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## **2012**

### **English Language**

### **School-based Assessment Teachers' Handbook**

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## **Preface**

This Handbook serves as a guide to schools and subject teachers for administering school-based assessment (SBA) for English Language at their schools for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Teachers are expected to comply with the requirements and procedures stipulated in this Handbook when conducting the related assessment activities.

## Chapter 1 Introduction

### 1.1 Assessment Framework

The public assessment of this subject is based on the *English Language Curriculum and Assessment Guide (Secondary 4 – 6)* jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (HKEAA). It will consist of a public examination component and an SBA component as outlined in the following table:

Component		Weighting	Duration
Public Examination	Paper 1 Reading	20%	1½ hours
	Paper 2 Writing	25%	2 hours
	Paper 3 Listening & Integrated Skills	30%	About 2 hours
	Paper 4 Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)		15%	

### 1.2 Aims and Objectives

The rationale for introducing the SBA component to the HKDSE English Language Examination is summarised below:

- It provides a more balanced and trustworthy assessment system, increasing the range and diversity of assessment collection points, task types and assessors.
- It improves the validity of oral language assessment in particular by including aspects that cannot be assessed in public exam settings.
- It improves the reliability of oral language assessment because judgements will be based on many observations of the student over an extended period of time.
- There is beneficial washback on teaching and learning, particularly in relation to the development of speaking and extensive reading skills, but also on teaching and assessment practices more generally.
- It empowers teachers to become part of the assessment process and enhances collaboration and sharing of expertise within and across schools.
- It has a professional development function, building up practical skills in teacher assessment which can then be transferred to other areas of the curriculum.

The distinctive characteristics of SBA (and its strengths as *one* relatively small component of a coherent assessment system) have implications for its design and implementation, in particular the nature of the assessment tasks and role of the teacher standardisation procedures. These implications are summarised as follows:

- the assessment process should be linked to and be a logical outcome of the normal teaching programme, as teaching, learning and assessment should be complementary parts of the whole educational experience (i.e. the SBA component is *not* a separate one-off activity that can be timetabled or prepared for as if it were a separate element of the curriculum);
- the assessment process should provide a richer picture of what learners can do (with oral language) than the external examination (Paper 4) by taking more samples over a longer period of time and by more closely approximating real-life and low stress conditions (i.e. the SBA component is *not* a one-off activity done under pseudo-exam conditions with unfamiliar assessors);
- the focus of the assessment tasks should be on the speaking ability of the students, including their ability to discuss issues in depth and to convey their ideas clearly and concisely (i.e. the SBA component is *not* an assessment of the students' memorisation skills, nor of their ability to provide highly specific factual details about what they have read or viewed, nor of their ability to conduct literary analysis of the texts);
- the nature and number of the assessment tasks need to remain somewhat flexible so that there can be congruence between the learning and assessment activities and more than one opportunity to collect assessment samples (i.e. the SBA component is *not* a single rigid highly standardised prescribed task which can be rehearsed and prepared for, then assessed, as if an external exam);
- the Framework of Guiding Questions (see Appendix F) should be used flexibly to ensure that students have the opportunity to show the full range of their responses, hence achieving the most valid 'true' judgement of students' ability (i.e. the SBA component is *not* designed around a set of standardised questions with the same questions asked of all students; 'fairness' is achieved in a different way to traditional approaches to testing which assume all students must be treated the same);
- the formative/summative distinction exists in SBA but is much less rigid and fixed than in a testing culture, i.e. students should receive constructive feedback and have opportunities to ask questions about specific aspects of their progress after each planned SBA assessment activity, which will both enhance language development and help students prepare for the final oral external examination (i.e. the SBA component is *not* a purely summative assessment);
- the marking criteria and standards will be explicit and publicly available to all, albeit in different forms for different audiences, e.g. students, parents, teachers and employers (i.e. the SBA component does *not* rely on impressionistic marking or implicit judgements);

- the marking criteria and standards should be regularly discussed with students and actively used by them, albeit in adapted form, as part of self and peer assessment for formative purposes throughout S4 to S6, not just when they are being formally assessed, so students can monitor their own progress and standing over the three years (i.e. the SBA component does *not* assume that the marking criteria are only useful for teachers and for summative assessment);
- the assessment tasks are designed as formal moments in the teaching programme at which the teacher can stand back and reflect on their implicit or explicit assumptions about individual students' capacities, compare those assumptions with careful analysis of examples of students' real performance, and then subject their judgements to explicit scrutiny and challenge or confirmation by others (i.e. the SBA component does *not* assume that the teacher is totally objective and/or has no preconceived ideas or assumptions about a student's level, rather it seeks to make such assumptions explicit and open to discussion with fellow teachers);
- a range of student samples of oral language are collected and subjected to systematic and critical scrutiny in order to verify individual teachers' judgements of individual students' standards (i.e. the reliability of the SBA component is *not* dependent on video or audio-records of every assessment of every student, although schools will need to retain relevant evidence of students' progress and performance to address any formal complaints and queries);
- the SBA process, to be effective, has to be highly contextualised, dialogic and sensitive to student needs (i.e. the SBA component is *not* and cannot be treated as identical to an external exam in which texts, tasks and task conditions are totally standardised and all contextual variables controlled; to attempt to do so would be to negate the very rationale for SBA, hence schools and teachers must be granted a certain degree of trust and autonomy in the design, implementation and specific timing of the assessment tasks ).

## Chapter 2 Assessment Requirements

### 2.1 SBA Requirements

A school-based assessment component was first introduced into the 2007 CE English Language Examination. According to the *English Language Curriculum and Assessment Guide (Secondary 4-6)* jointly prepared by the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority, the School-based Assessment will be part of the public assessment of the HKDSE English Language Examination. The SBA component seeks to provide a more comprehensive appraisal of learners' achievement by assessing those learning objectives which cannot be easily assessed in public examinations whilst at the same time enhancing the capacity for student self-evaluation and life-long learning. The SBA, like the rest of the new HKDSE English Language public exam, adopts a standards-referenced reporting system which seeks to recognise and report on the full range of educational achievement in Hong Kong schools.

The SBA component can and should be developed as an integrated part of the curriculum, not as a 'separate' paper. Students should be encouraged to keep copies of the records of their own assessments and regularly review their progress. Teachers should use the assessment activities not only to make judgements about student standards (a snapshot of students' achievement to date), but also to give feedback to students about specific aspects of their oral language skills so that they can improve for the next assessment. The SBA component will be valuable preparation for students for their external public examination as many of the skills required are the same.

The SBA component is worth 15% of the total subject mark. The SBA component consists of two parts. Part A is a reading/viewing programme in which students read/view four texts ('texts' encompass print, non-print, fiction and non-fiction material) over the course of three years, keep a log book of comments/personal reflections, and then take part in a discussion with classmates or make an individual presentation on the books/videos/films that they have read/viewed, and respond to questions from their teacher, which will be derived from the student's written notes/personal responses/comments in their logbook. The assessment will be based on the student's oral performance, that is, the reading/viewing/writing will only serve as the means to this end and the specific content of the texts (i.e. names and places, story lines, other factual information etc.) will not be directly assessed as such, so it is not necessary for teachers to have a comprehensive and detailed knowledge of every text read by their students.

For Part A, teachers need to conduct two assessments: one in the second term of S5 and one in S6. The marks should be reported at the end of S5 and S6. One mark should be based on a group interaction *and* one on an individual presentation. If more than one assessment is conducted in S5 or S6, teachers should make sure that one mark submitted should be based on a group interaction *and* one on an individual presentation.

Part B will consist of a group interaction *or* an individual presentation based on the modules in the

Elective Part of the curriculum. The focus will be on the ability of students to reflect on, make use of and speak about the knowledge, skills and experience gained in the Elective Module(s). The assessment will be based on the student's oral performance.

The assessment for Part B can be conducted in the second term of S5 *or* anytime during S6. The mark for this part should be reported at the end of S6.

The requirements are summarised in Table 1.

**Table 1: SBA Requirements**

<b>Requirements</b>	<b>S4</b>	<b>S5</b>	<b>S6</b>	<b>Total</b>
<b>Number and type of texts to be read / viewed</b>	<b>One or Two</b> texts	<b>One or Two</b> texts	<b>One or Two</b> texts	<b>Four</b> texts, one each from the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction) in the course of three years
<b>Number and timing of assessment tasks to be undertaken for Part A</b>		<b>One</b> task, group interaction or individual presentation, to be undertaken during the second term of S5	<b>One</b> task, group interaction or individual presentation, to be undertaken anytime during S6	<b>Two</b> tasks, each on a text from a different category; one mark should be based on a <i>group interaction and</i> one on an <i>individual presentation</i>
<b>Number and timing of assessment tasks to be undertaken for Part B</b>		<b>One</b> task, group interaction or individual presentation, to be undertaken during the second term of S5 or anytime during S6		† <b>One</b> task, based on the Elective Module(s) taught
<b>Number, % and timing of marks to be reported</b>		<b>One</b> mark for Part A reported at end of S5 (5%)	<b>Two</b> marks, one from Part A and one from Part B reported at the end of S6 (10%)	<b>Three</b> marks, 15% of total English mark

† The assessment task for Part B can be based on an individual Elective Module or a combination of Elective Modules taught.

### **Requirements for Transfer Students**

Transfer students are S6 students sitting the examination for the first time, but who have transferred from one school to another after S5. Transfer students will need to submit SBA marks for S6 only, which will be proportionally adjusted to 15% and incorporated into their subject mark. Their SBA

results obtained in S5 in the former school will not be counted.

Transfer students should provide information to their new school about the school in which they attended the S5 English Language course and the assessments completed there for their teachers' reference. If the new school has completed the assessment of Part B in S5, assessment of Part B should be arranged for transfer students in S6.

Students who have transferred to an S5 class in another school are not considered to be transfer students. They must meet the full SBA requirements as normal S5 students.

### **Private Candidates**

Private candidates will not be required to complete the SBA component. Their subject mark will be based entirely on their public examination results.

## **2.2 Mandatory Assessment Conditions**

The main aim of establishing certain conditions for school-based assessment is to ensure that students have the opportunity to demonstrate their best possible oral language use. Students will not give of their best if the assessment task is unfamiliar; if they are too stressed and nervous to speak; if the teacher is intimidating, unfamiliar, or makes the task seem too much like an exam; or if the students are 'rehearsed' (which will lead to very stilted and unnatural oral language use, which will not score high marks). The teacher and the school must be sure that the oral language produced is not the result of memorisation without understanding. Hence, the following conditions must be met for a task to qualify as an *assessment task* for the purpose of SBA:

- a. The *type* of task (i.e. communicative purpose, grouping arrangement etc.) and the *type* of text used for assessment must be familiar to students, i.e. the planned assessment task should not be the first time the students are faced by this type of task or text (but see g. below).
- b. The task must not expect students to take on the role of an unfamiliar character, act out a role in a story or play, read aloud poems or short stories, engage in formal stage debates, sport commentary, job interviews etc, i.e. specific background knowledge and skills in drama, poem or debating, etc are not to be included in the assessment. However, such activities are very useful learning and teaching activities, e.g. to develop intonation and voice projection. Formal SBA assessments need to be constructed with the aim of eliciting natural and authentic spoken language which conforms to the broad task-types of group interaction and individual presentation.
- c. The task must be undertaken with the student's English teacher as the assessor and in the presence of at least one fellow student. The other student(s) can take part in the interaction or be the audience for a presentation.
- d. Tasks used to elicit an individual presentation must provide students with the opportunity to make an extended individual presentation (about 3-5 minutes). Note this is a guide only, as some students may take longer than others.
- e. Tasks used to elicit interaction must provide students with multiple opportunities to demonstrate appropriate interaction skills and make a balanced contribution without either dominating the

discussion or being too reticent. Again some students may need more time than others and/or may need to be prompted by the teacher to demonstrate their best (see h. below).

