



HARROW
HONG KONG CHILDREN SCHOOL
哈罗港人子弟学校
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Primary & Secondary Sections School Assessment Professional Guide

2024/25

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小學及中學部

學生評估專業指引

2024/25年度

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A) Assessment Goals

Our school's curriculum has clear learning objectives and foci, such as knowledge, skills, values, and attitudes, to illustrate the content that students should learn. Assessment is then conducted through formative and summative assessment to gather evidence of students' learning (including learning processes and outcomes) and understand their learning performance, which serves as the foundation for improving learning and teaching. Therefore, assessment is an essential part of the cycle of curriculum, teaching and learning, and feedback.

Assessment Goals for students:

- Understand their strengths and weaknesses in learning, as well as their personal learning progress.
- Understand learning objectives and establish learning strategies and progress.
- Identify their learning needs and methods to improve learning strategies, and gradually become self-directed learners.

Assessment Goals for teachers and school (including leadership teams and governors):

- Understand students' strengths, weaknesses and learning difficulties through different types of evidence.
- Provide students with effective feedback and specific suggestions, to inform them about how to improve their learning.
- Understand students' learning needs and abilities to fully cater for different students.
- Evaluate the curriculum design and the implementation of learning and teaching, and make corresponding adjustments to enhance the effectiveness of learning and teaching.
- Utilise assessment information to make judgements about the effectiveness of the school and to identify areas for school improvement.

For parents:

- Receive regulation information of assessment outcomes so as to understand their children's strengths and weaknesses in learning, support holistic development of their potentials, and provide support and encouragement.
- Set reasonable expectations for their children, improve learning methods, and balance learning, interests, rest, and playtime to ensure balanced development among them.

B) Directions of Assessment

- Alignment with learning objectives: The assessment contents should be aligned with the students' learning contents, taking into account their abilities and level, to evaluate the effectiveness of teaching and learning.
- Coordination with homework: Classroom learning should cover assessment contents to enable students to understand, apply and extend their knowledge, and should be consolidated with homework.
- Multiple assessment modes: The assessment content and modes should be more flexible to showcase students' multiple intelligences, thus should not be limited to paper-and-pencil tests.
- Clear assessment content and criteria: The assessment content and criteria should be clearly defined according to the learning content, with transparency and sufficient communication with students and parents.
- Assessment for learning: Utilize assessment data appropriately to analyze students' learning performance and adjust teaching strategies, so as to promote student learning.

C) Formative and Summative Assessment

(1) Formative Assessment

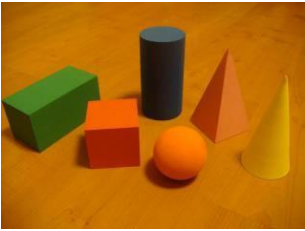
- Assessment for learning, or formative assessment, is the process of seeking and interpreting evidence for use by learners and their teacher to next steps for learning. It is any assessment activity which informs the next steps to learning and depends on the information gained.
- The purpose is to integrate assessment into learning and teaching, enabling students to understand the learning content and the expectations placed upon them. It encourages students to reflect on their learning, monitor their progress, and revise learning goals and strategies. It also diagnoses the development of students' different learning abilities, values the learning process, and summarizes unit learnings, allowing teachers to adjust teaching content and strategies to promote student learning.
- A whole school learning and teaching policy as well as our curriculum frameworks, guide our teaching. The learning and teaching policy sets out the core values and aims of our school and details the teaching strategies/styles that are used to deliver the curriculum, including the following approaches to assess students' learning throughout and across lessons:
 - Eliciting knowledge at the start of a topic or a theme;
 - Sharing learning objectives and outcomes with the students;
 - Developing success criteria with the class for them to assess themselves against;
 - Providing oral and written feedback, identifying next steps and how to take them;
 - Setting subject targets each semester and reviewing progress against these;
 - Providing regular opportunities to edit and improve work and the work of others;
 - Asking a range of open and closed questions;
 - Carrying out whole class 'show me' activities;
 - Setting pre and post assessment tasks for each unit in subjects;
 - Setting tests for regular review of prior learning, e.g., chapter tests.
- Subject coordinators are given autonomy to choose the assessment methods that best suit a given subject. Summative assessments take place alongside moderation to ensure consistency, accuracy and inform planning and preparation. In class, regular review is considered effective practice to help resurface prior learning from the last lesson, building competency and confidence. Effective questioning is an expectation, focusing on depth of understanding and process. Teachers ask questions to gain feedback helping to address misconceptions and inform future planning.
- Diversified modes, not limited to written tests:
 - This includes, but is not limited to, written assignments, worksheets, oral presentations, dictation, writing, formative assessments, project-based learning, chapter tests and learning portfolios. In addition to assessments by teachers, there are also student self-assessments, peer assessments, and assessments by parents.
 - Multiple intelligences assessment (encouraged but not compulsory) includes: language ability, mathematics and logic, visual-spatial skills, musical rhythm, motor skills, interpersonal communication, personal reflections and naturalistic observation, etc.
 - Multiple intelligences refer to different areas of intelligence that individuals possess as shown below, as proposed by Howard Gardner's theory of multiple intelligences.



- The timing of assessments varies depending on their nature and purpose, and they may be conducted either at regular or irregular basis. No advance notice may be given. Assessments for each subject are scheduled based on the completion dates of chapters.
- The contents or skills of formative assessment are those that students have learned in their lessons. In addition to subject knowledge, related skills, attitudes, values, and self-learning skills are also assessed.
- Feedback is provided in the form of grades, scores, oral feedback or written comments to show students' level of achievement.

Examples of multiple intelligences assessment:

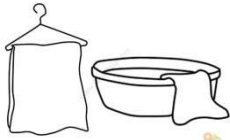
Example 1: Grade 1 Mathematics Topic : Understanding 3-dimensional shapes

Learning Focus	Assessment details (Example)	Assessment Criteria (Example)
1. Able to identify different 3-dimensional shapes	1. A student is asked to take out a prism from various 3-dimensional shapes	Able to identify various 3-dimensional shapes: <ul style="list-style-type: none"> ● Fully mastered: Can correctly identify all 3-dimensional shapes. ● Partially mastered: Can correctly identify some 3-dimensional shapes. ● Not mastered: Cannot correctly identify all 3-dimensional shapes.
2. Able to categorise 3-dimensional shapes	2. The teacher takes out one of the 3-dimensional shapes and asks the student, “What 3-dimensional shape is this?” 	
3. Able to describe the relative position of different objects using ‘in front of’, ‘behind’, ‘above’, ‘below’, ‘at the right of’, ‘at the left of’ and ‘between’	3. The student has a look at the location of the objects on the table and then answer the teacher's question, e.g., “Which side of the table is the water cup put?”	

Post-assessment Feedback for multiple intelligences assessment of ‘Understanding 3-dimensional shapes’ :

Topic	Learning Focus	Fully Mastered	Partially Mastered	Not Mastered
Understanding 3-dimensional shapes	(1)Able to identify various 3-dimensional shapes	√		
	(2)Able to categorise 3-dimenssional shapes		√	
	(3)Able to describe the relative position of different objects using ‘in front of’, ‘behind’, ‘above’, ‘below’, ‘at the right of’, ‘at the left of’ and ‘between’	√		

Example 2: Grade 1 General Studies Topic: Materials and sources of energy at home

Learning Focus	Assessment details (Example)	Assessment Criteria (Example)
Identify the characteristics of materials, including their hardness, permeability and transparency	<p>Through observing or touching different materials, students can tell the hardness, permeability or transparency.</p> 	<p>Excellent: Able to tell the characteristics of 6 materials given accurately.</p> <p>Good: Able to tell the characteristics of 4-5 materials given accurately.</p> <p>Fair: Able to tell the characteristics of 2-3 materials given accurately.</p> <p>Needs Improvement: Able to tell the characteristics of only 1 material given accurately or not able to tell any characteristic of any material given.</p>

2) Summative Assessment:

- The purpose of summative assessment is to collect and present evidence of learning outcomes in order to summarize students’ learning achievements.
- It reflects the abilities that students have achieved, including what they know and can do, at a certain stage. It examines the depth of the curriculum, the coverage of basic skills, and the alignment with the pace of social development, and conducts holistic assessments according to the learning scope of each subject.
- Teachers report in a summative manner to identify progress and attainment in accordance with the Hong Kong’s primary and secondary curriculum. There will be no examinations in Grade 1 for Semesters 1 and 2, and in Grade 2 for Semester 1. The arrangements for the summative assessments for each level are as follows:

Summative Assessment Grade(s)	Semester 1	Semester 2		Mock Hong Kong Attainment Test (Pre-S1)	Territory-wide System Assessment (TSA)
	Examination	Semester Test	Examination		
1	-	-	-	-	
2	-	√	√	-	
3-5	√	√	√	-	√ (G3)
6	√	-	√	√	√
7-10	√	√	√	-	√ (G9)

- Teachers will use the outcomes of summative assessments as well as formative assessments to make their overall judgement of whether a student is ‘needs improvement’, ‘fair’, ‘good’ or ‘excellent’ expectation of different grades. These judgements are reported to parents twice a year.
- At key points in the academic year, assessment of student learning and development is collated and formed into a judgement of current student attainment. This data is analysed by the Senior Leadership Team and grade meetings initiated with home room teachers to discuss the progress and attainment of the classes, groups of students and individuals. Target groups/individuals are identified and actions carried out to further increase the rate of progress and attainment. This may include setting up intervention programmes, amending planning and adapting teaching strategies during lesson co-planning meetings, organising staff development programmes in identified areas or referring students for individual tailored support.
- Starting from 2024/25, at the beginning of each academic year, end of year (EoY) attainment targets are set for each student for each subject they study. Target setting is informed by pre-teaching baseline assessment papers and tasks conducted in early September for all grade levels. For Grade 7, besides pre-teaching baseline assessment papers and tasks, target setting is also informed by the Mock Hong Kong Pre-S1 Attainment Test. At the end of each academic year, results are compared against the EoY targets. Areas for improvement are then fed into the School Development for the next academic year.
- Summary of assessment data and EoY targets are to be reported to the Board of Governors Meetings using a standardised template accessible from a Group Dashboard.
- No makeup examinations will be arranged for multiple intelligence assessments, formative assessments, tests or exams. If a student is absent for the whole or any part of assessment in any subject, that part and the overall attainment for that subject cannot be calculated. In such cases, the learning performance for that subject will be shown as “N.A.”
- In the Semester 2 final examination (Grades 2 to Grade 10), if a student fails in Chinese, English and/or Mathematics, and the his/her teachers collectively opine that repeating will help improve his/her learning, the student may need to repeat the grade.
- The School has the authority of making final decisions of students’ promotion or repeating.

3) Differentiated Assessment Design for Formative and Summative Assessment

- The purpose is to cater for students’ learning diversity, enhance their confidence and interest in learning, and consolidate their learning. Based on the school-based level-based learning objectives, assessment designs from G1 to G9 are divided into two levels: FI (Foundational and Intermediate) and A (Advanced), for the core subjects of Chinese Language, English Language, Mathematics for both Primary and Secondary, and General Studies (Primary) and Science (Junior Secondary). All students must complete Paper FI (foundational and intermediate) for these subjects. Students who perform well in any of the above subjects will complete Paper A (Advanced), and a separate Assessment Report will be issued for the Paper A, which will **NOT** be included in the total score or criteria for promotion.
- At the other end of learner diversity, pre-foundational marking schemes can be provided for the FI papers, or pre-foundational level papers (Paper PF) can be set only for students at levels below the foundational level to boost their self-confidence. Performance in Paper PF or FI papers marked with the PF marking schemes will also be reported separately from that of Paper FI, which will **NOT** be included in the total score or criteria for promotion.
- For Grade 10, no differentiated examination papers will be provided for any subjects. Questions of foundational, intermediate and advanced level will be included in examination papers, and the marks should be allocated to the questions of different levels according to the differentiated learning objectives. Students should be trained to attempt questions appropriate to their academic ability with good time management in examinations.

- Details for the minimum areas with differentiated assessment design are as follows:

Subjects	Grades	Areas with Differentiated Assessment Design
中國語文	G1-G9	閱讀理解、寫作
English Language		Reading Comprehension, Writing
數學 Mathematics		數範疇 (G2 – G4), Strand of Number (G1, G5 – G6), Strand of Number and Algebra (G7 – G9)
常識 General Studies	G1-G6	G1 : Science and Technology in Everyday Life G2 : 健康與生活、社會與公民 G1 及 G2 : 人與環境、國民身份認同與中華文化
Junior Secondary Science	G7-G9	<ul style="list-style-type: none"> • People and Environment • Science and Technology in Everyday Life

Level	Participating Students
FI (Foundational and Intermediate) (including formative and summative assessment)	<ul style="list-style-type: none"> ● All G1 – G9 students
A (Advanced) (including formative and summative assessment)	<ul style="list-style-type: none"> ● After reaching consensus on the marking criteria for assignments in a given unit, subject teachers teaching the same grade will mark assignments according to the agreed marking criteria, and shortlist students for attempting Paper A based on their performance in class and on assignments for the unit (for example, achieving a minimum of 85% and 50% accuracy for assignments of levels FI and A respectively, and demonstrated good learning attitude). ● Students who have achieved the level of excellence (85% or above) in formative assessments FI and a pass (50%) in formative assessments A are eligible to take Paper A in the Semester 2 Test and Semester 2 Examination for G2 or Semester 1 Exam, Semester 2 Test or Semester 2 Examination for G3 to G9 . ● The list of students who take Paper A in an Examination or Semester 2 Test will be confirmed at least two weeks prior to the Examination or test.
PF (Pre-Foundational)	<ul style="list-style-type: none"> ● Students who consistently perform at levels below the Foundational level (i.e. Pre-Foundational) can be given formative and summative assessment tasks or papers at this level, which can be set against learning objectives of lower grades. They are eligible (as deemed by subject teacher) to take a Paper PF in the Semester 2 Test and Semester 2 Examination for G2, or Semester 1 Exam, Semester 2 Test and Semester 2 Examination for G3 to G9. ● Meanwhile, for students who consistently perform at levels below the Foundational level (i.e. Pre-Foundational) in English or Chinese writing, they will take the English or Chinese writing Examination / Semester 2 paper together with other students, and their scripts are marked with both FI and PF marking schemes. ● The list of students who take Paper PF in an Examination or Semester 2 Test will be confirmed at least two weeks prior to the Examination or test.

