

MISS GLORIA LAU

CCC KEI WAN PRIMARY
SCHOOL

CHANGES IN OUR PANEL:

- ▶ **MODIFYING READING ASSESSMENT PAPER**
- ▶ **CREATING MARKING SCHEMES**

MODIFYING READING ASSESSMENT PAPER

PAPER II: READING AND WRITING

► exam paper setting guidelines

20 ___ / 20 ___ First / Second Term Midterm / Final Exam English Examination Paper (P.3 – P.6)

Ref.		P.3-P.6		Remarks			
				P.3		P.4-P.6	
Paper I	Grammar & Usage	60%		Key structures and grammar items from exam content (PLE)			
	Vocabulary	10%		Key words from exam content (PLE)			
	Previous knowledge	20%		Tenses / prepositions / questions words			
	Listening	10%		MC questions, Simple <u>note-taking</u> , riddles.			
Total		100%					
Paper II	Reading	50%	50%	- 5 passages - Short answers X 2 (About 10 questions @ 2) - M.C. X 3 (About 15 questions @ 2)		- 4 passages - Complete answers X 1 (About 6 questions @ 2) - Short answers/ Gap filling/ Form filling X 1 (About 5 questions @ 2) - M.C. X 2 (About 14 questions @ 2)	
	Writing	30%	30%	- 1 piece of writing	- Content 12	- Language 10	- Organization 8
	Dictation	20%	20%				

MAKING CHANGES FOR P.3-P.6

Before modification

- ▶ Duration: 35 minutes:

P3	5 RC passages (~ 30 questions) & 1 writing task
P.4-6	4 RC passages (~ 25 questions) & 1 writing task

MAKING CHANGES FOR P.3-P.6

After modification

- ▶ Duration: 35 minutes

P3	4 RC passages (~ 30 questions) & 1 writing task
P.4-6	3 RC passages (~ 25 questions) & 1 writing task

PAPER II: READING AND WRITING

► exam paper setting guidelines

20 ___ / 20 ___		First / Second Term	Midterm / Final Exam	English Examination Paper (P.3 – P.6)
Ref.		P.3-P.6	Remarks	
			P.3	P.4-P.6
Paper I	Grammar & Usage	60%	Key structures and grammar items from exam content (PLE)	
	Vocabulary	10%	Key words from exam content (PLE) / Reader	
	Previous knowledge	20%	Tenses / prepositions / questions words	
	Listening	10%	MC questions, Simple <u>note-taking</u> , riddles.	
Total		100%		

- 4 passages
- Short answers
(About 10 questions @ 2)
- M.C. (About 15 questions @ 2)

- 3 passages
- Complete answers (About 5 questions @ 2)
- Short answers/ Gap filling/ Form filling X 1
(5-6 questions @ 2)
- M.C. (14-15 questions @ 2)

PAPER II: READING AND WRITING

WHY DO WE NEED A CHANGE?

- ▶ Data analysis: students' assessment results
- ▶ Parents' feedback

PAPER II: READING AND WRITING

Intentions of the change:

- ▶ Fewer passages → students could be more focused
- ▶ More time for writing
- ▶ Cater for learning diversity

PAPER II: READING AND WRITING REFLECTION AND WAY FORWARD

- ▶ Almost all the students could finish the paper
- ▶ Less able students need time to adapt the new format

CREATING MARKING SCHEMES

PAPER I: GE

PAPER II: READING AND WRITING

BACKGROUND

- ▶ Exam paper marking arrangement
- ▶ Inconsistent mark penalty of the same paper

PROBLEMS

- ▶ Unable to give students instant response
- ▶ Validity of the assessment results are in question
- ▶ Inconsistent marking system causes confusion and hinders students' understanding of their learning progress

OUR GOAL

- ▶ Two different sets of standardized marking schemes created for P.1 - 2 and P.3 – 6 respectively

RC Marking Scheme For P.3 – P.6

Reading

M.C. @2%

Short answer / gap filling / form filling:

- Language: spelling / grammatical mistakes
0.5%
- content 1.5%

Complete sentence:

- Language: spelling / grammatical mistakes
0.5%
- content 1.5%

RC Marking Scheme For P.3 – P.6

(b) Answer the questions in complete sentences. (10% @2%)

(e.g.) What is the name of the contest?

It is Best Chef Contest.

1. How many male mice are there?

2. Which dishes give out a spicy smell?

3. What kind of food does the host like best?

C. (b) 10% @2%

(keyword -2%, spelling / grammatical mistakes max -0.5%@)

1. There are **2 (2%)** male mice in the contest.
2. **The chicken curry and the fish curry (2%)** give out a spicy smell.
3. The **host (2%)** likes curry best.
4. The **judges (2%)** will decide the result of the contest.
5. The word **patient (2%)** tells the people not to hurry.

