



# 教師語文能力評核成績通知書

## LANGUAGE PROFICIENCY ASSESSMENT FOR TEACHERS RESULTS NOTICE

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年份

Year

2022

參加評核者編號

Candidate No.

019685

身分證明文件號碼

Identification Document No.

Y614694(3)

卷別總數

No. of Papers

English Language (4)

科目 Subject	卷別 Paper	評估範疇 Scale	等級 Level attained	達到能力要求 Proficiency requirement attained
English Language	Reading	-	4	Attained
		-	4	Not attained
	Writing	Organization and coherence	3.5	Not attained
		Grammatical and lexical accuracy and range	3	
	Listening	Task completion	3	Attained
		Correcting errors/problems	5	
	Speaking	Explaining errors/problems	1	Attained
		-	4	
	Speaking	Pronunciation, stress and intonation	4	Attained
		Reading aloud with meaning	4	
	Speaking	Grammatical and lexical accuracy and range	4	Attained
		Organization and cohesion	4	
	Speaking	Interacting with peers	3.5	Attained
		Discussing educational matters with peers	3.5	
*****	*****	*****	*****	*****

## 註釋

### 普通話語文能力等級 達到教師語文能力要求的準則

教師語文能力評核（普通話）共設四卷：聆聽與認辨、拼音、口語及課堂語言運用。參加評核者將獲得「1等」至「5等」之間的等級，以顯示其在有關試卷中的能力，「1等」為最低等級，「5等」則為最高等級。

在聆聽與認辨、拼音及口語的評核中，參加評核者所獲等級以整數（「1等」至「5等」）顯示。參加評核者須達到「3等」或以上的水平，才達到有關試卷的基本要求。

在課堂語言運用中，參加評核者各評核範疇的表現則按等級描述評定。如參加評核者的成績由兩名評核員評定，則每一範疇的成績為評核員所評定等級的平均數，其成績有可能是「1.5等」、「2.5等」、「3.5等」或「4.5等」。參加評核者必須在同一次評核中，各個範疇均達到「3等」或以上的水平，才達到該卷的基本要求\*。

參加評核者在全部四卷的成績均須達到「3等」或以上的水平，才可視為達到語文能力要求。

普通話語文能力評核及各卷的語文能力要求撮要如下：

卷別	語文能力要求
聆聽與認辨	「3等」或以上
拼音	
口語	
課堂語言運用	在同一次評核中，各個範疇均達到「3等」或以上*
普通話語文能力評核	全部四卷達到語文能力要求

\*註：如該卷其中一個範疇只獲得「2.5等」，而其餘範疇達「3等」或以上，則該參加評核者仍算達到語文能力要求。

## EXPLANATORY NOTES

### LPAT English Language (LPATE) Proficiency Levels and Criteria for Attaining the Language Proficiency Requirement

There are 5 papers in LPATE: Reading, Listening, Writing (Parts 1 and 2), Speaking and Classroom Language Assessment. Candidates are awarded levels between Level 1 (the lowest) and Level 5 (the highest).

In Reading, Writing (Part 2) and Listening, the level awarded is based upon the numerical score obtained on the test. A candidate is considered to have attained the basic proficiency requirement in the papers if he or she achieves Level 3 or above.

In Writing (Part 1), Speaking and Classroom Language Assessment, the assessors use scales and descriptors to rate aspects of candidate performance. A level between 1 and 5 is awarded on each scale, indicating the quality of the performance demonstrated on that scale. It is possible for Levels 1.5, 2.5, 3.5 or 4.5 to be awarded on a scale when the final result for a scale is the average of the levels awarded by two assessors. A candidate is considered to have attained the proficiency requirement in one of these papers if he or she has achieved in **one sitting** Level 2.5 or above on any one scale and Level 3 or above on all the other scales.

A candidate is deemed to have met the Language Proficiency Requirement for the entire Assessment if he or she has attained the proficiency requirement in **ALL FIVE papers**.

The proficiency requirements for each paper, and for the LPAT as a whole, are summarised below:

Paper		Language Proficiency Requirement
Reading		Level 3 or above
Listening		
Writing	Part 1 Composition	Level 2.5 or above on one scale and Level 3 or above on the other two scales AND
	Part 2A Error Correction	Level 3 or above AND
	Part 2B Error Explanation	Level 3 or above
Speaking		Level 2.5 or above on one scale and Level 3 or above on all other scales
Classroom Language Assessment		
LPATE Assessment		LPR achieved in all papers