(4) Transitional Arrangement of Reading Out Examination Papers for G1 and G2

Grade / Semester/ Type of Assessment		Arrangement of Reading Out Examination Papers	
		Paper FI (foundational and intermediate)	Paper A (Advanced)
G1 Semester 1	Formative Assessment	The invigilating teacher will read out the whole paper (including general instructions, all questions, choices in multiple choice questions and reading comprehension passages) to the students.	N.A.
G1 Semester 2	Formative Assessment	The invigilating teacher will read out the whole paper to the students (including general instructions, all questions and choices in M.C. questions) except the passages in reading comprehension papers.	The invigilating teacher will not read out the paper to the students.
G2 Semester 1	Formative Assessment	The invigilating teacher will read out the instructions of each part of the paper to the students (italics will be used for the instructions.)	
G2 Semester 2	Formative Assessment	The invigilating teacher will not read out the paper to the students.	
	Semester Test		
	Examination		

D) Assessment Plans of Different Subjects

(1) 中文科 Chinese Language

1.1 進展性評估 (各級的評估時限包括PF、FI、A三部分(*標示的範疇)以及多元智能評估(如適用))

1.1.1 一至六年級

範疇	時限(分鐘)	頻次	進行時間
閱讀*/語文基礎知識	10-15分鐘	每個月一次	隨堂進行 (至少一天前通知)
寫作(G1-2適用) G1:句子和段落 G2:句子、段落	10-15分鐘	上學期3次 下學期3次	
G2-G6:實用文	10-15分鐘	上學期2次 下學期2次	
G2-G6:短文*	G2-G3:25-35分鐘 G4-G6:35-40分鐘	各單元1次	
聆聽	5-10分鐘	上學期2次	
說話	1-3分鐘	下學期2次	
默書	25-35分鐘	各單元一次	隨堂進行 (至少一星期前通知)

1.1.2 七至九年級

範疇	時限(分鐘)	頻次	進行時間
閱讀	15-30分鐘	每單元一次	隨堂進行 (至少一天前通知)
寫作:實用文	15-30分鐘	上學期2次 下學期2次	
寫作:長文	60-70分鐘	上學期2次 下學期2次	
聆聽	10-20分鐘	上學期2次	
說話(短講/小組討論)	2分鐘/8分鐘	下學期2次	
默書	20-25分鐘	各單元一次	隨堂進行 (至少一星期前通知)

1.1.3 十年級

範疇	時限(分鐘)	頻次	進行時間
閱讀(指定篇章、課外篇章)	45分鐘	每單元一次	隨堂進行 (至少一天前通知)
寫作:實用文	30分鐘	每單元一次	
寫作:長文	75分鐘	每單元一次	
聆聽	20分鐘	上學期1次	
說話	3分鐘	下學期1次	
默書	15-25分鐘	每單元兩次	隨堂進行 (至少一星期前通知)

1.2 總結性評估

1.2.1 二年級第二學期（各級的評估時限包括PF、FI、A三部分及多元智能評估（如適用））

範疇	試卷	時限（分鐘）		卷面分數		佔該科成績百分比	
		第二學期					
		學期 測驗	考試	學期 測驗	考試	學期 測驗	考試
閱讀	語文基礎知識	20-30		70		10.8%	13.8%
	閱讀理解*	20-25		30		7.2%	9.2%
寫作	寫作*	40-50		100		16%	21%
聆聽	聆聽	10-20		100		6%	8%
說話	看圖說故事		1-2	100			8%

*適用於PF、FI、A卷的範疇。

1.2.2 三至六年級（各級的評估時限包括PF、FI、A三部分及多元智能評估（如適用））

範疇	試卷	時限 (分鐘)	卷面分數	佔該科成績百分比			
				第一學期	第二學期		
				考試	學期測驗	考試	
				G3-6	G3-5	G3-5	G6
閱讀	閱讀理解*及 語文基礎知識	45-55	100	16%	11%	13%	23%
寫作	寫作(實用文及長文*)	45-55	100	14%	9%	12%	21%
聆聽	聆聽	10-15	100	5%	5%	5%	8%
說話	看圖說故事、口頭報 告、小組討論	1-3	100	5%		5%	8%

*適用於PF、FI、A卷的範疇。

1.2.3 七至九年級（各級的評估時限包括PF、FI、A三部分）

範疇	試卷	時限（分鐘）	卷面分數	佔該科成績百分比		
				第一學期	第二學期	
				考試	學期測驗	考試
卷一：閱讀	閱讀理解*及 語文基礎知識	60	100	16%	11%	13%
卷二：寫作	寫作 (實用文及長文*)	90	100	14%	9%	12%
卷三：聆聽	聆聽	30	100	5%	5%	5%
卷四：說話	短講/小組討論	2/8	100	5%		5%

*適用於PF、FI、A卷的範疇。

1.2.4 十年級

範疇	試卷	時限 (分鐘)	卷面 分數	佔該科成績百分比		
				第一學期	第二學期	
				考試	學期測驗	考試
卷一：閱讀	閱讀 (指定篇章、課外篇章)	75	100	18%	11%	16%
卷二：寫作	寫作(實用文、命題寫作)	105	100	22%	14%	19%

1.3 評分準則

- 中文科寫作要求及評分準則(見附件1)
- 中文科說話評分準則(見附件2)

1.4 全港性系統評估(TSA)

試卷	三年級		六年級		九年級	
	時限(分鐘)	題數	時限(分鐘)	題數	時限(分鐘)	題數
閱讀評估	25	20題	30	25題	30	23題
寫作評估	40	實用文及 短文各一	55	實用文及文 章寫作各一	75	實用文及 文章寫作 各一
聆聽評估	20	12題選 擇題	20	15題選擇題	25	15題選擇 題

1.5 六年級模擬香港學科測驗

範疇	試卷	時限(分鐘)	卷面分數
聆聽	聆聽	10	21-23
閱讀及寫作	閱讀理解及語文基礎知識	40	42-44
	寫作：短文寫作		35
總計		50	100

1.6 中文(粵語科) Chinese (Cantonese)

1.6.1 進展性評估

範疇	時限(分鐘)				進行時間	頻次
	一年級	二至三 年級	四至六 年級	七至九 年級		
級別					隨堂進行	
聆聽練習	1-3				隨堂進行	每個學期2次
說話練習	1-2				隨堂進行	每個學期1次

1.6.2 總結性評估 (二年級至九年級)

範疇		卷面 分數	時限 (分鐘)	佔該科成績百分比			
				第一學期考試		第二學期考試	
				G2	G3-G9	G2	G3-G9
紙筆評估	聆聽	50	5-10	-	20%	50%	30%
口試評估	說話	50	1-3	-	20%	50%	30%

2 English Language 英文科

2.1 Formative Assessment (Time limit includes both papers PF, FI and A (, and multiple-intelligences assessment (if applicable))

Skills / Items	Time limit (minutes)			Implementation time	Frequency
	Grade	G1-G6	G7-G9		
Reading comprehension quiz*	Once a month; 10-15 each	20 - 25	40	Class time	For G7 to G10, each item is conducted after each unit. Each unit lasts for around 6 weeks for G7 to G9, and 8 weeks for G10.
Grammar usage quiz	Once a month; 5-10	20-25	30	Class time	
Vocabulary usage quiz	Once a month	20-25	30	Class time	
Writing quiz (One writing task)*	Once a month; 25	30 - 45	50	Class time and independent work	
Dictation	Once a month; 20	20	25	Class time	
Listening	Twice per semester; 15-20	25 - 30	30	Class time	
Speaking	Twice per semester; 2	5	5	Class time Performance in class	

*skills/items applicable to both papers PF, FI and A.

2.2 Summative Assessment

2.2.1 Grade 2 (Time limit includes both papers FI and A, and multiple-intelligences assessment (If applicable))

Skills / Items	Time limit* (minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester Test	Final Exam
Reading comprehension*	30-35	50	9%	12.5%
Grammar usage	20-25	50	9%	12.5%
Writing (One writing task)*	25	100	16%	21%
Listening	About 20	100	6%	7%
Speaking: Picture description	2	100		7%

*skills/items applicable to both papers PF, FI and A.

2.2.2 Grade 3 (Time limit includes both papers PF, FI and A, and multiple-intelligence assessment (If applicable))

Skills / Items	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject			
			Semester 1	Semester 2		
			Exam	Semester Test	Exam	
Reading	Reading Comprehension*	45-50	100	16%	11%	13%
	Grammar usage					
Writing (One writing task)*		25 - 30	100	14%	9%	12%
Listening		About 20	100	5%	5%	5%
Speaking	Semester 1: Reading aloud & Teacher-student interaction	3	100	5%		
	Semester 2: Picture description	2	100			5%

*skills/items applicable to both papers PF, FI and A.

2.2.3 Grades 4-6 (Time limit includes both papers PF, FI and A, and multiple-intelligence assessment (If applicable))

Paper		Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject			
				Semester 1	Semester 2		
				Exam	Semester Test	Exam	
				G4-6	G4-5	G4-5	G6
Reading	Reading Comprehension*	45	100	16%	11%	13%	23%
	Grammar usage						
Writing (One writing task)*		G4: 40 – 45 G5-G6: 45-50	100	14%	9%	12%	21%
Listening		About 20	100	5%	5%	5%	8%
Speaking	Semester 1: Reading aloud & Teacher-student interaction	3	100	5%			
	Semester 2: Presentation	(G4) 1 (G5) 1.5 (G6) 2	100			5%	8%

*skills/items applicable to both papers PF, FI and A.

2.2.4 Grades 7-9 (Time limit includes both papers PF, FI and A, and multiple-intelligence assessment (If applicable))

Skills / Items		Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject		
				Semester 1	Semester 2	
				Exam	Semester Test	Exam
Reading	Reading Comprehension*	90	100	16%	11%	13%
	Grammar usage					
Writing (One writing task)*		75	100	14%	9%	12%
Listening		Sem 1: 60 Sem 2: 75	100	5%	5%	5%
Speaking	Semester 1: Reading aloud & Teacher-student interaction Semester 2: Presentation	2	100	5%		5%

*skills/items applicable to both papers PF, FI and A.

2.2.5 Grade 10

Skills / Items		Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject		
				Semester 1	Semester 2	
				Exam	Semester Test	Exam
Reading		70	100	16%	11%	13%
Writing		60	100	14%	9%	12%
Listening		60	100	5%	5%	5%
Speaking	Semester 1: Semester 2:	2	100	5%		5%

2.3 Rubrics

- Rubrics for English Speaking Formative Assessment (Appendix 3 Referred)
- Rubrics for English Speaking Summative Assessment (Appendix 4 Referred)
- Rubrics for English Writing (See Appendix 5 Referred)

2.3 Territory-wide System Assessment (TSA)

Paper	Grade 3		Grade 6		Grade 9	
	Time limit (minutes)	No. of Questions	Time limit (minutes)	No. of Questions	Time limit (minutes)	No. of Questions
Reading & Writing	30	20 Multiple-choice questions and 1 short writing	50	20 Multiple-choice questions and 1 short writing		
Reading					35	36 Multiple-choice questions
Writing					40	1 writing task
Listening	20	14 Multiple-choice questions	30	30 Questions	35	31 Questions

2.4 Mock Hong Kong Attainment Test (For Grade 6 students)

Papers	Areas	Time limit (minutes)	Total marks shown in the paper
Listening	Listening	15	32
Reading and writing	Reading comprehension (3 passages)	20	38
	Writing (one writing task)	15	30
Total		50	100

3 數學科 Mathematics

3.1 Formative Assessment 進展性評估 (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用)) (Time limit includes both papers PF, FI and A, and multiple-intelligences assessment (if applicable))

年級 (Grade)	範疇 (Scope)	形式 (Format)	時限 (分鐘) (Time Limit: Minutes)	進行時間及次數 (Implementation Time)	頻次 (Frequency)
1	By Chapter	Practical assessment, written test, multiple-intelligence assessment	Around 5-15	Class time	Once a month
2-3	按課題進行	實作評量、筆試、多元智能評估	約 5-15	隨堂	每月一次
4	按課題進行	筆試	30	隨堂	Once a month
5-9	By Chapter	Written Test	35	Class time	Once per chapter
10	By Chapter	Written Test	35	Class time	Once per chapter

3.2 Summative Assessment 總結性評估

3.2.1 二年級第二學期 (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用))

範疇	時限 (分鐘)	卷面分數	估該科成績百分比	
			第二學期	
			測驗	考試
按考試範圍	40-50	100	40%	60%

3.2.2 三至六年級 (Grades 3 to 6) (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用)) (Time limit includes both papers PF, FI and A, and multiple-intelligence assessment (if applicable))

範疇 (Scope)	時限 (分鐘) (Time Limit)	卷面分數 (Total Marks Shown in Paper)	估該科成績百分比 (Total percentage of the subject)			
			第一學期 (Semester 1)		第二學期 (Semester 2)	
			考試 (Exam)	學期測驗 (Semester Test)	考試 (Exam)	
			G3-6	G3-5	G3-5	G6
按考試範圍 (According to scope of Examination)	G3: 50 (Test) 55 (Exam) G4-5: 60 (Test) 75 (Exam) G6: 75	100	40%	25%	35%	60%

3.2.3 Grades 7-9 (Time limit includes both papers PF, FI and A)

Scope	Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject		
				Semester 1	Semester 2	
				Exam	Semester Test	Exam
According to scope of Examination	1	G7-8: 75 G9: 90	100	26%	16%	23%
	2	G7-8: 40 (Test) 60 (Exam) G9: 60	100	14%	9%	12%

3.2.4 Grade 10

Scope	Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject		
				Semester 1	Semester 2	
				Exam	Semester Test	Exam
According to scope of Examination	1	120	100	26%	16%	23%
	2	60	100	14%	9%	12%

3.3 Territory-wide System Assessment (TSA)

Grade 3		Grade 6		Grade 9	
Time limit (minutes)	No. of Questions	Time limit (minutes)	No. of Questions	Time limit (minutes)	No. of Questions
40	33	50	39	65	47

3.4 Mock Hong Kong Attainment Test (For Grade 6 students)

Section	Format	Time limit (minutes)	Total marks shown in the paper
A	Multiple-choice Questions (around 30)	60	60
B	Short and Structured Questions (Around 7-8)		40
Total		60	100

4 常識科 General Studies (G1- G6)

4.1 Formative Assessment 進展性評估 (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用)) (Time limit includes both papers PF, FI and A, and multiple-intelligence assessment (if applicable))

級別 (Grade)	範疇 (Scope)	形式 (Format)	時限 (分鐘) (Time Limit: Minutes)	進行時間 (Implementation Time)	頻次 Frequency
1-3	按單元進行 (By Chapter)	筆試 (written Test)	10-20	隨堂 (Class Time)	每月一次 (once per month)
		多元智能評估 (Multiple intelligence assessment)	5-10	隨堂 / 特定評估日 (Class time / A Specified assessment date)	每學期一次 (Once per semester)
4-6	按單元進行 (By Chapter)	筆試 / Written Test	15-30	隨堂 (Class Time)	每月一次 (once per month)

4.2 Summative Assessment 總結性評估

4.2.1 二年級 (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用))

範疇	時限 (分鐘)	卷面分數	佔該科成績百分比	
			第二學期	
			學期測驗	考試
按考試範圍	40-45	100	40%	60%

4.2.2 三年級 (各級的評估時限包括PF、FI、A 三部分及多元智能評估 (如適用))

範疇	時限 (分鐘)	卷面分數	佔該科成績百分比		
			第一學期	第二學期	
			考試	學期測驗	考試
按考試範圍	45 - 50	100	40%	25%	35%

4.2.3 四至六年級 (G4 – G6) (評估時限包括FI、A 兩部分及多元智能評估 (如適用)) (Time limit includes both papers FI and A, and multiple-intelligence assessment (If applicable))

範疇 (Scope)	時限 (分鐘) (Time Limit)	卷面分數 (Total Marks Shown in Paper)	佔該科成績百分比 (Total percentage of the subject)				
			第一學期 (Semester 1)	第二學期 (Semester 2)			
			考試 (Exam)	學期測驗 (Semester Test)	考試 (Exam)		
			G4-6	G4-5	G4-5	G6	
按考試範圍 (According to scope of Examination)	第一部份：個人社會及人文部份	35	100	20%	12.5%	17.5%	30%
	Part 2: Science & Technology	35		20%	12.5%	17.5%	30%

5 Science 科學 (G7-9)

5.1 Formative Assessment (Time limit includes both papers FI and A, and multiple-intelligence assessment (If applicable))

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter	Written Test	10-20	Class Time	Once per two teaching weeks
	Experiment (selected chapters):	20	Class Time	At least one per chapter
	Written Assignments	60	Class time	Once per teaching week
	Project (Selected Topic)	~120	Non-Class Time,	4 times per semester

