



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# 2012 HKDSE English Language Examination

## Introduction to the School-based Assessment Component

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# 1. Introduction to School-based Assessment

## 1.1 Definition of School-based Assessment

School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It has a number of important characteristics which distinguish it from other forms of assessment:

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It allows for the collection of a number of samples of student performance over a period of time.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed.
- It is carried out in ordinary classrooms, not a special examination hall.
- It is conducted by the students' own teacher, not a stranger.
- It involves students more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to students.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations.

In many educational systems, such as those of Australia, Canada, the UK and Finland, SBA is used extensively or exclusively to provide information about student achievement. In Hong Kong, SBA has been a part of the public examinations system since 1978, when it was first introduced into the HKALE AL examination for Chemistry so that there could be an assessment of laboratory work. By 2006, school based assessment had been implemented in 13 'A' Level subjects and 13 Certificate of Education subjects, including English language. SBA became a core component of the Hong Kong Certificate of Education Examination (HKCEE) in English Language in 2005-07, and was then revised and extended for the Hong Kong Diploma of Secondary Education (HKDSE). SBA will be progressively incorporated into all 24 subjects.

The school-based assessment in the Hong Kong public examination system can be accessed on the HKEAA website at: [http://www.hkeaa.edu.hk/en/sba/sba\\_hkdse](http://www.hkeaa.edu.hk/en/sba/sba_hkdse)

## 1.2 Differences between SBA and External Exams

Some people are concerned that school-based assessment is neither as reliable nor as fair as traditional end-of-course examinations, which are set and marked by external assessors, but in fact SBA has a number of advantages over external examinations. This is why SBA has been incorporated into the assessment of all subjects in the Hong Kong Diploma of Secondary Education.

Table 1 below summarises some of the advantages of SBA compared with external examinations.

**Table 1: Advantages of SBA compared with External Examinations**

<b>Point</b>	<b>Characteristics of SBA</b>	<b>Characteristics of Exams</b>
<b>Scope</b>	Extends the range and diversity of assessment collection opportunities, task types and assessors	Narrower range of assessment opportunities: less diverse assessment; one exam per year
<b>Authenticity</b>	Authenticity is the degree to which assessment materials and conditions are able to simulate the natural use of oral language; assessments more likely to be realistic	Removes assessment from teaching and learning; stressful conditions may lead to students not demonstrating real capacities
<b>Validity</b>	Improves validity through assessing factors that cannot be included in public exam settings	Limits validity by limiting scope of assessment
<b>Reliability</b>	Improves reliability by having more than one assessment by a teacher who is familiar with the student; allows for multiple opportunities for assessor reflection / standardization	Examiners' judgments can be affected by various factors (task difficulty, topic, interest level, tiredness, etc); little opportunity for assessor reflection / review
<b>Fairness</b>	Fairness is achieved by following commonly-agreed guidelines, processes, outcomes and standards	Fairness can only be achieved by treating everyone the same, i.e. setting the same task at the same time for all students
<b>Feedback</b>	Students can receive constructive feedback immediately after the assessment has finished, hence improving learning	Feedback is usually a grade at the end of the course

<b>Positive washback (beneficial influence on teaching and learning)</b>	Ongoing assessment encourages students to work consistently; and provides important data for evaluation of teaching and assessment practices in general	Examination is summative, and does not directly serve teaching-related purposes; effects on teaching and learning may be negative; may encourage teaching to the test and a focus on exam technique, rather than outcomes.
<b>Teacher and student empowerment</b>	Teachers and students become part of the assessment process; collaboration and sharing of expertise take place within and across schools	Teachers play little role in assessment of their students and have no opportunity to share their expertise or knowledge of their students; students have no control over what will be assessed
<b>Professional development</b>	Builds teacher assessment skills, which can be transferred to other areas of the curriculum	Teachers have no opportunity to build their assessment skills; get little or no feedback on how to improve as teachers

### 1.3 SBA and Assessment for Learning

In Hong Kong, as in many education systems around the world, school-based assessment is aligned with and embedded within the broader educational philosophy of “assessment *for* learning”. Assessment for learning is any assessment in which the main aim is to enhance students’ learning. An assessment activity can help learning if it provides information that can be used as feedback by teachers and by students in order to improve the teaching and learning process in which they are engaged. It thus differs from assessment *of* learning, which is designed primarily to serve the purposes of accountability, ranking, or certification of competence.

Please refer to the site below for a document on the assessment for learning policy in Hong Kong, [http://cd1.edb.hkedcity.net/cd/basic\\_guide/BEGuideeng0821/chapter05.html](http://cd1.edb.hkedcity.net/cd/basic_guide/BEGuideeng0821/chapter05.html)

In Hong Kong the aim is to move the education system from an almost exclusive focus on assessment of learning to one in which all assessments are used creatively and constructively to improve learning and teaching, and school-based assessment is widely utilized as a complement to external exams. Exams themselves are being restructured to better support learning and teaching, to make standards of achievement explicit, and to provide more qualitative information which can provide feedback for learners and teachers.

**The key characteristics of assessment in an assessment for learning culture have been described as its:**

- being embedded in a view of teaching and learning of which it is an essential part;
- involving sharing learning goals with students;
- aiming to help pupils to know and to recognise the standards they are aiming for;
- involving students in self-assessment;
- involving both teacher and students reviewing and reflecting on assessment data;
- providing feedback which leads to students recognising the next steps in their learning and how to take them; and
- being underpinned by confidence that every student can improve.

(adapted from the Assessment Reform Group, 1999)

To build a more coherent and stronger assessment *for* learning culture, all assessments, including traditional summative assessments, need to be reoriented towards improving learning and teaching. This means school-based assessment should be integrated naturally into the normal teaching-learning cycle, and should include a continuous process of reflection, observation and monitoring, recording and reporting, with feedback and self and peer assessment being integral components of all teacher-student interaction.

#### **1.4 International Practice in School-based Assessment**

School-based assessment (SBA) is policy-supported practice in an increasing number of educational systems around the world, including those of Australia, New Zealand, Canada and the United Kingdom. It is increasingly being adopted as national educational policy in Asia as well as in some developing countries, including Ghana and Zambia. It is also actively promoted in the USA, although always overshadowed by national testing programs.

- **Africa**

Africa School-based assessment is also increasingly seen as a valuable tool for South Africa, <http://www.polity.org.za/polity/govdocs/policy/assessment1.html>, and other southern African nations such as Ghana and Zambia.

- **Australia**

School-based assessment has been established practice in Australia for over twenty years. In Queensland, <http://www.qsa.qld.edu.au/approach/10195.html>, where SBA was introduced in the 1970s, teacher-based assessment is used for all assessment in secondary school, even for high-stakes purposes. The Australian Capital Territory (ACT) also uses only school-based assessment for senior secondary level, <http://www.act.gov.au/CAP/accesspoint?action=menuHome>

Other states such as New South Wales, <http://arc.boardofstudies.nsw.edu.au/go/sc/afl/and> Victoria, <http://www.vcaa.vic.edu.au/vce/studies/english/EnglishASM.doc> have incorporated large scale school-based assessment into their public examinations.

- **Canada**

School-based assessment has been the standard mode of assessment in Canadian schools for many years with teachers taking responsibility for all assessment processes and judgments at the school-level. For an example see the work on school based assessment in Saskatchewan, <http://www.sasked.gov.sk.ca/docs/paa/machine/assessment.html>.

- **England**

In England, school-based assessment has also been implemented for a long time. The Assessment Reform Group, [http://www.qcda.gov.uk/libraryAssets/media/4031\\_afl\\_principles.pdf](http://www.qcda.gov.uk/libraryAssets/media/4031_afl_principles.pdf), led by Paul Black and Dylan Wiliam of King's College London, has been a powerful influence on assessment for learning, with their work being widely promoted by the Hong Kong Education Bureau.

- **Northern Ireland**

In Northern Ireland, [http://www.nicurriculum.org.uk/assessment\\_for\\_learning/index.asp](http://www.nicurriculum.org.uk/assessment_for_learning/index.asp) there is a strong policy commitment to school-based assessment and assessment for learning.

- **New Zealand**

New Zealand also has a long history of school-based assessment in senior secondary school, [http://www.nicurriculum.org.uk/assessment\\_for\\_learning/index.asp](http://www.nicurriculum.org.uk/assessment_for_learning/index.asp), and has developed a wide variety of teacher support materials and associated research studies, <http://arb.nzcer.org.nz/registration.php>.

- **Scotland**

In Scotland much interesting work on teacher-based assessment is being conducted by the Scottish 'Assessment is for Learning (AifL)' group, <http://www.ltscotland.org.uk/assess/index.asp>, supported by the Ministry of Education in Scotland and involving many schools.

- **Scandinavia**

Finland and Sweden both have long-established school-based assessment systems utilizing a wide range of open-ended authentic tasks and challenging classroom-based assignments. Such school-based assessments, embedded in the curriculum, are often cited as an important reason for the high levels of educational achievement in those countries.

- **Singapore**

The Ministry of Education in Singapore has recently adopted an official policy of assessment for learning and is encouraging teachers to experiment with different forms of school-based assessment, <http://www.moe.gov.sg/media/press/2009/01/strong-fundamentals-for-future.php>, though the school system is still dominated by externally-set and assessed examinations.