- f. Students must not read aloud or take notes during the assessment activity. Students are only permitted to refer to brief notes or prompts during the assessment activity (maximum of one 4x6 note card) or PowerPoints in point form only during an individual presentation. These notes or PowerPoints are not part of the formal assessment and should not be taken into account in making a judgement about students' oral language levels.
- g. Individual students can be given more than the minimum number of assessments, especially if it results in an improvement in their oral standards, but they are not permitted to repeat (i.e. retake) the same assessment task without any change in input, nor should they engage in extensive rehearsal for any task inside or outside school as this may undermine the authenticity of their oral language use.
- h. In any task the teacher-assessor may, if they wish, interact individually with a student at any time to ask specific question(s) to clarify and/or extend the student's ideas, to help prompt and/or scaffold the student's oral interaction and to probe the range and depth of their oral language skills (see Appendix F Framework of Guiding Questions). This will be particularly important in the case of students who are very shy or lacking confidence or whose oral skills are very weak. The teacher-assessor needs to take into account the amount and nature of teacher support required and the specific contextual conditions of the assessment task when making their assessment. The contextual information needs to be clearly recorded and communicated to the student and fellow teacher-assessors.

**Note:** *There are no restrictions on the maximum number of tasks that can be used for assessment in any one year, but teachers are reminded that the SBA component is only a relatively small part of the overall public assessment and over-assessment should be avoided.*

## **2.3 Setting Assessment Tasks**

### **2.3.1 Nature of Oral Text-types to be Assessed**

In the SBA component an important distinction is made between two kinds of oral text-types, designated for HKDSE purposes as an *individual presentation* and a *group interaction*:

- An *individual presentation*, which may be quite informal, is defined as a single piece of oral text in which an individual speaker presents some ideas or information over a sustained period (3-5 minutes), with the expectation that they will not be interrupted. An individual presentation requires comparatively long turns, hence generally needs more pre-planning and a more explicit structure to ensure coherence. A presentation may be followed by questions or comments from the audience, but this exchange will not form part of the assessment for the individual presentation.
- A *group interaction* is defined as an exchange of short turns or dialogue with more than one speaker on a common topic. An interaction is jointly constructed by two or more speakers, hence generally needs less explicit structuring but more attention to turn-taking skills and more planning of how to initiate, maintain and/or control the interaction by making suggestions, asking for

clarification, supporting and/or developing each other's views, disagreeing and/or offering alternatives.

Both individual presentations and group interactions require the capacity to speak intelligibly and reasonably fluently, with suitable intonation, volume and stress, using pauses and body language such as eye contact appropriately and effectively. They also require a range of vocabulary and language patterns that are accurate and varied. Some use of formulaic language may be appropriate to help structure long or short turns but the over-use or inappropriate use of set phrases should be discouraged. Above all, the oral language elicited should be natural and interactive, not memorised or read aloud.

It is important to emphasise the interrelationship between the quality of ideas and information, and the linguistic features of these oral texts. The more complex and unfamiliar the ideas being discussed, the more likely there will be some loss of fluency and more false starts, hesitations and dysfluencies. Greater cognitive demands in terms of content (for example, moving from recounting a story at the literal level to interpretation and critique) may also result initially in more use of non-specific vocabulary and some grammatical mistakes, even amongst highly competent speakers of English. This interrelationship needs to be taken into account in designing all SBA assessment tasks and in making the actual assessments (see *Paragraph 2.2 h* for advice on how teachers can ask questions to prompt students and/or extend oral language use).

When setting tasks for Part B of the SBA component, it should be noted that the tasks should be based on the teaching of the Elective Modules. The assessment task for this part can be based on an individual Elective Module or a combination of Elective Modules taught. If the assessment task is based on a text, the text should be different from the ones used in Part A of the SBA component. For this part of the assessment, students can be asked to do an individual presentation *or* a group interaction based on the Elective Module(s) taught. Teachers should also make sure that an assessment for Part B should be arranged for transfer students in S6 even if the school has completed the assessment of Part B in S5.

The process of selecting appropriate assessment tasks should be undertaken collaboratively, taking into account students' backgrounds, interest and skills as well as the school's available resources. One of the exciting aspects of school-based assessment is the opportunities it gives to teachers to develop their own assessment tasks to suit their own teaching goals and their students' needs. It is likely that the same task would not work equally well with students of different abilities. SBA lets teachers modify tasks and design new ones that will work for them and their class – whether they prefer something more traditional or are keen to experiment with new ideas and techniques.

Grouping arrangements are a particularly important consideration. Initially it may be easiest for students and teachers to put students into friendship groupings. However, teachers should also experiment. Diversity can be a resource, not a problem. If students have different levels of oral language skills, this can create an authentic information gap – a need to communicate. However, highly structured assessment tasks, including jigsaw activities that require the transfer of information, are better for such groupings than more open-ended tasks which require students to discuss or share ideas without a clear focus.

### **2.3.2 Range of Possible Assessment Task-types**

A variety of assessment task-types may be used to elicit the required kinds of oral language from students. Assessment tasks will vary in length and complexity according to their *communicative function* (e.g. comparing, classifying, describing, arguing etc.). Task demands will also vary according to the *number of people* involved (e.g. pairs, small groups, split classes, whole classes, the whole school etc.), their *position and status* (e.g. fellow students, younger/older students, teachers, parents etc.), their *roles* (e.g. giving non-verbal responses only, asking questions, making comments, interacting with no limitations etc.), and their *familiarity* to the student being assessed.

This diversity of assessment tasks enables schools to provide students with appropriate, multiple and varied opportunities to demonstrate their oral language abilities. Individual schools and teachers are encouraged to choose the kinds of assessment tasks which best suit their students' English language level and interests. Some schools may choose to adopt a portfolio system where students collect video or audio recordings of their oral language assessments over the year and then choose the best assessment results to report to the HKEAA. Other schools may prefer to incorporate the planned assessment tasks into their existing internal assessment programme. Again, flexibility and sensitivity to student and teacher needs is essential. Teachers are reminded that the ability of a student will be measured not by the accuracy or speed of the completion of the task itself, but by the quality and range of the oral language produced for assessment, including both fluency and accuracy.

## **2.4 Guidance in Assessment Process**

Teachers should ensure students have read and understood the Assessment Criteria and have extensive experience using it for self and peer assessment in informal situations before conducting a planned assessment activity. Teachers should also have used these criteria for informal assessment and teaching purposes before they conduct any formal assessments so that they are very familiar with the criteria and the assessment process.

Only teachers who have been trained in the SBA process, and authorised by the school as assessors, are permitted to conduct SBA assessments. For more information about student-oriented criteria, please refer to Appendix I.

When using the criteria for formal assessment, teachers should focus on one student at a time. They should ensure they have heard enough oral language from the student to make a sound judgement. It is not necessary to stop students mid-sentence or give every student the exact same number of minutes for their 'turn'. Some students may need a little more time to warm up or to get involved in a group interaction than others. Teachers should use their professional judgement to set reasonable time limits, but at the same time create a very supportive and low-stress environment.

Teachers should record their judgement of the student's oral language level in each of the four main domains directly onto the student's Assessment Record. They should then convert their judgements to a total score out of 24. The Assessment Record is then signed by the student and the teacher to

certify that the oral text produced is the student's own work and complies with all the conditions listed above.

After each teacher has completed the classroom-based SBA for her/his students, and completed all the Assessment Records, the standardisation process begins. Teachers are encouraged to meet informally with at least one colleague teaching English at the same level to look at a range of audio or video-recordings and to compare judgements. As a result of watching/listening to samples from other classes and talking together about how well students have met certain standards, the teachers may then decide to adjust their marks. This first, informal standardisation may be repeated as often as teachers think it necessary until they feel satisfied that they are very clear about how the oral texts their own students have produced fit with the system expectations and criteria of the SBA. The teachers should consult the School Coordinator in their school if they feel they need help with this process.

