

Education Bureau
Territory-wide System Assessment 2015
Primary 3 English Language
Speaking
Marking Scheme

Reading Aloud

BC Descriptor	Scoring Guide
Reading Aloud <ul style="list-style-type: none"> Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly (KS, ES) 	4 <ul style="list-style-type: none"> Reads fluently and clearly with appropriate pausing and intonation Makes very few or no pronunciation mistakes
	3 <ul style="list-style-type: none"> Reads fluently and clearly Makes very few or no pronunciation mistakes
	2 <ul style="list-style-type: none"> Reads quite clearly Makes some mistakes in pronunciation
	1 <ul style="list-style-type: none"> Reads hesitantly with many mistakes in pronunciation Skips words or phrases occasionally
	0 <ul style="list-style-type: none"> Reads only a few words

Education Bureau
Territory-wide System Assessment 2015
Primary 3 English Language
Speaking
Marking Scheme

Expression of Personal Experiences

BC Descriptor	Scoring Guide	Remark
Personal Experiences <ul style="list-style-type: none"> Providing short answers to short and simple questions (IS, KS, ES) 	4 <ul style="list-style-type: none"> Provides relevant answers to most of the questions* and gives elaboration to some of the questions Responds to most of the questions* naturally and readily 	<ul style="list-style-type: none"> *Although 'Yes/No' questions can be used to prompt students, they are not counted if students merely provide 'Yes/No' answers without elaboration. Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3 <ul style="list-style-type: none"> Provides relevant answers to most of the questions* with no or little prompting Responds to most of the questions* naturally 	
	2 <ul style="list-style-type: none"> Provides brief answers to some of the questions* with some prompting Responds to some of the questions hesitantly 	
	1 <ul style="list-style-type: none"> Provides brief answers to at least two questions* but with difficulty Responds to most of the questions hesitantly 	
	0 <ul style="list-style-type: none"> Gives one or no comprehensible responses to the questions* Gives irrelevant answers to most of the questions 	

Education Bureau
Territory-wide System Assessment 2015
Primary 3 English Language
Speaking
Marking Scheme

Picture Description

BC Descriptor	Scoring Guide	Remark
Content <ul style="list-style-type: none"> Providing short answers to short and simple questions (IS, KS, ES) 	4 <ul style="list-style-type: none"> Provides relevant answers to most of the questions* and gives elaboration to some of the questions Responds to most of the questions* naturally and readily 	<ul style="list-style-type: none"> *Although ‘Yes/No’ questions can be used to prompt students, they are not counted if students merely provide ‘Yes/No’ answers without elaboration. Do not penalize students for pronunciation or grammatical mistakes that do not interfere with the communication of ideas.
	3 <ul style="list-style-type: none"> Provides relevant answers to most of the questions* with no or little prompting Responds to most of the questions* naturally 	
	2 <ul style="list-style-type: none"> Provides brief answers to some of the questions* with some prompting Responds to some of the questions hesitantly 	
	1 <ul style="list-style-type: none"> Provides brief answers to at least two questions* but with difficulty Responds to most of the questions hesitantly 	
	0 <ul style="list-style-type: none"> Gives one or no comprehensible responses to the questions* Gives irrelevant answers to most of the questions 	
Pronunciation <ul style="list-style-type: none"> Pronouncing simple and familiar words comprehensibly (KS) 	2 <ul style="list-style-type: none"> Speaks clearly and readily with very few mistakes in pronunciation 	
	1 <ul style="list-style-type: none"> Speaks quite clearly despite a few mistakes in pronunciation 	
	0 <ul style="list-style-type: none"> Speaks unclearly with many mistakes in pronunciation 	