

Pilot Scheme on Student Assessment (SA)

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Fung Kai Liu Man Shek Tong Secondary School

Background of the School

- A CMI Secondary School in Sheung Shui
 - Because of the special geographic location, the school has admitted a considerable amount of students from Shenzhen
- The school was established in 1996
- Mostly average students in terms of English proficiency
 - Weaker language support from their families
 - Need to be provided with more exposure to English
- The English Department works with HKEAA on implementing the Pilot Scheme on SA for the second year

Why do we join the Pilot Scheme again?

- To provide students with more exposure to English materials
- To enable students to have greater autonomy over their study
- To provide students with an extra source of assessment (i.e. continuous assessment [formative])
- To provide teachers with instant data and analysis about students' performance
- To find out the strengths and weaknesses of students and developing teaching strategies based on the results

Class selected for the Pilot Scheme

3A

- A split class of 26 students
- Students are of intermediate level of English
- Students are not very motivated about learning English

Focuses of the Pilot Scheme

- To investigate if SA system is helpful in enhancing students' motivation in self-learning
- To investigate if SA system can help to find out the strengths and weaknesses of students and help them learn better

Approach

- Theme-based approach
 - Mapping between the school's scheme of work and the exercises available in the pool of SA system
- Skills focused: Receptive skills
 - Reading
 - Listening

Timeline of the Pilot Scheme

Time	Strategies
January (Planning)	Decision made on the theme(s) of exercises to be included in 'Assessment 1'
Early February (Implementation)	Students were assigned to do 'Assessment 1'
Late February (Evaluation and Planning)	<ul style="list-style-type: none">● Analysis of students' performance in 'Assessment 1' to find out their strengths and weaknesses Activities/exercises focusing on students' weakest parts were chosen from the resource bank developed by EDB for improvements <ul style="list-style-type: none">● Decision made on the theme(s) of exercises to be included in 'Assessment 2'
Early – mid March (Implementation)	Activities were conducted during English lessons and exercises were assigned to students
April (Implementation)	Students were assigned to do 'Assessment 2'

Timeline of the Pilot Scheme (Continued)

Time	Strategies
Early – mid May (Evaluation and planning)	<ul style="list-style-type: none">•Analysis of students' performance in 'Assessment 2' to find out students' strengths and weaknesses.•Another batch of materials focusing on students' weaknesses were chosen for further training for students
Late May (Implementation)	The materials were gone through with students during English lessons
Early June (Implementation)	Students were assigned to do 'Assessment 3'
Mid-Late June (Evaluation)	<ul style="list-style-type: none">•Evaluation on the effectiveness of the SA system on helping students to improve their reading and listening skills

Details of implementation

1. Review on the school-based curriculum and find out the themes to be focused on
 - Units 1 and 4:
Travelling in Macau/Travelling in London
 - Unit 7: Law and order
2. Discussion on skills to be covered
 - Reading and listening (receptive skills)
3. Selection of tasks
 - Tasks selected are based on the themes chosen to ensure their suitability
4. Introducing the SA system to students

Details of implementation (Continued)

4. Completion of tasks by students during the opening period (i.e. one week)
 - The teacher took them to MMLC to complete the tasks for the 1st assessment
 - Students are allowed to complete the tasks at home for other assessments
5. Data Analysis
 - Ms. Ng from HKEAA will identify the weaknesses of students based on testing focuses of the questions
6. Follow-up work by teachers
 - Carry out remedial measures

Assessment I

- January 2014
- Theme: Travelling Overseas
- Tally with school-based curriculum (i.e. Units 1 and 4: Travelling in Macau / London)
- Skills: Listening + Reading
- Different text types
 - Letter
 - Travel blog

Analysis on Assessment I

- Types of tasks:
 - 1 listening task
 - 2 reading tasks
- The items of these tasks are designed according to the "Basic Competency" (BC)

Analysis on Assessment I (Continued)

Task Name	Dimension	Descriptions for Basic Competency
Travelling Overseas	Listening	L5-L-2S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents
Holiday in London	Reading	L6-R-1S3BC Using and increasing range of reading strategies to understand the meaning of texts with some degree of complexity
Vic Falls	Reading	L6-R-1S3BC Using and increasing range of reading strategies to understand the meaning of texts with some degree of complexity

Analysis: Listening

- Students were able to:
 - extract specific information
- They have difficulties in:
 - making connection between ideas

Example 1

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkexa.edu.hk/bca/qa/qaat/StartNewAssessment.do?_SID_ =20140217092852_a8YFMuch8HG7c8+UsLiaQ**node1

Part 1

Click the best answer.