5.2 Summative Assessment (Time limit includes both papers FI and A, and multiple-intelligence assessment (If applicable))

Scope	Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject		
				Semester 1	Semester 2	
				Exam	Semester Test	Exam
According to scope of Examination	Written Examination	50 – 60	100	40%	25%	35%

6 公民與社會發展 Citizenship and Social Development (G10)

6.1 進展性評估

範疇	形式，	時限 (分鐘)	進行時間	頻次
按課題進行	筆試	25-35	隨堂	每個月一次
	習作、專題報告	不適用	隨堂及課後	每課題一次 (約1至2個月一次)

6.2 總結性評估

範疇	時限 (分鐘)	卷面分數	佔該科成績百分比		
			第一學期	第二學期	
			考試	學期測驗	考試
按考試範圍	90	100	40%	25%	35%

7 中國歷史 Chinese History (G7-10)

7.1 進展性評估

範疇	形式	時限 (分鐘)	進行時間	頻次
按單元進行	筆試	七至九年級: 25 -35 十年級: 25 - 45	隨堂	七至九年級:每單元一次 十年級:每單元二至三次
	習作	不適用	隨堂及課後	每單元三至四次
	專題報告	不適用	隨堂及課後	每學期二次

7.2 總結性評估

年級	範疇/卷別	時限 (分鐘)	卷面分數	佔該科成績百分比	
				第一學期	第二學期
				考試	考試
七至九年級	按考試範圍	50 - 60	100	40%	60%
十年級		上學期: 90 下學期: 135	上學期: 60 下學期: 90	40%	60%

8 History 歷史 (G7-10)

8.1 Formative Assessment

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter (G7-9)	Written Test	G7-9: 25 -35 G10: 25 - 45	Class Time	G7-G9 2 times per semester; G10: once per topic
By Topic (G10)	Written Assignments	N.A.	Non-class time	3-5 times per topic/chapter
	Project (Selected Topic)	N.A.	Non-class time	2 times per semester

8.2 Summative Assessment

Grade	Scope/Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
				Semester 1 Examination	Semester 2 Examination
7-9	According to scope of Examination	50 – 60	100	40%	60%
10		Semester 1: 90 Semester 2: 120	Semester 1: 30 Semester 2: 45	40%	60%

9 Geography 地理 (G7-10)

9.1 Formative Assessment

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter/ Topic	Written Test	G7-G9: 25 –30 G10: 25 - 45	Class Time	Once per term 3-4 times per topic
	Dictation	G7 - G9: 10 - 15	Class time	1-2 times per unit
	Written Assignments	G7-G9: 15 - 25 G10: 25-45	Non-class time	1-2 times per unit 3-4 times per topic
	Project (Selected Topic)	G7-10:15-30	Non-class time, Class Time	Once per term

9.2 Summative Assessment

Grade	Scope	Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
					Semester 1 Examination	Semester 2 Examination
7-9	According to scope of Examination	Written Examination	50 – 60	100	40%	60%
10	According to scope of Examination	Written Examination	Semester 1: 90 Semester 2: 120	Semester 1: 37-40 Semester 2: 47 - 50	40%	60%

10 Economics 經濟

10.1 Formative Assessment

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter/ Topic	Written Test	25 - 45	Class Time	Once per topic
	Dictation	5 - 10	Class Time	Once per month
	Worksheet	N.A.	Non-class time,	3-4 times per topic

10.2 Summative Assessment

Scope	Paper	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
				Semester 1 Exam	Semester 2 Exam
				According to scope of Examination	Written Examination

11 Physics 物理 (G10)

11.1 Formative Assessment (Time limit includes both papers FI and A, and multiple-intelligences assessment (If applicable))

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter	Written Test	30	Class Time	Once per two teaching weeks
	Experiment (selected chapters):	40-50	Class Time	4-5 per semester
	Written Assignments	60	Non-Class Time, Class Time	Once per teaching week,
	Project (Selected Topic)	120		Twice per semester

11.2 Summative Assessment (Time limit includes both papers FI and A, and multiple-intelligences assessment (If applicable))

Scope	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester 1	Semester 2
			Exam	Exam
According to scope of Examination	120	100	40	60

12 Chemistry 化學 (G10)

12.1 Formative Assessment (Time limit includes both papers FI and A, and multiple-intelligences assessment (If applicable))

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter	Written Test	20-30	Class Time	Once per teaching week
	Experiment (selected chapters):	45	Class Time	5 per semester
	Written Assignments	60	Non-Class Time, Class time	Once per teaching week
	Project (Selected Topic)	120		Twice per semester

12.2 Summative Assessment (Time limit includes both papers FI and A, and multiple-intelligences assessment (If applicable))

Scope	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester 1	Semester 2
			Exam	Exam
According to scope of Examination	120	100	40%	60%

13 Biology 生物 (G10)

13.1 Formative Assessment

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter	Quiz	5	Class Time	Every lesson
	Written Test	30	Class Time	Monthly
	Experiment (selected chapters)	70	Class Time	Monthly
	Weekly revision worksheet	N.A.	Non-Class Time	Weekly
	Project	N.A.	Non-Class Time, Class time	Monthly

13.2 Summative Assessment

Scope	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester 1	Semester 2
			Exam	Exam
According to scope of Examination	120	100	40	60

14 Mathematics Module 2 (Algebra & Calculus) 數學延伸部分單元二 (代數與微積分) (G10)

14.1 Formative Assessment

Scope	Format	Time limit (minutes)	Implementation time	Frequency
By Chapter	Written Test	30-40	Class Time	By section or chapter

14.2 Summative Assessment

Scope	Time limit (minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester 1	Semester 2
			Exam	Exam
According to scope of Examination	Semester 1: 90 Semester 2: 120	Semester 1: 60 Semester 2: 80	40%	60%

15 中國文學科 Chinese Literature (G10)

15.1 進展性評估

範疇	形式	時限 (分鐘)	進行時間	頻次
按單元進行	筆試	60	隨堂	每單元一次
	習作、專題報告、創作練習	不適用	隨堂及課後	每單元一次

15.2 總結性評估

卷別	範疇	時限 (分鐘)	卷面分數	佔該科成績百分比	
				第一學期考試	第二學期考試
卷一	文學賞析	60	100	12%	20%
卷二	文學創作	90	100	28%	40%

16 音樂科 Music (G1-G9)

16.1 Formative Assessment 進展性評估

Grade 年級	Format 形式	Time limit (Minutes) 時限 (分鐘)	Implementation time 進行時間	Frequency 頻次
1 - 9	<ul style="list-style-type: none"> Actionable and immediate verbal feedback across all topics, focusing on specific areas such as dynamics, technique, and expression for pupils to reflect, set goals, and track their progress. (就所有課題，就力度、技巧、情感表達等特定領域提供可行且即時的口頭回饋，讓學生反思、設定目標並了解進度。) Peer feedback and positive reinforcement to build confidence and foster a supportive learning environment. (同儕提供回饋和正面強化，以建立學生自信及締彼此支持的學習環境。) 	N.A. 不適用	Class Time 隨堂	on a consistent basis 持續進行
1-9	<ul style="list-style-type: none"> Feedback sessions, check-ins, and personalised notes to ensure continuous growth and improvement. (提供回饋環節、檢查和個性化提示，以確保持續成長和改善。) 	N.A. 不適用	Class Time 隨堂	Bi- monthly 每兩月一 次

16.2 Summative Assessment 總結性評估

Grade 年級	Format 形式	Time Limit (Minutes) 時限 (分鐘)	Total Marks 分數	Total percentage of the subject 佔該科成績百分比	
				Semester 1 第一學期	Semester 2 第二學期
1-9	Singing, musical instrument, music appreciation, listening, music theory (歌唱、樂器、音樂欣賞、聆 聽、樂理)	On-going (Class Time) 持續進行 (隨堂)	100	40	60

17. 視覺藝術科 Visual Arts (G1 – G10)

17.1 Formative Assessment 進展性評估

17.1.1 G1-G9 (accounts for 100% of reported attainment in Assessment Report)

(佔評估報告得分的百分之一百)

Scope 範疇		Time Limit (Minutes) 時限 (分鐘)	Marks for each topic 每課題分數	Total percentage of the subject 佔該科成績百分比					
				Semester 1 第一學期			Semester 2 第二學期		
				G1-G2	G3 – G6	G7 – G9	G1-G2	G3 – G6	G7 – G9
按單元進行 By Module	小畫簿 或工作紙	隨堂 Class time	100%	10%	-	-	10%	-	-
	視藝作品			30%	40%	-	50%	60%	-
	Visual presentation, Visual appreciation and Reflection			-	-	40%	-	-	60%

17.1.2 G10 (Multiple-intelligence Assessment including interpersonal, intrapersonal, bodily kinaesthetic, spatial, logical-mathematical, and linguistic intelligence)

Grade 年級	Scope 範疇	Time limit (Minutes) 時限 (分鐘)	Implementation time 進行時間	Frequency 頻次
10	Practices (in art appreciations/ criticism and art makings) for SBA and Exams.	N.A.	Class time, non-class time	2-3 exercises per week

17.2 Summative Assessment 總結性評估: (Examination is conducted only for G10 for this subject 本科只有十年級設考試)

Scope 範疇	Time Limit (Minutes)	Total marks shown in the paper	Total percentage of the subject	
			Semester 1	Semester 2
School Based Assessment (SBA)	On –going (both class & non class time)	100	20%	30%
Exam Part I: Art Appreciation and Criticism (either Paper 1 or Paper 2)	45 mins	20	4%	6%
Exam Part II: Visual Arts Making (either Paper I or Paper 2)	3.5 hours	80	16%	24%

18 體育科 Physical Education (PE) (G1 – G10)

18.1 Formative Assessment 進展性評估

Scope 範疇	Time Limit (Minutes) 時限 (分鐘)	Implementation time 進行時間	Frequency 頻次
體適能項目 (Physical Fitness)	Depending on the types of physical fitness 按體適能項目而定	Class time 隨堂	Once / Semester 每學期一次 Fitness Test 身體素質測試

18.2 Summative Assessment 總結性評估

Scope 範疇	Time Limit (Minutes) 時限 (分鐘)	Total Marks 滿分	Total percentage of the subject 佔該科成績百分比			
			Semester 1 第一學期考試		Semester 2 第二學期考試	
			G3-G9	G2	G3-G9	G10
知識 (筆試) Knowledge (Written Exam)	5	20	8%	20%	12%	30%
運動項目技能 Sport Skills	按運動項目技能而定 Depending on the type of sports	80	32%	80%	48%	70%

19 資訊科技科 Information and Communication Technology (ICT)

19.1 Formative Assessment 進展性評估 (一年級上、第二學期及二年級第一學期)

範疇	形式	時限 (分鐘)	進行時間	頻次
By Topic 按課題	Practical Skills/ Worksheets 實作技能或工作紙	Depending on topic 按課題而定	Class Time 隨堂	一個學期二次

19.2 總結性評估 Summative Assessment (二年級第二學期及三至十年級)

Scope 範疇	Time Limit (Minutes) 時限 (分鐘)	Implementation time 進行時間	Total percentage of the subject 佔該科成績百分比			
			Semester 1 第一學期考試		Semester 2 第二學期考試	
			G2	G3- G10	G2	G3 - G10
Practical Skill 實作技能	30	Class time 隨堂 (Once per Semester 每學期一次)	-	40% (G3-G9 ONLY)	50%	30%
Theoretical knowledge 理論知識	30	In Exam timetable (Once per Semester 每學期一次)	--	40% (G10 ONLY)	50%	30%

E) Assessment weightings of different subjects for Class Allocation (各科評估分班時所佔總分比重)

(1) Weighting of Assessment of each subject in each semester (for G2 to G9) :

Subject	中文	粵語	English	Maths	General Studies	Science	Chinese History	History	Geography	Music	Visual Arts	PE	ICT
G2 – G6	3	0	3	3	2	-	-	-	-	1	1	0	0
G7 – G9	3	0	3	3	-	2	1	1	1	1	1	0	0

(2) Weighting of Assessment of each subject in each semester (for G10):

Subject	中文	粵語	English	Maths	CSD	10 Electives subjects: scores of the 3 selected subjects will be weighted	PE	DL
G10	3	0	3	2	1	Weighting 3@ x 3 subjects	0	0

(3) The weighting is to be used for class allocation when students of a certain grade are allocated to more than one class in the upper grade.

F) Follow up and Feedback**(1) Post-assessment Follow up**

Platform of Follow up	Detail Arrangements
1. Follow up through lesson co-planning meetings (between subject teachers teaching the same grade)	<ul style="list-style-type: none"> During lesson co-planning meetings, the content, frequency, timing, and results of both assignments and formative assessments will be reviewed to inform the development of the next unit, topic or module and adjust teaching strategies as needed. After each summative assessment, subject teachers who have marked the assessment work will analyse and review the performance of the whole-class and individual students as well as the assessment design, and discuss follow up measures during collaborative planning meetings. The teaching effectiveness of the whole school semester or over a learning phase will be reviewed and analysed, and recommendations will be made and implemented to prepare for the next learning phase. Besides, appropriate support will be provided for students in need, and classroom teaching and learning will be refined accordingly.
2. Follow up through subject meetings (attended by all teachers teaching the same subject)	<ul style="list-style-type: none"> After summative assessment, the subject coordinators will review and analyse the overall performance of students of each class and each grade level, assessment design and suggested measures made previously, Based on the above analysis, the subject coordinators will review with the subject coordinators the teaching effectiveness of each grade level during the learning phase and provide suggestions to optimize teaching.
3. Follow up in meetings between subject coordinators and DH (Academic) or Curriculum Coordinator	<ul style="list-style-type: none"> From a macro perspective, they will comprehensively examine students' overall performance in each subject and/or interdisciplinary areas and provide suggestions or refine the assessment and learning and teaching strategies of different subjects, as well as the school's assessment policy.

(2) Feedback

Effective feedback can enhance interest in learning and learning effectiveness. Therefore, feedback should be diverse in form to allow a comprehensive review:

- (a) **Assignments:** In addition to giving out grades or scores, feedback should also include written responses. This allows the most personalized comments that take into account students' affection and individual differences.
- (b) **Learning Portfolio:** Allow Students to systematically record their learning process and reflect on subject content learnt. This helps them review their own learning, thus nurturing self-directed learning skills among them. Multiple assessments can be conducted by different assessors (such as peer assessment, self-assessment and parental assessment) with different focuses and feedback. This enables students to have a more comprehensive review of their learning outcomes, such as in Chinese language for the travel journal unit in Grade 4 or in General Studies and History for project-based learning.
- (c) **Assessment Reports:** An Assessment Report will be distributed to parents at the end of each Semester. The following is included in the Assessment Report:
- “Learning Objectives of Assessment” (學習重點): Listing the learning focus during the semester
 - “Performance in Learning” (學習表現): Students’ learning performance which is categorised as four levels as shown below:

學習表現	Performance in Learning	Percentage of marks attained in the subject (%)
表現優異	Excellent	85-100
表現良好	Good	70-84.9
表現尚可	Fair	50-69.9
有待改善	Needs improvement	0-49.9

- “Learning Attitude” (學習態度) : Includes students’ classroom performance (attentiveness, participation in tasks, asking and responding to questions, and self-initiative in note-taking (if applicable)) and performance in assignments (completing assignments on time and with diligence)
- Please refer to the sample Assessment Report (Appendix 10 referred).

