



Asia Pacific Junior Secondary Assessment on English and Mathematics

December 2019

Assessment Framework – English Language

1. Assessment Level

Secondary 3; Year 9; or equivalent

2. Assessment Areas and Duration

There are three papers assessing students' language ability.

(I) Reading competency	30 minutes
(II) Writing competency	30 minutes
(III) Language Form and Meaning	30 minutes

3. Test Paper Language

English

4. Standard setting and maintenance

The performance of the students will be graded from Level 1 to 5, 5 being the highest grade, on a standard reference basis, i.e. students reaching the level benchmark will be granted the level grade. The percentage of different levels (1 to 5) achieved by the participating schools will be calculated and reported accordingly.

This standard of the levels for Key stage 3 (secondary 3) will be set in the current Assessment Scheme and maintained in the coming years. The grading of the Assessment Scheme next years will be of the same standard.

5. Sample of School Report

The school report after assessment will generally include the following parameters:

Number of students completing assessment	Number of students achieving Level 5	Number of students achieving Level 4	Number of students achieving Level 3	Number of students achieving Level 2	Number of students achieving Level 1
50	5	18	17	8	2

Overall Grade	Percentage of students completing assessment	Percentage of students achieving Level 5	Percentage of students achieving Level 4	Percentage of students achieving Level 3	Percentage of students achieving Level 2	Percentage of students achieving Level 1
The School	100%	10%	36%	34%	16%	4%
Whole group	*%	*%	*%	*%	*%	*%

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The school will receive a report on students' performances in different papers which may help better to inform teachers how to address students' learning needs.

Paper		Percentage of students achieving Level 5	Percentage of students achieving Level 4	Percentage of students achieving Level 3	Percentage of students achieving Level 2	Percentage of students achieving Level 1
I	The School	10%	36%	34%	16%	4%
	Whole group	*%	*%	*%	*%	*%
II	The School	15%	21%	24%	25%	15%
	Whole group	*%	*%	*%	*%	*%
III	The School	20%	24%	34%	16%	6%
	Whole group	*%	*%	*%	*%	*%

6. Sample of Student Report

The student report after assessment will generally include the following aspects:

Date of Assessment	Paper I	Paper II	Paper III
December 2019	Level 3	Level 2	Level 2
Overall Grade =			Level 2

Performance Sample 1 Student: Tsang Yat Shing Paul

Paper I : Level 3

Item no.	Question Level	Descriptor	Score	Overall percentage
Q1, Q 8, Q22	Level 1	<i>Capable of spotting specific information</i>	2/3	66%
Q 5, Q 19	Level 1	<i>Scan simple text to locate information</i>	1/2	50%
Q11, Q 14, Q 25	Level 3	<i>Can differentiate between metaphorical and literal meanings of words</i>	3/3	100%
Overall Grade =				Level 3

Paper II: Level 2

Descriptors		Score			
		0	1	2	3
Grammatical competence	● Use of basic grammatical items	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	● Use of complex grammatical items	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Syntactic competence	● Sentence structure	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	■ simple	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	■ complex	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Use of conjunctions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Showing spatial / temporal sequence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textual competence	● Use of pronouns / linking words	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Use of cohesive devices	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Coherence among paragraphs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational competence	● Ideas are organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Supporting details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	● Topic sentence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Grade =		Level 2			

Paper III: Level 2

Item no.	Descriptor	Score	Overall percentage
Q3, Q 7, Q18	<i>Use of tenses</i>	1/3	33%
Q 5, Q 19	<i>Use of conjunctions</i>	1/2	50%
Q11, Q 25	<i>Collocation</i>	0/2	0%
Overall Grade =		Level 2	