5. How cool are the winter nights in Dubai?

- A. -18 to -20 degrees Celsius
- B. -8 to -10 degrees Celsius
- C. 8 to 10 degrees Celsius
- D. 18 to 20 degrees Celsius

6. Why does Uncle Tony like spending nights in the desert?

- A. It is silent.
- B. It is cool.
- C. The shining stars are beautiful.
- D. All of the above

BACK NEXT

Uncle Tony: I like Dubai because it offers an opportunity to spend nights camping in the desert. **It can be fairly cool** in the winter months. It can go down to 8 to 10 degrees Celsius. **The beauty of lying under the stars** in the desert is that it feels like you can almost touch the sky. The stars seem so close to you. Also, **it is absolutely quiet and silent** at night.

Example 1: Results and findings

Answer	Percentage
A	11%
B	8%
C	31%
D (correct)	42%
--	8%

- Most students could find out that the beauty of lying under the star is one of the reasons why Uncle Tony like spending nights in the desert.
- Nevertheless, they could not find out the other reasons by making connection between ideas.

Analysis: 1st Reading Task

- Students performed better in the first reading tasks.
- In general, they were able to identify the contextual clues.
- However, some of them may have difficulty in identifying specific information.

Example 2

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bca/sa/sass/StartNewAssessment.do?_SID_=-20140306170821-3-2F0HpcvVRzpbOGtzF0Q**node1

Part 2 

Jane is reading a letter she received from Angel, a friend who is on holiday in London with her family. Read the letter carefully and answer the questions.

Earlier in the week, we did some shopping in Oxford Street and Covent Garden in central London. There are many interesting shops in these places but it was a bit too packed with people. We also went to the Apollo Theatre in Shaftesbury Avenue in the West End, which was great fun. However, my favourite time was when we visited St Paul's Cathedral and Westminster Abbey because I had recently learned about them during my architecture course at university. We were told by our guide that the abbey is over a thousand years old!

10
15

Click the best answer. 

9. What is Angel studying at university?

A. History
 B. Art
 C. Architecture
 D. Geography

Whole passage

BACK **NEXT**

EXIT

IREAA Intra... SC-ASS-10... SC-ASS-20... Pilot Schem... Pilot Scheme

ENG 5:13 PM 3/6/2014

Example 2: Results and findings

Answer	Percentage
A	38%
B	16%
C (correct)	38%
D	0%
--	8%

- Students could not find out what subject Angel is studying at the university.
- It might be because they did not understand the meaning of architecture course.

Example 3

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bca/sa/sass/StartNewAssessment.do?_SID_=-20140306170821-3-2E0HpcnVIRzjB0GtzP0Q**node1

Part 2 

Jane is reading a letter she received from Angel, a friend who is on holiday in London with her family. Read the letter carefully and answer the questions.

We had lots of time to relax, too. We spent a pleasant evening in a restaurant in Notting Hill in west London, and an afternoon in Hyde Park. We wanted to visit Hampstead Heath but we did not have time because we visited Aunt Helen in the hospital. She is recovering from an operation.

The only problem with London is the cost of using the railways and buses. They are certainly more expensive than in Hong Kong.

20

Click the best answer. 

10. Which park did Angel want to visit but was unable to?

A. Hyde Park
 B. Hampstead Heath
 C. Kensington Gardens
 D. Green Park

Whole passage

BACK **NEXT**

EXIT

HKEAA Intra... SC-ASS-10... SC-ASS-20... Pilot Schem... Pilot Scheme

ENG 5:28 PM 3/6/2014

Example 3: Results and findings

Answer	Percentage
A	27%
B (correct)	38%
C	19%
D	8%
--	8%

- Some students chose 'Hyde Park' instead.
- This may be because they did not know that Hampstead Heath is a park.