GE Marking Scheme

GE	
<p>P.1 –P.2</p> <ul style="list-style-type: none"> Vocabulary + Grammar & Usage 40% 	<p>Tense @1%</p> <ul style="list-style-type: none"> Spelling mistakes 1% Capitalization 0.5% <p>Question words / Prepositions / Pronouns / Connectives @1%-2%</p> <ul style="list-style-type: none"> Spelling mistakes <u>given</u> words: 1%-2% <u>without</u> given words: 0.5% <p>Vocabulary @2%</p> <ul style="list-style-type: none"> Content 2% Grammatical mistakes / Capitalization 0.5% <p>Usage 2% - 3%</p> <p>* <u>depends</u> on the testing points</p>
<p>P.3 – P.6</p> <ul style="list-style-type: none"> Grammar & Usage 60% Vocabulary 10% Previous knowledge 20% 	

GE Marking Scheme

F. Ella is talking with her friends. Complete their conversation. (10% @2%)



Roy : I watched a movie. What the movie was

What did it

Ella : I watched

Roy : Can you tell

Ella : Well, in order

1.

so that you

To be a firefighter

2.

out of the fires.

Alice : Sounds interesting! How about you? What do you want to be when you grow up?

Ella : I want to be a vet when I grow up. I need to be 3. _____ because I have to take care of sick animals. How about you?

Alice : I want to be a model when I grow up. Then I can wear

4. _____ clothes and do catwalk in the fashion

F. 12%@2% (Accept any reasonable answers.)

1. creative
2. strong / fit
3. patient /caring
4. gorgeous / beautiful / fashionable
5. nocturnal

- Content 2%
- Grammatical mistakes /Capitalization 0.5%

GE Marking Scheme

Paper I

(Spelling mistake for Part C, D, E, F: 1 letter -0.5%, >1 letter -2%)

F. 12% @3%

(missing 'hope' -1%, misuse 'will/won't' -3%, missing >3 words -3%)

1. you won't be mean to your friends/ them again.
2. hope you won't shout at Mum/ her again.
3. I hope you will say sorry to Peter/ him.
4. I hope you will try to get on with your classmates/ them.

E. 10% @2%

(any mistakes / spelling mistake -1%)

1. playing (1%) the piano (1%)
2. going (1%) cycling (1%) / flying (1%) a kite (1%)
3. flying (1%) a kite (1%) / going (1%) cycling (1%)
4. playing (1%) online games (1%) / reading (1%) comics (1%)
5. reading (1%) comics (1%) / playing (1%) online games (1%)

Writing Marking Scheme for P.5 - 6

✚ P.5-6 Writing Marking Scheme (Draft for further discussion)

	Terrific	Good	To be improved	Weak	Irrelevant / No attempt
Content (12 marks)	12 11 10	9 8 7	6 5 4	3 2 1	0
	Students provide a lot of <input type="checkbox"/> interesting <input type="checkbox"/> creative ideas with <input type="checkbox"/> the <u>climax</u> of the story <input type="checkbox"/> plenty of supporting	Students provide some <input type="checkbox"/> relevant information <input type="checkbox"/> interesting ideas <input type="checkbox"/> <u>conflict(s)</u> <input type="checkbox"/> <u>solution(s)</u> of the story with many supporting	Students provide few <input type="checkbox"/> relevant ideas <u>and</u> <input type="checkbox"/> the beginning <input type="checkbox"/> the middle <input type="checkbox"/> the ending of the story with some supporting	Students provide <input type="checkbox"/> very limited <input type="checkbox"/> unclear <input type="checkbox"/> discounted information/ideas that may confuse the reader.	Students provide totally irrelevant information or no attempt. The meaning is <u>unintelligible</u> .

	Terrific	Good	To be improved	Weak	Irrelevant / No attempt
Content (12 marks)	12 11 10	9 8 7	6 5 4	3 2 1	0
	Students provide relevant / interesting / creative information / ideas with plenty of supporting details. The overall meaning is clear and coherent.	Students provide some relevant / interesting information / ideas with many supporting details. The overall meaning is clear.	Students provide a few relevant information / ideas with some supporting details. The overall meaning is quite clear.	Students provide very limited information / ideas or unclear / discounted information / ideas that may confuse the reader. The overall meaning can be understood but with considerate difficulty.	Students provide totally irrelevant information or no attempt. The meaning is unintelligible.

	The overall meaning can be understood but with considerate difficulty.	
	2 1	0
	Comprehension is seriously impeded with constant and significant errors in <input type="checkbox"/> vocabulary <input type="checkbox"/> grammar <input type="checkbox"/> punctuation <input type="checkbox"/> spelling	
	2 1	

REFLECTION AND WAY FORWARD

- ▶ A systematic marking system has set up
- ▶ Able to provide immediate feedback
- ▶ Colleagues' readiness
- ▶ Continuous refinement is needed

THANK YOU