- **USA**

Many states in the USA have developed and implemented school-based assessments as a supplement to or to complement national and state standardised testing, e.g. Iowa, [http://www.iowa.gov/educate/index.php?option=com\\_content&view=article&id=1043&Itemid=1485](http://www.iowa.gov/educate/index.php?option=com_content&view=article&id=1043&Itemid=1485), although the standing of such assessments in the wider educational community is still low.

## 2. SBA in the 2012 HKDSE English Examination

### 2.1 Aims and Rationale

Following the successful introduction of school-based assessment (SBA) into the Hong Kong Certificate of Education English Language Examination from 2005 onwards, SBA will also be incorporated into the new Hong Kong Diploma of Secondary Education (HKDSE). Like the HKCEE SBA, SBA in the HKDSE aims to ensure assessment is closely aligned with 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 and supports the Education Bureau's official policy of assessment for learning.

Please refer to the site below for 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:

[http://www.edb.gov.hk/FileManager/EN/Content\\_5999/eng\\_lang\\_final.pdf](http://www.edb.gov.hk/FileManager/EN/Content_5999/eng_lang_final.pdf)

Please note that the Assessment Framework for 2012 HKDSE English Language was revised and finalized in March 2008. Please refer to the updated Assessment Framework for 2012 HKDSE English Language Examination:

[http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject\\_Information/eng\\_lang/2012hkdse-e-elang.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject_Information/eng_lang/2012hkdse-e-elang.pdf)

The SBA component is an assessment of English oral language proficiency based on topics and texts drawn from a wide range of sources, including print, video / film, fiction and non-fiction material, such as newspapers and web-based material. The SBA is assessed through activities linked to a reading and viewing program (Part A) integrated with the general English language curriculum, and through an elective program (Part B) in one or more of the following areas:

<b>Language Arts</b>	<b>Non-Language Arts</b>
Drama	Sports Communication
Short Stories	Debating
Poems & Songs	Social Issues
Popular Culture	Workplace Communication

The SBA is designed to assess learners' achievements in areas that cannot be easily assessed in public examinations, whilst also enhancing the capacity for student self-evaluation and life-long learning. As such, it complements the assessment of other aspects of English language being assessed through external examinations, in particular the external oral examination, Paper 4: Speaking.

The SBA is aligned with the HKEAA's outcomes-based, standards-referenced assessment system which seeks to recognise and report on the full range of educational achievement in Hong Kong schools. The principles of outcomes-based education are that assessment should:

- promote learning;
- move away from learning as memorisation;
- cover a wide spectrum of learning activities and tasks;
- make use of relevant knowledge in realistic contexts;
- take place recurrently rather than in end-of-course tests;
- focus on knowledge, skills, attitudes and values and not only on content; and
- in the case of language, focus on the key building blocks of developing language proficiency and not only on accuracy.

Note:

The SBA component can and should be developed as an integrated part of the curriculum, and not as a separate 'paper'.

## **2.2 Process of Development and Implementation**

The school-based assessment component in the 2012 Hong Kong Diploma of Education Examination (HKDSE) in English Language consists of two parts: Part A (a reading / viewing programme) and Part B (an elective programme).

The SBA component of the HKDSE was originally developed for the Hong Kong Certificate of Education through a collaborative action research and professional development project funded by the HKEAA and carried out by staff of the Division of Language and Literature in the Faculty of Education, The University of Hong Kong. Every stage of the development was carefully piloted and evaluated to make sure that SBA was both practical and effective.

This work on the HKCEE formed the basis for the extension of SBA to the new HKDSE, but before implementing the new HKDSE, all the assessment processes were thoroughly piloted and all guidelines and support material updated and extended. The team worked closely with over 24 schools and 65 teachers in a huge variety of different contexts in Hong Kong. Some of the results of their work can be seen in the video clips and sample tasks presented in the HKDSE professional development and support material that the original project team has updated and extended, and which will be distributed free to every school.

The implementation of the SBA is also being supported by the SBA District Coordinators who liaise with the SBA Coordinator in each school and conduct training for all teachers in their group of 15-25 schools.

## **2.3 Format of the SBA Component**

*The HKDSE SBA component consists of two parts:*

### **Part A: A reading / viewing programme in which students:**

- select and read / view at least four texts ('text' encompasses print, non-print, fiction and non-fiction material) over the course of three years;
- keep a log book or brief notes of comments / personal reflections;
- take part in discussions with classmates and make individual presentations 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.

For Part A, teachers need to conduct and submit separate marks for at least two assessments: one in the second term of S5 and one in S6. One assessment must be a group interaction and one an individual presentation. If more than one assessment is conducted in S5 or S6, teachers should ensure that one mark submitted is based on a group interaction and one on an individual presentation.

Note that 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.

**Part B: An elective programme in which students:**

- take part in discussions with classmates and / or make individual presentations as part of their work in the Elective part of the curriculum.

For Part B, teachers need to conduct at least one assessment either in the second term of S5 or anytime during S6, with the mark to be submitted at the end of S6. The assessment can be either a group interaction or an individual presentation. The assessment will be based on oral performance and focus 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 tasks for Part B can be based on an individual elective module or a combination of elective modules taught and developed for the HKDSE. 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.

Please refer to the site below for a document on the HKEAA list of recommended text for Part A which teachers can use as a starting point for choosing an appropriate text for their students:  
[http://www.hkeaa.edu.hk/en/sba/sba\\_hkdse\\_core/subject.html?27&2](http://www.hkeaa.edu.hk/en/sba/sba_hkdse_core/subject.html?27&2)

*Note:*

*The SBA component in the HKDSE English Language curriculum is designed to assess only the students' oral language skills. It is NOT designed to assess any of the following:*

- *a student's attitude or effort;*
- *the number of texts the student has read / viewed (beyond the minimum requirements);*
- *the student's ability to provide highly specific factual details about what s/he has read / viewed;*
- *the student's ability to conduct literary analysis of the texts;*
- *the student's skills in drama or debate;*
- *the student's ability to use the specialist jargon associated with specific elective areas, for example, technical terminology relating to a particular workplace, or low-frequency sporting terms.*

Table 2 below summarises the requirements for the HKDSE SBA.

**Table 2: 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	Two tasks, each on a text from a different category; one mark should be based on a <b><i>group interaction and one on an individual presentation</i></b>
<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 <b>Elective Module(s)</b> taught
<b>Number, % and timing of marks to be reported</b>		<b>One</b> mark for Part A to be reported at end of S5 (5%)	<b>Two</b> marks, one from Part A and one from Part B to be reported at the end of S6 (10%)	<b>Three</b> marks, 15% of total English mark
<p>* The assessment task for Part B can be based on an individual Elective Module or a combination of Elective Modules taught.</p> <p><i>Note:</i></p> <p><i>When planning their SBA programmes, and well before making any assessments, all teachers should read the HKEAA School-based Assessment Teachers' Handbook to ensure they are up to date with all requirements and timelines.</i></p> <p><i>Please refer to the site below for a document on the 2012 Hong Kong Diploma of Secondary Education Examination 2012 English Language School-based Assessment Teachers' Handbook produced by the Hong Kong Examinations and Assessment Authority (HKEAA):</i>  <a href="http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2012-ENG-240709.pdf">http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-2012-ENG-240709.pdf</a></p> <p><i>Answers to the most recent questions about the SBA component can be found on the HKEAA website at:</i>  <a href="http://www.hkeaa.edu.hk/DocLibrary/HKDSE/School_based_Assessment/sba_faq_eng.pdf">http://www.hkeaa.edu.hk/DocLibrary/HKDSE/School_based_Assessment/sba_faq_eng.pdf</a></p>				

## 2.4 Oral Text-types to be Assessed

Oral text-type refers to the type of text designated for the HKDSE SBA component. There are two kinds of oral text-types, *individual presentation* and *group interaction*.

### Individual Presentation

- Individual speaker presents ideas or information over a sustained period (3-5 minutes)
- May be quite informal, depending on task and audience
- Requires comparatively long turns, hence requires a more explicit structure
- May be followed by questions or comments from audience (some questions / comments do not form part of the assessment, but it provides students with more opportunities to interact with others / exchange ideas, which can encourage assessment for learning)

### Group Interaction

- An exchange of short turns or dialogue between two or more speakers (e.g. 8-12 minutes for a group of 4)
- Comparatively short turns, hence needs less explicit structuring
- Usually quite informal
- Needs attention to turn-taking skills and planning of how to initiate, maintain and control interaction through making suggestions, asking questions and expansion of ideas

### For effective communication, both text-types also require the following skills:

- 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
- Range of vocabulary and language patterns that are accurate and varied
- Some use of technical terminology to support meaning but specialized jargon should be avoided
- Some use of formulaic language when appropriate for structuring (but overuse of set phrases is discouraged)
- Language that is natural and interactive, not memorised or read aloud

## 2.5 Range of Assessment Tasks

A variety of assessment task-types can be used to elicit the required kinds of oral language from students. Teachers may design their own assessment tasks based on the model provided.

The examples of a range of suitable assessment tasks (see Appendix II) have been developed and / or used by S4-6 teachers in Hong Kong schools. You can select and / or modify one of the sample tasks, or design your own task. This flexibility and choice of task is important to ensure that all students' individual needs and interests are met.