Analysis: 2nd Reading Task

- Students were comparatively weaker in working out the meaning of unknown words and expressions.
- Students were not good at making inferences and connection between ideas.

Example 4

SC-ASS-202 - Windows Internet Explorer
 https://www.bca.hkessa.edu/hk/bca/sa/ass/StartNewAssessment.do?_SID_ =20140217092852-ajYfMudH8HG7d8+UnLisQ**node1



PART 1

PART 2

PART 3

EXIT

Part 3

Jonathan's travel blog: Vic Falls

Read the blog and answer the questions.

Jonathan and Zamboni. I walked along the hiking trails and saw the spectacular waterfall and the Zambezi River. There is an amazing amount of water going very quickly over the edge of the cliff. It was a stunning sight I'll never forget!

I stood on the top of Vic Falls and watched the water flow past. The waters splashed me when I walked up to the edge and I got completely soaked.

There was a little pond near the top of the falls. Many people went in

Questions
 Choose the best answer  Whole passage

Find words from the travel blog which could be replaced with the following:

		Answer – word in blog
6)	tree garden	_____
7)	restaurant	_____
8)	very clean	_____
9)	walking	_____
10)	view	_____

BACK **NEXT**

Example 4:

Results and findings

Question No..	Answer	Percentage of students getting the correct answer
6.	grove	4%
7.	cafe	50%
8.	spotless	31%
9.	hiking	8%
10.	scenery	23%

- Students have difficulties in finding out words from the passage to replace the words given in question no. 6 to no.10

Example 5

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bra/sa/sass/StartNewAssessment.do?_SID_=-20140217092852-ab59Mach8HGTG8+UxLqQ**node1

Part 3 

Jonathan's travel blog: Vic Falls
Read the blog and answer the questions.

beside you. I didn't go, because it looked too risky.

<p>Friday: After spending yesterday at Vic Falls, I spent the morning at the museum. The Livingstone Museum is near the hotel. David Livingstone, the Scottish explorer, was the first Westerner to see Vic Falls. He named them after Queen Victoria. The town and museum are named after him. The museum <u>covers a lot of local history</u> as well as many different local plants and animals.</p>	20
<p>There are many other thrilling activities for tourists, such as fishing,</p>	25

Questions
Choose the best answer 

Whole passage

15. What is Jonathan **NOT** likely to learn about in the Livingstone Museum?

- A. African wild plants
- B. Snakes of Zambia
- C. David Livingstone
- D. Scottish history

EXIT 

BACK NEXT

HKEAA Intra... SC-ASS-10... SC-ASS-20... Travelling O... Document1... Inbox - ngs... ENG 12:10 PM 2/17/2014

Example 5: Results and findings

Answer	Percentage
A	15%
B	31%
C	31%
D (correct)	15%
--	8%

- Students were not able to infer from the paragraph what Jonathan is not likely to learn about in the Livingstone Museum when answering question no. 15.

Example 6

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bra/sa/sass/StartNewAssessment.do?_SID_ =20140217092852_a5YR4uCH8H57C8+UxLqQ**node1

Part 3 

Jonathan's travel blog: Vic Falls
Read the blog and answer the questions.

named after him. The museum covers a lot of local history as well as many different local plants and animals.	25
There are many other thrilling activities for tourists, such as fishing, helicopter rides and boat trips. I took the two-hour sunset boat trip. I got on a little boat crowded with 20 people. It took us along the river <u>while we had dinner</u> . The river scenery was nice. <u>We saw some hippos</u> in the river. They ignored us as we took their pictures.	30

Questions
Choose the best answer 

16. Jonathan saw the hippos _____ .

- A. in the morning
- B. in the afternoon
- C. in the evening
- D. at noon

Whole passage

BACK

EXIT

HKEAA Intra... SC-ASS-10... SC-ASS-20... Travelling O... Document1... Inbox - nga... ENG 12:16 PM 2/17/2014

Example 6: Results and findings

Answer	Percentage
A	19%
B	12%
C (correct)	23%
D	34%
--	12%

- Students also found it difficult to make connection between ideas.
- They could not find out when Jonathan saw the hippos in the river by linking the ideas in the same paragraph.

