HKDSE English Language
School-based Assessment

Briefing Session

Oct 2009
Implementation Timetable of HKDSE

- **2009/10**: Last cohort for HKCEE
- **2010/11**: First Cohort of NSS students
- **2011/12**: NSS F.5
- **2012/13**: NSS F.6
  - First HKDSE Examination
<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Public exam</td>
<td></td>
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</tr>
<tr>
<td>Paper 1 Reading</td>
<td>20%</td>
<td>1 1/2 hours</td>
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<tr>
<td>Paper 2 Writing</td>
<td>25%</td>
<td>2 hours</td>
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<tr>
<td>Paper 3 Listening &amp; Integrated Skills</td>
<td>30%</td>
<td>About 2 hours</td>
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<tr>
<td>Paper 4 Speaking</td>
<td>10%</td>
<td>20 minutes</td>
</tr>
<tr>
<td>School-based assessment</td>
<td>15%</td>
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</tbody>
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SBA COMPONENT *for school candidates only*

**Part A**

This will consist of a reading/viewing programme where students will need to:

- read/view at least **FOUR** texts over the course of three years (at least one each from the four categories: print fiction, print non-fiction, non-print fiction and non-print non-fiction)
- write up some comments and personal reflections
- take part in discussions with classmates on what they have read/viewed
- make individual presentations and take part in group discussions on the texts they have read/viewed and respond to their teacher’s questions
SBA COMPONENT *for school candidates only*

Part A

- Assessment based on students’ oral performance
- Teachers need to conduct TWO assessments in S5 and S6 and report TWO marks for this part
- At least one mark based on group interaction AND one on individual presentation
SBA COMPONENT *for school candidates only

Part B

- Group interaction or individual presentation based on modules in the Elective Part
- Focuses on students’ ability to reflect on, make use of and speak about the knowledge, skills and experience gained in the Elective Module(s)
- Assessment based on students’ oral performance

Teachers need to report one mark for this part at the end of S6
SBA COMPONENT (Part A) *for school candidates only*

<table>
<thead>
<tr>
<th>Number and type of texts to be read / viewed</th>
<th>S4</th>
<th>S5</th>
<th>S6</th>
<th>Requirements</th>
<th>Mark Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and timing of assessment tasks to be undertaken</td>
<td>One or Two texts</td>
<td>One or Two texts</td>
<td>One or Two texts</td>
<td>Four texts, one each from the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)</td>
<td>Two marks for Part A, one to be submitted at the end of S5, and one at the end of S6 (10% of total English mark)</td>
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</tbody>
</table>

**Number and type of texts to be read / viewed**

- **S4**: One or Two texts
- **S5**: One or Two texts
- **S6**: One or Two texts

**Requirements**

- **Four texts, one each from the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)**

**Mark Submission**

- **Two marks for Part A, one to be submitted at the end of S5, and one at the end of S6 (10% of total English mark)**
### SBA COMPONENT (Part B) *for school candidates only*

<table>
<thead>
<tr>
<th></th>
<th>S4</th>
<th>S5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and timing of assessment tasks to be undertaken</strong></td>
<td></td>
<td><strong>One task, group interaction or individual presentation, to be undertaken during the second term of S5 and anytime during S6</strong></td>
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<table>
<thead>
<tr>
<th>S6</th>
<th>Requirements</th>
<th>Mark Submission</th>
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<tr>
<td><strong>One task, based on the elective module taught</strong></td>
<td><strong>One mark for Part B submitted at end of S6 (5% of total English mark)</strong></td>
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† The assessment task for Part B can be based on an individual Elective Module or a combination of Elective Modules taught.
RATIONALE FOR INTRODUCING SBA

- Less reliance on a ‘one-off’ public oral exam
- Improves validity of oral English assessment
- Improve reliability of oral English assessment
- Beneficial backwash on teaching and learning
- Professional development for teachers which empowers them to become part of the assessment process
Rationale for conducting actual assessment in the second term of S5 and/or S6

- HKDSE is a three-year course,
- Assessment should only be conducted after sufficient teaching
- Assessing students too early is unfair to students
MANDATORY ASSESSMENT CONDITIONS (1)

- Type of assessment task and type of text must be familiar to students
- Specific background knowledge and non-language skills not assessed
- Assessment must be conducted by the English subject teacher, with fellow students as audience
- Individual presentation tasks must allow students to produce a performance of at least 3-5 minutes
- Group interaction tasks must provide students with multiple opportunities to demonstrate interaction skills and make a balanced contribution
MANDATORY ASSESSMENT CONDITIONS (2)

- Students must not read aloud or take notes during the assessment but can refer to brief notes on a note card.
- Students can be given more than one assessment a year, but are not allowed to repeat the same assessment task or engage in extensive rehearsal.
- The teacher-assessor may interact with individual students during an assessment to ask questions to clarify and/or extend the student’s ideas and to probe the range and depth of their oral language skills.
Assessment Criteria

Four domains of assessment:

- **Pronunciation & Delivery**
  phonology & intonation, voice projection & fluency

- **Communication Strategies**
  body language, timing, asking/responding to questions

- **Vocabulary & Language Patterns**
  vocabulary, language patterns, & self-correction / reformulation

- **Ideas & Organisation**
  expressing information and ideas, elaboration on appropriate aspects of topic, organisation, questioning & responding to questions
Rationale for using the existing set of Assessment Criteria

- All teachers are familiar with the current Assessment Criteria, which have been used since 2005
- The six levels can reflect typical Hong Kong students’ performances in school context
- Few students consistently get 6 marks, i.e. 72 marks (24 marks x 3) in four domains in all assessment tasks
- The six-level Assessment Criteria can cater for the range of students’ performances in a school
- Oral Examiners (Paper 4) will be trained to use the assessment guidelines for Paper 4, with a cohort of about 100,000 candidates, and a wider performance range
Using the same set of Assessment Criteria for both Parts A and B of SBA

- 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.