## 2.5 Assessment Criteria

### 2.5.1 SBA Assessment Criteria for Group Interaction (GI)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	<p><b>Can</b> project the voice appropriately for the context.</p> <p><b>Can</b> pronounce all sounds/sound clusters and words clearly and accurately.</p> <p><b>Can</b> speak fluently and naturally, with very little hesitation, and using intonation to enhance communication.</p>	<p><b>Can</b> use <b>appropriate</b> body language to <b>display and encourage</b> interest.</p> <p><b>Can</b> use a <b>full range</b> of turn-taking strategies to initiate and maintain <b>appropriate</b> interaction, and <b>can draw others</b> into extending the interaction (e.g. by summarising for others' benefit, or by redirecting a conversation); can <b>avoid</b> the use of narrowly-formulaic expressions when doing this.</p>	<p><b>Can</b> use a wide range of accurate vocabulary.</p> <p><b>Can</b> use varied and highly accurate language patterns; minor slips do not impede communication.</p> <p><b>Can</b> self-correct effectively.</p>	<p><b>Can</b> express a <b>wide range</b> of relevant information and ideas without any signs of difficulty.</p> <p><b>Can</b> consistently <b>respond effectively</b> to others, sustaining and extending a conversational exchange.</p> <p><b>Can</b> use the <b>full range of questioning and response levels</b> (see Framework of Guiding Questions) to engage with peers.</p>
5	<p><b>Can</b> project the voice appropriately for the context.</p> <p><b>Can</b> pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p><b>Can</b> speak fluently with only occasional hesitation, and using intonation to enhance communication, giving an overall sense of natural nonnative language.</p>	<p><b>Can</b> use <b>appropriate</b> body language to <b>display and encourage</b> interest.</p> <p><b>Can</b> use a <b>good range</b> of turn-taking strategies to <b>initiate and maintain</b> appropriate interaction (e.g. by encouraging contributions from others in a group discussion, by asking for others' opinions, or by responding to questions); can <b>mostly avoid</b> the use of narrowly-formulaic expressions when doing this.</p>	<p><b>Can</b> use varied and almost always appropriate vocabulary.</p> <p><b>Can</b> use almost entirely accurate and appropriate language patterns.</p> <p><b>Can</b> usually self-correct effectively.</p>	<p><b>Can</b> express relevant information and ideas clearly and fluently.</p> <p><b>Can</b> <b>respond appropriately</b> to others to sustain and extend a conversational exchange.</p> <p><b>Can</b> use a <b>good variety of questioning and response levels</b> (see Framework of Guiding Questions).</p>
4	<p><b>Can</b> project the voice mostly satisfactorily.</p> <p><b>Can</b> pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g. dropping final consonant clusters).</p> <p><b>Can</b> speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.</p>	<p><b>Can</b> use <b>some features of appropriate</b> body language to encourage and display interest.</p> <p><b>Can</b> use a <b>range of appropriate</b> turn-taking strategies to participate in, and <b>sometimes initiate</b>, interaction (e.g. by responding appropriately to others' comments on a presentation, by making suggestions in a group discussion).</p> <p><b>Can</b> use <b>some creative as well as formulaic</b> expressions if fully engaged in interaction.</p>	<p><b>Can</b> use mostly appropriate vocabulary.</p> <p><b>Can</b> use language patterns that are usually accurate and without errors that impede communication.</p> <p><b>Can</b> self-correct when concentrating carefully, or when asked to do so.</p>	<p><b>Can</b> present relevant literal ideas clearly with well-organised structure.</p> <p><b>Can</b> <b>often respond appropriately</b> to others; <b>can sustain and may extend</b> some conversational exchanges</p> <p><b>However: Can</b> do these things less well when attempting to respond to interpretive or critical questions, or can interpret information and present elaborated ideas, but at these questioning levels coherence is not always fully controlled.</p>
3	<p><b>Volume</b> may be a problem.</p> <p><b>Can</b> pronounce all simple sounds clearly but some errors of sound clusters; less common words may be misunderstood unless supported by contextual meaning.</p> <p><b>Can</b> speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.</p>	<p><b>Can</b> use appropriate body language to <b>show attention</b> to the interaction.</p> <p><b>Can</b> use <b>appropriate but simple and formulaic</b> turn-taking strategies to participate in, and <b>occasionally initiate</b>, interaction (e.g. by requesting repetition and clarification, or by offering praise).</p>	<p><b>Can</b> use simple vocabulary and language patterns appropriately and without errors that impede communication.</p> <p><b>Can</b> sometimes self-correct simple errors.</p> <p><b>May suggest a level of proficiency above 3 but has provided too limited a sample.</b></p>	<p><b>Can</b> present <b>some relevant ideas sequentially</b> with <b>some links</b> among their own ideas and with those presented by others.</p> <p><b>Can</b> respond to some simple questions and <b>may be able to expand these responses when addressed directly.</b></p>
2	<p><b>Volume</b> may be a problem.</p> <p><b>Can</b> pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context.</p> <p><b>Can</b> produce familiar stretches of language with sufficiently appropriate pacing and intonation to help listener's understanding.</p>	<p><b>Can</b> use <b>appropriate</b> body language <b>when especially interested</b> in the group discussion or <b>when prompted to respond</b>.</p> <p><b>Can</b> use <b>simple but heavily formulaic</b> expressions to respond to others (e.g. by offering greetings or apologies).</p>	<p><b>Can</b> appropriately use vocabulary drawn from a limited and very familiar range.</p> <p><b>Can</b> use some very basic language patterns accurately in brief exchanges.</p> <p><b>Can</b> identify some errors but may be unable to self-correct.</p> <p><b>Provides a limited language sample.</b></p>	<p><b>Can</b> express <b>some simple relevant information</b> and ideas, sometimes successfully, and may expand some responses briefly.</p> <p><b>Can</b> make some contribution to a conversation <b>when prompted</b>.</p>
1	<p><b>Volume</b> is likely to be a problem.</p> <p><b>Can</b> pronounce some simple sounds and common words accurately enough to be understood.</p> <p><b>Can</b> use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.</p>	<p><b>Can</b> use <b>restricted features</b> of body language <b>when required</b> to respond to peers.</p> <p><b>Can</b> use <b>only simple and narrowly-restricted</b> formulaic expressions to respond to others.</p>	<p><b>Can</b> produce a narrow range of simple vocabulary.</p> <p><b>Can</b> use a narrow range of language patterns in very short and rehearsed utterances.</p> <p><b>A restricted sample of language makes full assessment of proficiency difficult.</b></p>	<p><b>Can</b> occasionally produce <b>brief information and ideas</b> relevant to the topic.</p> <p><b>Can</b> make some brief responses or statements <b>when prompted</b>.</p>
0	<p><b>Does not</b> produce any comprehensible English speech.</p>	<p><b>Does not</b> use any interactional strategies.</p>	<p><b>Does not</b> produce any recognizable words or sequences.</p>	<p><b>Does not</b> produce any appropriate relevant material.</p>

## 2.5.2 SBA Assessment Criteria for Individual Presentation (IP)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	<p><b>Can</b> project the voice appropriately for the context.</p> <p><b>Can</b> pronounce all sounds/sound clusters and words clearly and accurately.</p> <p><b>Can</b> speak fluently and naturally, with very little hesitation, and using intonation to enhance communication.</p>	<p><b>Can</b> use appropriate body language to show focus on audience and to engage interest.</p> <p><b>Can</b> judge timing in order to complete the presentation.</p> <p><b>Can</b> confidently invite and respond to questions or comments when required for the task.</p>	<p><b>Can</b> use a wide range of accurate vocabulary.</p> <p><b>Can</b> use varied and highly accurate language patterns; minor slips do not impede communication.</p> <p><b>Can</b> choose appropriate content and level of language to enable audience to follow, without the use of notes.</p> <p><b>Can</b> self-correct effectively.</p>	<p><b>Can</b> convey relevant information and ideas clearly and fluently without the use of notes.</p> <p><b>Can</b> elaborate in detail on some appropriate aspects of the topic, and can consistently link main points with support and development.</p>
5	<p><b>Can</b> project the voice appropriately for the context.</p> <p><b>Can</b> pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p><b>Can</b> speak fluently with only occasional hesitation, and using intonation to enhance communication, giving an overall sense of natural nonnative language.</p>	<p><b>Can</b> use appropriate body language to show focus on audience and to engage interest.</p> <p><b>Can</b> judge timing sufficiently to cover all essential points of the topic.</p> <p><b>Can</b> appropriately invite and respond to questions or comments when required for the task.</p>	<p><b>Can</b> use varied and almost always appropriate vocabulary.</p> <p><b>Can</b> use almost entirely accurate and appropriate language patterns.</p> <p><b>Can</b> choose content and level of language that the audience can follow, with little or no dependence on notes.</p> <p><b>Can</b> usually self-correct effectively.</p>	<p><b>Can</b> convey relevant information and ideas clearly and well.</p> <p><b>Can</b> elaborate on some appropriate aspects of the topic, and can link main points with support and development.</p>
4	<p><b>Can</b> project the voice mostly satisfactorily.</p> <p><b>Can</b> pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g., dropping final consonant clusters).</p> <p><b>Can</b> speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.</p>	<p><b>Can</b> use appropriate body language to display audience awareness and to engage interest, but this is not consistently demonstrated.</p> <p><b>Can</b> use the available time to adequately cover all the most essential points of the topic.</p> <p><b>Can</b> respond to any well-formulated questions that arise.</p>	<p><b>Can</b> use mostly appropriate vocabulary.</p> <p><b>Can</b> use language patterns that are usually accurate and without errors that impede communication.</p> <p><b>Can</b> choose mostly appropriate content and level of language to enable audience to follow, using notes in a way that is not intrusive.</p> <p><b>Can</b> self-correct when concentrating carefully, or when asked to do so.</p>	<p><b>Can</b> present relevant literal ideas clearly and in well-organised structure.</p> <p><b>Can</b> expand on some appropriate aspects of the topic with additional detail or explanation, and can sometimes link these main points and expansions together effectively.</p>
3	<p><b>Volume</b> may be a problem.</p> <p><b>Can</b> pronounce all simple sounds clearly but some errors of sound clusters; less common words may be misunderstood unless supported by contextual meaning.</p> <p><b>Can</b> speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.</p>	<p><b>Can</b> use some appropriate body language, displaying occasional audience awareness and providing some degree of interest.</p> <p><b>Can</b> present basic relevant points but has difficulty sustaining a presentation mode.</p> <p><b>Can</b> respond to any cognitively simple, well-formulated questions that arise.</p>	<p><b>Can</b> use simple vocabulary and language patterns appropriately and without errors that impede communication, but <b>reliance on memorised materials or written notes makes language and vocabulary use seem more like written text spoken aloud.</b></p> <p><b>Can</b> choose a level of content and language that enables audience to follow a main point, but needs to refer to notes.</p> <p><b>Can</b> sometimes self-correct simple errors.</p>	<p><b>Can</b> present some relevant literal ideas clearly, and can sometimes provide some simple supporting ideas.</p> <p><b>Can</b> sometimes link main and supporting points together.</p>
2	<p><b>Volume</b> may be a problem.</p> <p><b>Can</b> pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context.</p> <p><b>Can</b> produce familiar stretches of language with sufficiently appropriate pacing and intonation to help the listener's understanding.</p>	<p><b>Can</b> use a restricted range of features of body language, but the overall impression is stilted.</p> <p><b>Can</b> present very basic points but does not demonstrate use of a presentation mode and is dependent on notes.</p> <p>Audience awareness is very limited.</p>	<p><b>Can</b> appropriately use vocabulary drawn from a limited and very familiar range.</p> <p><b>Can</b> read notes aloud but with difficulty.</p> <p><b>Can</b> use some very basic language patterns accurately in brief exchanges.</p> <p><b>Can</b> identify some errors but may be unable to self-correct.</p>	<p><b>Can</b> make an attempt to express simple relevant information and ideas, sometimes successfully, and can attempt to expand on a few points.</p> <p><b>Can</b> link the key information sequentially.</p>
1	<p><b>Volume</b> is likely to be a problem.</p> <p><b>Can</b> pronounce some simple sounds and common words accurately enough to be understood.</p> <p><b>Can</b> use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.</p>	<p>Body language may be intermittently present, but communication strategies appropriate to delivering a presentation are absent. The delivery is wholly dependent on notes or a written text. There is no evident audience awareness.</p>	<p><b>Can</b> produce a narrow range of simple vocabulary.</p> <p><b>Can</b> use a narrow range of language patterns in very short and rehearsed utterances.</p> <p><b>A restricted sample of language makes full assessment of proficiency difficult.</b></p>	<p><b>Can</b> express a main point or make a brief statement when prompted, in a way that is partially understandable.</p>
0	<p><b>Does not</b> produce any comprehensible English speech.</p>	<p><b>Does not</b> attempt a presentation.</p>	<p><b>Does not</b> produce any recognisable words or sequences.</p>	<p><b>Does not</b> express any relevant or understandable information.</p>

## Chapter 3 Guidance in the Conduct of the SBA

### 3.1 Provision of Information to Students

Students should be informed clearly at the beginning of the course of the various requirements and regulations of the SBA component, including:

- task requirements and assessment criteria;
- schedule of assessment and critical deadlines;
- the school's regulations and administrative procedures for conducting SBA; and
- record-keeping requirements.