### **Assessment tasks vary in length and complexity according to a number of factors:**

- the *communicative function* (e.g. comparing, classifying, describing, arguing, hypothesising, speculating, etc.);
- the *number of people* involved (e.g. pairs, small groups, split classes, whole classes, the whole school, etc.);
- the *position and status* of the people interacting (e.g. fellow students, younger / older students, teachers, parents, etc.);
- the *nature of the response required* (e.g. giving non-verbal responses only, asking questions, making comments, interacting with no limitations); and
- the *familiarity* of the content and procedures to the student being assessed.

This diversity of assessment tasks, which can be individually tailored to students' language level and interests, enables schools to provide students with appropriate, multiple and varied opportunities to demonstrate their oral language abilities.

### **Example 1: An oral presentation**

- more orally proficient students can attempt to persuade the whole class **to read a particular book;**
- less orally proficient students can describe the physical appearance of a particular character in a text to a friend.

### **Example 2: A group interaction where each student has read different texts**

- more orally proficient students can be grouped into four and being asked **which book should be set as a class reader;**
- less orally proficient students can be placed in pairs and asked to find the three most important differences between their texts.

In both cases, if the tasks were reversed, the less proficient students might be too stressed to say anything, whereas the more proficient students would not be challenged to show the full range of their oral language skills.

Individual schools and teachers are encouraged to choose the kinds of assessment tasks which best suit their students' English language level and interests. It does not matter if students in the same school, or same class, do different tasks or view different texts, so long as they provide the opportunity for the students to produce the required depth and amount of oral language.

*Note:*

*Not all good teaching and learning tasks are good assessment tasks. For example, pretending to be a character in a book or film is a useful activity to develop intonation and voice projection. However, such tasks should not be used for assessment, as a student would require very good skills in drama to achieve a high score. Similarly, no assessment task should require that students read aloud poems or short stories, engage in formal stage debates, sports commentary, or job interviews, although such activities may be very useful for learning and teaching.*

## 2.6 Mandatory Assessment Conditions

In school-based assessment it is vital that students are given the opportunity to perform to the best of their abilities. At the same time the teacher and the school must be sure that the oral language produced is the students' own work, not the result of memorisation without understanding. Hence, there are some important requirements or 'conditions' that teachers and students must follow in the school-based assessment component of the HKDSE English examination.

**Students will NOT give their best under the following conditions:**

- if the type of 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;
- if the students are allowed to rehearse so much that they lose all spontaneity;
- if they read aloud from a power point presentation or note cards instead of speaking naturally; and
- if the task does not give them the opportunities to demonstrate natural authentic oral language use.

**Hence, the following conditions must be met for a task to qualify as an *assessment task* for the purposes 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 face 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, sports commentary, job interviews, etc; i.e. specific background knowledge and skills in drama, poetry 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 that this is a guide only, as some students may require more time 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 judgment about students' oral language levels.**
- g. Individual students can be given more than the minimum number of assessments, especially if this 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 IV 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. Over-assessment should be avoided.*

**Some common misinterpretations of the assessment conditions have been identified, including:**

Buzzers and rigid time limits are not necessary and may make students too stressed to perform their best. Some students may need more time because initially they are very hesitant; others may perform better if they can finish without any interruption or prompting. Teachers should use their own judgment to decide when they have sufficient assessable language.

Experience has shown that trying to memorise a speech leads to very stilted and unnatural oral language use which will not score high marks on the assessment criteria. It is much better for students to learn how to make notes in point form so that they know the main points they want to make and are comfortable with any key words and their pronunciation. They can then try out their ideas on an informal audience or even in front of the mirror, but should not try to memorise a speech.

Reading aloud from prepared scripts results in a very unnatural performance in which students stumble over difficult words, lose all eye contact with their fellow students, distort their intonation patterns and make lots of grammatical mistakes.

*Note:*

*Teachers are reminded that the SBA component is only a relatively small part of the English curriculum and thus should avoid over-assessment. Instead teachers are advised to integrate SBA in the curriculum and not to treat SBA as a separate 'paper'. Only teachers who have been trained and authorised by the school as assessors are permitted to conduct SBA assessments. Please refer to the SBA handbook for school leaders:*

*<http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/SBAhandbook-SchoolLeaders-E-300609.pdf> and SBA Teachers' Handbook:*

*[http://www.hkeaa.edu.hk/DocLibrary/SBA/booklet\\_sba.pdf](http://www.hkeaa.edu.hk/DocLibrary/SBA/booklet_sba.pdf)*

*Teachers are advised to pay particular attention to the chapters on authentication and malpractice.*

## 2.7 Assessment Criteria

SBA in the HKDSE uses the same assessment criteria that were developed for the HKCEE for both Parts A and B. Maintaining the same assessment criteria was felt to be essential as teachers are already familiar with these domains for assessing oral language development and feel comfortable making judgments according to the levels on the existing criteria. The criteria are now applied to a wider range of students (from S4-6) and a wider range of topics and themes from the electives. As they are based on students' underlying oral English language proficiency in individual presentations and group interaction, the criteria are still able to capture the full range of abilities from little or no use of English to highly competent use.

*Note:*

*Teachers should only conduct the actual assessment between the second term of S5 and S6. However, if teachers feel that their students are ready, they can conduct SBA informally as part of the lead up to the actual assessments that will be conducted in the second term of S5 and S6.*

*At S4 assessment should be used primarily for formative purposes, that is, to identify student's strengths and areas that could be improved; and the implications of this for teachers' planning and teaching programme. However, such assessment may also be used for formal summative assessment and reported on student progress within the school.*

In the HKDSE, as in the HKCEE, there are four *domains* to assess oral language development:

- Domain I: Pronunciation and Delivery
- Domain II: Communication Strategies
- Domain III: Vocabulary and Language Patterns
- Domain IV: Ideas and Organisation

*Note:*

*Remember that the ability of a student is measured by the quality and range of the oral language produced for assessment, including both fluency and accuracy, not by the speed of completion, or total number of words.*

## **2.8 Recording, Standardisation and Reporting**

### **2.8.1 Recording**

In collecting the assessments for SBA some schools may choose to adopt a portfolio system whereby students compile video or audio recordings of their oral language assessment over the year as they do various activities in Part A and Part B of the SBA, 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.

Each formal individual or group assessment activity is rated using a standard scoring sheet, called an *Assessment Record*.

Teachers who carry out SBA with their classes are given full training on how to understand and apply the assessment criteria and use the scoring sheets when assessing students in their classrooms.

The assessment criteria should also be discussed with students and actively used by them - in simplified form - as part of self and peer assessment for formative purposes throughout S4 to S6.

Teachers are required to arrange for the video or audio recording of a range of student assessments to assist with standardization (see *Appendix III: Technical Notes for Recording Student Assessment*).

Such recordings can be home-made quality as they are needed only for standardisation. Students can help with this process by audio-recording themselves with an MP3 player or by video-recording each other.

### **2.8.2 Standardisation**

During the assessment period, which might continue over a number of weeks, individual teachers at the same level (i.e. S5 or S6) are encouraged to meet informally to compare their assessments and make adjustments to their own scores as necessary. Such informal interactions give teachers the opportunity to share their opinions on how to score performances, and how to interpret the assessment criteria.

Before the official reporting date to the HKEAA, there will be a formal within-school standardisation meeting of all the English teachers at each level, chaired by the school SBA Coordinator, to review performance samples and standardise scores. Sample video or audio recordings need not be submitted to the HKEAA but will greatly facilitate 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 very useful for providing feedback to students - for evaluating students' strengths and weaknesses and identifying areas for improvement. Again this is an opportunity for clarification and discussion. The adjusted marks for each student are then listed on a Class Record.

*Note:*

***Within-school standardisation meetings are critical for developing:***

- *agreement about what a standard means, i.e. validity;*
- *consistency in and between teacher-assessors, i.e. reliability;*
- *public accountability; and*
- *professional collaboration / support.*

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 SBA Coordinator should take the class records, and sample 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 SBA 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 opportunity for sharing and reflection on the assessment process is critical to ensure reliability and validity across all Hong Kong schools.

Once any necessary changes are made, the performance samples are archived and the Class Records are submitted to the HKEAA for review and statistical moderation according to the designated timeline. Video and audio records may be compiled onto a CD-ROM for storage and the originals returned to students as part of the feedback process. Maintaining notes of all standardisation meetings and any follow-up action is also useful to enable every school to show parents and the public that it has applied the SBA consistently and fairly.

HKEAA will undertake a process of statistical moderation to ensure comparability across the whole Hong Kong school system.

### **2.8.3 Reporting**

#### **Reporting of SBA Marks**

For HKDSE English Language, the HKEAA will report the Subject Level and Component Levels on the candidates' Results Notice. The SBA marks will be combined with the Speaking exam marks and reported together as a speaking level.

#### **Moderation Report**

Schools will receive an SBA moderation report at the end of every examination cycle. The report will specify the extent of adjustment made to the marks submitted by schools.