(P. 7 SBA Handbook)
Principles for setting assessment tasks for Part B

- Mode of Assessment: Individual presentation or Group Interaction
- Assessment tasks should be based on the teaching of the Electives Modules
- Teachers should **NOT** conduct the assessment without prior teaching
- Students should **NOT** use the texts which have been used in Part A of the SBA component
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
- record-keeping requirements
Guidance in Assessment Process

- Conduct self and peer assessment in informal situations
- Use these criteria for informal assessment
- Be flexible with the preparation time, assessment time and grouping
- Create a supportive and low-stress environment
- Assessment Record 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
Giving Feedback to students

After the completion of the marking, teachers should provide feedback to students,

- their marks or grades on individual assessment tasks
- students’ strengths and weaknesses as revealed in the assessments
- advice on how improvements can be made
- ask students to reflect on their performance
Proposed SBA Mark Submission Coordination across subjects in 2012 HKDSE and HKALE

1. 2011 (S5 for HKDSE and S6 for HKALE)

<table>
<thead>
<tr>
<th>HKDSE</th>
<th>HKALE</th>
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<td><strong>Mid May</strong></td>
<td><strong>Early June</strong></td>
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<td>LS – Stage 1</td>
<td>DAT ICT</td>
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2. 2012 (S6 for HKDSE and S7 for HKALE)

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<th>HKDSE</th>
<th>HKALE</th>
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<tr>
<td><strong>Mid Oct</strong></td>
<td><strong>Mid Jan</strong></td>
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<tr>
<td>LS – Stage 2</td>
<td>LS – Stage 3</td>
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How can schools plan for SBA Implementation

- Conduct SBA as an integral part of teaching and learning and not treat it as an “add-on”
- Set up school’s own assessment plan, specify the no of assessment activities to be conducted for individual subjects
- Coordinate the conduct of the SBA across subjects so that students’ work will not be concentrated into one or two critical months
- Incorporate SBA as a part of schools’ internal assessment programme and replace some of the current assessment activities, e.g. assignments, tests etc
RECORD-KEEPING

Three kinds of records need to be kept:
- Assessment record (signed by students and teachers)
- Class record (authenticated by SBA coordinator and principal)
- Audio or video recordings of a range of sample oral assessments
  - for teaching and learning as well as for professional sharing and standardisation
  - video preferred, audio acceptable
ADMINISTRATIVE ARRANGEMENTS

- Private candidates
- Transfer students
  - In S5 – Take part in all the assessments
  - In S6 – Take part in assessment as required in S6
- Special need students
- Plagiarism and disqualification
- Declaration requirement
- Information needed from schools
Handling Enquiries / Irregularities

- Schools to use existing procedures for handling internal assessment results for any queries from their students regarding SBA
- Schools to consider setting up a panel to handle those queries that cannot be resolved by the subject teacher
- Schools to resolve students’ queries before submitting SBA marks to the HKEAA
- 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.
INTERNAL STANDARDISATION

- View training CDRs as a group
- Discuss and score Anchor Sets with reference to assessment criteria
- Review and score school performance samples and standardise marks
- School SBA coordinator to conduct at least one formal within-school standardisation meeting with S5 teachers in June 2011
- Ensure accurate rank ordering within school
STANDARDISATION ACROSS SCHOOLS

- Group Coordinator to conduct inter-school meeting in July 2011 for S5 teachers
- View samples of performance from different schools for professional sharing
- May adjust marks within school if necessary before submission of S5 marks to HKEAA by end of July 2011
- Statistical moderation of SBA marks based on 2012 HKDSE English Language exam results
Support to teachers

- SBA Handbook for teachers’ use
- NEW Introductory DVD and booklet
- Group Coordinators
- Assessment Training Sessions (Nov 2010)
- Inter-school sharing sessions (Jul 2011, Mar 2012)
Support to teachers

- Sample assessment tasks for school teachers
- PD courses
  - 6-hour PD course for assessing Part B
  - 15-hour PD course consisting of the existing PD and the 6-hour programme
SBA SUPPORT MATERIALS

- List of recommended texts, text selection guidelines, and notes on copyright and end-user agreement
- FAQs
- SBA Teachers’ Handbook
- Training CDRs
- HKEAA website: www.hkeaa.edu.hk/en
- HKU website on SBA: http://web.hku.hk/~sbapro
- HKedCity SBA platform: http://ec.hkedcity.net/sba
SBA SUPPORT STRUCTURE

- S4 English teachers (~2000)
- School SBA coordinators (~550)
- District Coordinators each in charge of 15-20 schools (30)
- SBA Supervisor
- HKEAA managers and officers
- Advisory Committee comprising SBA consultants, CDI officers and HKEAA officers
SBA TRAINING

PD courses:

- Oct 09 – Feb 10
- Run by HKU and HKIED
- Registration in Oct 09
<table>
<thead>
<tr>
<th>Contact Person:</th>
<th>Miss Queenie Chiu</th>
<th>Miss Claudia Chan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel:</td>
<td>2948 7896</td>
<td>2219 4853</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:qchiu@ied.edu.hk">qchiu@ied.edu.hk</a></td>
<td><a href="mailto:claud328@hkucc.hku.hk">claud328@hkucc.hku.hk</a></td>
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<td><a href="http://web.hku.hk/~sbapro">http://web.hku.hk/~sbapro</a></td>
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SBA SYSTEM (SBAS) FOR ONLINE SUBMISSION OF MARKS

- For enquiries and more information about SBAS, please click here.
Thank You