Summary of findings from Assessment I

- In general, they were able to identify the contextual clues.
- However, they may have difficulties in
 - identifying specific information.
 - working out the meaning of unknown words and expressions
 - making inferences and connection between ideas.

Follow-up activities

- To address students' learning problems, some teaching/learning materials are provided for teacher's reference. The materials can be found from the following link:
- http://wlts.edb.hkedcity.net/en/english/ks3/listening/l5_1_2_s3bc.html

[←](#) [→](#) [http://www.wlts.gov.hk/en/english/ks3/listening/L5-L-2-S3BC/](#) | HKEAA Intranet - Home | Web-based Learning... | Web-based Learnin...

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 Web-based Learning and Teaching Support

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

ENGLISH LANGUAGE

SEARCH RESULTS
KS3 (S.1-S.3) Basic Competencies

Listening
L5-L-1-S3BC - Understanding the use of a range of language features in simple literary / imaginative spoken texts
L5-L-2-S3BC - [Using an increasing range of strategies to understand the meaning of simple texts* on familiar and less familiar topics which are delivered clearly and in generally familiar accents](#)

Reading
Writing

Home > English Language > KS3 (S.1-S.3) > **Listening** > L5-L-2-S3BC

You will need **Flash Player 7** OR **Authorware 6** to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN

Follow-up Materials | Other Resources | Related Module

Follow-up Materials
Learners' possible problem(s) (for reference only)

- 1 Learners are not able to listen for gist or main ideas on familiar or less familiar topics.
- 2 Learners are not able to predict the likely development of the topic.
- 3 Learners are not able to extract specific information from simple spoken texts on familiar or less familiar topics.
- 4 Learners are not able to use personal experience and knowledge of the world to understand the meaning of simple spoken texts.

Web-based... | SC-ASS-10... | SC-ASS-10... | Web-based... | Inbox - ngw... | Pilot Schem... | Pilot Scheme | Facts about... | ENG | 10:23 AM 2/21/2014

Web-based Learning an x
wfts.edb.hkedcity.net/en/english/ks3/listening/15_1_2_s3bc.html

此網頁為 英文 您要翻譯網頁內容嗎? 翻譯 不需要 永遠不要翻譯英文 選項

Follow-up Materials Other Resources Related Module

Follow-up Materials

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

- 1 Learners are not able to listen for gist or main ideas on familiar or less familiar topics.
- 2 Learners are not able to predict the likely development of the topic.
- 3 Learners are not able to extract specific information from simple spoken texts on familiar or less familiar topics.
- 4 Learners are not able to use personal experience and knowledge of the world to understand the meaning of simple spoken texts.
- 5 Learners are not able to distinguish main ideas from supporting ideas.
- 6 Learners are not able to identify sequences, causes and effects.
- 7 Learners are not able to make connections between ideas with the help of discourse markers or cohesive devices.
- 8 Learners are not able to deduce the meaning of unfamiliar words and expressions.

Suggestions for Follow-up Actions

10:50
20/6/2014

Task: Travelling in Australia

The screenshot shows a web browser window displaying a learning management system. The browser's address bar shows the URL: <http://velts.edb.hkedcity.net/en/english/ks3/fi/>. The page content is organized into a table with three main rows of task information.

Task Name	Description	Score	Status
Step It Up	Through a series of authentic tasks, learners revisit and apply the seven rules of forming and decoding abbreviations. They also practice the skills of listening / reading for main ideas, noting down relevant information and making notes using a mindmap.	45	-
Travelling in Australia	Through an interactive listening task about attractions in Australia, learners learn to locate specific information from various sources. Learners then read about facts and figures about Australia and complete a fact sheet. They are also asked to express opinions about living in Australia.	45	✓

The 'Travelling in Australia' row is highlighted. In the score column for this row, the numbers 1, 3, 5, and 7 are displayed in green boxes, with red circles drawn around the 1, 3, and 7. A green checkmark is visible in the status column for this row.