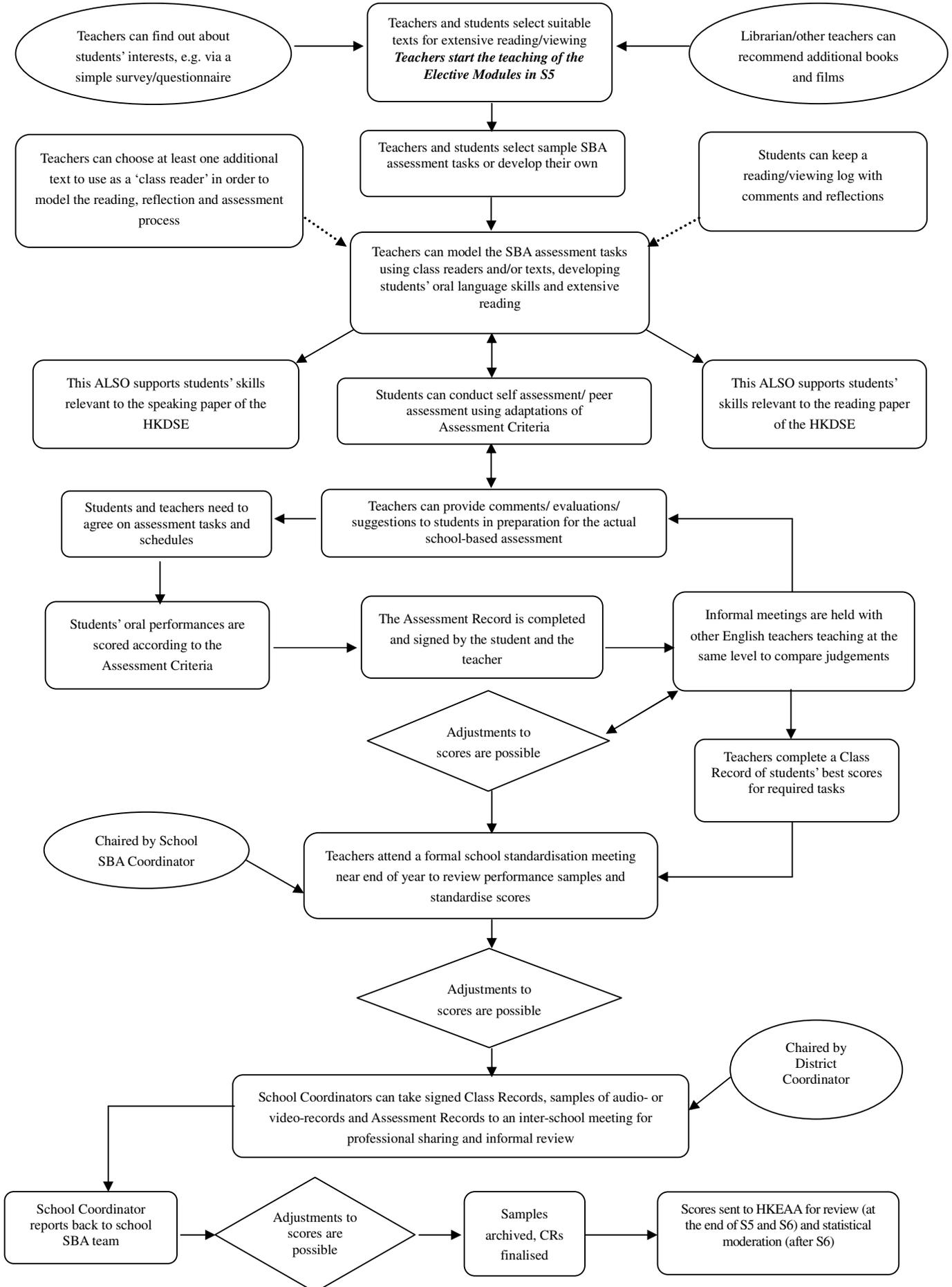
Please refer to the draft level descriptors for HKDSE English language by Hong Kong Examinations and Assessment Authority (HKEAA) at:

[http://www.hkeaa.edu.hk/en/HKDSE/Subject\\_Information/NSS/eng\\_lang/](http://www.hkeaa.edu.hk/en/HKDSE/Subject_Information/NSS/eng_lang/)

Please refer to the handbook on statistical moderation by Hong Kong Examinations and Assessment Authority (HKEAA) at:  
[http://www.hkeaa.edu.hk/DocLibrary/SBA/booklet\\_sba.pdf](http://www.hkeaa.edu.hk/DocLibrary/SBA/booklet_sba.pdf)

Figure 1, showing the SBA teaching and assessment process, gives a summary of the whole process of SBA from selection of texts to submission of marks to the HKEAA.

**Figure 1 The SBA teaching and assessment process**

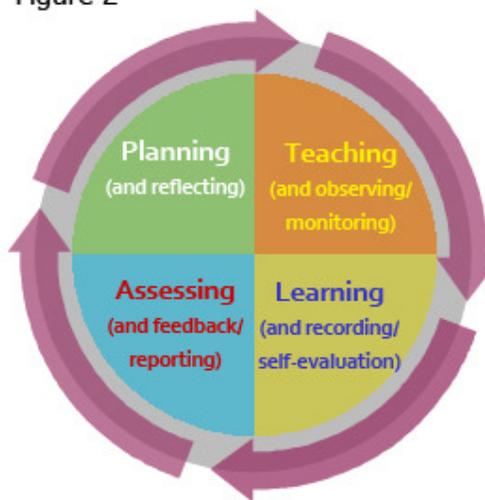


## 3 Assessment, Teaching and Learning: from Principles to Practice

### 3.1 The Interrelationship between Assessment, Teaching and Learning

In both Part A and Part B of the SBA component in the HKDSE English language curriculum, teaching/learning and assessment are very closely linked. Assessment includes the formal planned moments when students undertake an **assessment task**. However, it also includes the far more informal, even spontaneous moments when teachers are monitoring student groupwork and notice one student speaking more confidently, or while they are on the MTR and think of a technique to help students improve their speaking skills. Any programme of school-based assessment must incorporate self and peer assessment as well as teacher assessment, as it is only when students understand the assessment criteria and how they are applied to the oral language they produce can they actually take responsibility for their own learning. Thus, the most important component of the assessment cycle is **feedback** and reporting, as unless assessment information is communicated clearly to students, it cannot be used effectively to improve learning (or teaching).

Figure 2



Thus, as can be seen from Figure 2, in school-based assessment, assessment needs to be continuous and integrated naturally into every stage of the teaching-learning cycle, not just at the end.

Unlike most external exams, school-based assessment tasks can be used for **formative** as well as **summative** purposes.

Summative assessment refers to more formal planned assessments at the end of a unit or term / year which are used primarily to evaluate student progress and / or grade students.

Formative assessment is usually more informal and more frequent, involving the gathering of information about students and their language learning needs **while they are still learning**.

Formative assessment has two key functions: **informing** and **forming**. In other words, formative assessment shapes the decisions about what to do next, by helping:

- the teacher to select what to teach the next lesson, or even in the next moment in the lesson; and
- the students to understand what they have learnt and what they need to learn next.

The SBA component makes up 15% of students' summative assessment in the HKDSE, but because this assessment is undertaken while students are still learning (and teachers are still teaching), these summative assessments can also be used for formative purposes, that is, to improve learning and teaching.

The SBA component can even help students improve their oral skills for the external oral exam, provided the school sets clear and explicit short and long-term goals for oral language development, and not just lots of practice papers.

### 3.2 Setting Clear and Explicit Short and Long-term Goals

There is considerable planning required to develop an effective programme for school-based assessment in both Part A (the Reading and Viewing Programme) and Part B (the Elective Programme) of the curriculum before any teaching can begin. This includes deciding on:

- the overall goals of the programme;
- the choice of electives;
- the selection of *texts* and resources;
- the teaching and learning activities needed;
- the selection and / or design of the assessment tasks;
- the role of the students in the assessment process; and
- the *feedback* processes to be implemented.

Before they can make these decisions, teachers need to know the strengths and weaknesses of their students. Teachers can look at the assessment criteria and reflect on what descriptors best match their students' current oral language level. They may even want to do some informal diagnostic assessment. Ideally there should be some discussion with the teacher(s) who had taught the students in the previous year. As schools build up their SBA assessment records, they will accumulate a valuable resource of students' achievements.

The long-term goals of the SBA component are to improve oral language proficiency and promote extensive reading. Short-term goals may include:

- Language enhancement goals  
e.g. improving stress and intonation, extending vocabulary range, developing more accurate pronunciation, building note-taking skills
- Learning how to learn goals  
e.g. developing self-assessment skills, helping students set achievable language learning goals, demonstrating how to record progress, encouraging independent reading choices
- Social / affective goals  
e.g. demonstrating cooperative learning, developing student confidence and self-esteem
- Cognitive / general knowledge goals  
e.g. extending knowledge of the world, deepening understanding of particular topics, developing student insights in human emotions

Look back at the assessment criteria. Note how some of these short-term goals (but not all) are reflected in the descriptors. Thus, teachers are expected not to simply 'teach to the test'. This would lead to the loss of many valuable opportunities to use the SBA component to develop other important aspects of the English language and broader school curriculum.

### **3.3 Integrating SBA into the Curriculum**

The SBA component is 15% of the summative assessment for HKDSE and provides valuable preparation for students for the external HKDSE examination, especially the reading and speaking papers. However, it also supports classroom teaching and learning. The SBA 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 discrete element of the syllabus).

When the SBA is fully integrated into the English curriculum, teaching cycles or units of work may include SBA-type tasks and mock assessments on a regular basis. The SBA tasks can also be integrated into reading or writing lessons. This enables teachers to see how students use their oral language skills in different contexts, and shows teachers what each student can do.