(d) Home-school collaboration:

- Parents will receive the overall performance of students’ formative assessments in different subjects monthly.
- After the summative assessment at the end of each Semester, homeroom teachers and/or subject teachers will meet with parents and distribute the Assessment Report for that semester.

G) Assessment Policy Review

- The school will review the assessment methods and results of each academic year and discuss them in subject meetings. If necessary, the assessment system and related arrangements will be refined.
- If there are any changes to the assessment system or arrangements, the school will notify parents through various channels such as parent-teacher meetings, parent notices, and school-based assessment guidelines. Subject teachers will also explain in detail to students.

附件 1：中文科寫作要求及評分準則

一、寫作字數要求

一至六年級

年級 類型	一年級	二年級	三年級	四年級	五年級	六年級	估分
實用文	字數不限						一至三年級：40分 四至六年級：30分
句	8字以上	9字以上	10字 或以上	11字 或以上	12字 或以上	14字 或以上	一至三年級：60分 四至六年級：70分
段	/	約20字 (2-3段)	約40字 (3-4段)	約45字 (3-4段)	約55字 (4-5段)	約60字 (5段)	
短文寫作 (上學期要求)	/	約50字	約120字	約150字	約200字	約250字	
	(下學期，每級字數要求加20字或以上)						

七至十年級年級

年級 類型	七年級	八年級	九年級	十年級	估分
實用文	字數按題目要求而定				30分
長文寫作	不少於 300字(上學期) 350字(下學期)	不少於 400字(上學期) 450字(下學期)	不少於 500字(上學期) 550字(下學期)	不少於 600字(上學期) 650字(下學期)	70分

二、實用文評分準則：

一至三年級(40分)

項目	估分	評分準則		
		13-15分	8-12分	0-7分
1. 內容及結構	15分	• 能寫出主要資訊及相關內容 • 能以段落形式寫作	• 能寫出部分主要資訊及相關內容 • 能以段落形式寫作	• 只能寫出少部分或未能寫出主要資訊及相關內容 • 未能以段落形式寫作
2. 格式	10分	9-10分 • 格式完整或缺其中一項	6-8分 • 格式缺其中兩項或以上	0-5分 • 格式不完整
3. 文句	5分	4-5分 • 能以完整句子寫作，文句通順	2-3分 • 大致能以完整句子寫作，文句有疏漏	0-1分 • 文句不通
4. 錯別字	5分	4-5分 • 沒有錯別字	2-3分 • 偶有錯別字	0-1分 • 錯別字較多
5. 標點符號	5分	4-5分 • 沒有誤用標點符號	2-3分 • 偶爾誤用標點符號	0-1分 • 頗多誤用標點符號

注：內容及結構、格式估分會根據各實用文類別有所更改

在第一學期，學生書寫簡體字仍給分；第二學期開始扣分(最多扣2分)。

四至六年級 (30分)

項目	估分	評分準則		
		11-12分	7-10分	0-6分
1. 內容及結構	12分	<ul style="list-style-type: none"> 能寫出主要資訊及相關內容 能以段落形式寫作 	<ul style="list-style-type: none"> 能寫出部分主要資訊及相關內容 能以段落形式寫作 	<ul style="list-style-type: none"> 只能寫出少部分或未能寫出主要資訊及相關內容 未能以段落形式寫作
		7-8分	4-6分	0-3分
2. 格式	8分	<ul style="list-style-type: none"> 格式完整或缺其中一項 	<ul style="list-style-type: none"> 格式缺其中兩項或以上 	<ul style="list-style-type: none"> 格式不完整
		4-5分	3分	0-2分
3. 文句	5分	<ul style="list-style-type: none"> 能以完整句子寫作，文句通順 	<ul style="list-style-type: none"> 大致能以完整句子寫作，文句有疏漏 	<ul style="list-style-type: none"> 文句不通
		3分	2分	0-1分
4. 錯別字	3分	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 偶有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		2分	1分	0分
5. 標點符號	2分	<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號

注：內容及結構、格式估分會根據各實用文類別有所更改

在第一學期，學生書寫簡體字仍給分；第二學期開始扣分（最多扣2分）。

七至九年級 (30分)

項目	估分	評分準則		
		10-12分	7-9分	0-6分
1. 內容及結構	12分	<ul style="list-style-type: none"> 能寫出主要資訊及相關內容 能以段落形式寫作 	<ul style="list-style-type: none"> 能寫出部分主要資訊及相關內容 能以段落形式寫作 	<ul style="list-style-type: none"> 只能寫出少部分或未能寫出主要資訊及相關內容 未能以段落形式寫作
		8-10分	6-7分	0-5分
2. 格式	10分	<ul style="list-style-type: none"> 格式完整或缺其中一項 	<ul style="list-style-type: none"> 格式缺其中兩項或以上 	<ul style="list-style-type: none"> 格式不完整
		3分	2分	0-1分
3. 文句	3分	<ul style="list-style-type: none"> 能以完整句子寫作，文句通順 	<ul style="list-style-type: none"> 大致能以完整句子寫作，文句有疏漏 	<ul style="list-style-type: none"> 文句不通
		3分	2分	0-1分
4. 錯別字	3分	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 偶有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		2分	1分	0分
5. 標點符號	2分	<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號

注：內容及結構、格式估分會根據各實用文類別有所更改

十年級 (30分)

1. 內容 (10分)

分數 (品第)	內容
9-10 (上品)	能針對主題，並呼應寫作的背景和內容，作闡述說明； 見解明確、合理，論據有力，論述清晰完備。
7-8 (中上品)	能針對主題，並呼應寫作的背景和內容，作闡述說明； 見解明確、合理，論據充足，論述清晰。
5-6 (中中品)	能針對主題，並呼應寫作的背景和內容，作闡述說明； 見解大致明確、合理，論據、論述一般。
3-4 (中下品)	尚能符合主題，大致根據寫作的背景和內容，作闡述說明； 見解尚算合理，論據、論述較為粗疏。
0	見解、論據、論述闕如。

字數多於550字 (標點計算在內)，「內容」最高品第將限於：

- 601-650字：「中上品」
- 651-700字：「中中品」
- 701-750字：「中下品」
- 751字以上：「下品」

2. 行文組織 (20分)

指能否因應語境，以合宜的行文語氣及組織，完成寫作任務。

2.1 行文語氣 (10分)

- 措辭具體清晰，行文簡潔、達意流暢；
- 態度親切得體，或偶有適切修飾，加強宣傳效果。

行文語氣之品第說明：

品第	行文語氣
9-10 (上品)	措辭清晰，行文簡潔，達意流暢；態度親切得體；偶有修飾，具宣傳效果。
7-8 (中上品)	措辭清晰，行文達意流暢；態度親切，頗具宣傳效果。
5-6 (中中品)	措辭大致清晰，行文達意；態度尚算親切，宣傳效果一般。
3-4 (中下品)	行文大致達意；語氣頗多不當
1-2 (下品)	措辭、行文未能達意；語氣極多不當。
0 (不入品)	空白卷或答案完全錯誤。

2.2 組織 (10分)

組織之品第說明：

分數 (品第)	組織 (10分)
9-10 (上品)	結構完整；詳略得宜，鋪排主次有序；內容要點之間緊密扣連，合乎邏輯。
7-8 (中上品)	結構完整；詳略得宜，鋪排主次有序，合乎邏輯。
5-6 (中中品)	結構大致完整；詳略大致合宜，鋪排有序。
3-4 (中下品)	尚具組織；詳略稍有失衡，鋪排尚算恰當。
1-2 (下品)	結構散亂；詳略失衡，鋪排失當。
0	空白卷或毫無組織可言。

三、短文寫作評分準則（二及三年級）：60分

項目	佔分	評分準則		
1.內容	25分	23-25分	15-22分	0-14分
		<ul style="list-style-type: none"> 選材切題，中心明確，主次分明； 內容豐富、充實； 感情真摯； 	<ul style="list-style-type: none"> 內容切題，大致能表達中心，內容一般； 感情平淡； 	<ul style="list-style-type: none"> 選材不切題，內容空泛，文意不完整； 未能表達情感；
2.結構	14分	11-14分	7-10分	0-6分
		<ul style="list-style-type: none"> 能按內容重點分段； 各段有中心，段落間聯繫緊密，發展有層次； 能有條理地組織內容，承接，過渡恰當，首尾呼應； 	<ul style="list-style-type: none"> 大致能按內容重點分段； 能有條理地組織內容，承接、過渡大致恰當； 結尾不大有力。 	<ul style="list-style-type: none"> 段落間聯繫不大緊密； 分段錯誤或沒有分段； 段落間未能運用過渡詞；
3.文句	7分	6-7分	4-5分	0-3分
		<ul style="list-style-type: none"> 能正確運用句子寫作，文句通順、達意，句子有變化； 能運用比喻、擬聲、迭詞、擬人等及多角度描述及抒情方法； 能運用適當的關聯詞； 	<ul style="list-style-type: none"> 大致能運用簡潔通順的文句寫作，文句有疏漏； 所運用的修辭手法較少； 所運用的關聯詞較少； 	<ul style="list-style-type: none"> 文句不通； 未能運用修辭手法； 未能運用適當的關聯詞；
4.詞語運用	7分	6-7分	4-5分	0-3分
		<ul style="list-style-type: none"> 能恰當地運用所學詞語寫作，用詞豐富； 所運用的形容詞多變； 能運用豐富四字詞； 	<ul style="list-style-type: none"> 大致能運用所學詞語寫作； 大致能運用恰當的形容詞； 	<ul style="list-style-type: none"> 未能運用所學詞語寫作； 用詞不當且貧乏；
5.錯別字	4分	4分	2-3分	0-1分
		<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 偶有錯別字 	<ul style="list-style-type: none"> 錯別字較多
6.標點符號	3分	3分	2分	0-1分
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號

注：如學生答題偏離題目或文體，內容可部分或全部扣分，結構、文句、詞語運用、字數等部分仍給分。在第一學期，學生書寫簡體字仍給分；第二學期開始扣分（最多扣3分）。

四、短文寫作評分準則（四至六年級）：70分

項目	佔分	評分準則		
		25-28分	15-24分	0-14分
1.內容	28分	<ul style="list-style-type: none"> 選材切題，中心明確，主次分明； 內容豐富、充實； 感情真摯； 	<ul style="list-style-type: none"> 內容切題，大致能表達中心，內容一般； 感情平淡； 	<ul style="list-style-type: none"> 選材不切題，內容空泛，文意不完整； 未能表達情感；
		<ul style="list-style-type: none"> 能按內容重點分段； 各段有中心，段落間聯繫緊密，發展有層次； 能有條理地組織內容，承接，過渡恰當，首尾呼應； 	<ul style="list-style-type: none"> 大致能按內容重點分段； 能有條理地組織內容，承接、過渡大致恰當； 結尾不大有力。 	<ul style="list-style-type: none"> 段落間聯繫不大緊密； 分段錯誤或沒有分段； 段落間未能運用過渡詞；
2.結構	20分	<ul style="list-style-type: none"> 能正確運用句子寫作，文句通順、達意，句子有變化； 能運用比喻、擬聲、迭詞、擬人等及多角度描述及抒情方法； 能運用適當的關聯詞； 	<ul style="list-style-type: none"> 大致能運用簡潔通順的文句寫作，文句有疏漏； 所運用的修辭手法較少； 所運用的關聯詞較少； 	<ul style="list-style-type: none"> 文句不通； 未能運用修辭手法； 未能運用適當的關聯詞；
		<ul style="list-style-type: none"> 能恰當地運用所學詞語寫作，用詞豐富； 所運用的形容詞多變； 能運用豐富四字詞； 	<ul style="list-style-type: none"> 大致能運用所學詞語寫作； 大致能運用恰當的形容詞； 	<ul style="list-style-type: none"> 未能運用所學詞語寫作； 用詞不當且貧乏；
3.文句	7分	<ul style="list-style-type: none"> 能恰當地運用所學詞語寫作，用詞豐富； 所運用的形容詞多變； 能運用豐富四字詞； 	<ul style="list-style-type: none"> 大致能運用所學詞語寫作； 大致能運用恰當的形容詞； 	<ul style="list-style-type: none"> 未能運用所學詞語寫作； 用詞不當且貧乏；
		<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 偶有錯別字 	<ul style="list-style-type: none"> 錯別字較多
4.詞語運用	7分	<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
5.錯別字	4分	<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
6.標點符號	4分	<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號

注：如學生答題偏離題目或文體，內容可部分或全部扣分，結構、文句、詞語運用、字數等部分仍給分。

在第一學期，學生書寫簡體字仍給分；第二學期開始扣分（最多扣3分）。

五、長文寫作評分準則（七至九年級）：70分

項目	估分	評分準則		
		23-30分	16-22分	0-15分
1.內容	30分	<ul style="list-style-type: none"> 選材切題，中心明確，主次分明； 內容豐富、充實； 感情真摯； 	<ul style="list-style-type: none"> 內容切題，大致能表達中心，內容一般； 感情平淡； 	<ul style="list-style-type: none"> 選材不切題，內容空泛，文意不完整； 未能表達情感；
		<ul style="list-style-type: none"> 能按內容重點分段； 各段有中心，段落間聯繫緊密，發展有層次； 能有條理地組織內容，承接，過渡恰當，首尾呼應； 	<ul style="list-style-type: none"> 大致能按內容重點分段； 能有條理地組織內容，承接、過渡大致恰當； 結尾不大有力。 	<ul style="list-style-type: none"> 段落間聯繫不大緊密； 分段錯誤或沒有分段； 段落間未能運用過渡詞；
2.結構	20分	<ul style="list-style-type: none"> 能正確運用句子寫作，文句通順、達意，句子有變化； 能運用比喻、擬聲、迭詞、擬人等及多角度描述及抒情方法； 能運用適當的關聯詞； 	<ul style="list-style-type: none"> 大致能運用簡潔通順的文句寫作，文句有疏漏； 所運用的修辭手法較少； 所運用的關聯詞較少； 	<ul style="list-style-type: none"> 文句不通； 未能運用修辭手法； 未能運用適當的關聯詞；
		<ul style="list-style-type: none"> 能恰當地運用所學詞語寫作，用詞豐富； 所運用的形容詞多變； 能運用豐富四字詞； 	<ul style="list-style-type: none"> 大致能運用所學詞語寫作； 大致能運用恰當的形容詞； 	<ul style="list-style-type: none"> 未能運用所學詞語寫作； 用詞不當且貧乏；
3.文句	6分	<ul style="list-style-type: none"> 能恰當地運用所學詞語寫作，用詞豐富； 所運用的形容詞多變； 能運用豐富四字詞； 	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
4.詞語運用	6分	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
5.錯別字	4分	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號
6.標點符號	4分	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 沒有錯別字 	<ul style="list-style-type: none"> 錯別字較多
		<ul style="list-style-type: none"> 沒有誤用標點符號 	<ul style="list-style-type: none"> 偶爾誤用標點符號 	<ul style="list-style-type: none"> 頗多誤用標點符號

注：如學生答題偏離題目或文體，內容可部分或全部扣分，結構、文句、詞語運用、字數等部分仍給分。第一學期，學生書寫簡體字仍給分；第二學期開始扣分（最多扣5分）。

六、長文寫作評分準則（十年級）：70分

評分表

品第		內容(40分)	表達(30分)	結構(20分)	標點字體(10分)
上品	上上	10	10	10	10
	上中	9	9	9	9
	上下	8	8	8	8
中品	中上	7	7	7	7
	中中(上)	6	6	6	6
	中中(下)	5	5	5	5
	中下	4	4	4	4
下品	下上	3	3	3	3
	下中	2	2	2	2
	下下	1	1	1	1
極差/空白	/	0	0	0	0