After the completion of the marking, teachers should provide feedback to students, e.g. their marks or grades on individual assessment tasks. Other appropriate feedback may include students' strengths and weaknesses as revealed in the assessments, and advice on how improvements can be made.

Quality feedback from the teacher is also a very important part of SBA. Teachers can use the assessment activities not only to make judgements about student standards (a *summative* snapshot of students' achievement to date), but also to give *feedback* to students about specific aspects of their oral language skills so that they can improve for the next assessment.

Feedback should be constructive and specific, i.e. related to the Assessment Criteria. It is better to describe the strengths and weaknesses of the performances first, and the ways to improve, before giving the marks. If marks are given first, students (and parents) are much less likely to listen closely to the descriptions. If students can also ask questions about specific aspects of their progress after each planned SBA assessment activity, they will understand more clearly how to improve their oral language skills.

### 3.2 Guidance from Teachers

Teachers should provide appropriate guidance to assist students in preparing for the completion of the work. It is understandable that teachers' guidance is most valuable to students in the learning and teaching process. However, it must be emphasised that undue assistance should not be provided to students while undertaking assessments that will be counted towards their public assessment results. As a general rule of thumb, the guiding principle should be that the ability of an individual student is fairly assessed and that the work submitted for assessment is the student's original work. Teachers should also avoid rehearsing the assessment with the students. In the event of any additional assistance being given to a student who experiences genuine difficulty in completing the tasks, this should be taken into consideration by the teacher such that the marks awarded represents the student's own achievement. Details of the kinds of assistance offered should be documented in the student's assessment record. It should be noted that for the actual assessment tasks, teachers should *not* provide a detailed outline or specific suggestions to help students to prepare for the assessment and

rewrite the content of their work for students (also see *Paragraph 2.2*).

### **3.3 Authentication of Students' Work**

Schools may consider adopting suitable measures to ensure authentication of students' work. This may include:

- changing topics/tasks across years;
- developing new tasks to replace old ones;
- adopting sufficient range of topics within class so as to enable teachers to distinguish individual students' work.

Students have to sign a declaration form to confirm that the work they produce is their own (see *Appendix E*). When submitting the SBA marks online, teachers are expected to confirm that, to the best of their knowledge, the work presented for assessment is the student's own work. School principals are required to confirm that the SBA is conducted in accordance with the requirements of the HKEAA.

Students should be asked to keep a proper and complete record of their work.

### **3.4 Within-school Standardisation**

The moderation of SBA marks submitted by schools to the HKEAA is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree on the criteria for awarding marks so that the same standard of assessment is applied to all students.

The within-school standardisation meeting is chaired by the School Coordinator. The teachers of the same form will need to bring a sample of the video- or audio-recorded oral texts (e.g. the three highest and the three lowest assessments and three at the mid-point) and their accompanying Assessment Records, as well as the draft Class Records (CRs) to the meeting. During the meeting, some of these examples will be shown/heard and discussed in relation to the Assessment Criteria. These video or audio recordings need *not* be submitted to the HKEAA but are required for quality assurance and within-school standardisation. They can be used for professional development and induction of new S4 teachers into the assessment process. They are also very useful for providing feedback to students – for evaluating students' strengths and weaknesses and identifying areas for improvement.

In some schools, the discussions at this meeting may lead to adjustments to marks, and, following review of the Class Records, adjustments to scores across classes. This school-level standardisation ensures that all the teachers involved in SBA have a clear understanding of the shared expectations of what students at these levels should be able to do in order to achieve a certain score. Meetings like

this usually last 2-3 hours, and careful records of the materials presented, the discussions, and any alterations to marks are kept.

### **3.5 Inter-school Sharing Session**

At the end of the school year, the SBA District Coordinator will organise an inter-school meeting for professional sharing among the schools within the group. The School Coordinator should take the CRs, and a sample of video/audio-recordings and Assessment Records to this inter-school meeting. The purpose of this meeting is for professional sharing of different schools' assessment processes and student samples in order to help teachers better interpret the standards. Samples of student performance from different schools will be viewed/heard and discussed with reference to the Assessment Criteria. Scores need not be changed at these inter-school meetings, but School Coordinators will be asked to report back to the team in their own school. If it is apparent that a particular school's scores are markedly higher or lower as a whole than those from the other schools as a whole, the school team may wish to review their scores.

This process of systematic, participatory and reflective professional sharing is critical to ensuring the reliability and validity of the whole SBA process. Maintaining careful records of these processes and the discussions and decisions enable every school to show parents and the public that it has applied the SBA consistently and fairly. If any adjustments are made as a result of the inter-school meetings, the School Coordinator have to make sure the scores are updated on the School-based Assessment System (SBAS), the online mark submission system. The scores should be endorsed by the subject teacher, the panel chairperson/School Coordinator and the school principal before they are submitted to the HKEAA for statistical moderation. The School Coordinator is also responsible for ensuring that all records are maintained in the school for quality assurance purposes.

### **3.6 Handling Queries on Assessment Decisions**

In general, schools already have procedures to handle any queries from their students regarding internal assessment results and can continue with their existing practice for handling SBA results. Some schools may consider setting up a panel to handle those queries that cannot be resolved by the subject teacher (to whom students should first address any queries). The panel may consist of the principal or his/her designate, and the panel head. The panel will adopt appropriate procedures to investigate the case, such as

- listening to the points raised by the student;
- listening to the views and justifications provided by the subject teacher;
- assigning the panel head or another teacher to serve as a third-party to re-assess the student's work;
- asking the student to complete a task of a similar nature for verification.

Based on the investigation of the panel, the school will make a judgement as to whether the students'

query is valid or not. The students will be informed of the result within a reasonable period of time in accordance with the school's procedures.

Schools are expected to resolve students' queries before submitting SBA marks to the HKEAA. After the release of public assessment results, candidates may submit an application to the HKEAA for rechecking of results, including the SBA component. However, they cannot appeal for a re-assessment of their performance in SBA.

### **3.7 Record Keeping**

Schools are required to keep a proper record of the following until the end of the examination cycle, which normally means the completion of the appeal process after the release of public assessment results:

- SBA assessment tasks and activities administered;
- students' SBA marks and relevant assessment records; and
- documentation of any special or irregularity cases and the actions taken.

The keeping of a proper record of assessment will enable another teacher to take over from a predecessor who leaves the school during the course. To ensure a smooth handover of SBA duties to the succeeding teacher, schools are expected to arrange for the leaving teacher to hand over the relevant mark records and documents to the panel head (or other responsible person in the school).

Schools are encouraged to keep samples of students' performance at different levels as archive material, which may be useful for future reference as well as maintaining assessment standards across years.

If necessary, the HKEAA may conduct sample inspections of schools' records, including the audio/video recordings, assessment records and class records. Schools should ensure that these records are available for inspection or audit by personnel appointed by the HKEAA. Schools will be informed in advance about the details of the sample inspection.

## **Chapter 4 Administrative Arrangements**

### **4.1 Participating in SBA**

SBA is compulsory for all school candidates. Schools which cannot comply with the requirements specified in this Handbook will not be eligible to present candidates to enter for the subject in the examination. Schools may refer to the HKDSE Examination Regulations regarding the procedures for applying to participate in the examination.

Permission for schools to continue with the SBA in a particular subject will be automatically renewed unless the SBA Supervisor's recommendation is to the contrary. In cases where the HKEAA considers that a particular school does not meet the stipulated requirements for the implementation of SBA, the HKEAA may consider taking the following action(s) as appropriate to remedy the situation:

- providing further guidance to the school or teachers concerned;
- issuing a warning letter to the school concerned and granting a grace period for the school to meet the requirements;
- barring the school from entering candidates for the subject in subsequent examinations until the school is able to demonstrate compliance with the stipulated requirements of the SBA component.

### **4.2 Absence from Assessment**

If a student is absent on the day of the assessment, another assessment should be arranged on another day. At least one more opportunity should be given to students.

Students failing to attend the assessment for legitimate reasons should give those reasons and provide relevant supporting documents (e.g. medical certificates) to the HKEAA via their schools for special consideration, which will be given for medical and other legitimate reasons.

Students failing to participate in assessment without legitimate reasons will get zero marks in the assessment(s) concerned. Schools may consider issuing a warning letter to the student concerned to remind him/her of the consequences of absence from assessment.

### **4.3 Students with Special Educational Needs**

Students with special educational needs will not be deprived of their right to the HKDSE school-based assessment. When conducting SBA tasks, schools have the autonomy to provide special arrangements to these students depending on the nature and severity of their disabilities. The provision of such arrangements allows these students to be equitably assessed under suitable conditions without having an unfair advantage. Examples of such arrangements may include:

- extension of preparation time;
- extension of assessment time;
- provision of ancillary aids; and
- provision of special assistance during the conduct of the assessment etc.

Blind students can read texts in Braille and/or listen to audio books instead of viewing non-print texts.

In cases where a school cannot provide special arrangements for a particular student, the matter should be brought to the attention of the HKEAA by the principal of the school for further action, which may include exemption from part or whole of the SBA tasks.

#### **4.4 Submission of SBA marks**

The HKEAA will coordinate the deadlines of mark submission for different subjects. At the beginning of the course, the HKEAA will inform schools of these deadlines so that subject teachers can plan their SBA schedule for the year. Teachers should also inform students of these deadlines and set specific dates for students to complete their SBA work in accordance with their schools' schedule.

It must be emphasised that the submission deadlines do not mean deadlines for students to complete their work, as ample time should be left for finalising the assessment results and records as well as following up on any irregularities so that marks can be submitted to the HKEAA on time. Schools are advised to coordinate the timing for students to complete SBA tasks across subjects, taking into account the workload of students and teachers, so that students' work for assessment is not concentrated into one or two critical months but spread out over two years.

All schools have to submit the SBA marks using the online School-based Assessment System. A user manual for the system will be available and training sessions provided to help teachers to become familiar with the system before they need to submit SBA marks. Before the school principal endorses the marks for submission to the HKEAA, teachers have to check carefully the marks entered in the system to ensure the marks awarded to each student are correct.

#### **4.5 Declaration Requirements**

To prevent potential / perceived conflicts of interest, teachers conducting SBA have to declare whether the students they are assessing are their relatives (relatives include children, brothers and sisters, nephews and nieces, cousins and others living in the same home). The declaration records should be submitted to the HKEAA through the School-based Assessment System.

## Chapter 5 Moderation of SBA Marks

### 5.1 Rationale for Moderation of SBA Marks

The main reason for having moderation is to ensure the fairness of SBA. Teachers know their students well and thus are best placed to judge their performance. In consultation with their colleagues, they can reliably judge the performance of all students within the school in a given subject. However, they are not necessarily aware of the standards of performance across all schools. Despite training in carrying out SBA, and even given that teachers will assess students on the same tasks and using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgements than teachers in other schools. They may also vary in the awarded mark ranges.