*Note:*

*It is important to balance preparing students for SBA and making sure students are taught all the other aspects of the curriculum too.*

### 3.4 Planning Effective Teaching / Learning Activities

At the beginning of each year it is useful to draw up a schedule of proposed teaching, learning and assessment activities – including plans for when the school-based assessments will be held, with which students, and over what period, but also what needs to be taught and how. These schedules may differ from school to school, or even from class to class.

<b>Example: Teaching, Learning and Assessment Schedule appropriate for Part A (Reading and Viewing Programme)</b>	
<b>Before school starts</b>	<b>School sets up extensive reading programme, buys range of suitable texts</b>
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Teacher uses short class reader to model use of logbooks and practise extensive reading skills</li> <li>2. Teacher highlights effective communication strategies by showing students' sample clips of good and not so good speaking assessments (from introductory DVD) and asking students to discuss and evaluate them using assessment criteria</li> <li>3. Teacher conducts specific activities on using / improving intonation, dictionary and note-taking skills</li> <li>4. Students choose first text</li> </ol>
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. Students grouped into reading circles (4-5 students per text) and support each other's reading / viewing of first text</li> <li>2. Students in same group discuss things they like / don't like about text (audio-taped by students)</li> <li>3. Students review their discussion and do self / peer assessment using modified assessment criteria</li> <li>4. Teacher listens to sample of assessments and gives whole-class feedback on key areas for improvement</li> <li>5. Teacher reviews how to describe and compare / contrast in writing and orally</li> <li>6. Teacher groups students into threes, all having read <b>different</b> texts, teacher asks them to find three most significant similarities and differences between their texts</li> <li>7. Students audio or video tape their discussion</li> <li>8. Teachers may assess each group over a week as a trial assessment, while other groups are doing related reading and writing tasks e.g. an investigative project on comparing two cities in Asia. Students can also be asked to conduct self / peer assessment.</li> </ol>
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. Teacher gives feedback to groups with common areas needing improvement e.g. intonation, communication strategies, etc.</li> <li>2. Students divide into five groups according to interests and go to see a film</li> <li>3. Students regrouped with 5-6 other students who have all seen different films. They have to decide which film wins the class 'Academy Award'</li> </ol>

	<ol style="list-style-type: none"> <li>4. Students tape each other, do peer assessments and ask / answer questions freely</li> <li>5. Teachers assess each group over a week, while other groups are doing related reading and writing tasks e.g. an imaginative essay or letter to a friend about their night at the Academy Awards</li> <li>6. Feedback on assessment through whole class discussion / reviewing of excerpts</li> </ol>
<b>May / June</b>	Within-school standardisation meeting

It is important that the teacher considers what needs to be taught to students based on both a *needs analysis*, that is, an assessment of students' current language levels and learning needs, and a *means analysis*, that is, an assessment of what resources, including time, and materials, will be needed to implement the programme.

Please refer to the site below for a document on suggested schemes of work developed by the Education Bureau for the Elective programme incorporating formative assessments and more formal summative assessments, including some suitable SBA activities at: <http://www.edb.gov.hk/index.aspx?nodeID=2773&langno=1>.

### 3.5 Selecting Appropriate Assessment Tasks

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. Having students with different levels of oral language skills in the same class can create an authentic information gap or need to communicate. Highly structured assessment tasks, including jigsaw activities which 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.

**Three of the most popular assessment tasks for Part A amongst Hong Kong teachers and students include:**

**New Neighbours**

1. Ask students to think of an interesting character from a story / class reader that you have taught recently.
2. Ask them to imagine that one of the characters in the story has moved in next door.
3. Ask them to think about what life would be like with such a neighbour.
4. Hold a discussion with the students and ask them to write down what kind of information they would talk about if they had to describe an imaginary day they spent with the new neighbour. The information may include one or more of the following:
  1. Name and gender of the neighbour
  2. What does he / she look like?
  3. How does he / she dress at home?
  4. What is he / she like as a person?
  5. How does he / she treat his / her family or people around him / her?
  6. What is / are the major event(s) in the story that your character takes part in?
  7. Do you like this new neighbour? Why / Why not?
  8. How did you spend your day with this new neighbour? What did you do?
  9. What did you learn from this new neighbour?
5. For homework, ask each student to write a description of an imaginary day he / she spent with 'the new neighbour'.
6. Remind them to draw references from the book. They can't turn their new neighbour into a wonderful person, if the descriptions from the book suggest otherwise.
7. In the next lesson, ask students to share what they have written in small groups.
8. Ask students to nominate the most interesting presentation among their group members.
9. Invite a student from each group to share their presentation with the whole class.

**Choosing a Gift for a Character**

1. Give a quick summary of the story and highlight the character you have in mind.
2. Tell students that they need to think of a gift for the character to help solve his / her problems, change his / her attitudes, improve his / her life conditions, etc. Show students a short segment of the film\* or read a short passage about the character.
3. Divide the students into groups of 3-4. Ask each of them to think of a gift for the character and explain their choices with reference to the information they have just read or viewed. Encourage students to ask for clarification, show agreement and disagreement during their discussion. Then select the best gift for the character as a group.
4. Invite students from each group to describe their gift and explain their choice.
5. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation form provided with the task description.

*\* Please refer to the appendix of the recommended texts "Notes on copyright and end-user agreement".*

### **A Book/film Promotion**

1. Tell students that they have to prepare a book / film promotion for a book / film they have read / viewed recently. The length of the promotion (at least 2 -3 minutes) will depend on the proficiency levels of the students.
2. Distribute the hand-out (see Appendix 10 of the Part A Sample Assessment Tasks) and discuss it with the students.
3. Remind students that it is important to have good eye contact, posture, voice projection, diction, body language, intonation, etc. when they are speaking to a group of people. Show them sample presentations if possible.
4. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation form as reference.
5. A brief Q&A session may be held after each presentation.
6. Hold a class discussion on how to improve presentation skills and how to prepare for the SBA assessment.

**Three of the most popular assessment tasks for Part B amongst Hong Kong teachers and students include:**

### **School Life in 2157**

### **(Short Stories Elective Module)**

1. Ask students to read the article ‘The Fun They Had’. This article is about Margie, a girl from year 2157, who was fascinated by a book which talks about school life in 2009 where boys and girls could learn from real teachers rather than boring robot teachers.
2. Ask students to talk about what they like or dislike about their own school lives
3. Check students’ understanding of the article by asking students to do the worksheet which covers the following aspects:
  - a. How school life in the story (year 2157) is different from the present
  - b. Some good and bad things about the way students learn in the story (2157)
4. Ask students to discuss in a group: “What are your predictions about school life in 2157? Share your ideas with your group members.”
5. Provide students with 6 guiding questions such as “Do you think teachers will be replaced by robots?”, “Will children still need to go to school or will they be homeschooled?”, “Will students be using books or just e-books?”, “Will children have to do any homework?”, “Will they need to take tests or exams?”, “What school activities will students have?”
6. Scaffold the discussion for students through the use of a worksheet that lists a set of phrases such as “Well, I guess in 2157, schools will be...”, “Do you really think that will happen?” “Is it possible that...?”, “I agree/ disagree with ...”, “I think it is highly possible”, “It is unlikely that...”, “However...”, “Firstly ...” “Secondly ...”, “Thirdly...”, etc...
7. Students can review the video-recording of their own performance, then assess their own strengths and areas for improvement using the HKDSE self assessment forms. After discussion with their group members, each group participates in teacher feedback.

*Adapted from Pilot’s NSS English Language HKDSE Elective Module – Learning English Through Short Stories; Author: Diana Esser and Grace Chan; PCC 2009 Edition*

**The Best TV Commercial****(Popular Culture Elective Module)**

1. Show class three TV commercials advertising Coca Cola (Beautiful Coca Cola Commercial Full Version), Kentucky Fried Chicken (Kentucky Fried Chicken 1984), and McDonald's (New McDonald Fish Commercial 2009 Full Version).
2. In the lesson, ask students to use some adjectives to describe the commercials.
3. Teacher introduces some basic elements of TV commercials. For example: the plot (content/story), slogan, music/lyrics, and audio-visual effects (animations).
4. Divide the students into groups, and ask them to discuss the differences and similarities among the three TV commercials. Students have to select one TV commercial for the Best TV Commercial Award.
5. Ask students to write an announcement for the Best TV Commercial Award.
6. Teacher gives students the following information/instructions:

**Situation**

You are the spokesperson for the Best TV Commercial Awards Nomination Board. The board has just selected the Best TV Commercial. You have to report to the media about the final decision of the Board.

1. *Beautiful Coca Cola Commercial*
2. *Kentucky Fried Chicken 1984*
3. *New McDonald's Fish Commercial 2009*

**You may want to cover the following points:**

- brief content of the three final entries
  - the name of the winning commercial
  - what the commercial is about
  - the use of audio and visual effects
  - the use of slogans
  - the use of music
  - other special features that appeal to the viewers
  - why the commercial should gain the award
7. Students watch the videos of the presentations and complete the peer evaluation form.
  8. Teacher then can provide feedback to the students.

**A Suitable Candidate for the Post****(Workplace Communication Elective Module)**

1. Ask students to brainstorm a list of company posts e.g. salesman, secretary, accountant, human resources manager, etc...
2. Speculate on the sort of people most suited for the posts.
3. Ask students to listen to a forum on job opportunities, take notes and complete the listening tasks.
4. Ask students what sort of job they intend to take up when they graduate → to shortlist the four most popular careers for next learning task.
5. Ask students to read job advertisements about the three most popular careers among themselves by browsing various websites & newspapers, keeping copies of the advertisements in a file for later reference.