注：分「內容」、「表達」、「結構」、「標點字體」及「錯別字」五項給分。

- 「內容」佔40分，「表達」佔30分，「結構」佔20分，「標點字體」佔10分。按品評級，先判別上、中、下三品，再於品內分上、中、下品。
- 「錯別字」一項的評分如下：0-1個錯別字給3分；2-4個給2分；5-7個給1分；8個或以上不給分；重錯不計。

評分重點：

項目		評分重點							
		論說		記敘		描寫			
內容	立意	主題思想		思想		感受		意念	
	取材	論據例證		材料細節/人物角色/時間空間					
表達	詞句	字詞運用/句式結構							
	手法	風格/形式手法/修辭技巧							
結構	起承轉合	引子總結	論點鋪陳		段落銜接	情節發展		角度層次	意念推展
		因果關聯	綱目主次		段落比例	輕重詳略		關聯呼應	條理節奏
標點字體		標點運用/筆畫字體							

附件二：中文科說話評分準則

甲、看圖說故事（一至六年級）評分標準：

項目	估分	評分準則	分數
1.能清楚講述不同類型的故事	30分	• 能按題目要求講述故事，內容充實。（故事有新意）	27-30
		• 大致能按題目要求講述故事，但內容一般。	24-26
		• 尚能按題目要求講述故事，但內容略有疏漏。	18-23
		• 未能按題目要求講述故事。	0-17
2.能完整地順序講述事件	30分	• 能順序地講述故事，能運用關聯詞連貫上下句子，主旨明確，結構完整。	27-30
		• 能順序講述故事，能運用關聯詞連貫上下句子。	24-26
		• 尚能按事件發生的先後次序講述故事，但連貫性欠佳，條理欠清晰。	18-23
		• 未能按事件發生的先後次序講述故事，且條理不清。	0-17
3.能運用略有變化的詞語表情達意	20分	• 能運用豐富的詞語表情達意，使意思更清晰和準確。	18-20
		• 能運用豐富的詞語表情達意，使意思更清晰。	15-17
		• 尚能運用簡單詞語表情達意。	12-14
		• 詞不達意。	0-11
4.能掌握所學的字詞發音	10分	• 吐字清楚、發音準確。	9-10
		• 吐字大致清楚、間中有讀音錯誤。	5-8
		• 吐字欠清晰、常有讀音錯誤。	0-4
5.音量運用適當	10分	• 說話聲音能隨內容調適。	9-10
		• 說話聲音適中，音量偶有不穩。	5-8
		• 說話聲音微弱。	0-4

乙、口頭報告（四至六年級）評分標準：

項目	估分	評分準則	分數
1.能作簡短的口頭報告	30分	• 能按題目要求作口頭報告，內容豐富。	27-30
		• 大致能按題目要求作口頭報告，但內容一般。	24-26
		• 尚能按題目要求作口頭報告，但內容略有疏漏。	18-23
		• 未能按題目要求作口頭報告。	0-17
2.能完整地順序講述事件	30分	• 能有條理地報告事件，主旨明確，結構完整。	27-30
		• 大致有條理地報告事件。	24-26
		• 尚能組織相關內容作口頭報告，但連貫性欠佳，條理欠清晰。	18-23
		• 未能組織相關內容作口頭報告，且條理不清。	0-17
3.能運用略有變化的詞語表情達意	20分	• 能運用豐富的詞語表情達意，使意思更清晰和準確。	18-20
		• 能運用豐富的詞語表情達意，使意思更清晰。	15-17
		• 尚能運用簡單詞語表情達意。	12-14
		• 詞不達意。	0-11
4.能掌握所學的字詞發音	10分	• 吐字清楚、發音準確。	9-10
		• 吐字大致清楚、間中有讀音錯誤。	5-8
		• 吐字欠清晰、常有讀音錯誤。	0-4
5.音量運用適當	10分	• 說話聲音能隨內容調適。	9-10
		• 說話聲音適中，音量偶有不穩。	5-8
		• 說話聲音微弱。	0-4

乙、短講（七至九年級）評分標準：

項目	估分	評分準則	分數
1. 能作簡短的個人短講	30 分	● 能按題目要求作個人短講，內容豐富。	27-30
		● 大致能按題目要求作個人短講，但內容一般。	24-26
		● 尚能按題目要求作個人短講，但內容略有疏漏。	18-23
		● 未能按題目要求作個人短講。	0-17
2. 能完整地講述內容	30 分	● 主旨明確，有條理，結構完整。	27-30
		● 主旨大致清楚，大致有條理，結構大致完整。	24-26
		● 尚能組織相關內容作個人短講，但欠連貫性，條理欠清晰。	18-23
		● 未能組織相關內容作個人短講，且條理不清。	0-17
3. 能運用豐富詞語表情達意	20 分	● 能運用豐富的詞語表情達意，使意思更清晰和準確。	18-20
		● 能運用豐富的詞語表情達意，使意思更清晰。	15-17
		● 尚能運用簡單詞語表情達意。	12-14
		● 詞不達意。	0-11
4. 能掌握字詞發音	10 分	● 吐字清楚、發音準確。	9-10
		● 吐字大致清楚、間中有讀音錯誤。	5-8
		● 吐字欠清晰、常有讀音錯誤。	0-4
5. 音量運用適當	10 分	● 說話聲音能隨內容調適。	9-10
		● 說話聲音適中，音量偶有不穩。	5-8
		● 說話聲音微弱。	0-4

丙、小組討論（三至六年級適用）：

項目	估分	評分準則	分數
1. 能圍繞話題發言	30 分	● 能按題目發言，內容豐富，立場鮮明，理由充分。	27-30
		● 能按題目發言，立場清晰，理由尚算充分合理。	24-26
		● 大致能按題目發言，立場大致清晰，但理據略有疏漏。	18-23
		● 未能按題目發言，內容及理據一般，且偶有疏漏。 【沒有發言、或發言一次且內容單薄，0-5分】	0-17
2. 能有組織地發言	30 分	● 能運用標示語闡述理據及清晰表達個人意見及立場。	27-30
		● 大致能清晰地闡述理據及表達個人意見及立場。	24-26
		● 大致能組織相關內容表達個人意見及立場，但連貫性欠佳。	18-23
		● 未能組織相關內容表達個人意見及立場，且條理不清。 【沒有發言、或發言一次且條理不清，0-5分】	0-17
3. 能尊重他人	20 分	● 有眼神交流、禮貌與他人互動、用語得體。	18-20
		● 能禮貌回應他人，用詞適當。	15-17

項目	估分	評分準則	分數
		● 尚能回應他人，但欠眼神交流。	10-14
		● 未能與他人交流，眼神閃避或詞不達意。	0-9
4.能運用略有變化的詞語表情達意	10分	● 能運用豐富的詞語表情達意，使意思更清晰和準確。	9-10
		● 能運用正確的詞語表情達意，偶有書面語。	5-8
		● 尚能運用簡單詞語表情達意，但書面語化或詞不達意。	0-4
5.吐字清晰及音量適當	10分	● 吐字清楚、發音準確，且說話聲音能隨內容調適。	9-10
		● 吐字大致清楚、間中有誤，且說話音量適中，偶有不穩。	5-8
		● 吐字欠清晰、常有讀音錯誤，且說話聲音微弱。	0-4

Appendix 3: Rubrics for English Speaking Formative Assessment (Performance in class)

For Grade 1 to Grade 9

	Excellent	Good	Fair	Needs improvement
Frequency of participation	Student always has something to contribute to his class and group discussion by attempting longer responses, sharing ideas, asking questions or making plans.	Student often has something to contribute to his class and group discussion by sharing ideas, asking questions or making plans.	Student seldom has something to contribute to his class and group discussion by sharing ideas, asking questions or making plans	Student rarely has something to contribute to his class and group discussion.
Quality of participation	<p>Student is willing to answer open-ended questions in class and group discussion in English.</p> <p>Student elaborates on answers beyond a single sentence.</p> <p>Student tries to communicate more complex ideas and attempt creativity.</p>	<p>Student consistently responds in single complete English sentences.</p> <p>Student is willing to elaborate when prompted.</p> <p>Student tries to communicate his own ideas in English.</p>	Student usually responds with single words or memorized phrases.	Students' responses are often incomprehensible or inappropriate to the situation, OR student refuses to answer questions by shrugging or saying, "No" OR responds to English with Cantonese.
Use of English in class	<p>Student stays in English the entire class period. Student initiates conversations in English.</p> <p>Student responds in English with the teacher and classmates.</p> <p>Student consistently concentrates on good accent and correct pronunciation.</p>	<p>Student always uses English to respond to the teacher and use English with classmates during structured activities.</p> <p>Student makes all routine requests in English.</p> <p>Student normally concentrates on good accent and correct pronunciation.</p>	<p>Student only uses English in structured class, group and pair activities.</p> <p>Student makes minimal attempt at good accent and correct pronunciation.</p>	Student speaks as little English as possible during class, pair and group activities.

	Excellent	Good	Fair	Needs improvement
Accuracy	Student consistently uses correct tense, word choice, subject-verb and noun-adjective agreement. Student frequently self-corrects.	Student attempts to use correct tense, word choice, subject-verb and noun-adjective agreement. Student pays attention to feedback and correction.	Student makes frequent errors of tense, word choice, subject-verb and noun-adjective agreement.	Students' errors in tense, word choice, grammar or pronunciation would make what he says incomprehensible.

For Grade 10

	Excellent	Good	Fair	Needs improvement
Frequency of Participation	Always contributes with thoughtful responses, ideas, and questions. Initiates advanced discussions.	Often contributes with relevant responses and questions, but sometimes lacks depth.	Occasionally contributes, but responses are brief and lack insight.	Rarely contributes; responses are minimal or irrelevant.
Quality of Participation	Elaborates on complex ideas beyond simple answers. Communicates effectively with confidence.	Communicates ideas clearly with some depth. Occasionally elaborates when prompted.	Responses are often simplistic and lack engagement with deeper topics.	Responses are limited to single words or memorized phrases.
Use of English in Class	Stays in English for the entire class; uses advanced vocabulary and grammar. Initiates discussions.	Consistently uses English, but limited use of advanced vocabulary or expressions.	Uses English in structured activities but relies on basic language structures.	Minimal use of English during activities; often reverts to L1.
Accuracy	Consistently accurate in tense, grammar, and pronunciation. Rarely makes errors.	Mostly accurate, with minor errors in tense and grammar. Self-corrects when needed.	Makes frequent errors but can still communicate meaning. Needs assistance to correct.	Frequent errors in grammar and pronunciation make communication unclear.

Appendix 4: Rubrics for English Speaking Summative Assessment

A) Semester 1 Speaking Assessment for Grades 3-9

Part A: Reading Aloud (30%)

Scoring guide		Scoring scale
<ul style="list-style-type: none"> ● Reads clearly and fluently, with appropriate pausing and intonation. ● Makes very few or no errors in pronunciation. 		28-30
<ul style="list-style-type: none"> ● Reads fluently and clearly. ● Makes very few or no pronunciation mistakes. 		23-27
<ul style="list-style-type: none"> ● Reads quite clearly. ● Makes some mistakes in pronunciation. 		15-22
<ul style="list-style-type: none"> ● Reads hesitantly with many mistakes in pronunciation. ● Skips words occasionally. 		10-14
<ul style="list-style-type: none"> ● Reads hesitantly with many mistakes in pronunciation. ● Skips words frequently. 		1-9
<ul style="list-style-type: none"> ● No real effort made. 		0

Part B: Teacher-student Interaction (70%)

Items/ proportion	Scoring guide	Scoring scale
Content 30%	<ul style="list-style-type: none"> ● Provides relevant answers to most of the questions and gives elaboration to most of the questions. 	28-30
	<ul style="list-style-type: none"> ● Provides relevant answers to most of the questions and gives elaboration to some of the questions. 	23-27
	<ul style="list-style-type: none"> ● Provides relevant answers to most of the questions with few / no elaborations. 	15-22
	<ul style="list-style-type: none"> ● Provides relevant answers to some of the questions. 	10-14
	<ul style="list-style-type: none"> ● Provides relevant answers to some of the questions with prompting. 	1-9
	<ul style="list-style-type: none"> ● Gives irrelevant answers to most of the questions. OR ● Practically makes no attempt at all. 	0
Language (vocabulary & grammar) 20%	<ul style="list-style-type: none"> ● Uses a good range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	18-20
	<ul style="list-style-type: none"> ● Uses a range of vocabulary and sentence patterns with few grammatical mistakes. 	15-17
	<ul style="list-style-type: none"> ● Uses a small range of vocabulary and sentence patterns with some grammatical mistakes. 	10-14
	<ul style="list-style-type: none"> ● Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	1-9
	<ul style="list-style-type: none"> ● Practically makes no attempt at all. 	0
Pronunciation 20%	<ul style="list-style-type: none"> ● Speaks clearly with very few mistakes in pronunciation. 	18-20
	<ul style="list-style-type: none"> ● Speaks quite clearly despite a few mistakes in pronunciation. 	15-17
	<ul style="list-style-type: none"> ● Speaks unclearly with many mistakes in pronunciation. 	10-14
	<ul style="list-style-type: none"> ● Little of what is said can be understood. 	1-9
Bonus* Eye-contact	Award a score of 1-3 according to the amount of appropriate eye contact the student shows to the examiner. 0 score for no eye-contact at all.	*1-3
Total		70%

B) Semester 2 Speaking Assessment for Grades 2-3**Picture Description (100%)**

Items	Proportion	Scoring guide	Scoring scale
Content	40%	● Provides relevant answers to most of the questions and give elaboration to some of the questions.	36-40
		● Provides relevant answers to most of the questions with no or little prompting.	28-35
		● Provides brief answers to some of the questions with some prompting.	21-27
		● Provides brief answers to at least two questions but with difficulty.	1-20
		● Gives one or no comprehensible responses to the questions. ● Gives irrelevant answers to most of the questions.	0
Language (vocabulary, language patterns & grammar)	30%	● Uses a wide range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes.	27-30
		● Uses a small range of vocabulary and sentence patterns with some grammatical mistakes. OR ● Uses a limited range of vocabulary and sentence patterns with few grammatical mistakes.	16-26
		● Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes.	1-15
		● Practically makes no attempt at all. ● Award no score if the information or ideas provided are irrelevant to the topic.	0
Pronunciation & fluency	30%	● Responds to most of the questions naturally and readily. ● Speaks clearly and fluently, with very few mistakes in pronunciation.	27-30
		● Responds to some of the questions hesitantly. ● Speaks quite clearly with some mistakes in pronunciation.	16-26
		● Responds to most of the questions hesitantly. ● Speaks unclearly with many mistakes in pronunciation.	1-15
		● Makes no attempt at all.	0

C) Semester 2 Speaking Assessment for Grades 4-9

Presentation (100%)