At the bottom of the page, there is a disclaimer: "* The list of possible problems is for teachers' reference only and is not meant to be exhaustive or prescriptive. Teachers can always adapt the activities/materials in order to cater for students' needs." and a "DOWNLOAD ALL" button.

The Windows taskbar at the bottom shows several open applications, including "Web-based...", "SC-AS5-10...", "Inbox - nge...", "Pilot Scheme...", and "Facts_about...". The system clock indicates the time is 10:24 AM on 2/21/2014.

Assessment 2

- April 2014
- Theme: Crime
- Tally with school-based curriculum (i.e. Units 7: Law and Order)
- Skills: Listening + Reading
- Different text types
 - Article
 - News report

Analysis on Assessment 2

- Types of tasks:
 - 1 listening task
 - 2 reading tasks
- The items of these tasks are designed according to the "Basic Competency" (BC)

Analysis on Assessment 2 (Continued)

Task Name	Dimension	Descriptions for Basic Competency
An Eyewitness	Listening	L5-L-2-S3BC Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents
Shoplifting	Reading	L6-R-1-S3BC Using and increasing range of reading strategies to understand the meaning of texts with some degree of complexity
A Project About Crime	Reading	L6-R-1-S3BC Using and increasing range of reading strategies to understand the meaning of texts with some degree of complexity

Analysis: Listening

- Students were able to:
 - extract specific information.

Example 1

SC-ASS-202 - Windows Internet Explorer

https://www.bca.hkeaa.edu.hk/bca/sa/sas/StartNewAssessment.do?_SID_=-20140507105425-A41nqFV26oKV76yiaV3bw**_node2

Part 1

You have 15 seconds to read this part.
Michael was one of the eyewitnesses in a motorcycle accident. He is now at the police station talking to Superintendent Tam about the rider of the motorcycle. What does the rider look like? Listen to the tape and drag the correct pictures to create the picture of the rider. The tape will be played ONCE only. The tape will begin now.



BACK NEXT

EXIT

hkeaa Intra... SC-ASS-10... SC-ASS-10... SC-ASS-20... Inbox - ngw... Pilot Schem... EST11R04

ENG 11:40 AM 5/7/2014

Example 1:

Results and findings

- They could recognize the features like ‘small round eyes’, ‘a small sharp nose’ and ‘a thin moustache’.

Analysis: 1st Reading Task

- Students were able to work out the meaning of unfamiliar word.
- However, they have difficulty in identifying contextual clues.

Example 2

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bca/sa/ass/StartNewAssessment.do?_SID_ =20140507150402:YsK+agArtUllWlNh5rFp3i1Q**_node1

Part 2 

Your English teacher has asked you to read the following piece of writing for a class discussion about shoplifting.
Read the passage and answer the questions.

15 A separate incident involved the manager of a supermarket in
Chai Wan. He asked a housewife to pay double the price for the
potato chips which he claimed had been stolen from his shop. As the
53-year-old woman was leaving the supermarket, the security alarm
sounded. Tong, the manager, found two packets of potato chips in the
woman's shopping bag, and accused her of stealing. The woman
20 insisted that she had only forgotten to pay, and would pay for them at
once. However, Tong demanded that she had to pay twice the amount

Click the best answer. 

6. Which of the following statements is TRUE? The housewife in the supermarket _____.

- A. called the police by herself
- B. admitted she had stolen something
- C. paid double for the potato chips
- D. was not put into jail

Whole passage

BACK **NEXT**

EXIT

Taskbar: HREAA Intra... SC-ASS-10... SC-ASS-10... SC-ASS-20... Inbox - ngw... Pilot Schem... ENG 2:05 PM 5/7/2014

Example 2: Results and findings

Answer	Percentage
A	15%
B	15%
C	54%
D (correct)	8%
--	8%

- Students could not find out that the housewife in the supermarket was not put into a jail.
- Many of them thought that the housewife paid double for the potato chips.
- It might be because students just read the sentence 'He asked a housewife to pay double the price for the potato chips'. They did not read the whole paragraph to find out the development of the incident.

Analysis: 2nd Reading Task

- Students have difficulties in identifying contextual clues
- Students were unable to make connection between ideas
- Students were not good at making inferences

Example 3

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/ica/sa/sass/StartNewAssessment.do?_SID_=20140507150402-YeK+agArUBW6Nh5rFp3i1Q**_node1

Part 3 

You are doing a project about crime for your Social Studies class.

