New Senior Secondary Liberal Studies Public Assessment

Briefing Session
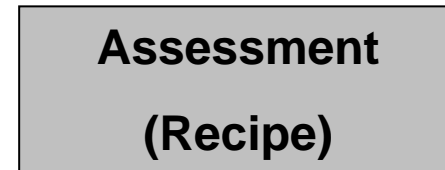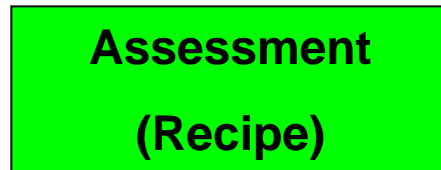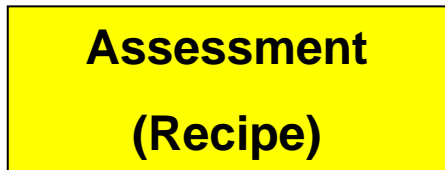
Hong Kong Examinations and Assessment Authority

August 2008

Burning Questions

Curriculum   **Teaching and Learning**   **Assessment**

Liberal Studies

| Assessment (Recipe) | Assessment (Recipe) | Assessment (Recipe) |

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Major Items

- Latest development of the written examination and school-based assessment

- Teacher's sharing

- Statistical moderation and standard setting

Purposes

- **Understanding**
  - Value clarification
  - Consensus building
  - Professional dialogue
- **Operation**
  - Briefing on latest development
  - Dissemination of latest information
  - Illustration of requirements and standards

Points to be aware

- Ongoing development
- Fine adjustment
- Integration of curriculum, L & T and assessment
- Understanding through practice

Development of the Curriculum and Assessment

- Three rounds of consultations from 2004 to 2007
- Four drafts Plus one final document
- 29 One-Committee Meetings
- Various working groups
- Experienced LS teachers, principals and key stakeholders
- Sample paper pilot test
- IES exemplars development

Schedule of Upcoming Events

- SRR booklet and SBA handbook published in early 2009

- Professional development courses on Assessing Student Learning continue

- Professional development courses on **IES** conducted by CDI and HKEAA commence in the fall 2008

- Ongoing development of SBA exemplars and resources materials

Assessment Framework

- **Written Examination (80%)**
  - **<u>Paper 1</u> (50%)**
    - Two hours
    - Three compulsory data-response questions
    - 16-20 marks for each question
  - **<u>Paper 2</u> (30%)**
    - 1 hour 15 minutes
    - One out of three extended-response questions
    - 20 marks for each question
- **SBA – Independent Enquiry Study (20%)**

Plus

Catering for full spectrum of students

Questions	Marking Guidelines
• Application of contextual knowledge and concepts • Thinking skills • Communication	• Several bands • General Descriptions with indicative points • Mark range

Features of the Exam Paper

- Testing a representative sample of the broad learning outcomes and assessment objectives

- Allowing demonstration of performance across all levels of performance scale

- Questions set simultaneously with marking guidelines in *graded levels*

Paper Design (1)

Key Features

Set daily-life, "cross-disciplines" context

Questions challenge full range of students, e.g. short answer and long answer

Paper Design (2)

Key Features

Questions allow differentiation in levels of performance

Allocation of marks for the task increases as the demand of the question increases

Answer space reflect the difficulty and requirement of the question

Design of Marking Guidelines

Key Features

Allocation of marks reflects a range of *bands* providing opportunities for full range of students to demonstrating their achievement of the course outcomes in the exam

Band descriptors provide criteria and flexibility for marking.