Items	Proportion	Scoring guide	Scoring scale
Content	(40%)	<ul style="list-style-type: none"> ● Provides plenty of information and ideas relevant to the topic with some elaboration. ● Communicates ideas very clearly. 	36-40
		<ul style="list-style-type: none"> ● Provides information and ideas relevant to the topic. ● Communicates ideas clearly. 	28-35
		<ul style="list-style-type: none"> ● Provides some information and ideas relevant to the topic with prompting. ● Communicates ideas quite clearly. 	21-27
		<ul style="list-style-type: none"> ● Provides information and ideas mostly irrelevant to the topic. OR ● Provides limited information and ideas. 	1-20
		<ul style="list-style-type: none"> ● Provides information and ideas completely irrelevant to the topic. OR ● Practically makes no attempt at all 	0
		<p>Bonus* Award a score of 1-5 according to the amount of appropriate eye contact the student shows to the examiner. 0 score for no eye-contact at all.</p>	*1-5
		<ul style="list-style-type: none"> ● Uses a wide range of vocabulary, sentence patterns and cohesive devices with few grammatical mistakes. 	27-30
Language (vocabulary, language patterns & grammar)	(30%)	<ul style="list-style-type: none"> ● Uses a small range of vocabulary and sentence patterns with some grammatical mistakes. OR ● Uses a limited range of vocabulary and sentence patterns with few grammatical mistakes. 	16-26
		<ul style="list-style-type: none"> ● Uses a very limited range of vocabulary and sentence patterns with many grammatical mistakes. 	1-15
		<ul style="list-style-type: none"> ● Practically makes no attempt at all. ● Award no score if the information or ideas provided are irrelevant to the topic. 	0
		<ul style="list-style-type: none"> ● Speaks clearly and fluently, with very few mistakes in pronunciation. 	27-30
Pronunciation & fluency	(30%)	<ul style="list-style-type: none"> ● Speaks quite clearly with some mistakes in pronunciation and occasional hesitation. 	16-26
		<ul style="list-style-type: none"> ● Speaks unclearly with many mistakes in pronunciation. Hesitant/stilted speech that may impede communication. 	1-15
		<ul style="list-style-type: none"> ● Makes no attempt at all. 	0

D) Speaking Assessment for Grades 10

Presentation (100%)

Items	Proportion	Scoring guide	Scoring scale
Content	(40%)	● Provides extensive information and ideas directly relevant to the topic, with clear elaboration. Demonstrates critical thinking and links ideas to broader contexts.	36-40
		● Provides relevant information and ideas with some elaboration. Shows some logical structure and critical thinking.	28-35
		● Provides relevant information with minimal elaboration. Ideas are mostly clear but lack critical depth.	21-27
		● Provides limited or irrelevant information. Ideas are unclear or incomplete.	1-20
		● Makes no attempt to provide relevant content or ideas.	0
Language (vocabulary, language patterns & grammar)	(30%)	● Uses a wide range of advanced vocabulary, sentence patterns, and cohesive devices with very few grammatical mistakes. Shows accuracy and complexity typical of HKDSE standards.	27-30
		● Uses a good range of vocabulary and sentence patterns with occasional mistakes.	16-26
		● Limited range of vocabulary and sentence patterns, with frequent grammatical mistakes that affect communication.	1-15
		● Makes no attempt at all.	0
Pronunciation & fluency	(30%)	● Speaks clearly and fluently with minimal pronunciation errors. Pronunciation is clear and precise, enhancing communication.	27-30
		● Speaks quite clearly with minor mistakes in pronunciation and occasional hesitation.	16-26
		● Speaks with frequent pronunciation mistakes that affect fluency and comprehension.	1-15
		● Makes no attempt at all.	0

Appendix 5: Rubrics for English Writing Formative and Summative Assessment

A) School-based Tiered English Writing Skills Framework (For Grades 1 to 3)

	Set A (Foundation & In	Set B			
Content	40%	100%	Bonus	10%	125%
Language	40%			10%	
Organization & Features	20%			5%	

Set for Advanced level

Content	Language	Organization & Features
Bonus (0-10)	Bonus (0-10)	Bonus (0-5)
<ul style="list-style-type: none"> ● Provide a lot of supporting details with relevant information ● Provide creative, interesting or unique ideas 	<ul style="list-style-type: none"> ● Use a range of extensive vocabulary and language patterns e.g. metaphor, dialogues, similes etc. 	<ul style="list-style-type: none"> ● Organize the ideas into paragraphs with a clear focus

Set for Basic and Intermediate level#

Content	Language	Organization & Features
Excellent (30-40)	Excellent (30-40)	Excellent (15-20)
<ul style="list-style-type: none"> ● Provide relevant information/ideas with some supporting details ● Communicate ideas clearly. 	<ul style="list-style-type: none"> ● Use a small range of vocabulary and language patterns ● A few errors in grammar, spelling, punctuation and capitalization 	<ul style="list-style-type: none"> ● The organization of ideas is generally clear, logical and coherent. ● Use some simple cohesive devices (e.g. simple connectives, pronouns) with some consistency ● Features generally used correctly (e.g. story, cards etc.).
Good (20-29)	Good (20-29)	
<ul style="list-style-type: none"> ● Provide some relevant information/ideas with limited supporting details. ● Communicate ideas quite clearly. 	<ul style="list-style-type: none"> ● Use a limited range of vocabulary and language patterns ● Common words and vocabulary are generally appropriate. ● Some errors in grammar, spelling, punctuation and capitalization which do not affect meaning 	
Fair (10-19)	Fair (10-19)	Fair (7-14)
<ul style="list-style-type: none"> ● Provide a few relevant information/ideas without supporting details. ● The overall meaning can be understood. 	<ul style="list-style-type: none"> ● Use a very limited range of vocabulary and language patterns ● Some errors in grammar, spelling, punctuation and capitalization which affect meaning ● meaning 	<ul style="list-style-type: none"> ● Some attempt to organise ideas ● Some basic features used.

Need Improvement (0-9)	Need improvement (0-9)	Need improvement (0-6)
<ul style="list-style-type: none"> ● Provide very limited information/ideas or unclear/disconnected information/ideas that may confuse the reader ● The overall meaning can be understood but with considerable difficulty. 	<ul style="list-style-type: none"> ● Some simple sentences accurately structured. ● Very simple vocabulary of limited range often based on prompt(s) ● Many errors in grammar, spelling, punctuation and capitalization which affect ● meaning 	<ul style="list-style-type: none"> ● Scattered ideas ● Short note-like phrases or incomplete sentences
<p><u>0 Marks Rule:</u> Award 0 marks for the content, language and organization scores if:</p> <ul style="list-style-type: none"> ● students make no attempt to write. ● Students merely copy the question or information from the source without making any changes. ● A zero for content would normally suggest a zero for language and organization and features. 		

Marks will be capped as follows when the number of words are fewer than required (specified at #) or being off topic:

Content	Language	Organization & Features
Fewer than () words: Capped at 20%	Fewer than () words: Capped at 20%	Fewer than () words: Capped at 10%
Off-topic: Capped at 10%	Off-topic: Capped at 10%	Off-topic: Capped at 4%
For Story Writing, if students do not give the ending, they can only get a maximum score of <u>20</u> for content.		

Grade	Words Required	# Number of Words Fewer than
Grade 1	30	20
Grade 2	40	30
Grade 3	60	50

(ii) Accept any sensible or logical ideas

B) School-based Tiered English Writing Skills Framework (For Grade 4 to 9)

Content	40%	100%
Language	40%	
Organization & Features	20%	

(i) Marks should be awarded according to the following criteria: **(No half marks should be awarded.)**

Content	Language	Organization & Features
Excellent (37-40)	Excellent (37-40)	Excellent (16-20)
<ul style="list-style-type: none"> ● Provide relevant and creative/ unique information/ideas with plenty of supporting details and an appropriate ending/concluding remarks ● Communicate ideas very clearly. 	<ul style="list-style-type: none"> ● Use a range of sentence patterns with some attempts to use more complex structures or perfect expressions (e.g. dialogues, similes, quotes, idioms, personification etc.); a good range of vocabulary and verb forms fairly appropriately with some grammatical and spelling mistakes. 	<ul style="list-style-type: none"> ● The organization of ideas is clear, logical and coherent. Appropriate introduction, development and conclusion. ● Paragraphs developed with supporting details /description. ● Coherent links within/between paragraphs and effective use of connectives (e.g. while, who) ● Connections are built up by reference (the actress/she). ● Features used correctly (e.g. letter format, description and speech in narration).
Good (30-36)	Good (30-36)	Good (11-15)
<ul style="list-style-type: none"> ● Provide relevant and interesting information/ideas with supporting details and an appropriate ending/concluding remarks ● Communicate ideas clearly. 	<ul style="list-style-type: none"> ● Use a small range of sentence patterns, vocabulary and verb forms appropriately with very few/no grammatical and spelling mistakes. 	<ul style="list-style-type: none"> ● The organization of ideas is generally clear, logical and coherent. ● Paragraphs generally developed based on prompts. ● Use of simple connectives and sequencers (and, but, first etc). Features generally used correctly.
Satisfactory (20-29)	Satisfactory (20-29)	
<ul style="list-style-type: none"> ● Provide some relevant information/ideas with some supporting details. ● Communicate ideas quite clearly. 	<ul style="list-style-type: none"> ● Use a small range of sentence patterns, vocabulary and verb forms fairly appropriately with few grammatical and spelling mistakes. 	
Fair (10-19)	Fair (10-19)	Fair (5-10)
<ul style="list-style-type: none"> ● Provide some relevant information/ideas with limited supporting details. ● The overall meaning can be understood. 	<ul style="list-style-type: none"> ● Sentences used tend to be repetitive in nature. ● Common vocabulary is generally appropriate. ● Most common words are spelt correctly, with basic punctuation being accurate. 	<ul style="list-style-type: none"> ● Subjects and verbs often simple and frequently repeated. (I think, we want). ● Limited use of cohesive devices to link ideas. ● Some basic features used. (e.g. appropriate greeting and ending in a letter)

Content	Language	Organization & Features
Need Improvement (1-9)	Need Improvement (1-9)	Need Improvement (1-4)
<ul style="list-style-type: none"> ● Provide very limited information/ideas or unclear/disconnected information/ideas that may confuse the reader. ● The overall meaning can be understood but with considerable difficulty. 	<ul style="list-style-type: none"> ● Very simple vocabulary of limited range often based on the prompt(s) ● Grammatical errors frequently obscure meaning ● A few words are spelt correctly with basic punctuation being occasionally accurate. 	<ul style="list-style-type: none"> ● Some attempt to organise ideas ● Very limited use of cohesive devices to link ideas. ● Basic features not evident.

0 Marks Rule:

Award 0 marks for the content, language and organization scores if:

- students make no attempt to write.
- students merely copy the question or information from the source without making any changes.
- the meaning is unintelligible. (applicable for G7 to G9)
- comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling. (applicable for G7 to G9)
- the ideas are muddled and impossible to follow. (applicable for G7 to G9)
- **A zero for content would normally suggest a zero for language and organization and features.**

Marks will be capped as follows when the number of words are fewer than required (specified at #) or being off topic:

Content	Language	Organization & Features
Fewer than () words: Capped at 20%	Fewer than () words: Capped at 20%	Fewer than () words: Capped at 10%
Off-topic: Capped at 10%	Off-topic: Capped at 10%	Off-topic: Capped at 4%

For Story or Narrative Writing, if students do not give the ending, they can only get a maximum score of 20 for content.

Required	Words Required	# Number of Words Fewer than
Grade 4	80	70
Grade 5	100	90
Grade 6	120	110
Grade 7	200	180
Grade 8	250	230
Grade 9	300	270

(ii) Accept any sensible or logical ideas

C) School-based Tiered English Writing Skills Framework (For Grade 10)

For the Grades 10-12 framework, the rubrics align with the skills needed for the HKDSE English exam. They require more advanced writing skills in terms of content, language use, and organization.

Content	40%	100%
Language	40%	
Organization & Features	20%	

(i) Marks should be awarded according to the following criteria: **(No half marks should be awarded.)**

Content	Language	Organization & Features
Excellent (37-40)	Excellent (37-40)	Excellent (17-20)
<ul style="list-style-type: none"> ● Provides highly relevant, creative, and original ideas with detailed supporting evidence. ● Communicates ideas clearly, with a strong conclusion, demonstrating critical thinking and analysis. 	<ul style="list-style-type: none"> ● Uses an extensive range of advanced vocabulary, complex sentence structures, and grammatical forms accurately and appropriately. ● Minimal to no grammatical or spelling errors. 	<ul style="list-style-type: none"> ● Organizes ideas logically and coherently into paragraphs, with clear topic sentences, transitions, and a strong introduction and conclusion. ● Ideas are well linked with effective use of cohesive devices.
Good (30-36)	Good (30-36)	Good (12-16)
<ul style="list-style-type: none"> ● Provides relevant and interesting ideas with adequate supporting details. ● Communicates ideas clearly and concludes appropriately. 	<ul style="list-style-type: none"> ● Uses a good range of vocabulary and sentence structures with few errors in grammar or spelling. ● Some complex sentences, but may include minor mistakes. 	<ul style="list-style-type: none"> ● Organizes ideas clearly into paragraphs, with some effective transitions and a logical flow. ● Introduction and conclusion are present but may lack sophistication.
Satisfactory (20-29)	Satisfactory (20-29)	Satisfactory (8-11)
<ul style="list-style-type: none"> ● Provides some relevant ideas, but lacks sufficient detail or development. ● Communicates ideas with some clarity, but the argument lacks critical depth. 	<ul style="list-style-type: none"> ● Uses basic vocabulary and sentence structures, with frequent grammatical or spelling mistakes. ● Shows limited variety in vocabulary. 	<ul style="list-style-type: none"> ● Shows basic organization, with paragraphs that may be underdeveloped. ● Transitions between ideas are weak, and the structure lacks cohesion.
Fair (10-19)	Fair (10-19)	Fair (4-7)
<ul style="list-style-type: none"> ● Provides basic ideas, with limited development and supporting evidence. ● The argument lacks clarity, and ideas are poorly organized. 	<ul style="list-style-type: none"> ● Uses simple vocabulary and sentence structures repetitively. ● Frequent grammatical errors that affect clarity. 	<ul style="list-style-type: none"> ● Paragraphs are poorly organized, with limited transitions. ● Ideas are presented in a disjointed manner.
Need Improvement (1-9)	Need Improvement (1-9)	Need Improvement (1-3)

<ul style="list-style-type: none"> ● Provides very limited or irrelevant ideas, with little to no supporting details. ● The writing is unclear and difficult to follow. 	<ul style="list-style-type: none"> ● Very limited vocabulary and sentence patterns. ● Grammatical and spelling errors frequently obscure meaning. 	<ul style="list-style-type: none"> ● Lacks clear organization. Ideas are presented randomly or without structure. <p>Transitions are absent or ineffective.</p>
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Bonus Marks: Creativity & Expression (0-5)

5 - Demonstrates exceptional creativity and personal voice. The writing is engaging and shows a high level of originality.

4 - Shows creativity and a clear personal voice, though less developed than "Excellent."

3 - Shows some creativity, but lacks strong personal voice or originality.

2 - Minimal creativity or originality, writing feels formulaic.

1 - No attempt at creativity or original expression, writing is basic and mechanical.

Key

0 Marks Rule:

Award 0 marks for the content, language and organization scores if:

- students provide totally irrelevant information or make no attempt to write.
- the meaning is unintelligible.
- comprehension is seriously impeded with constant and significant errors in vocabulary, grammar, punctuation and spelling.
- the ideas are muddled and impossible to follow.

A zero for content would normally suggest a zero for language and organization and features.

Considerations for the HKDSE-Aligned Framework:

- **Content:** This rubric focuses on the ability to provide relevant, creative ideas with strong supporting details, encouraging students to apply critical thinking skills. It's crucial for students to elaborate on their ideas, analyse content deeply, and present a strong conclusion in their writing, reflecting HKDSE expectations.
- **Language:** The emphasis here is on a wide range of vocabulary, advanced sentence structures, and grammatical accuracy. Students should show proficiency in using complex structures and idiomatic language while minimizing errors. HKDSE writing standards demand that students use more sophisticated forms of expression.
- **Organization & Features:** The ability to structure ideas logically and coherently is critical, with proper use of cohesive devices and paragraph development. HKDSE preparation focuses on clear topic sentences, transitions, and a strong flow of ideas.
- **Bonus for Creativity & Expression:** This category is included to reward students who demonstrate creativity and original thought, which are valued in the HKDSE exams.