- e.g. <http://jump.mingpao.com/cfm/index.cfm>
  - [http://www.jobsdb.com/hong\\_kong/](http://www.jobsdb.com/hong_kong/)
  - <http://hongkong.recruit.net/>
  - e.g. Recruit, the Classifieds
6. Ask students to read job advertisements and decide on which job interests them most.
  7. Ask students to complete a worksheet on the job nature and qualities/qualifications needed for these jobs.
  8. Put students in groups of 4 to share the information they have collected on the assigned job from the three they have been working on.
  9. Put students in groups of 4 to choose the 2 most favourite jobs in their group and complete another worksheet.
  10. Ask each group to present the jobs including qualities/qualifications needed and job duties to the class and say why they like these two jobs.
  11. Teach students how to write application letters and resumés (with sample provided).
  12. Show the assessment criteria for group discussion to the class and discuss how to use them for self or peer assessment.
  13. Ask students to discuss which of the two jobs is most suitable for one assigned student in their groups → scaffold the discussion through the use of a worksheet listing a set of phrases such as “I think...”, “This is because...”, “I agree/disagree with ...”, “However,...”, “Firstly,...”, “Secondly, ...”, “Thirdly,...”, and so on.
  14. Form students into groups of four and give each student 2 application letters (samples) and ask them to read both of the application letters in 10 minutes and prepare for the following group interaction assessment task:

You are a member of the recruitment committee of ABC Secondary school which is looking for a teacher who can teach Liberal Studies, a new subject, in your school. Having short-listed two applicants who are interested in the post your school offers, you are now having a meeting with the other committee members to decide which applicant is more suitable for the vacancy. You need to consider:

- a. The needs of your school
- b. The applicants’ qualifications
- c. The applicants’ working experience
- d. The applicants’ strengths and weaknesses
- e. Any other relevant points

Before the meeting, you need to read their application letters and resumés. Decide which one is the best candidate for the job in your school.

(Teacher sits with one group and makes notes while students are speaking, other groups record themselves using audio-recorders)

15. Ask students to do self-assessment of their performance after the group interaction.
16. Teacher then gives feedback on the overall performance of the group that (s)he has sat with and gives advice on how to make improvements by making use of the assessment criteria.

### 3.6 Enhancing Student Involvement

Student involvement and responsibility for learning is a key element of school-based assessment. Student involvement can be enhanced in a number of ways, in particular through activities which develop students' skills in ongoing self-monitoring and reflection, and more structured self assessment and peer assessment.

Students should be encouraged to keep copies of the records of their own assessments and regularly review their progress to monitor and evaluate their own strengths and to identify areas for improvement. Students can keep their assessments on their own audiocassette or MP3 player, or on a CD-ROM, or even a DVD. They can also include any practice SBA work (including any practice or 'mock' SBA tasks they do outside class, for example with a group of friends). These personal speaking samples can be used for students to listen to / watch by themselves and undertake some self-evaluation. They can also be used with classmates, by taking turns to show / play their own oral language samples and inviting classmates to give comments on their performance in the key domains of pronunciation, delivery, communication strategies, vocabulary, language correctness and variety, and ideas and organisation.

For students, this is important because it is necessary to be familiar with what they are striving to accomplish in order to earn the highest score they can. A good way to achieve this familiarity is through peer assessment of the mock SBA activities, where students are given the opportunity to assess fellow students' performances on SBA-style tasks using the SBA criteria.

### 3.7 Ensuring Valid, Reliable and Fair Assessment

School-based assessment is inherently more valid and reliable than external assessment (see Section 1.1) because it aims to assess authentic oral language use in low-stress conditions with multiple assessment tasks. The SBA component is *not* and cannot be treated as an external exam in which texts and tasks are totally standardised and all contextual variables controlled; to attempt to do so would be to negate the very rationale for SBA.

To be effective, schools and teachers must be granted a certain degree of trust and autonomy in the design, implementation and specific timing of the assessment tasks.

However there are several key things the teachers (and schools) can do to enhance the *trustworthiness* of their assessments, including:

#### ***1. Ensure Students Understand How and When they will be Assessed***

***Two kinds of preparation are necessary for the SBA:***

- Preparation for the *task type* and *text type*  
i.e. the teaching and learning activities that help to improve the students' reading and speaking skills, specifically independent reading and viewing, active participation in group discussion, and effective skills for making a presentation to an audience.

The task types used in the SBA are not like the things students are asked to do for Paper 3, so they may be new to students, and need to be practised; the text types - complete books, even if simplified, and complete fiction and non-fiction films in English - are probably not ones most Hong Kong students have used before, and they need to be taught how to read longer texts and how to watch films critically.

Students should be given the opportunity to become comfortable with the demands of an individual presentation or an oral interaction. Teachers will find that this comfort level is necessary for students to produce high quality, authentic language that is not forced or memorised – as is often the case when students are not familiar with this type of activity. In order to establish this level of comfort for the actual SBA, all practice should mirror the assessment conditions (see Mandatory Assessment Conditions) as closely as possible.

The goal of these ‘mock SBAs’ should be to establish genuine interaction between the participants. The participants should be responding to and expanding upon the ideas of others, not simply waiting for their turn to make their next point. Teachers should make this clear through the advice they give students during preparation, as well as through the feedback they give afterwards. Also, the experience students gain from doing similarly structured activities based on different material is invaluable.

- Preparation for the **exact assessment task** for the purpose of reporting an SBA mark.

The assessment tasks in the HKDSE SBA are not meant to be a one-off exam, but should be designed to be embedded into a unit of work, so logically there has to be a reasonable amount of preparation time. Teachers should remember that the preparation time should be tailored to suit the individual task and the school, so there is no set fixed time. If teachers want students to use a PowerPoint or other multimedia resource to support their individual presentation, then they will need to give more time than if they only want them to use a note card. Teachers are asked to use their judgment - not to give so much time that students do nothing else but prepare, but not to give so little time that they cannot demonstrate their best. For example, maybe a group of students have read a particular book, but have not yet been told exactly which task they will have to do. Telling them the exact task can be delayed until a few days or even one day before the SBA takes place, depending on the complexity of the specific preparation the task will involve. Delaying the information about the exact assessment task prevents over-rehearsal and memorisation of speeches / scripts, both of which lead to lower SBA scores. Teachers should remember that the reason SBA was introduced was to provide an alternative assessment to the external oral exam, which has rigid and very limited preparation and presentation times, so teachers should not make their assessment task the same as the external oral exam!

## ***2. Ensure the Assessment Criteria and Process are Made Explicit and Transparent to Students (and Parents)***

Teachers should ensure students have read and understood the Assessment Criteria and have extensive experience using them 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 completely familiar with the criteria and the assessment process.

A good way to achieve familiarity with the assessment criteria is through mock SBA activities, where students are given the opportunity to assess fellow students’ performances on

SBA-style tasks using the SBA criteria. Students could also be asked to monitor their own oral English development and begin to assess it for themselves.

Schools should also make sure parents understand that the assessment criteria are a valuable source of feedback, not simply a score.

### ***3. Ensure Students have the Opportunity to Demonstrate their Best***

For students, it is necessary to be familiar with what they are striving to accomplish in order to earn the highest score they can - to show what they really **can** do. If students are involved in choosing their own texts and even their own assessment tasks, this will enhance confidence. This will be particularly important in the case of students who are very shy or lack self-esteem, or whose oral skills are very weak.

During the formal assessment task the teacher-assessor may interact individually with a student at any time by asking specific question(s) (see Appendix VI Framework of Guiding Questions) to:

- clarify and / or encourage the student to extend his / her ideas;
- help prompt and / or scaffold the student's oral interaction;
- probe the range and depth of the student's oral language skills; and
- authenticate the student's work (i.e. ensure it really is the student's own).

The questions 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' judgment of students' ability. That is, the guiding questions are not designed to be a set of standardised questions with the same questions asked of all students.

The teacher-assessor also 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 judgments. Such contextual information needs to be clearly recorded and communicated to the students and fellow teacher-assessors.

### ***4. Ensure the Scoring is Balanced and Fair***

It is important that teacher-assessors **remember that they are assessing students' oral language, not their reading ability or the complexity of the text or topic they have chosen**. When assessing, it is important that teacher-assessors look at the full range of levels and all four domains when assessing individual students. Level 6 is often under-used as teachers expect a perfect performance. Similarly, it is easy for teachers to develop scoring biases, for example, giving much more emphasis to accuracy than fluency, or rewarding the number of points made in a presentation more than the overall quality of the ideas.

When undertaking the 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 judgment. It is not necessary to stop students mid-sentence or give every student exactly the 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

judgment in setting reasonable time limits, but at the same time create a very supportive and low-stress environment. Buzzers should not be used.

Teachers should record their judgment of a student's oral language level in each of the four main domains directly onto the student's Assessment Record. They should then convert their judgments 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 mandatory conditions.

### ***5. Ensure the Standardisation Process is Collaborative and Interactive***

The assessment tasks are designed as formal activities in the teaching programme at which the teacher can stand back and reflect on their implicit or explicit assumptions about students' capacities, compare those assumptions with careful analysis of examples of students' real performance, and then subject their judgments to explicit scrutiny or confirmation by others. In other words, the SBA component does *not* assume that the class teacher is totally objective and / or has no preconceived ideas or assumptions about a student's level. On the contrary, it provides a forum in which teachers are open to discuss with each other.