To address these potential problems, the HKEAA (like most other examination authorities) makes use of various methods for ‘moderating’ assessments submitted by different schools, with an aim to ensuring the comparability of SBA scores across schools.

### 5.2 Moderation Mechanism

In HKDSE English Language, a statistical moderation method will be adopted in moderating the SBA scores submitted by schools. This is done by adjusting the average and the spread of SBA scores of students in a given school with reference to the public examination scores of the same group of students. During the moderation process, students’ SBA marks may be adjusted but the rank order determined by the school will remain unchanged. Any outliers identified during the moderation process will be followed up with appropriate action, including sample inspection of students’ work.

The moderation model adopted will be based on the one adopted in the HKCEE Chinese Language and English Language Examination since 2007, subject to further refinement based on feedback from live examinations. For details of the HKCEE moderation mechanism, teachers may refer to the booklet ‘*Statistical Moderation of School-based Assessment Scores*’ which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>). Details of the moderation mechanism to be adopted in the HKDSE will be provided in the booklet ‘*Moderation of School-based Assessment Scores in the HKDSE*’, which is scheduled to be published in 2010.

The moderation is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree in advance on the criteria for awarding marks, so that the same standard of assessment is applied to all students. Teachers may refer to *Paragraph 3.4* for some recommended practices on within-school standardisation.

After the examination each year, SBA moderation reports will be sent to schools for their reference. The report will specify the extent of adjustment made to the marks submitted by schools.

## Chapter 6 Malpractice

Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- presenting work completed by others, in part or in whole, as one's own work;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.

These behaviours are generally referred to as plagiarism.

### 6.1 How to Handle Malpractice

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers are expected to provide sufficient supervision to ensure that the work which is assessed is that of the student concerned (see *Paragraph 3.3 Authentication of Students' Work* for details.) Teachers know their students well and hence should be able to detect plagiarism and other malpractices through a close monitoring of students' work.

Schools should establish procedures for handling suspected malpractice cases. These procedures may include investigating suspect cases and determining appropriate action for proven incidents of malpractice. During the investigation, students may be required to:

- provide evidence of the development of their work;
- discuss the content of the work with teachers and answer questions to demonstrate their knowledge and understanding of the work submitted;
- complete, under supervision, a supplementary assessment task related to the original task; and
- attend an interview or complete a test to demonstrate the work submitted is their own.

If malpractice is proven, schools could impose a penalty in accordance with the schools' regulations, and taking into consideration the seriousness of the malpractice. This may include:

- issuing a warning letter to the student;
- deducting marks from the task concerned;
- awarding zero marks for the task concerned;
- awarding zero marks for the whole SBA component.

The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from part or the whole of the Examination or suffer a mark or grade penalty for breaching the regulations.

Schools need to keep a proper record of malpractice cases, including the disciplinary action imposed, if any.

## **6.2 Prevention of Malpractice**

At the beginning of the course, schools are expected to advise students on what malpractice is and what its consequences are. To avoid plagiarism, guidance needs to be provided to students on how to acknowledge sources properly in their work.

## **Roles and Responsibilities of the HKEAA, EDB, Schools and Students**

The following summarises the roles and responsibilities of different parties involved in the administration of the SBA, including the HKEAA, the Education Bureau (EDB), schools (principals and teachers) and students.

### **HKEAA will:**

1. develop the assessment framework, assessment/administrative guidelines and marking criteria for SBA;
2. conduct research in SBA (e.g. with regard to international policies and practices, moderation methods, psychometric issues involved and implementation issues);
3. lead and organise teacher professional development courses on assessment in collaboration with the EDB;
4. monitor the conduct of SBA in schools to ensure compliance with SBA requirements;
5. appoint SBA Supervisor and District Coordinators to oversee and support the implementation of SBA in individual subjects;
6. process assessment records submitted by schools;
7. moderate SBA marks submitted by schools; and
8. provide feedback to schools.

### **EDB will:**

1. develop the curriculum framework;
2. sponsor and organise teacher professional development courses on assessment in collaboration with the HKEAA;
3. provide learning and teaching resources to facilitate the implementation of SBA in schools;
4. support the WebSAMS system to facilitate retention of SBA teacher/class data and assessment records; and
5. evaluate quality assurance processes of school assessments including SBA (e.g. through inspection of teaching facilities, observation of lessons and the external school review process).

### **Principals (or their designates) will:**

1. establish appropriate regulations and procedures for the proper administration of SBA within the school;
2. send representatives to attend SBA conferences and coordinator-teacher meetings;
3. nominate a School Coordinator for each subject to oversee the conduct of the SBA in that subject;
4. provide information on the administration of SBA as required by the HKEAA;

5. endorse the SBA marks for submission to the HKEAA;
6. facilitate visits by HKEAA subject managers and examination personnel (e.g. supervisors, district coordinators and moderators) who may need to review students' work and assessment records;
7. maintain a quality assurance system for SBA; and
8. provide feedback to the HKEAA.

**Teachers will:**

1. explain to students the aims, requirements and assessment criteria of SBA as well as the relevant school regulations and procedures;
2. administer SBA as an integral part of learning and teaching;
3. administer SBA according to the regulations and procedures set by the HKEAA and the school;
4. provide information on the administration of SBA as required by the HKEAA;
5. assess students' work/performance using the assessment criteria set by the HKEAA;
6. authenticate students' SBA work and performance records;
7. submit SBA marks and assessment records to the HKEAA on schedule;
8. retain students' assessment records and make them available for inspection if required; and
9. provide feedback to the HKEAA.

**Students should:**

1. understand that:
  - SBA tasks are part of learning and teaching of the respective subject;
  - the process of SBA, including feedback from teachers, helps them develop skills and knowledge that may not be reflected in public examinations;
  - learning through SBA complements learning in other parts of the curriculum;
2. become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
3. complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
4. complete the assessment tasks on time; and
5. keep a proper record of their SBA-related work till the end of the examination cycle and present it for inspection at the request of the school or the HKEAA.

## **Roles and Responsibilities of Supervisor, District Coordinators and School Coordinators**

When SBA is implemented in a certain subject, the HKEAA will appoint an SBA Supervisor and District Coordinators to oversee and support the implementation of SBA. School principals will be requested to nominate a teacher to be the School Coordinator for a particular subject, who will serve as a link between the subject teachers within the school and the HKEAA and the District Coordinators. Their roles and responsibilities are summarised below:

### **SBA Supervisor**

The duties of the SBA Supervisor are to:

1. be responsible to the HKEAA for the proper monitoring of SBA;
2. make any necessary arrangements with District Coordinators to familiarise them and subject teachers with the SBA, and to align assessment standards;
3. bring any irregularities to the notice of the HKEAA together with recommendations for action(s) to be taken, including SBA mark adjustment;
4. keep the HKEAA informed of the progress of SBA and recommend amendments when deemed desirable;
5. oversee the appointed District Coordinators; and
6. write a report on the conduct of SBA and submit it to the HKEAA at the end of the school year.

### **SBA District Coordinators**

SBA District Coordinators provide a link between the Supervisor and School Coordinators/teachers. The duties of a District Coordinator are to:

1. liaise with School Coordinators and oversee the implementation of SBA in an assigned group of schools;
2. conduct meetings with School Coordinators/teachers involved in his/her group as necessary, pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers;
3. report to the Supervisor any difficulties or irregularities in the implementation of SBA in the schools in his/her group and recommend any necessary action;
4. provide guidance and support to teachers in the implementation of SBA in schools and ensure adherence to the guidelines;
5. help teachers in the schools in his/her group to establish as far as possible a uniform standard in assessment;
6. assist the Supervisor in matters concerning the operation of SBA;
7. inspect samples of students' work and relevant assessment records provided by teachers in his/her group and provide feedback to teachers on the standards of marking and students' work in his/her group; and
8. complete a report concerning each of the schools in his/her group at the end of the school year.

## **SBA School Coordinators**

The School Coordinator for English Language, who is nominated by the school principal, provides a link between the subject teachers within a school and the District Coordinator and the HKEAA. The duties of a School Coordinator include, but are not limited to, the following:

1. liaise with the HKEAA and the District Coordinator regarding SBA matters;
2. coordinate the selection/development of suitable SBA assessment tasks;
3. plan the assessment schedule (i.e. number, timing and sequence of assessment tasks) in consultation with all subject teachers teaching the same cohort of students;
4. ensure proper understanding of the assessment criteria, and coordinate and standardise the assessment process;
5. conduct a within-school meeting to review performance samples and standardise marks before the submission of marks to the HKEAA;
6. attend and bring samples of student performance to the inter-school meeting for professional sharing;
7. coordinate the reporting of marks to the HKEAA; and
8. report to the District Coordinator any difficulties or irregularities in the implementation of SBA in his/her school.

## Calendar of Events

The following table shows a tentative schedule of SBA events for the 2012 HKDSE English Language Examination:

School Year	Month	Event
S4	September 2009	Teachers to start SBA teaching and learning activities Distribution of 2012 SBA handbooks to schools
	October 2009	Briefing sessions on the implementation of SBA for School Coordinators, Panel chairpersons and S4 teachers (run by the HKEAA)
	October 2009 – March 2010	Professional Development in Preparation for the School-based Assessment (Run by HKU and HKIEd) 15-hour programme: focuses on Parts A and B of the SBA component (for teachers who have no prior SBA training) 6-hour programme: focuses on Part B of the SBA component
	By July 2010	Schools to set up appropriate procedures for the conduct of the SBA and finalise the assessment requirements in S5 and S6
S5	September 2010	Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> <li>● No. of S5 classes</li> <li>● Name(s) and relevant information of S5 teachers and SBA School Coordinator</li> </ul>
	November 2010	Assessment Training Session (run by SBA District Coordinators)
	October 2010 – March 2011	Professional Development in Preparation for the School-based Assessment (conducted by HKU and HKIEd) 15-hour programme: focuses on Parts A and B of the SBA component (for teachers who have no prior SBA training) 6-hour programme: focuses on Part B of the SBA component
	Late 2010 - Mid 2011	†S5 teachers to conduct SBA assessment activities according to school's assessment plan Schools to run the within-school standardisation meeting (chaired by School Coordinators)
	June - July 2011	Schools to attend the Inter-school Sharing Session (chaired by SBA District Coordinators) Schools to submit S5 SBA marks to the HKEAA
†Please note that Part B of the SBA component can be conducted in the second term of S5 or anytime in S6. Marks for Part B are to be submitted <u>at the end of S6</u> .		