Script Analysis – Marking

- Points to be considered
    - Authentic assessment
    - Understanding of and addressing to the question
    - Contextual response (question and situational)
    - Application of knowledge and concepts
    - Reasons and examples
    - Development of answering framework
    - Question handling approach
    - No perfect answer, no standard answer
    - Positive marking
    - Flexibility allowed (e.g. complexity of the issue, teaching content, students' general ability)

Script Analysis – Answering

- Aspects to be considered (e.g.)
  - Understanding the issue/incident (e.g. controversy, stakeholders' positions, pros and cons, etc.)
  - Understanding of the data
  - Use of the data, related information
  - Use of techniques (e.g. thinking and communication)
  - The current situation
  - Relevant concepts, perspectives
  - views, standpoint, position, value
  - Justification, supporting evidence, cases
  - Balanced approach
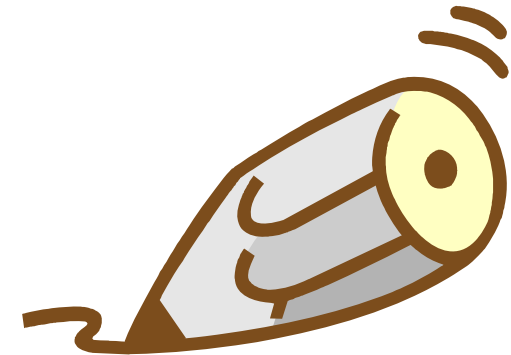
Answer scripts Analysis (1)

(c) 有家長組織關心青少年的健康，提出立法規管穿舌環，但一些青少年卻認爲立法會限制他們的自由。你同意家長組織抑或青少年的觀點？試加以解釋。 (10分)

L5

Position stated

Arguments with examples

Perspectives

Answer Scripts Analysis (2)

L5

另一方面，青少年認為這樣會限制他們的自由，這只不過是他們不清楚「規管」的意思……。首先「規管」不等於「禁止」，他們仍然有自由穿舌環等活動，只不過是店鋪的質素被規管而不是限制了或者法例會對他們有一点規限，例如穿舌環的年齡，但是到了法定年齡後，他們仍有穿舌環的權利，所以這一些規限其实並沒有限制他們的自由。

所以，其实立法規管穿舌環的確有利他們的健康，又不会過分限制他們的自由，所以家長組織的观点是对的。

Comparison

Application of knowledge, concept (freedom, restriction), supporting argument

Organization, communication

Answer Script Analysis (3)

L2

Position

Views and reasons

Understanding of question, use of concepts (regulation, crime, offence, etc)

Examples? Use of knowledge

Relevance?

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Draft Level Descriptors – Arrangement

- Levels of performance will be reported with reference to a set of standards

- Five levels of performance (1 – 5) with 5 being the highest

- For each level, a set of written descriptors describing what the typical candidate performing at this level able to do

- Descriptors describes what typical candidates can do

- Overall level awarded to each candidate will be made up of results in both public exam and SBA

Draft Level Descriptors – Development (1)

- *LS Curriculum & Assessment Guide (Secondary 4 – 6)*
- **Professional inputs** from stakeholders (e.g. secondary schools and universities)
- **Local experiences** (e.g.)
  - A research study on candidates' performance in 2005 LS (HR) public
  - Sample paper Pilot Test
  - Level descriptors of CE Chinese Language and English Language
- **Overseas experiences** (e.g.)
  - Grade descriptions of AS and A, 2009 – General Studies
  - Grade Descriptions of AQA GCE, 2009 – Environmental Science
  - Draft Performance Bands of Society and Culture, NSW, Australia
  - Holistic Critical Thinking Scoring Rubric, California Academic Press
  - The Programme for International Student Assessment (PISA), 2003 and 2006
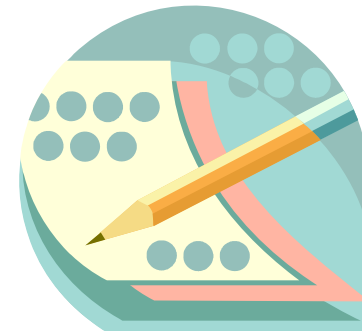
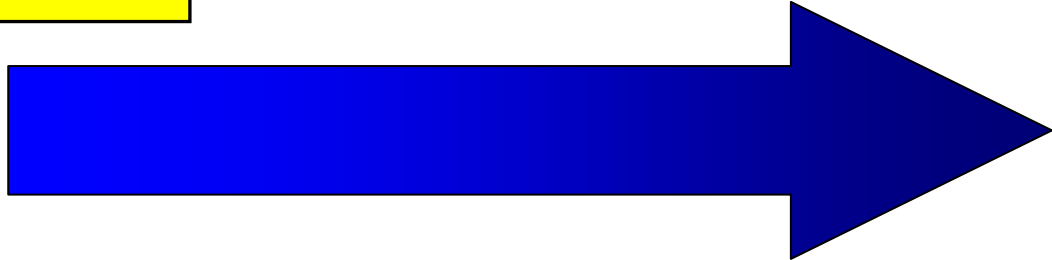# Draft Level Descriptors – Development (2)