'Pictures of him were displayed on the Police Department's Facebook page. He was identified by members of the public who viewed him on the website. They also saw him on TV after his images were displayed on the news,' said the Chief of Police. According to the police report, the offender, wearing a ski mask to hide his face, forced his way into the bar

there's just a shocked look ... His face definitely drops.'

Staff at the bar did not recognise the man, but Kelly suspected he was a former employee because of his knowledge of the property.

This is not the first time that Facebook has been used to track

Choose the best answer. 

2. The police said that the suspect was identified because they _____.

- A. posted his pictures on their own Facebook page
- B. posted pictures on the suspect's Facebook page
- C. posted their own pictures on Facebook
- D. emailed all Facebook users

Whole passage

BACK **NEXT**

EXIT

HKEAA Intra... SC-ASS-10... SC-ASS-10... SC-ASS-20... Inbox - ngw... Pilot Schem... ENG 3:17 PM 5/7/2014

Example 3:

Results and findings

Answer	Percentage
A (correct)	27%
B	31%
C	27%
D	4%
--	12%

- Only a few students knew that it was because the police posted the suspect's picture on their own Facebook page.
- Quite a number of them thought that the reason was the police posted pictures on the suspect's Facebook instead.
- This might be because students just read the sentence 'He was identified by members of the public who viewed him on the website'. They did not read the previous sentence 'Pictures of him were displayed on the Police Department's Facebook page.'

Example 4

SC-ASS-202 - Windows Internet Explorer
https://www.bca.bkeaa.edu.hk/bca/sa/ass/StartNewAssessment.do?_BID_=-20140507150402-YeK+agArUllW6NHSrFp3t1Q**node1

Part 3 

You are doing a project about crime for your Social Studies class.

Police in the southern New Zealand town of Queenstown posted security camera pictures showing the man's face as he tried to break into the safe of a local bar.

'Pictures of him were displayed on the Police Department's Facebook page. He was identified by members of the public who viewed him on the website. They also saw him on TV.

'Clearly, he didn't realise there was a video camera there until the last moment. He looks round, sees it and suddenly there's just a shocked look ... His face definitely drops.'

Staff at the bar did not recognise the man, but Kelly suspected he

Choose the best answer. 

4. What happened when the thief saw the camera? He _____.

- A. waved hello
- B. hid his face
- C. put on his mask
- D. was surprised

HK EEA Intra... SC-ASS-10... SC-ASS-10... SC-ASS-20... Inbox - nzw... Pilot Schem... ENG 3:26 PM 5/7/2014

Example 4:

Results and findings

Answer	Percentage
A	12%
B	38%
C	15%
D (correct)	23%
--	12%

- Students could not find out what happened when the thief saw the camera.
- Some of them thought that the thief hid his face instead of feeling surprised.
- This might be because they could not understand the sentence 'He looks round, sees it and suddenly there's just a shocked look...His face definitely drops.'

Example 5

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeass.edu.hk/bca/sa/ass/StartNewAssessment.do?_SID_ =20140507163921-YeK+agArUBW6Nh5rFp3l1Q**_node1

Part 3 

You are doing a project about crime for your Social Studies class.

Police use Facebook to catch thief
Wednesday, 14 January, 2009



WELLINGTON - New Zealand
Police arrested a thief by using the popular social networking site Facebook. The thief got too hot while trying to break into the safe, took off his ski mask and revealed his face to a hidden security camera. 'He was a very silly young man. The room is really small and it

Choose the best answer. 

3. How did the security camera get a picture of the thief?

- A. The camera was in the corner.
- B. The thief's mask was off.
- C. The thief was near the safe.
- D. The camera had a flash.

Whole passage

BACK **NEXT**

EXIT

SC-ASS-10... SC-ASS-10... SC-ASS-20... Pilot Schem... Pilot schem... ENG 5:08 PM 5/7/2014

Example 5:

Results and findings

Answer	Percentage
A	23%
B (correct)	23%
C	27%
D	15%
--	12%

- Many students could not find out how the security camera got a picture of the thief.
- This might be because they did not understand the sentence. '...the man got too hot while try to break into the safe, took off his ski mask and revealed his face to a hidden security camera.'