S6	September 2011	†S6 teachers to conduct SBA assessment activities according to school's assessment plan Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> <li>● No. of S5 and S6 classes</li> <li>● Name(s) and relevant information of S5 and S6 teachers and SBA School Coordinators</li> </ul>
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November 2011	Assessment Training Session (run by SBA District Coordinators) Feedback to schools on S5 assessment results (if necessary)
September 2011 – December 2011	Professional Development in Preparation for the School-based Assessment (conducted by HKU and HKIEd) 15-hour programme: focuses on Parts A and B of the SBA component (for teachers who have no prior SBA training) 6-hour programme: focuses on Part B of the SBA component
December 2011 – March 2012	Schools to run the within-school standardisation meeting (chaired by School Coordinators) Schools to attend the Inter-school Sharing Session (run by SBA District Coordinators) Schools to submit S6 SBA marks, one for Part A and one for Part B
April – June 2012	SBA marks analysed and moderated by the HKEAA
July 2012	Release of 2012 HKDSE Examination Results
October 2012	Schools to receive feedback on the outcome of moderation

†Please note that Part B of the SBA component can be conducted in the second term of S5 or anytime in S6. Marks for Part B should be submitted at the end of S6.

To ensure proper implementation of SBA at schools, the HKEAA may conduct school visits, and inspect audio/video recordings and assessment records, if necessary.

### Channels of Communication

(1) Teachers may contact the HKEAA via one of the following means:

	<b>Examination Arrangements and Application for Special Consideration</b>	<b>Subject-specific Information and Operation of SBA in Schools</b>
Tel No.:	3628 8860	3628 8070
Fax No.:	3628 8928	3628 8091
Address:	Manager - DSE (SBA) School Examinations and Assessment Division Hong Kong Examinations and Assessment Authority 12/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong	SBA Team, Assessment Development Division Hong Kong Examinations and Assessment Authority 13/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong

(2) Teachers may view the latest SBA information or download useful documents from the HKEAA website:

- URL: <http://www.hkeaa.edu.hk>
- For general information, please click 'HKDSE' on the homepage and then choose 'SBA'
- 'Useful Links' provides links to the School-based Assessment Project website: <http://web.hku.hk/~sbapro> and the SBA platform of English Campus, Hong Kong Education City: <http://ec.hkedcity.net/sba>

(3) School Coordinators can communicate with their District Coordinators and other group members using the SBA Community's Forum on the Hong Kong Education City SBA platform. There is also an open forum for all teachers to share their views and experience. Please go to: <http://ec.hkedcity.net/sba>.

**HKDSE English Language SBA Component  
Assessment Record (GI) for Part A**

*Appendix E*

School Name: \_\_\_\_\_

<b>Teacher's Name:</b>          <b>Class:</b>	<b>Oral Text-type:</b> Group Interaction <b>Assessment date:</b> _____/_____/_____  <b>Name of text:</b> _____  <b>Category:</b> Print / N-Print ( <i>circle</i> )                      Fiction / N-Fiction ( <i>circle</i> ) <b>Summary of task:</b>
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**DECLARATION BY STUDENTS**

I certify that the text used in this oral assessment is not a class reader, comic, newspaper, or a set text for other subjects, and that the work is all my own.

Student's Signature	1.	2.	3.	4.
Date				

**ADVICE TO TEACHERS**

Make judgements on the student's performance in each domain with reference to the Assessment Criteria. You should circle one of the numbers 1-6 (or 0 if no language was produced) to indicate how well the student performed in each domain. Then add up the marks for all domains. The total number of possible marks is 24. Add a comment if possible.

**Student 1:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Student 2:** \_\_\_\_\_ **No.:** \_\_\_\_\_

<b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i> 1. Pronunciation & delivery 0 1 2 3 4 5 6 2. Communication strategies 0 1 2 3 4 5 6 3. Vocabulary & language patterns 0 1 2 3 4 5 6 4. Ideas & organisation 0 1 2 3 4 5 6 <b>TOTAL: _____ / 24</b>	<b>TEACHER'S COMMENTS</b>	<b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i> 1. Pronunciation & delivery 0 1 2 3 4 5 6 2. Communication strategies 0 1 2 3 4 5 6 3. Vocabulary & language patterns 0 1 2 3 4 5 6 4. Ideas & organisation 0 1 2 3 4 5 6 <b>TOTAL: _____ / 24</b>	<b>TEACHER'S COMMENTS</b>
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**Student 3:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Student 4:** \_\_\_\_\_ **No.:** \_\_\_\_\_

<b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i> 1. Pronunciation & delivery 0 1 2 3 4 5 6 2. Communication strategies 0 1 2 3 4 5 6 3. Vocabulary & language patterns 0 1 2 3 4 5 6 4. Ideas & organisation 0 1 2 3 4 5 6 <b>TOTAL: _____ / 24</b>	<b>TEACHER'S COMMENTS</b>	<b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i> 1. Pronunciation & delivery 0 1 2 3 4 5 6 2. Communication strategies 0 1 2 3 4 5 6 3. Vocabulary & language patterns 0 1 2 3 4 5 6 4. Ideas & organisation 0 1 2 3 4 5 6 <b>TOTAL: _____ / 24</b>	<b>TEACHER'S COMMENTS</b>
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**AUTHENTICATION BY TEACHER**

1. I certify that the text used by each student in this oral assessment is not a class reader, comic, newspaper, or a set text for other subjects, and that the work is all the student's own.
2. I certify that the assessment was undertaken under the conditions specified in the HKEAA guidelines, that I am the students' English teacher, that I conducted the assessment and that the task has not been repeated.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HKDSE English Language SBA Component  
Assessment Record (IP) for Part A**

*Appendix E*

School Name: \_\_\_\_\_

<b>Teacher's Name:</b>
<b>Class:</b>
<b>Student's Name:</b>
<b>Student No.:</b>

**Oral Text-type:** Individual Presentation    **Assessment date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Name of text:** \_\_\_\_\_

**Category:**    Print / N-Print (*circle*)                  Fiction / N-Fiction (*circle*)

**Summary of task:**

**DECLARATION BY STUDENT**

I certify that the text used in this oral assessment is not a class reader, comic, newspaper, or a set text for other subjects, and that the work is all my own.

Student's signature: \_\_\_\_\_                  Date: \_\_\_\_\_

**ADVICE TO TEACHERS**

Make judgements on the student's performance in each domain with reference to the Assessment Criteria. You should circle one of the numbers 1-6 (or 0 if no language was produced) to indicate how well the student performed in each domain. Then add up the marks for all domains. The total number of possible marks is 24. Add a comment if possible.

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS
<p><i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0    1    2    3    4    5    6</p> <p>2. Communication strategies 0    1    2    3    4    5    6</p> <p>3. Vocabulary &amp; language patterns 0    1    2    3    4    5    6</p> <p>4. Ideas &amp; organisation 0    1    2    3    4    5    6</p> <p align="right"><b>TOTAL: _____ / 24</b></p>	<p>Comments on aspects of the student's work that led to your assessment and any contextual factors (e.g. amount of rehearsal or teacher support) that need to be taken into account.</p>

**AUTHENTICATION BY TEACHER**

- I certify that the text used by the student in this oral assessment is not a class reader, comic, newspaper, or a set text for other subjects, and that the work is all the student's own.
- I certify that the assessment was undertaken under the conditions specified in the HKEAA guidelines, that I am the student's English teacher, that I conducted the assessment and that the task has not been repeated.

Teacher's signature: \_\_\_\_\_                  Date: \_\_\_\_\_

**HKDSE English Language SBA Component  
Assessment Record (GI) for Part B**

*Appendix E*

School Name: \_\_\_\_\_

<b>Teacher's Name:</b>
<b>Class:</b>

**Oral Text-type:** Group Interaction                      **Assessment date:** \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

**Elective Module(s):** \_\_\_\_\_

**Summary of task** (Please specify the text(s) on which the task is based, if applicable):

**DECLARATION BY STUDENTS**

I certify that the text used (if any) in this oral assessment is not a text used in Part A of the HKDSE English Language SBA component or a set text for other subjects, and that the work is all my own.

Student's Signature	1.	2.	3.	4.
Date				

**ADVICE TO TEACHERS**

Make judgements on the student's performance in each domain with reference to the Assessment Criteria. You should circle one of the numbers 1-6 (or 0 if no language was produced) to indicate how well the student performed in each domain. Then add up the marks for all domains. The total number of possible marks is 24. Add a comment if possible.

**Student 1:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Student 2:** \_\_\_\_\_ **No.:** \_\_\_\_\_

<p><b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary &amp; language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas &amp; organisation 0 1 2 3 4 5 6</p> <p><b>TOTAL: _____ / 24</b></p>	<b>TEACHER'S COMMENTS</b>	<p><b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary &amp; language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas &amp; organisation 0 1 2 3 4 5 6</p> <p><b>TOTAL: _____ / 24</b></p>	<b>TEACHER'S COMMENTS</b>
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**Student 3:** \_\_\_\_\_ **No.:** \_\_\_\_\_ **Student 4:** \_\_\_\_\_ **No.:** \_\_\_\_\_

<p><b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary &amp; language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas &amp; organisation 0 1 2 3 4 5 6</p> <p><b>TOTAL: _____ / 24</b></p>	<b>TEACHER'S COMMENTS</b>	<p><b>CRITERIA FOR THE AWARD OF MARKS</b> <i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary &amp; language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas &amp; organisation 0 1 2 3 4 5 6</p> <p><b>TOTAL: _____ / 24</b></p>	<b>TEACHER'S COMMENTS</b>
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**AUTHENTICATION BY TEACHER**

- I certify that the text used by each student in this oral assessment is not a text used in Part A of the HKDSE English Language SBA component or a set text for other subjects, and that the work is all the student's own.
- I certify that the assessment was undertaken under the conditions specified in the HKEAA guidelines, that I am the students' English teacher, that I conducted the assessment and that the task has not been repeated.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**HKDSE English Language SBA Component  
Assessment Record (IP) for Part B**

*Appendix E*

School Name: \_\_\_\_\_

<p><b>Teacher's Name:</b></p> <p><b>Class:</b></p> <p><b>Student's Name:</b></p> <p><b>Student No.:</b></p>
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**Oral Text-type:** Individual Presentation    **Assessment date:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Elective Module(s):** \_\_\_\_\_

**Summary of task** (Please specify the text(s) on which the task is based, if applicable):

**DECLARATION BY STUDENT**

I certify that the text used (if any) in this oral assessment is not a text used in Part A of the HKDSE English Language SBA component or a set text for other subjects, and that the work is all my own.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ADVICE TO TEACHERS**

Make judgements on the student's performance in each domain with reference to the Assessment Criteria. You should circle one of the numbers 1-6 (or 0 if no language was produced) to indicate how well the student performed in each domain. Then add up the marks for all domains. The total number of possible marks is 24. Add a comment if possible.

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS
<p><i>(Circle number for each domain)</i></p> <p>1. Pronunciation &amp; delivery 0    1    2    3    4    5    6</p> <p>2. Communication strategies 0    1    2    3    4    5    6</p> <p>3. Vocabulary &amp; language patterns 0    1    2    3    4    5    6</p> <p>4. Ideas &amp; organisation 0    1    2    3    4    5    6</p> <p align="right"><b>TOTAL: ____ / 24</b></p>	<p>Comments on aspects of the student's work that led to your assessment and any contextual factors (e.g. amount of rehearsal or teacher support) that need to be taken into account.</p>

**AUTHENTICATION BY TEACHER**

- I certify that the text used by each student in this oral assessment is not a text used in Part A of the HKDSE English Language SBA component or a set text for other subjects, and that the work is all the student's own.
- I certify that the assessment was undertaken under the conditions specified in the HKEAA guidelines, that I am the student's English teacher, that I conducted the assessment and that the task has not been repeated.

Teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Framework of Guiding Questions (to clarify, prompt and scaffold presentation and interaction)**

**Note:** *The guiding questions can be used to prompt or extend students' responses or to clarify understanding. The questions increase in level of difficulty according to both their linguistic complexity and the amount and kind of thinking that is necessary to respond to them. Students of different English ability levels can be asked to respond to different levels of questions according to what they can handle. Since the purpose of questioning is to get students talking independently in English, scores should not be based on the level of the question, only on the level of the student's performance in asking or responding. Questions requiring students to assess the structure or the literary value of the text should not be asked.*

**Level 1 General response (Function: recognising general content of text and making connections to prior knowledge/existing experience, but not reliant on having read or viewed text in any depth)**

*Guiding questions: What do you know about X? Have you ever seen/been ... etc.*

e.g. This film is about birds. Do you like birds? Have you ever been to Mai Po marshes?

**Level 2 Literal response (Functions: naming, describing, recounting, indicating sequence and cause and effect, requiring students to retrieve basic facts about text; mainly material and relational processes)**

*Guiding questions: Who, what, where, when, why, how? (In relation to plot, life history, 'facts' of the documentary etc.)*

e.g. What happened in the story? (If it is a story) when and where is the story set? Who are the main characters? Why did X do Y to Z?

**Level 3 Reflective response (Functions: all the above, plus opinion-giving, comparing, explaining, justifying in relation to own feelings/experiences, ideas, etc.; mainly verbal and mental processes, more complex sentences)**

*Guiding questions: What did you think? Did you like? How did you feel?*

e.g. Did you like the ending? Why/why not? Who/what was your favourite character/part etc. and why? Did you like X better than Y?

**Level 4 Interpretive response (Functions: all the above, plus speculating, hypothesizing, etc. as students required to synthesize information from different parts of text, analyse and interpret, discuss implications; longer and more complex utterances)**

*Guiding questions: Why do you think the author/film-maker did X? How do you think people in Y would respond to X? How has the text changed the way you think about Z?*

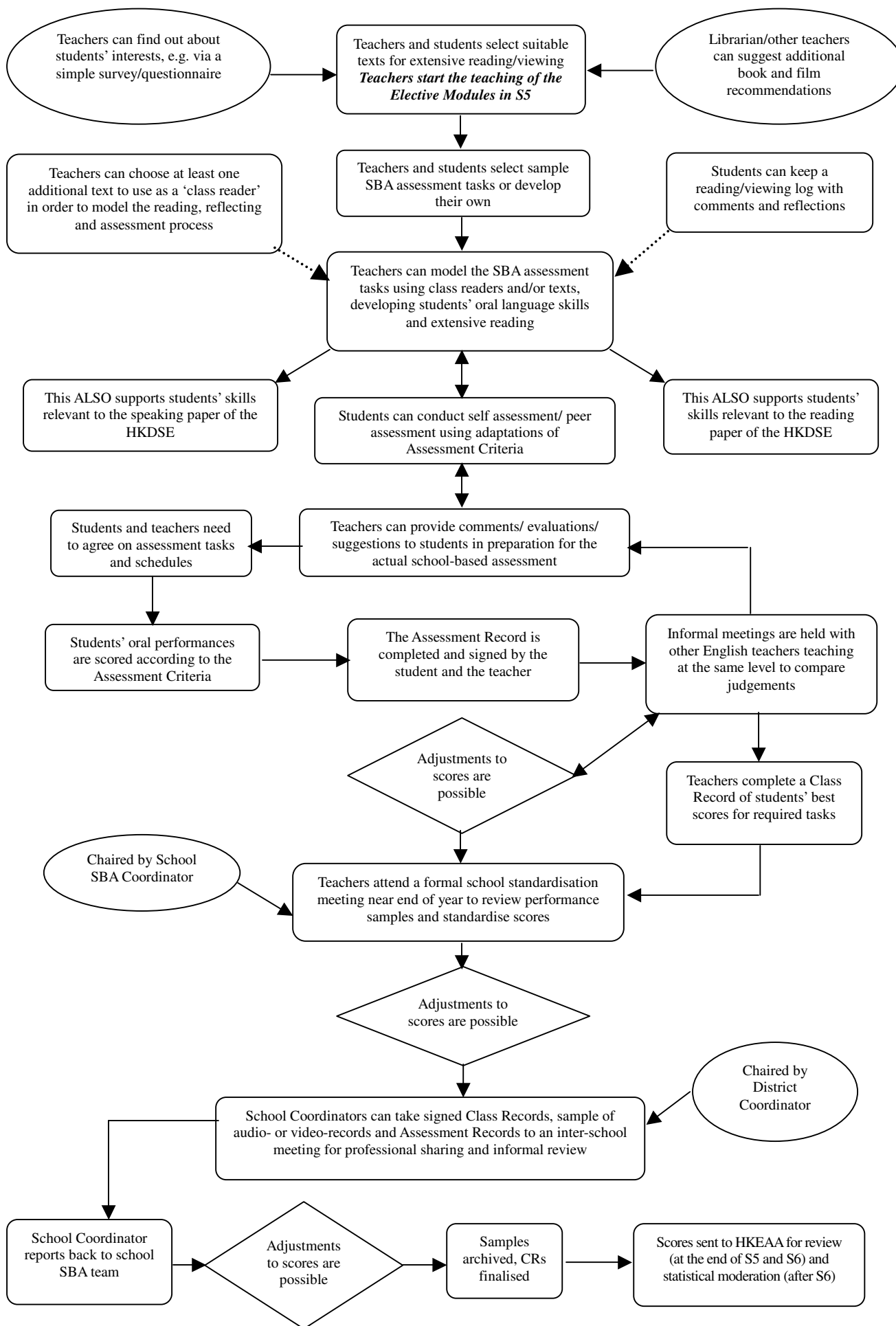
e.g. In what ways did different characters/protagonists respond differently to events in the text?

**Level 5 Critical response (Functions: all the above, plus demand students apply or integrate ideas in new or creative ways; evaluate actions, events or characters/people in critical ways, hypothesise and speculate; complex use of modality, past tense forms, conditionals)**

*Guiding questions: If you were/did/could ... what would ...?*

e.g. If you were the writer/filmmaker, what would you have done differently to communicate your ideas? If you were Harry Potter, what would you have done when X happened, and why?

Summary of the Teaching and Assessment Process



## 2012 Hong Kong Diploma of Secondary Education Examination English Language Recommended SBA Practice

The following summary is for teachers' reference only. Schools can tailor-make their own teaching and assessment plans according to the SBA requirements.

### Summary of the Teaching and Assessment Process

#### Before or at the beginning of the S4 school year

- School Coordinator and S4 teachers meet to plan the extensive reading / viewing scheme (based on existing ERS in junior forms if possible), the assessment schedule and professional development training
- Try to integrate SBA into the curriculum
  - Plan other teaching / learning activities in conjunction with the SBA e.g. writing and listening tasks
  - Reading and speaking skills learnt relevant to the reading and speaking exam papers
- Communicate with students and parents regarding the SBA requirements and assessment schedule
- Conduct survey to find out students' interests
- Recommend suitable texts at students' level for extensive reading /viewing
  - Allow students to choose texts according to their interests
  - Four texts in three years, one each from the four categories
  - Texts should be selected according to the text selection criteria provided (see page 1 of the list of Recommended Texts on the HKEAA website: [www.hkeaa.edu.hk](http://www.hkeaa.edu.hk))
- Select from sample SBA assessment tasks provided or develop other suitable assessment tasks
- Can prepare an SBA student handbook or logbook containing support materials to help students

#### S4 and First term of S5

- Select text(s) to teach extensive reading / viewing skills and how to use the logbook
- Teach different kinds of oral communication skills
- Explain the Assessment Criteria by using a simplified version
- Inform students the schedule for assessment and SBA regulations
- Show clips of students doing GI/IP; have students discuss and assess the students in the clips
  - Use clips from the introductory DVD or clips of own students
  - Video materials also available on the HKedCity SBA platform (<http://ec.hkedcity.net/sba>)
- Practise doing a few pre-assessment tasks; record performances and give feedback to help students do better in their assessment task
- Teach students relevant self-assessment and peer-assessment skills (see *Appendix I*)
- Give students opportunities to self-assess and peer-assess their performances based on the Assessment Criteria
- Help students select appropriate texts for reading / viewing on their own
- Students should be encouraged to read / view more than one text in each category to widen their exposure and increase their choice
- Students required to read a minimum of four texts from four different categories over the three years
- Form reading groups if necessary so students can support each other
- Check logbooks occasionally to ensure that students are reading / viewing their texts
  - Logbooks do not need to be corrected or marked but some feedback is useful
  - Can give students help with pronunciation and language

† Please note that the teaching and learning activities of the Elective Modules should start in S5

### **Before the actual assessment**

- All S5 teachers meet to view and discuss the Anchor Sets to ensure that they are familiar with the assessment criteria and standards
  - View some clips of own students for discussion and compare judgements
- Decide on assessment tasks and assessment schedule (*Teachers can choose to conduct more than one assessment per year and report the best mark*)
- Prepare Assessment Record
  - Refer to the samples provided in the SBA Handbook
  - Can be downloaded from HKEAA website and adapted for own use

### **Second term of S5**

- Actual assessment (either GI or IP)
  - Students must be familiar with the type of assessment task and the type of text
  - Students can be allowed to choose the texts they want to be assessed on if they have read / viewed more than the required number of texts
  - Teachers can give students the general assessment task a few days in advance for preparation (length of time depends on nature of task and ability of students; but to avoid memorisation and extensive rehearsal, the exact assessment task should be given shortly before the assessment)
  - Students must be assessed by usual English subject teacher
  - Students should be given appropriate time to produce enough oral language to be assessed (about 2-3 minutes each)
  - Teachers can be flexible with timing to cater to students' ability
  - Different assessment tasks can be given to students depending on their ability and the texts they have read
  - For group interactions, students can be assessed in pairs or groups of three or four or more
  - Depending on the complexity of the task, about 15 minutes preparation time should be given before the actual assessment for students to make notes
  - Students can refer to their texts and logbooks during preparation
  - During the assessment students can only refer to notes made on one 4x6 note card
  - During the assessment teachers can interact with students / ask impromptu questions / scaffold students' oral interaction
  - If teachers suspect the work is not the students' own, another assessment should be arranged
  - Audio / video recording of at least nine students, three each with the best, average and lowest performance for standardisation and review purposes; more recordings can be made and used for feedback purposes
  - Recordings need not be of professional quality
  - Recordings do not need to be submitted to the HKEAA
  - Students are scored according to the assessment criteria and scores recorded on the Assessment Record which is signed by the students and the teacher for authentication
  - Scores and other feedback should be given to students to help them do better in the next assessment
  - Help students choose other text(s) from a different category for the next assessment

† **The assessment for Part B of the SBA component can be conducted in the second term of S5 or anytime in S6**

**Late June**

- Students' scores are recorded on the Class Record
- All S5 teachers attend a formal within-school standardisation meeting chaired by the School Coordinator to standardise scores
  - Review video or audio recordings with reference to the Assessment Criteria
  - Adjustments to scores should be made if necessary to ensure fairness and standardisation
  - Should inform students if scores are adjusted

**Early July**

- School Coordinators attend district level inter-school meeting chaired by District Coordinator for professional sharing and informal review
  - Review video or audio recordings
  - Share experience and good practices
  - Adjustments to scores are still possible at this stage, but not compulsory
- School Coordinator reports back to school SBA team
- Final scores reviewed by School Coordinator and submitted to HKEAA via principal

The whole process should be repeated in S6, with within-school and inter-school meetings conducted in late February to March and SBA marks submitted by late March.