Additional Considerations:

- **Word Count Requirements:** Similar to the previous grades, students must meet word count expectations, with marks being capped for falling below the required number of words. This helps ensure that students provide sufficient content and development of ideas.

Word Count Requirements for Grades 10: 350. If the number of words is fewer than 320, the score will be capped at 20%.

Appendix 6: Subject Weightings and Sub-papers Weightings in Grade 2

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
中文	3/13	第一學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聆聽、說話	-	-
		第二學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聽、說話	-	-
			測驗	語文基礎知識	10.8%	40%
				閱讀理解	7.2%	
				寫作	16%	
				聆聽	6%	
			考試	語文基礎知識	13.8%	60%
				閱讀理解	9.2%	
				寫作	21%	
		聆聽		8%		
			說話	8%		
粵語	0	第二學期	考試	聆聽 (筆試)	50%	100%
				說話	50%	
English	3/13	Semester 1	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
		Semester 2	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Test)	Reading Comprehension	9%	40%
				Grammar Usage	9%	
				Writing	16%	
				Listening	6%	
			Summative Assessment (Exam)	Reading Comprehension	12.5%	60%
				Grammar Usage	12.5%	
				Writing	21%	
		Listening		7%		
			Speaking	7%		
數學	3/13	第一學期	進展性評估	實作評量、筆試、多元智能評估	40%	60%
		第二學期	進展性評估			
			測驗			
			考試			
常識	2/13	第一學期	進展性評估	筆試, 多元智能評估	40%	60%
		第二學期	進展性評估			
			測驗			
			考試			

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
音樂	1/13	第一學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
		第二學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
			總結性評估	歌唱、樂器、音樂欣賞、聆聽、樂理	100%	
視藝	1/13	第一學期	進展性評估	小畫簿/工作紙	10%	40%
				視藝作品	30%	
		第二學期	進展性評估	小畫簿/工作紙	10%	60%
				視藝作品	50%	
60%體育	0	第一學期	進展性評估	體適能項目		
		第二學期	進展性評估			
			總結性評估 (考試)	體育知識(筆試)	20%	100%
				運動項目技能	80%	
資訊科技	0	第一學期	進展性評估	實作技能或工作紙		
		第二學期	總結性評估 (考試)	實作技能	50%	100%
				理論知識	50%	

Appendix 7: Subject Weightings and Sub-papers Weightings in Grades 3 to 5

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
中文	3/13	第一學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聆聽、說話	-	-
			總結性評估 (考試)	閱讀理解及語文基礎知識	16%	40%
				寫作	14%	
				聆聽	5%	
		說話	5%			
		第二學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聆聽、說話	-	-
			總結性評估 (測驗)	閱讀理解及 語文基礎知識	11%	25%
				寫作	9%	
				聆聽	5%	
			總結性評估 (考試)	閱讀理解及 語文基礎知識	13%	35%
				寫作	12%	
				聆聽	5%	
說話	5%					
粵語	0	第一學期	總結性評估 (考試)	聆聽 (筆試)	20%	40%
			說話	20%		
		第二學期	總結性評估 (考試)	聆聽 (筆試)	30%	60%
			說話	30%		
English	3/13	Semester 1	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Exam)	Reading Comprehension & Grammar Usage	16%	40%
				Writing	14%	
				Listening	5%	
		Speaking	5%			
		Semester 2	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Test)	Reading Comprehension & Grammar Usage	11%	25%
				Writing	9%	
				Listening	5%	
			Summative Assessment (Exam)	Reading Comprehension & Grammar Usage	13%	35%
				Writing	12%	
				Listening	5%	
Speaking	5%					

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
數學 Mathematics	3/13	第一學期 Semester 1	進展性評估	實作評量、筆試、多元智能評估 (G3, G4) 筆試、Written Test (G5)		
			總結性評估 (考試)	40%		
		第二學期 Semester 2	進展性評估	實作評量、筆試、多元智能評估 (G3,G4) 筆試、Written Test (G5)		
			總結性評估 (測驗)	25%		
			總結性評估 (考試)	35%		
常識 General Studies	2/13	第一學期 Semester 1	進展性評估	筆試、多元智能評估 (G3) 筆試 Written Test (G4, G5)		
			總結性評估 (考試)	40%		
		第二學期 Semester 2	進展性評估	筆試、多元智能評估 (G3) 筆試、Written Test (G4, G5)		
			總結性評估 (測驗)	25%		
			總結性評估 (考試)	35%		
音樂	1/13	第一學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
			總結性評估 (考試)	歌唱、樂器、音樂 欣賞、聆聽、樂理	40%	
		第二學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
			總結性評估 (考試)	歌唱、樂器、音樂 欣賞、聆聽、樂理	60%	
視藝	1/13	第一學期	進展性評估	視藝作品	40%	
		第二學期	進展性評估	視藝作品	60%	
體育	0	第一學期	進展性評估	體適能項目		
			總結性評估 (考試)	體育知識 (筆試)	8%	40%
		第二學期	進展性評估	體適能項目		
			總結性評估 (考試)	體育知識 (筆試)	12%	60%
		運動項目技能	32%			
ICT (資訊科技)	0	第一學期 Semester 1	總結性評估 (考試)	Practical Skill 實作技能	40%	
		第二學期 Semester 2	總結性評估 (考試)	Practical Skill 實作技能	30%	60%
Theoretical knowledge 理論知識	30%					

Appendix 8: Subject Weightings and Sub-papers Weightings in Grade 6

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
中文	3/13	第一學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聆聽、說話	-	-
			總結性評估 (考試)	閱讀理解 及語文基礎知識	16%	40%
				寫作	14%	
				聆聽	5%	
		說話	5%			
		第二學期	進展性評估	默書、閱讀、 語文基礎知識、 寫作、聆聽、說話	-	-
			總結性評估 (考試)	閱讀理解及 語文基礎知識	23%	60%
				寫作	21%	
				聆聽	8%	
		說話	8%			
粵語	0	第一學期	總結性評估 (考試)	聆聽 (筆試)	20%	40%
			說話	20%		
		第二學期	總結性評估 (考試)	聆聽 (筆試)	30%	60%
			說話	30%		
English	3/13	Semester 1	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Exam)	Reading Comprehension & Grammar Usage	16%	40%
				Writing	14%	
				Listening	5%	
		Speaking	5%			
		Semester 2	Formative Assessment	Reading comprehension, grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Exam)	Reading Comprehension & Grammar Usage	23%	60%
				Writing	21%	
				Listening	8%	
		Speaking	8%			
數學 Mathematics	3/13	Semester 1	Formative Assessment	Written Test		
			Summative Assessment (Exam)	40%		
		Semester 2	Formative Assessment	Written Test		
			Summative Assessment (Exam)	60%		

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
常識 General Studies	2/13	Semester 1	Formative Assessment	筆試、Written Test		
			Summative Assessment (Exam)	40%		
		Semester 2	Formative Assessment	筆試、Written Test		
			Summative Assessment (Exam)	60%		
音樂	1/13	第一學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
			總結性評估 (考試)	歌唱、樂器、音樂 欣賞、聆聽、樂理	40%	
		第二學期	進展性評估	就力度、技巧、情感表達等領域提供回饋		
			總結性評估 (考試)	歌唱、樂器、音樂 欣賞、聆聽、樂理	60%	
視藝	1/13	第一學期	進展性評估	視藝作品	40%	
		第二學期	進展性評估	視藝作品	60%	
體育	0	第一學期	進展性評估	體適能項目		
			總結性評估 (考試)	體育知識 (筆試)	8%	40%
		第二學期	進展性評估	體適能項目		
			總結性評估 (考試)	體育知識 (筆試)	12%	60%
			運動項目技能	32%		
				運動項目技能	48%	
ICT (資訊科技)	0	Semester 1	Summative Assessment (Exam)	Practical Skills	40%	
		Semester 2	Summative Assessment (Exam)	Practical Skill	30%	60%
				Theoretical knowledge	30%	

Appendix 9: Subject Weightings and Sub-papers Weightings in Grades 7-9

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
中文	3/16	第一學期	進展性評估	默書、閱讀、寫作、 聆聽、說話	-	-
			總結性評估 (考試)	閱讀理解及語文基礎知識	16%	40%
				寫作	14%	
				聆聽	5%	
		說話	5%			
		第二學期	進展性評估	默書、閱讀、寫作、 聆聽、說話	-	-
			總結性評估 (測驗)	閱讀理解及語文基礎知識	11%	25%
				寫作	9%	
				聆聽	5%	
			總結性評估 (考試)	閱讀	13%	35%
寫作	12%					
聆聽	5%					
說話	5%					
粵語	0 (以等級 顯示)	第一學期	總結性評估 (考試)	聆聽 (筆試)	20%	40%
				說話	20%	
		第二學期	總結性評估 (考試)	聆聽 (筆試)	30%	60%
				說話	30%	
English	3/16	Semester 1	Formative Assessment	Reading comprehension, vocabulary and grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Exam)	Reading Comprehension & Grammar Usage	16%	40%
				Writing	14%	
				Listening	5%	
		Speaking	5%			
		Semester 2	Formative Assessment	Reading comprehension, vocabulary and grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Test)	Reading Comprehension & Grammar Usage	11%	25%
				Writing	9%	
				Listening	5%	
			Summative Assessment (Exam)	Speaking	13%	35%
				Writing	12%	
		Listening		5%		
Speaking	5%					

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
Mathematics	3/16	Semester 1	Formative Assessment	Written test, assignments		
			Summative Assessment (Exam)	Paper 1	26%	40%
		Paper 2		14%		
		Semester 2	Formative Assessment	Written test, assignments		
			Summative Assessment (Test)	Paper 1	16%	25%
				Paper 2	9%	
Summative Assessment (Exam)	Paper 1		23%	35%		
	Paper 2	12%				
Science	2/16	Semester 1	Formative Assessment	Written test, experiments, writing assignments, project		
			Summative Assessment (Exam)	40%		
		Semester 2	Formative Assessment	Written test, experiments, writing assignments, project		
			Summative Assessment (Test)	25%		
			Summative Assessment (Exam)	35%		
中國歷史	1/16	第一學期	進展性評估	小測、練習、專題習作		
			總結性評估 (考試)	40%		
		第二學期	進展性評估	小測、練習、專題習作		
			總結性評估 (考試)	60%		
History	1/16	Semester 1	Formative Assessment	Written tests, written assignments, project		
			Summative Assessment (Exam)	40%		
		Semester 2	Formative Assessment	Written tests, written assignments, project		
			Summative Assessment (Exam)	60%		
Geography	1/16	Semester 1	Formative Assessment	Written tests, written assignments, project		
			Summative Assessment (Exam)	40%		
		Semester 2	Formative Assessment	Written tests, written assignments, project		
			Summative Assessment (Exam)	60%		
Music	1/16	Semester 1	Formative Assessment	Verbal Feedback on dynamics, techniques and expression of special areas		
			Summative Assessment (Exam)	Singing, musical instrument, music appreciation, listening, music theory	40%	
		Semester 2	Formative Assessment	Verbal Feedback on dynamics, techniques and expression of special areas		
			Summative Assessment (Exam)	Singing, musical instrument, music appreciation, listening, music theory	60%	

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
Visual Arts	1/16	Semester 1	Formative Assessment	Visual presentation, visual appreciation and reflection	40%	
		Semester 2	Formative Assessment	Visual presentation, visual appreciation and reflection	60%	
Physical Education	0	Semester 1	Formative Assessment	Physical Fitness		
			Summative Assessment (Exam)	Knowledge (Written Exam)	8%	40%
		Semester 2	Formative Assessment	Physical Fitness		
			Summative Assessment (Exam)	Knowledge (Written Exam)	12%	60%
				Sport Skills	32%	
				Sport Skills	48%	
ICT	0	Semester 1	Summative Assessment (Exam)	Practical Skill	40%	
		Semester 2	Summative Assessment (Exam)	Practical Skill	30%	60%
				Theoretical knowledge	30%	

Appendix 10: Subject Weightings and Sub-papers Weightings in Grade 10

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject	
中文	3/18	第一學期	進展性評估	默書、閱讀、寫作、 聆聽、說話	-	-
			總結性評估 (考試)	卷一：閱讀	18%	40%
				卷二：寫作	22%	
		第二學期	進展性評估	默書、閱讀、寫作、 聆聽、說話	-	-
			總結性評估 (測驗)	卷一：閱讀	11%	25%
				卷二：寫作	14%	
總結性評估 (考試)	卷一：閱讀	16%	35%			
	卷二：寫作	19%				
粵語	0 (以等級 顯示)	第一學期	總結性評估 (考試)	聆聽 (筆試)	20%	40%
				說話	20%	
		第二學期	總結性評估 (考試)	聆聽 (筆試)	30%	60%
				說話	30%	
English	3/18	Semester 1	Formative Assessment	Reading comprehension, vocabulary and grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Exam)	Reading	16%	40%
				Writing	14%	
				Listening	5%	
		Semester 2	Formative Assessment	Reading comprehension, vocabulary and grammar usage, writing, dictation, listening, speaking	-	-
			Summative Assessment (Test)	Reading	11%	25%
				Writing	9%	
				Listening	5%	
			Summative Assessment (Exam)	Reading	13%	35%
				Writing	12%	
				Listening	5%	
				Speaking	5%	
Mathematics	3/18	Semester 1	Formative Assessment	Written test, assignments		
			Summative Assessment (Exam)	Paper 1	26%	40%
				Paper 2	14%	
		Semester 2	Formative Assessment	Written test, assignments		
			Summative Assessment (Test)	Paper 1	16%	25%
				Paper 2	9%	
			Summative Assessment (Exam)	Paper 1	23%	35%
				Paper 2	12%	

Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject
公民與社會發展	1/18	第一學期	進展性評估	筆試、習作、專題報告	
			總結性評估 (考試)	40%	
		第二學期	進展性評估	筆試、習作、專題報告	
			總結性評估 (測驗)	25%	
總結性評估 (考試)	35%				
中國歷史 (選修科目)	3/18	第一學期	進展性評估	小測、練習、專題報告	
			總結性評估 (考試)	40%	
		第二學期	進展性評估	小測、練習、專題報告	
			總結性評估 (考試)	60%	
History (選修科目)	3/18	Semester 1	Formative Assessment	Written tests, written assignments, project	
			Summative Assessment (Exam)	40%	
		Semester 2	Formative Assessment	Written tests, written assignments, project	
			Summative Assessment (Exam)	60%	
Geography (選修科目)	3/18	Semester 1	Formative Assessment	Written tests, written assignments, dictation, project	
			Summative Assessment (Exam)	40%	
		Semester 2	Formative Assessment	Written tests, written assignments, project	
			Summative Assessment (Exam)	60%	
Economics (選修科目)	3/18	Semester 1	Formative Assessment	Written tests, dictation, worksheets	
			Summative Assessment (Exam)	40%	
		Semester 2	Formative Assessment	Written tests, dictation, worksheets	
			Summative Assessment (Exam)	60%	
Physics (選修科目)	3/18	Semester 1	Formative Assessment	Written test, experiments, written assignments, projects	
			Summative Assessment (Exam)	40%	
		Semester 2	Formative Assessment	Written test, experiments, written assignments, projects	
			Summative Assessment (Exam)	60%	
Chemistry (選修科目)	3/18	Semester 1	Formative Assessment	Written test, experiments, written assignments, projects	
			Summative Assessment (Exam)	40%	
		Semester 2	Formative Assessment	Written test, experiments, written assignments, projects	
			Summative Assessment (Exam)	60%	