Example 6

SC-ASS-202 - Windows Internet Explorer
https://www.bca.hkeaa.edu.hk/bca/ia/sacs/StartNewAssessment.do?_SID_=-20140508144441-z11Rsi71ENXDL7X8pA3IbA**node1

Part 3

You are doing a project about crime for your Social Studies class.

'Pictures of him were displayed on the Police Department's Facebook page. He was identified by members of the public who viewed him on the website. They also saw him on TV after his images were displayed on the news,' said the Chief of Police. According to the police report, the offender, wearing a ski mask to hide his face, forced his way into the bar through a back door. The manager

His face definitely drops.'

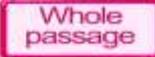
Staff at the bar did not recognise the man, but Kelly suspected he was a former employee because of his knowledge of the property.

This is not the first time that Facebook has been used to track down criminals. The owner of

Choose the best answer. 

5. Why did the bar's assistant manager think that the thief was a former employee?

- A. He had a map of the bar.
- B. He had a key to the back door.
- C. He knew where to find the safe.
- D. The room containing the safe was hidden.

Part_3_ans_sheet.doc (Last saved by user) | Compatibility Mode | Microsoft Word

HKEAA Intra... SC-ASS-10... SC-ASS-10... SC-ASS-20... Inbox - nge... Pilot Schem... Part_3_ans... Pilot schem...

ENG 2:46 PM 9/8/2014

Example 6: Results and findings

Answer	Percentage
A	15%
B	12%
C (correct)	23%
D	38%
--	12%

- They were not able to infer from the paragraph why the bar's assistant manager thought that the thief was a former employee

Follow-up activities

- To address students' learning problems, some teaching/learning materials are provided for teacher's reference. The materials can be found from the following link:
- http://wlts.edb.hkedcity.net/en/english/ks3/reading/l6_r_l_s3bc.html

Web-based Learning ...
wfts.edb.hkcity.net/en/english/ks3/reading/l6_r_1_s3bc.html

此網頁為 英文 • 您要翻譯網頁內容嗎? 翻譯 不需要 永遠不要翻譯英文

WLTs / Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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

ENGLISH LANGUAGE

SEARCH RESULTS

KS3 (S.1-S.3) Basic Competencies

- Listening
- Reading**
 - L6-R-1-S3BC -**
[Using an increasing range of reading strategies to understand the meaning of texts* with some degree of complexity](#)
 - L6-R-2-S3BC -**
Extracting and organizing information and ideas from texts* with some degree of complexity

Home > English Language > KS3 (S.1-S.3) > Reading > L6-R-1-S3BC

Get macromedia FLASH PLAYER Get macromedia AUTHORWARE PLAYER You will need **Flash Player 7** OR **Authorware 6** to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN

Follow-up Materials Other Resources Research Report Related Module

Follow-up Materials

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

1 Learners have problems using linguistic and contextual clues to understand the meaning of texts with some

wfts.edb.hkcity.net/en/student_zone/index.html

19:33 30/9/2014

Task: Spotting the offenders

Module Title	Description	Score	Status
Related Module: Study, School Life and Work		100	✓
Spotting the Offenders	Through <u>interactive activities</u> , learners look into three different <u>crime and mystery cases</u> and solve them <u>by inferring from the evidences</u> and statements made by suspects and witnesses. Then learners write a brief report about the third case.	911	✓
Related Module: Teenage Life			
Step It Up	Through a series of authentic tasks, learners revisit and apply the seven rules of forming and decoding abbreviations. They also practice the skills of listening / reading for main ideas, noting down relevant information and making notes using a mindmap.	35	-
Related Module: Study, School Life and Work			
Swim, Bike, Run, Three Times the Fun! (Coming soon)	Learners will help Shannon to complete different tasks to pursuit his Triathlon dream. With various reading, speaking and writing tasks, learners will understand more about the use of word collocations.	145	✓

Teacher's feedback

- Teacher finds it much easier to identify the strengths and weaknesses of students and hence adjust the focus of teaching
 - For example, from the results of listening assessments, it is found that our students are particularly weak at:
 - making connection between ideas
- Students formed the habit of doing the assessments

How does it help students with learning?

