

_____ , _____ , _____ , _____ , _____

In fraction, same numerator with the
(larger / smaller) denominator has the
(larger / smaller) value.

Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6

Ready NUM

comparing farction.mem - Mult-e-Maths Toolbox
File Edit View Help
Mult e Maths

Challenge:

Comparing the following fractions:

$$\frac{2}{5} \quad \frac{2}{3} \quad \frac{2}{4}$$

a) From the largest to the smallest:

____ , ____ , ____

$$\frac{3}{5} \quad \frac{3}{9} \quad \frac{3}{7}$$

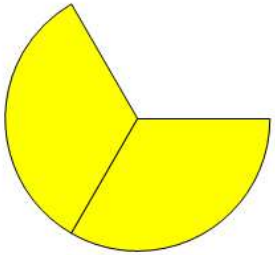
b) From the smallest to the largest:

____ , ____ , ____

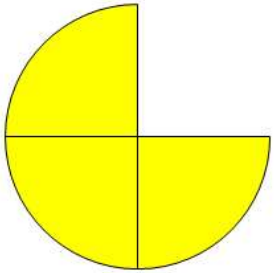
Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6
Ready
NUM

comparing farction.mem - Mult-e-Maths Toolbox

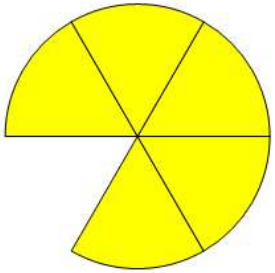
File Edit View Help



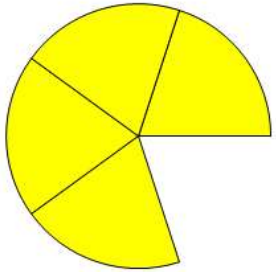
$\frac{4}{5}$



$\frac{5}{6}$



$\frac{3}{4}$



$\frac{2}{3}$

Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6

Comic Sans MS 24 B I U

Ready NUM

comparing farction.mem - Mult-e-Maths Toolbox
File Edit View Help
Mult e Maths

$\frac{4}{5}$ $\frac{2}{3}$ $\frac{3}{4}$ $\frac{5}{6}$

From the smallest to the largest:

____ , ____ , ____ , ____

By thinking of the missing piece from the whole,
it is comparing the fraction of :

$\frac{1}{3}$ $\frac{1}{4}$ $\frac{1}{5}$ $\frac{1}{6}$

Challenge:

$\frac{20}{21}$ $\frac{9}{10}$ $\frac{12}{13}$

From the largest to the smallest:

____ , ____ , ____

Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6
Ready
NUM

comparing farction.mem - Mult-e-Maths Toolbox
File Edit View Help
Mult e Maths

Comparing the fraction:

$$\frac{3}{5} \quad \frac{3}{4} \quad \frac{2}{5}$$

a) From the largest to the smallest:

____ , ____ , ____

$$\frac{11}{13} \quad \frac{9}{13} \quad \frac{11}{12}$$

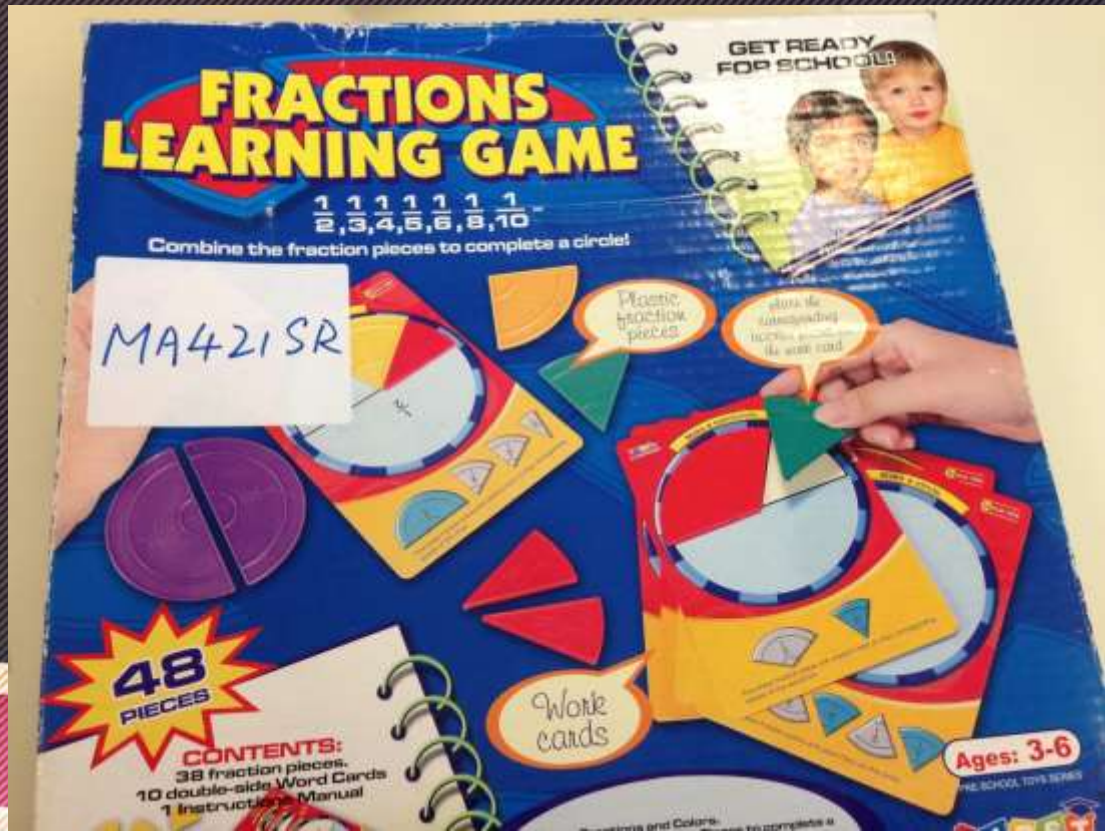
b) From the smallest to the largest:

____ , ____ , ____

Sheet 1 Sheet 2 Sheet 3 Sheet 4 Sheet 5 Sheet 6
Ready
NUM

Class activities for back up

- Hands on fractions cards
- Visual game in class
- Revision WS



STRENGTHS

- Students are interested by the innovative
- Standard with BC to check back the learning difficulties
- Easy to draft and assign
- Reduce the print out and record keeping
- Feel free to do revision online

CHALLENGE

- Only support by IE of window
- Loading problem depends on network
- Select some questions with conditions
- Some students meet the login problem
  (account lock by wrong password with login)
- Cannot draft an summative assessment for over 15 BC

EVALUATION & FOLLOW UP

NEXT PLAN

- Build the teaching and learning habit by SA online
- Practice the report review with students and goal setting
- Hold the seminar for the parents
- Try to screen the more able students with the KS 1-3