This process starts with teachers in each school sharing ideas about all aspects of the assessment process, including

- discussing ideas for new tasks and ways to adapt / modify tasks for their own context
- talking about problems and finding ways to solve them
- watching / listening to recordings of students in each other's classes doing presentations and holding group discussions
- helping each other review students' scores
- discussing problematic cases and areas of concern
- evaluating how each teacher gives feedback to students

All of these professional activities help teachers improve their teaching and prepare for carrying out SBA events within their class(es).

At the end of S4 and S5, each group of teachers working at the same form level should formally meet together with a sample of recordings of students from every class carrying out SBA tasks. Although it is only a 3-hour meeting, this interaction develops trustworthiness by providing teachers with the opportunity to

- share judgments and understanding of the requirements of each level in the assessment criteria (i.e. what it **means** to achieve a level 2 in Pronunciation, level 4 in Communication Strategies, etc).
- identify any areas where they may not be evaluating the tasks or performances in quite the same way
- talk through issues collegially until they can resolve any misunderstandings
- apply their revised understanding to more sample recordings of students doing SBA tasks
- confirm that they all have a similar perception of what (for example) 'some errors of sound clusters' or 'appropriate but simple and formulaic turn-taking strategies' or 'can present some relevant ideas sequentially with some links' **looks like** when their own students are doing it.

It is **not** necessary to have complete consensus; that is not all teachers need to agree to give identical marks; some variation within the range is to be expected. Trustworthiness comes the points mentioned above than from absolute agreement.

The more School-based Assessment becomes part of the climate of the school, the less teachers need to be talking through what a 3 means or what a 5 means, etc. because they will gradually internalise and share very similar standards. This within-the-school understanding and consensus-building grows over time as the principles and standards of this assessment become familiar to everyone, and as all teachers learn to trust themselves and their colleagues to conduct the system carefully and honestly. This is not intended as ‘another meeting’ which intrudes into teachers’ time: it is fundamental to the larger-scale trustworthiness of the SBA; and it is a rich form of professional development from which many teachers gain tremendous personal benefit.

After the within-school standardization held in the end of S5 and S6, the SBA coordinator will then need to take samples of video / audio-recordings and Assessment Records to an inter-school sharing session, chaired by a district coordinator. The purpose of this session is for professional sharing of different schools’ assessment processes and student samples in order to help teachers in very different schools better interpret the standards. The standardisation process used at the school level can be repeated with SBA coordinators from a number of schools. These meetings are also an opportunity to share ideas for new tasks, raise problems and find out if anyone else has encountered them and how they have solved them.

Scores need not be changed as a result of these inter-school meetings, but SBA 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 other schools as a whole, the school team may consider reviewing their scores.

#### ***6. Ensure that Sufficient Records are Kept for Accountability Purposes***

In SBA a range of student samples of oral language are collected and subjected to systematic and critical scrutiny in order to verify the individual teacher’s judgments of individual students’ standards. Although it is not necessary to keep video or audio-records of **every** assessment of **every** student, schools will need to retain as much relevant evidence of a student’s progress and performance as possible to address any formal complaints and queries.

Three kinds of records of the assessment process are to be kept in the school:

- the **Assessment Records** (a brief written assessment sheet for each student for each assessment activity);
- the **Class Records** (a cumulative class record of all marks to be reported and a statement of compliance with SBA assessment conditions signed by the English teacher, the school SBA coordinator and the Principal); and
- audio or video recordings of a range of sample oral assessments.

### 3.8 Providing Quality Feedback

Quality feedback from the teacher is also a very important part of SBA. Teachers can use the assessment activities not only to make judgments 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 ongoing and continuous throughout the three years of the HKDSE.**

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.

### 3.9 Evaluating the Process

It is also important that teachers meet regularly to evaluate their plans and achievements in SBA, and to make adjustments if necessary. Each SBA coordinator could take responsibility for storing a collection of SBA sample recordings from every assessment round; keeping these for 4-5 years and looking at or listening to some older ones each year helps teachers to see they are making progress in improving the general standard of spoken English in their school. Teachers should also monitor and evaluate the effect, or *washback*, of the SBA on their teaching and on student learning more generally, so that they can make adjustments and improvements as SBA is implemented.

**Table 3: The SBA Task Evaluation Checklist**

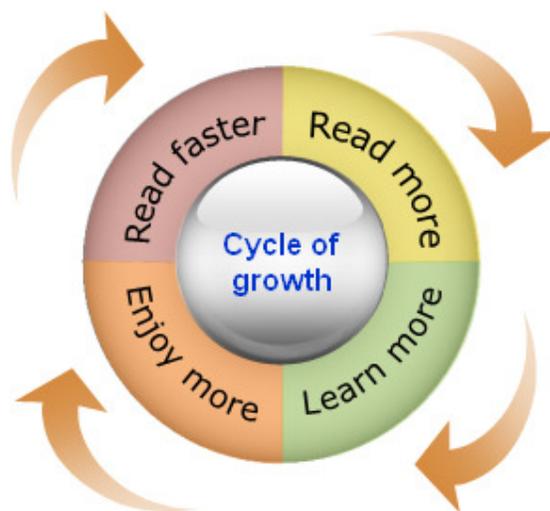
<b>1</b>	Is the task likely to produce the kind of oral language that is being assessed (and valued) as part of the HKDSE SBA (i.e., not highly rehearsed or formulaic speech)?	
<b>2</b>	Is the task a worthwhile use of instructional time? - Does the assessment align with and feed into learning and teaching (i.e., it is not an add-on to the curriculum done outside the normal school program)?	
<b>3</b>	Is the task clearly defined? - Are the instructions to the task clear (i.e., not confusing)? - Have the assessment criteria and process been made explicit to students and parents (i.e., not kept secret)?  '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.' (HKEAA, 2006, p. 32)	
<b>4</b>	Does the task engage and motivate students to perform to the best of their ability (i.e., not de-motivate or bore them)?	
<b>5</b>	Does the task produce meaningful and authentic language use through genuine communication (i.e., not just rote memorization)?	
<b>6</b>	Is the task one of many methods and modes used to assess students' learning to provide range and balance in assessment (i.e., it is not the same old task they have done lots of times before)?	
<b>7</b>	Is there appropriate scaffolding and support to ensure all students can demonstrate their best ("bias for the best", Swain, 1997) (i.e., the task is not too open or vague)?	
<b>8</b>	Is the task sufficiently flexible to allow different responses by different students (i.e., it is not too prescriptive and rigid)?	
<b>9</b>	Is the task accessible for all students, irrespective of gender, racial, cultural, religious and socio-economic background (i.e., it is not biased)?	
<b>10</b>	Is the task practical and manageable (i.e., it is not too time consuming or difficult to assess)?	

## 4 Extensive Reading Programme

### 4.1 Definition and Rationale for Extensive Reading

For the purposes of this document *extensive reading* means reading or viewing a large number of print and non-print texts (fiction and non-fiction) with a wide range of topics and formats at the students' level of reading and interest. In the SBA (Part A), students must read / view at least 4 texts for assessment purposes; however, it is the aim of the SBA programme to encourage much more extensive reading than that. Please refer to the HKEAA's lists of recommended texts for the school-based assessment component for suitable reading / viewing materials for students.

The purposes of such reading and / or viewing are usually to seek pleasure, information, and general understanding. As such, extensive reading / viewing can provide exposure to extensive comprehensible language, which is highly beneficial for language acquisition. It also helps enhance good reading / viewing habits and motivation for reading. The rationale for establishing an Extensive Reading Scheme can be summarised in Nuttall's (1996) Cycle of growth:



For example:

- The more they read, the more they learn.
- The more they learn, the more they enjoy reading.
- The more they enjoy reading, the faster they read.
- The faster they read, the more they read.

The key to the success of this progress is enjoyment, resulting from the provision of interesting texts at the right level so students can read or view them easily without much help from teachers or from dictionaries. The focus of the reading should be reading to learn rather than learning to read.

## **Benefits of ERS**

A well-organised extensive reading and viewing scheme can provide the following benefits:

- Improvement of reading and listening comprehension and word recognition ability through revisiting vocabulary and structures in different books and contexts as well as getting extensive exposure to language not usually encountered in textbooks
- Improvement of writing ability and other skills, as extensive reading offers the potential for reinforcing, recycling, and recombining language learned in the classroom so new language input can be retained and made available for spoken and written production
- Enhancement of good reading habits and motivation for reading as students learn to read by reading and viewing texts in their areas of interest at the right level

## **4.2 Guidelines and Suggestions**

### **1. Finding and Choosing Suitable Reading Materials for Extensive Reading**

- Find out about students' interests through a simple survey or questionnaire so that relevant materials can be purchased and suggested for students. Books made into a movie (e.g. *Harry Potter – film series*) or books developed out of a movie (e.g. *Home Alone*) are generally well received by Hong Kong teenagers.
- Work with the school librarians to come up with a list of book recommendations with the indication of relative levels of difficulty based on texts already available in the school library or texts that are easily accessible from the public library. Easy access to such texts can encourage more reading.
- If funding is available, purchase copies of books and movies and / or take students out to bookstores so that they can select and recommend books for purchasing.
- A wide range of reading materials should be easily accessible to students (refer to the HKEAA's lists of recommended texts for the school-based assessment component for assistance in selecting books / films needed). Other reading can also be from newspapers, magazines, CD-ROMs, websites, etc.
- Get support from parents. Many of them might be willing to donate used DVDs (as non-print texts) which are suitable for the SBA. Encourage older students, family members and friends to donate books they have read and enjoyed to the S4-S6 classes.