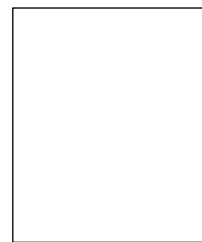
Subject	Weighting	Semester	Type of Assessment	Assessment Paper / Item	Total percentage of the subject		
Biology (選修科目)	3/18	Semester 1	Formative Assessment	Quiz, written test, experiments, revision worksheets, projects			
			Summative Assessment (Exam)	40%			
		Semester 2	Formative Assessment	Quiz, written test, experiments, revision worksheets, projects			
			Summative Assessment (Exam)	60%			
Mathematics Module 2 (選修科目)	3/18	Semester 1	Formative Assessment	Written test, assignments			
			Summative Assessment (Exam)	40%			
		Semester 2	Formative Assessment	Written test, assignments			
			Summative Assessment (Exam)	60%			
中國文學 (選修科目)	3/18	第一學期	進展性評估	筆試、習作、專題報告、創作練習			
			總結性評估 (考試)	卷一：文學賞析	12%	40%	
				卷二：文學創作	28%		
		第二學期	進展性評估	筆試、習作、專題報告、創作練習			
			總結性評估 (考試)	卷一：文學賞析	20%	60%	
				卷二：文學創作	40%		
Visual Arts (選修科目)	3/18	Semester 1	Formative Assessment	Practices for SBA and Exams		-	-
			Summative Assessment (Exam)	School-Based Assessment (SBA)	20%	40%	
				Exam Part 1: Art Appreciation and Criticism	4%		
				Exam Part 2: Visual Arts Making	16%		
		Semester 2	Formative Assessment	Practices for SBA and Exams		-	-
			Summative Assessment (Exam)	School-Based Assessment (SBA)	30%	60%	
				Exam Part 1: Art Appreciation and Criticism	6%		
				Exam Part 2: Visual Arts Making	24%		
Physical Education	0	Semester 1	Formative Assessment	Physical Fitness			
		Semester 2	Formative Assessment	Physical Fitness			
			Summative Assessment (Exam)	Knowledge (Written Exam)	30%	100%	
				Sport Skills	70%		
Digital Literacy	0	Semester 1	Summative Assessment (Exam)	Theoretical knowledge	40%		
		Semester 2	Summative Assessment (Exam)	Practical Skill	30%	60%	
				Theoretical knowledge	30%		



深圳前海哈羅港人子弟學校
Harrow Hong Kong Children School Shenzhen Qianhai

評核報告 Assessment Report
2024/25 年度 Academic Year 第一學期 Semester 1

學生姓名 Name : CHAN, SIU MING 陳小明
 班別 (學號) Class(No.) : 5A (1)
 性別 Sex : 男 Male 出生日期 DOB : 01/11/2014
 學生編號 Student ID : xxxxxxxxxxxx 派發日期 Date of Issue : 01/03/2025



中國語文 Chinese Language

本學期的學習重點：

閱讀範疇

閱讀理解篇章：記人、
唐詩、遊記

- 理解並掌握文章字詞。
- 理解並掌握文章的內容大意。
- 分析文章的寫作手法及修辭技巧。
- 理解並掌握篇章的段意及主旨。

語文基礎

- 理解課文所學字詞。
- 掌握標點符號的運用。
- 掌握關聯詞運用。
- 辨析修辭。
- 掌握成語運用。
- 掌握三種問句。
- 掌握承接和條件複句。
- 掌握直述句及轉述句改寫。

寫作範疇

實用文：書信

- 掌握書信的格式。
- 能依題目要求寫作。

短文：記敘文

- 能運用恰當的人物描寫手法。
- 能於敘事及描寫中抒發感受或啟發。
- 能運用適當的修辭手法。

聆聽範疇

- 理解話語意思。
- 能推斷話語外的意思或隱藏的意思。

說話範疇

口頭報告

- 能掌握一分鐘的時間表達。
- 報告內容豐富，結構完整。
- 說話時自信，音量充足。

中國語文

表現良好

範疇	學習表現
閱讀	表現優異
寫作	表現良好
聆聽	表現良好
說話	表現優異

學習態度

表現優異

回饋：認真學習，課業齊整，課堂投入，敢於問答，若能仔細審題更佳！

學習表現 / 態度等級 Levels of Performance in Learning / Learning Attitude

表現 / 態度	Performance / Attitude	佔該科分數比例 (%) (如適用)
表現優異	Excellent	85-100
表現良好	Good	70-84.9
表現尚可	Fair	50-69.9
有待改善	Needs improvement	0-49.9

- 缺席以 ABS 表示。
- 因部分科目範疇缺考，該範疇及科目總成績無法計算，學習表現以「N.A.」顯示。

- 'ABS' for absence.
- Because of absence in assessment in one or more areas, overall results in the relevant Area(s) and subject cannot be calculated, hence 'N.A.' under learning performance.

粵語 Cantonese

本學期的學習重點：

聆聽範疇

- 聆聽並選出錄音所朗讀的字詞。
- 能按錄音指示選出正確答案。

朗讀範疇

- 能朗讀出所學詞彙。

粵語

表現優異

範疇

學習表現

聆聽

表現優異

朗讀

表現良好

學習態度

表現良好

English Language

Learning Foci of this Semester

Reading

Text Types: Review, Playscript

- Locate specific information in a letter or simple text
- Locate specific information in a review or simple text
- Recognise keywords

Grammar & Usage

- Tenses
- Indefinite pronouns
- Another / other
- Enough/ plenty of
- Use -ed adjectives to describe feelings
- Use -ing adjectives to describe people or things
- Use 'need' to talk about what you require
- Use 'need to' to talk about the things you have to do
- Use 'enough' and 'plenty of' to talk about quantities
- Use 'another' and 'other' to talk about people or things
- Use indefinite pronouns to refer to an unknown person or thing
- Use reported speech to report what someone said
- -ed and -ing adjectives
- Reported speech
- Need/ need to

Writing

Text Type: Review

- Write about a visit to a restaurant based on pictorial and word clues.
- Write an email based on a mind map

Listening

Text type: Conversations and Instructions

- Identify specific information in a conversation
- Identify keywords and specific information in a conversation
- Locate specific information in response to simple instructions or questions
- Identify the gist or main ideas in simple spoken texts with the help of cues

Speaking

- Read aloud a short text with appropriate stress, rhythm and intonation.
- Use phonological strategies to decode words
- Talk about birthday
- Read aloud a short simple text with appropriate stress, rhythm and intonation
- Use phonological strategies to decode words
- Talk about food and restaurants

English Language

Fair

Area

Performance in learning

Reading

Needs improvements

Writing

Good

Listening

Needs improvements

Speaking

Needs improvements

Learning Attitude

Excellent

Feedback: A quiet and steady learner with satisfactory results.

數學 Mathematics

Learning Foci of this Semester

Numbers

- Understand the concept of multi-digit numbers.
- Recognize odd and even numbers of multi-digit numbers. Compare the size of multiple digitals.
- Learn how to approximate multi-digit values.
- Estimate “one of its parts” in large quantities.
- Use “dividing a whole into similar sections” for large quantity estimation.
- Compare fractions with different denominators.
- Addition of fractions with different denominators.
- Subtraction of fractions with different denominators.
- Solve addition and subtraction word problems for fractions with different denominators.
- Addition and subtraction of three fractions with different denominators.
- Solve addition, subtraction, and mixed word problems of three fractions with different denominators.
- Solve “part of a whole” addition and subtraction word problems.
- Learn how fractions multiplied by integers work.
- Learn how to multiply integers by fractions.
- Fractions multiplied by fractions.
- Learn multiplication of three numbers.
- Learn to solve fractional multiplication word problems.

Measurements

- Understand the base and height of a triangle.
- Understand the base and height of a parallelogram.
- Understand the base and height of a trapezoid.
- Understand the base and height of other quadrilateral.
- Learn how to calculate the area of triangle.
- Learn how to calculate the area of trapezoid.
- Answer word problems about the area of parallelograms, triangles and trapezoids.
- Identify polygons and learn how to find the area of a polygon by using the dissection method.

Mathematics

Good

Area	Performance in Learning
Numbers	Good
Measurement	Fair

Learning Attitude

Good

Feedback: Keen to learn and constantly striving to improve.

常識 General Studies

本學期的學習重點：

社會與公民

- 能夠從不同時期、不同地方和建築物瞭解香港的歷史和經濟。
- 瞭解香港不同時期的主要產業、以及影響不同時期經濟的因。
- 瞭解香港經濟發展與中國內地的政治、經濟發展的關係。
- 瞭解香港現時的主要行業和新興行業。
- 瞭解影響香港經濟發展的因。
- 瞭解香港與國家各地的貿易。
- 知曉香港政府的主要收入來源、開支、所提供的公共設施及服務。
- 認識根據《基本法》，香港居民應盡的納稅義務。
- 瞭解根據《基本法》，香港政府的理財原則。
- 認識正確的理財觀念。
- 認識在消費時，分清「需要」和「想要」。
- 明白金錢非萬能，不要為了金錢做不恰當或違法的事情。

國民身份認同與中華文化

- 了解中國的地形特征。
- 知曉中國重要省份的省會城市和大致方位。
- 掌握中國省級行政區及涵蓋的省、直轄市、自治區及特別行政區。
- 能夠指出中國重要的山脈、河流。

Health and Living

The nervous system

- Learn about the functions of the major systems and organs of the body.
- Know more about different parts of the nervous system.
- Learn about the diseases related to the nervous system.

The urinary system

- Learn about the different parts of the urinary system.
- Learn about urinary diseases.
- Analyse the information about personal health and make informed decisions.

Hazards of smoking

- Know how smoking affects the respiratory system.
- Understand how second-hand and third-hand smoke affect the health of non-smokers.
- Know how the government controls tobacco.

Dangers of alcohol

- Know how alcohol harms the drinker's health.
- Know how alcoholism affects the drinkers' families and the society.
- Analyse information about personal health. Think carefully and make proper choices.

Feedback (回饋)：上課專心，虛心受教

常識 General Studies

表現優異

Area 範疇	Performance in Learning 學習表現
社會與公民	表現優異
國民身份認同與中華文化	表現優異
Health and Living	表現尚可

Learning Attitude 學習態度

Good

音樂 Music

本學期的學習重點：

樂理、聆聽、創作範疇

- 聆聽於歌曲中前奏、間奏和尾聲的位置及分析其在音樂上的作用。
- 運用重複句、模仿句及模進句 作曲手法 來完成旋律句的創作。
- 聽辨中國樂器的聲音，並把這些樂器分類為吹、彈、拉、打四大類。
- 辨別音樂的情境和氣氛，並運用音樂術語描述樂曲的特色。

歌唱或樂器演奏範疇

- 能演唱捕鳥人之歌、鱒魚或 Donkey Riding

音樂

表現良好

範疇

學習表現

樂理、聆聽、創作

表現良好

歌唱或樂器演奏

表現尚可

學習態度

表現良好

視覺藝術 Visual Arts

本學期的學習重點：

《點出美景》

- 能善用點描技巧
- 能運用色彩(近似色, 互補色)技巧

《靜物拼貼》

- 能善用視覺元素呈現明暗
- 能運用組織原理:不對稱均衡

《我最重要的物品》

- 能以「野獸派」色彩特徵凸出重點
- 能運用視覺元素:對比色

整體表現

- 學生能綜合各項技巧及創意，製作富美感的作品。

視覺藝術

表現良好

學習態度

表現良好

體育 Physical Education

本學期的學習重點：

體育知識

- 田徑：長跑-站立式起跑、呼吸技巧
- 短跑：蹲踞式起跑、起跑後的加速跑技術、4*100 米接力常用戰術
- 足球：基本規則、傳球、運球及射門類型
- 飛盤：基本規則、技術

運動項目技能

- 田徑：長跑-站立式起跑、呼吸技巧
- 短跑：蹲踞式起跑、起跑後的加速跑技術、4*100 米接力常用戰術
- 足球：基本規則、傳球、運球及射門類型

體育

表現良好

範疇

學習表現

體育知識

表現優異

運動項目技能

表現良好

學習態度

表現優異

資訊科技 Information and Communication Technology

Learning Foci of this Semester

Knowledge and Skills

- Understand the operating principles of printing.
- Learn to log in to Tinkercad.
- Get to know the work environment at Tinkercad
- Multi-angle view of the work plane.
- Add a cube to the work plane.
- Change the colour, size and position of the stereo.
- Change the colour, size and position of the stereo.
- Locked and unlocked stereo.
- Use advanced features such as Copy, Mirror, Align, and more.
- Use the group function to combine cubes.
- Use the Copy and Repeat functions to quickly create multiple cubes.
- Use the “Hole” function to drill holes in the cube.

電腦

表現優異

Learning Attitude

Excellent

整體操行	Overall Conduct:	A-	缺席日數	Days Absent:	0
勇氣	Courage	A-	遲到日數	Times Late:	2
謙和	Humility	B+	早退日數	Times Leaving Early:	1
榮譽	Honour	A-			
互助	Fellowship	B+			

班主任評語 Homeroom Teacher's Comments

Talented with a positive attitude and keen to learn.

天資聰慧，用心學習，成績漸進，虛心受教，課堂投入。

Headmaster

Homeroom Teacher

Parent/Guardian

家長/監護人

備註Notes :

2024/25 年度 五年級 各科評估比重

Subject	Total % of the Subject	Semester	Type of Assessment	Weighting	Weightings of Sub-papers			
					閱讀	寫作	聆聽	說話
中文	$\frac{3}{13}$	第一學期	進展性評估	-	-	-	-	-
			考試	40%	16%	14%	5%	5%
		第二學期	進展性評估	-	-	-	-	-
			測驗	25%	11%	9%	5%	-
粵語	0	第一學期	考試	40%	筆試 (20%)、說話 (20%)			
		第二學期	考試	60%	筆試 (30%)、說話 (30%)			
English	$\frac{3}{13}$	Semester 1	Formative Assessment	-	-	-	-	-
			Exam	40%	16%	14%	5%	5%
		Semester 2	Formative Assessment	-	-	-	-	-
			Test	25%	11%	9%	5%	-
			Exam	35%	13%	12%	5%	5%
數學	$\frac{3}{13}$	第一學期	進展性評估	-				
			考試	40%				
		第二學期	進展性評估	-				
			測驗	25%				
常識	$\frac{2}{13}$	第一學期	進展性評估	-				
			考試	40%				
		第二學期	進展性評估	-				
			測驗	25%				
音樂	$\frac{1}{13}$	第一學期	進展性評估	-				
			考試	40%				
		第二學期	進展性評估	-				
			考試	60%				
視藝	$\frac{1}{13}$	第一學期	進展性評估	40%				
		第二學期	進展性評估	60%				
體育	0	第一學期	進展性評估	-	體適能項目			
			考試	40%	知識 (筆試) (8%)、運動項目技能 (32%)			
		第二學期	進展性評估	-	體適能項目			
			考試	60%	知識 (筆試) (12%)、運動項目技能 (48%)			
ICT	0	Semester 1	Exam	40%	Practical Skill			
		Semester 2	Exam	60%	Practical Skill (30%)、Theoretical Knowledge (30%)			