- 1) Individual report
 - provides students instant feedback on their performance

SC-ASS-106 - Windows Internet Explorer
https://www.bca.hk/assess/showStudentReport.do?studentId=1003055

Student Assessment Report

Pilot Scheme Assessment 2

Student Name	[REDACTED]	Student Number	Y7447645
Group	3A_Ms Wong's Group	Subject	English Language
Date	2014-04-27		
Number of Items	24		
Number of BCs	3		

Part	Student's Answer	Correct Answer	Right/Wrong	Possible Problem(s)	Basic Competency	Language Skill
P1	C	B	✗	• Unable to extract specific information (e.g. recognizing the features of 'a sharp nose', 'a thin moustache', etc)	• 1	• Key Stage 3 Listening (Web-based Learning and Teaching Support of EDB)
	A	A	✓			
	A	A	✓			
	B	A	✗			
	C	C	✓			
	B	B	✓			
	B	B	✓			
P2	B	B	✓	• Unable to extract specific information from the text • Unable to work out	• 2	• Key Stage 3 Reading (Web-based)
	C	C	✓			

Taskbar: SC-ASS-10... | Document1... | Pilot schem... | SA Hande... | FREMST pit... | 9:25 AM 5/15/2014

How does it help students with learning?

- 2) Gain more exposures to different text types
 - Letter, travel blog, article, etc
- 3) Have more fun from doing the exercises of greater variety
 - Interactive questions included
(e.g. drag and drop)

How does it help with teaching?

- 1) Individual report and class report
 - Provide feedback on students performances
- 2) Detailed analysis on basic competencies needed for each paper
 - E.g. looking for contextual clues
 - Remedial measures can be taken according to students' weaknesses discovered by the system
 - Suggestions on follow-up actions are provided
- 3) Diversity of text types and testing focuses
 - Supplement school-based curriculum

How does it help with teaching?

4) A flexible source of assignments

- Different skills tested
(e.g. Listening with recording provided)
- Flexible design of exercises based on needs
(i.e. A big pool of exercises available for selection)
- Multi-purpose (e.g. in-class exercise, holiday HW, etc)

5) Lessen marking workload

- Marking are done automatically by the system
- It helps to save teachers' time on doing the analysis, which is quite time-consuming

How does it help with teaching?

SC-ASS-105 - Internet Explorer, optimized for Bing and MSN
 https://www.bca.hkeaa.edu.hk/bca/sa/sass/showClassReport.do?_SID_=20130606002428-DCW4sr+8mg4CN8xxwufDXww**node1

19															
31															
19															
19															
27															
9															
17															
26															
30															
17															
28															
0															
23															
18															
17															
19															
Corr.Tot. (students)		26	29	32	14	24	26	14	20	23	30	29	21	20	21
Correct Percentage(%)	Avg.:58%	63%	71%	78%	34%	59%	63%	34%	49%	56%	73%	71%	51%	49%	51%
B.C.		1	1	1	1	1	1	1	1	1	1	1	2	2	2

B.C.

1. L5-L-2-S3BC. Using an increasing range of strategies to understand the meaning of simple texts on familiar and less familiar topics which are delivered clearly and in generally familiar accents (IS, KS, ES) (examples) (Web-based Learning and Teaching Support of EDB)
2. L6-R-1-S3BC. Using an increasing range of reading strategies to understand the meaning of texts with some degree of complexity (IS, KS, ES) (examples) (Web-based Learning and Teaching Support of EDB)

Close Print

1:38 AM 6/6/2013

Limitations

- Students may not have computers at home
- Students and teachers may encounter technical problems
 - E.g. system requirements
- Students may forget the passwords from time to time
 - Instant support from HKEAA (except holidays)

In the future

- Familiarize our teachers with the SA system more
 - E.g. how to select the right components from the pool of questions for their students
- Better planning on the use of the SA system and the data obtained from the analysis
 - E.g. further extend the scheme to S2

THE END



THANK YOU!