C & A Guide → **Three Dimensions**
- Knowledge and understanding
- Generic skills
- Enquiry competence

→ **Items reflecting the Broad Learning outcomes and the Assessment Objectives**

→ **Initial criteria consolidating the identified items**

→ **Level Descriptors**

Draft Level Descriptors – Content

Dimension	Level Descriptors (e.g. Level 5)
Multiple Perspectives **Importance of Context**	• understands and applies relevant knowledge, and inter-relates a wide range of issues in complex and relevant contexts • identifies, gathers, and organizes applicable information from related and various sources • interprets and analyzes different and complex information from a variety of perspectives
Critical Thinking **Communication**	• evaluates various viewpoints and synthesizes one's own opinions and suggestions with well-supported arguments and sufficient examples • communicates ideas in a concise, logical, balanced and systematic way • conceptualizes evidence, consistently shows respect for evidence, open-mindedness and tolerance towards a wide range of views and values
Mastering the Enquiry process **Reflection**	• works independently and systematically and reflects in an in-depth and comprehensive way upon the implementation of the enquiry learning process

Draft Level Descriptors – Standards (1)

- **understands** and **applies** relevant **knowledge**, and **inter-relates** a wide range of **issues** in complex and relevant **contexts**

- **identifies**, gathers, and **organizes** applicable information from various related **sources**

- interprets and **analyzes** different and complex information from a variety of **perspectives**

Draft Level Descriptors – Standards (2)

- **evaluates** various viewpoints and **synthesizes** one's own opinions and suggestions with well-supported **arguments** and sufficient **examples**

- **communicates** ideas in a concise, logical, balanced and systematic way

- **conceptualizes** evidence, consistently shows respect for evidence, open-mindedness and tolerance towards a wide range of views and values

- works independently and systematically and reflects in an in-depth and comprehensive way upon the implementation of the **enquiry learning process**

Draft Level Descriptors – Change of levels

Level	"On average" statements (e.g.)	Exemplars to illustrate standards
5	evaluates various viewpoints and synthesizes one's own opinions and suggestions with well-supported arguments and sufficient examples	
4	elaborates various viewpoints and synthesizes one's own opinions and suggestions with supported arguments and some examples	
3	discusses viewpoints and gives one's own opinions and suggestions with supported arguments and some examples	
2	describes viewpoints and attempts to give one's own opinions and suggestions with supported arguments and a few examples	
1	lists viewpoints with marginally supported arguments	

Upcoming information

- Finalization of the draft level descriptors (Fall 2008)

- Full set of exemplars illustrating the standards of the five levels (Fall 2008)

- Additional sample questions, sample answer scripts (starting from Summer 2010)

- Information for setting questions (2010)

- Practice paper (2012)

To summarise

- Authentic assessment
- Standards-referenced reporting (5 levels)
- Two papers
- Graded questions catering for full range of abilities
- Different types of data
- Issue driven and different perspectives
- Total exam time: 3 hours and 15 minutes
- Double marking

Thank You!