## Teachers' guidelines for student-oriented criteria

### 1 Why are peer- and self-assessment useful?

To improve their performance in Group Interaction and Individual Presentation, students need a clear picture of the levels they are trying to reach. Through training in peer- and self-assessment, students can understand better the criteria used to assess their learning and align their understanding of the standards required with those of teachers and others. Students can also learn to:

- think critically about their learning
- give constructive feedback as they learn to assess other people's work
- determine what criteria should be used in judging their work, and
- apply these objectively to their own work in order to facilitate their continuing learning.

### 2 What do students need to carry out peer- and self-assessment successfully?

Students need training, feedback from their peers and teacher, and the time and opportunity to put what they have learnt into practice.

#### Training for peer-assessment

Start off by conducting training sessions - one each for Individual Presentation (IP) and Group Interaction (GI):

- A. Arrange the lesson in a classroom with LCD projector and computer access. Choose an exemplar from those in the SBA introductory to play for the students. Divide students into small groups to facilitate discussion.
- B. Give students copies of the GI/IP Student-oriented Criteria assessment sheets.
- C. Read out one heading to the students, e.g. *Pronunciation and delivery*. Ask for ideas about phrases and/or behaviour students could look for when assessing this domain.
- D. Read out and explain the criteria under this domain. Ask students to tell you the Chinese translation for concepts that you think they may have difficulty understanding. Help them align their understanding with the Chinese words given in the Teacher's Glossary.
- E. Tell students to assess the students on the video on the criteria in this domain only. Play the video extract. Encourage them to answer in English/Chinese the open-ended questions at the bottom of the sheets.

#### Feedback

After the performance:

- F. Ask students which boxes they have ticked, e.g. *Almost never, Most of the time*.
- G. Let students discuss their opinions of and examples from the video exemplar. Encourage them to agree jointly on one box that best describes the performance.
- H. Ask students to feed back their open-ended comments, imagining that the participants in the sample are present. Encourage constructive feedback that shows the speakers how they might start improving on the weaknesses in their speaking, without compromising its strengths. Repeat steps C to G with the other domains, using the same exemplar video extract. Alternatively, you could play students several exemplars of performance and ask students to compare the strengths and weaknesses of each, focusing on one domain at a time.
- I. Finally, feed back your own judgements about the levels of the performance of the participants.

In a separate lesson, repeat the training presentation for the other mode of presentation (GI/IP) not yet done with the class.

## **Training for self-assessment**

Discuss and give students practice of working with those assessment criteria that are NOT the same as on the peer-assessment Student -oriented Criteria sheets (i.e. 5, 6, 10 and 11).

Note: Criterion 6 refers to questions that the IP presenter may invite observers to ask him/her at the end of his/her presentation. This may happen at a high level of presentation).

### **3 Peer- and self- assessment in the classroom**

#### **Make sure:**

- you know what the criteria mean
- you have thought about the topic you have set the students. What should a good presentation/discussion of this topic include? (E.g. Should students seek to persuade the audience? What is a 'good organisation' of the points for this topic?)
- you have enough copies of the Student-oriented Criteria peer evaluation sheets for the observers, and enough self-assessment sheets for the presenters and/or group members
- you have a video camera, video tape, tripod, microphone stand (if available) and that you set up the desks somewhere near electricity points
- the observers can clearly see the participants.

#### **In the classroom:**

1. Give out Student-oriented Criteria sheets and ask the students to carry out the Individual Presentation/Group Interaction.
2. After the presentation/interaction give students opportunity for feedback and discussion. Ensure criticism is constructive and focuses on what the presenters can do to improve. Encourage observers to give the presenters the peer-assessment sheets.
3. Arrange for the presenters to watch their videoed presentation, and to fill in their self-assessment. They should take into account what their peers have said/written.
4. Provide presenters with an opportunity for feedback with you on their performance.

*Note:* For the first peer- / self-assessment *after* the training has been carried out, you may want to assign a different domain to each group when observing the GI / IP. Make sure that all students have a chance to observe each of the different domains. Remember that the target is for students to be able to assess others' and their own performance in all of the domains at once.

## Peer Evaluation Form

### Group Interaction

Name of group member: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that best describe how well your classmate takes part in the discussion and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed to help his/her group mates understand him/her						
Communication strategies	4. He/She has friendly body language and makes eye contact						
	5. He/She can join in the discussion and encourage others to speak						
Vocabulary and language patterns	6. He/She can use the right words to explain his/her ideas						
	7. He/She can use grammatically correct language						
	8. When he/she makes an error, he/she can correct it						
Ideas and organisation	9. His/Her ideas are relevant to the topic of discussion						
	10. He/She pays attention to others' ideas and responds by adding to them						

The thing I liked most about his/her discussion was...

Next time he/she should ...

**Peer Evaluation Form**  
**Individual Presentation**

Name of presenter: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that describe your classmate's presentation and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed to help his/her group mates understand him/her						
Communication strategies	4. He/She has friendly body language and makes eye contact						
	5. He/She can manage the timing of his/her presentation well						
	6. He/She can get others to ask him/her questions and answer them						
Vocabulary and language patterns	7. He/She can use the right words to explain his/her ideas						
	8. He/She can use grammatically correct language						
	9. When he/she makes an error, he/she can correct it						
Ideas and organisation	10. He/She can speak without depending on his/her notes						
	11. His/Her ideas are relevant to the topic of the presentation						
	12. His/Her ideas are well organised and clearly linked together						

The thing I liked most about his/her presentation was

Next time he/she should ...

## Self Evaluation Form

### Group Interaction

Your name: \_\_\_\_\_

Tick the boxes that best describe how well you could take part in the discussion and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. My voice was loud enough						
	2. I could pronounce English sounds and words clearly						
	3. I could vary my intonation and talk at the right speed to help my group mates understand me						
Communication strategies	4. I had friendly body language and made eye contact						
	5. I could join in the discussion and encourage others to speak						
Vocabulary and language patterns	6. I could use the right words to explain my ideas						
	7. I could use grammatically correct language						
	8. When I made an error, I could correct it						
Ideas and organisation	9. My ideas were relevant to the topic of discussion						
	10. I paid attention to others' ideas and responded by adding to them						

The things I liked most about my presentation was

Next time I will ...

**Self Evaluation Form**  
**Individual Presentation**

**Your name:** \_\_\_\_\_

**Tick the boxes that best describe how well you presented and add your comments below.**

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. My voice was loud enough						
	2. I could pronounce English sounds and words clearly						
	3. I could vary my intonation and talk at the right speed to help my group mates understand						
Communication strategies	4. I had friendly body language and made eye contact						
	5. I could manage the timing of my presentation well						
	6. I could get others to ask me questions and answer them						
Vocabulary and language patterns	7. I could use the right words to explain my ideas						
	8. I could use grammatically correct language						
	9. When I made an error, I could correct it						
Ideas and organisation	10. I could speak without depending on my notes						
	11. My ideas were relevant to the topic of the presentation						
	12. My ideas were well organised and clearly linked together						

The thing I liked most about my presentation was

Next time I will ...

**Evaluation Form**  
**Individual Presentation**

Name of presenter: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that describe your classmate's presentation and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed to help his/her group mates understand him/her						
Communication strategies	4. He/She has friendly body language and makes eye contact						
	5. He/She can manage the timing of his/her presentation well						
	6. He/She can get others to ask him/her questions and answer them						
Vocabulary and language patterns	7. He/She can use the right words to explain his/her ideas						
	8. He/She can use grammatically correct language						
	9. When he/she makes an error, he/she can correct it						
Ideas and organisation	10. He/She can speak without depending on his/her notes						
	11. His/Her ideas are relevant to the topic of the presentation						
	12. His/Her ideas are well organised and clearly linked together						

The thing I liked most about his/her presentation was

Next time he/she should ...

**Peer evaluation form**  
**Individual Presentation**

Name of presenter: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that describe your classmate's presentation and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed to help his/her group mates understand him/her						
Communication strategies	4. He/She has friendly body language and makes eye contact						
	5. He/She can manage the timing of his/her presentation well						
	6. He/She can get others to ask him/her questions and answer them						
Vocabulary and language patterns	7. He/She can use the right words to explain his/her ideas						
	8. He/She can use grammatically correct language						
	9. When he/she makes an error, he/she can correct it						
Ideas and organisation	10. He/She can speak without depending on his/her notes						
	11. His/Her ideas are relevant to the topic of the presentation						
	12. His/Her ideas are well organised and clearly linked together						

The thing I liked most about his/her presentation was

Next time he/she should ...

**Peer evaluation form**  
**Individual Presentation**

Name of presenter: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that describe your classmate's presentation and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
Pronunciation and delivery	1. His/Her voice is loud enough						
	2. He/She can pronounce English sounds and words clearly						
	3. He/She can vary his/her intonation and talk at the right speed to help his/her group mates understand him/her						
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	8. He/She can use grammatically correct language						
	9. When he/she makes an error, he/she can correct it						
Ideas and organisation	10. He/She can speak without depending on his/her notes						
	11. His/Her ideas are relevant to the topic of the presentation						
	12. His/Her ideas are well organised and clearly linked together						

The thing I liked most about his/her presentation was

Next time he/she should ...

**Peer evaluation form**  
**Individual Presentation**

Name of presenter: \_\_\_\_\_

Your name: \_\_\_\_\_

Tick the boxes that describe your classmate's presentation and add your comments below.

		Almost never	Not very often	Some of the time	Usually	Most of the time	Almost all of the time
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Communication strategies	4. He/She has friendly body language and makes eye contact						
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	6. He/She can get others to ask him/her questions and answer them						
Vocabulary and language patterns	7. He/She can use the right words to explain his/her ideas						
	8. He/She can use grammatically correct language						
	9. When he/she makes an error, he/she can correct it						
Ideas and organisation	10. He/She can speak without depending on his/her notes						
	11. His/Her ideas are relevant to the topic of the presentation						
	12. His/Her ideas are well organised and clearly linked together						

The thing I liked most about his/her presentation was

Next time he/she should ...