When selecting films or documentaries, something should be chosen which is relevant to students' life experiences and interests. Consider the appropriateness of content, density, pace, level and clarity of language: films that contain a very heavy dose of dialect or regional accents (e.g. some Hollywood movies), or old English (e.g. Shakespeare remains difficult even with some adaptations) might hinder students' comprehension (Sherman, 2003). Films with conventional story lines such as: children's film dramas (e.g. *Finding Nemo*, *Shrek*); epics (e.g. *Bend It Like Beckham*, *Spiderman*) and science-fiction drama (e.g. *I, Robot*, *The Day the Earth Stood Still*) are more attractive to young people.

## **2. Setting Clear Goals for the Programme**

- For the school-based assessment (Part A), students are required to read / view four texts over the course of three years, one each from four of the following categories – print fiction, print non-fiction, non-print fiction, and non-print non-fiction. However, in order to get the full benefit of extensive reading, students should be encouraged to read / view as much as possible.
- Asking students to read extensively or read more than they have probably ever done before may seem impossible for them at first. However, you can reassure them that the requirements you have set are indeed achievable by setting clear reading targets with them so that they know how much they are expected to read. The key is to keep students reading continuously and consistently, even if the texts they read or view are simple at first; even an hour of such activity reading per week is better than no reading at all.
- Since one of the main goals of extensive reading / viewing is reading / viewing for pleasure, students should focus on the overall meaning of what is being read / viewed without getting sidetracked by unfamiliar language or ideas. They should not feel that they have to read difficult texts in order to improve their reading comprehension. They should not feel they must use a dictionary or make vocabulary lists as part of their reading.

## **3. Motivating Students to Read**

- Let students choose topics and texts they like and try to get them hooked onto a series.
- Introduce stories and recommend good books / films in class. You may also invite students to share / recommend books / films with others.
- Read / view one text as a whole class to model / teach strategies to help students select, reflect upon and respond to appropriate texts.

- Encourage students to read for general understanding. Do not concentrate too much on individual words as the word-by-word approach can hinder comprehension and interest in reading.
- Allow students to read at different levels at different times - some material that is well within their comfort zone, and some that is slightly beyond it. It is better for students to enjoy what they read than to be bored or uninterested.
- Encourage students to watch a movie on a certain topic and also read books related to the topic.
- Create and encourage a reading culture in school and reward the best readers at the end of the school year.
- Organise a book display or a book corner for good books or students' extensive reading-related work, e.g. book cover designs, posters, etc.
- Make the follow-up reading activity simple, manageable and interesting. Filling out simple reading-logs is preferable to writing long book reports. For more ideas on extensive reading activities, please refer to Bamford & Day, 2004 or visit the SBA consultants' website: <http://web.hku.hk/~sbapro/resources5.html>.
- Organise activities which promote reading, e.g. story-telling competitions, drama competitions, book exhibitions, best readers of the class, inter-class / form reading marathon to see which class / form can read the largest number of books ,etc.
- Be a good role model yourself and share with students what you have been reading.

**Example: Teaching / learning activities using a class reader for Part A (The Reading and Viewing Programme)**

St Louis, a boys-only EMI school, used *Animal Farm* as a class reader to get students interested in reading and practising various oral activities. Students were first asked to read the book at home and jot down their responses in a reading log. They were then given opportunities to speak in front of the class on a simple and familiar topic in order to develop their confidence and provide opportunities for formative assessment.

Please refer to the site below for a document on suggested activities for using films and documentaries by the Education Bureau at:

<http://www.edb.gov.hk/index.aspx?nodeID=2773&langno=1>.

- Encourage parents to ask about their children's reading progress, to help them choose texts, and even, if possible, to read or watch films with their children and discuss what they have read – in any language!

#### 4. Monitoring and Evaluating Students' Progress

*Students can keep a simple reading log; see the examples below:*

##### Example 1: Reading Record 1

Student's Name: _____ Class: _____						
No.	Title	Author	Publisher	No. of pages	Date & (time spent reading)	Brief comments
1						
2						
3						
↓						

##### Example 2: Reading Record 2

Book Report		
Student's name: _____	Class: _____	Date: _____
Title of book: _____	No. of pages: _____	
Author: _____	Publisher: _____	
This book is (circle one): easy for me just right too difficult for me		
1.	Summarise the book in 1-2 sentences. What is it about? What happens?	
	_____	
	_____	
2.	Respond to the book in 3-4 sentences. (For example, Do you enjoy reading the book? What experiences or memories did it remind you of? What comments do you have?)	
	_____	
	_____	
	_____	

##### Example 3

- Feedback and comments can be given in terms of the reading targets (for example, a book a week if the books are short and simple, or 30-45 mins / day / week; certain pages / day / week, etc.);
- Teacher-student conferences can be held to discuss students' progress;
- A simple pre- and post-reading test / cloze test can be administered at the beginning of the school year and at the end of the school year. Comparing students' pre- and post-test scores will help teachers to see whether the students have progressed in

their reading. Ideas for making cloze tests can be found in Manson & Pendergast, 1993; and

- A more comprehensive and systematic way to monitor and evaluate students' progress can be found in an exemplar called Adaptations of the Hong Kong Extensive Reading Scheme from the World Wide Web at:  
<http://good-practices.emb.hkedcity.net/exemplar3/index.html>.

### **Important points to remember**

- The SBA is based on a student's oral performance. The reading / viewing and writing are only the means to an end.
- The reading logs / reading journals need not be marked for SBA.
- Teachers should collect the journals and refer to their students' comments on, and reactions to, the texts when conducting individual assessments so that they can ask questions that are relevant to their students' reading / viewing experiences.
- Students can make use of their reading log to prepare notes for individual presentation / group interaction with peers.

Failing to read / view will inevitably lead to poor speaking performances, particularly in the domains of Vocabulary & Language Patterns, and Ideas & Organisation.

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### **4.3 Additional Resources**

For more ideas and resources on extensive reading, please visit the following websites:

#### **Resources for extensive reading**

<http://web.hku.hk/~sbapro/website.html>

Contains links to various useful websites, online journals, relevant articles, workshop handouts and teaching ideas on extensive reading.

#### **Exemplars of good practices in the teaching and learning of English**

<http://good-practices.edb.hkedcity.net/>

*Exemplar 1:* This exemplar features a whole-school approach to promoting reading.

*Exemplar 2:* This exemplar focuses on how to incorporate a writing component (a penbook scheme) which motivates students to borrow more books and to read for pleasure using the school library facilities into an ERS programme.

*Exemplar 3:* This describes how a CMI school has made ingenious adaptations to the Hong Kong ERS so that it can be implemented with good results.

## 5 Case Studies: Sample Teaching, Learning and Assessment Sequences

### 5.1 Buddhist Mau Fung Memorial College

The Buddhist Mau Fung Memorial College is an aided co-educational school in the Tin Shui Wai district. During 2008-2009, Miss Chiu and Miss Lai designed a series of activities and assessments based on the social issues elective as a trial for the new HKDSE English assessments.

Before the actual assessment task, the teachers gave students a number of reading passages and information on a range of topics such as swine flu, domestic violence, and genetic engineering. The teachers also helped students prepare for their assessment task by teaching them to use the 'six thinking hats'. In the actual assessment, the teachers gave the students a discussion topic which was related to those mentioned during class. After the discussion, teachers also had a feedback session with the students. Teachers felt that students were more eager to evaluate how they performed themselves when they saw the connection between the assessment task and their learning. As a result, students were also more willing to take teachers' advice.

### 5.2 HKTA The Yuen Yuen Institute No. 1 Secondary School

HKTA The Yuen Yuen Institute No. 1 Secondary School is an aided co-educational CMI school located in Kwai Chung. The English teacher, Miss Yeo Shua-hoon, designed an assessment task called *Book Promotion*, in which the students had to discuss why a particular book should be promoted for use in the lower forms. In preparation for the task, as part of the students' extensive reading programme, Miss Yeo formed her students into groups and let them choose their own story books from a set of simplified readers called *Seriously Silly Stories* written by Laurence Anholt and published by Orchard Books, which she thought suited her students' interests and level. Then each student was given a log book to record the things they had learnt from their reading. All students were taught three main types of skills, namely, thinking skills based on 'six thinking hats', dictionary skills and pronunciation skills. Students were then asked to read the book on their own, write a short book report and prepare for their presentations and interactions. Peer assessments were also undertaken for the individual presentations.

### 5.3 Hoi Ping Chamber of Commerce Secondary School

Hoi Ping Chamber of Commerce Secondary School is an aided co-educational EMI school located in Ho Man Tin. The two teachers, Miss Wan and Mr Walker, worked together to plan an SBA assessment for a group of students with above average abilities. The task used for the assessment was adapted from a sample assessment task called *New Neighbours* in which students were asked to describe an imaginary day where they spent time with a character from a book they had read or film they had seen. This particular task was chosen because both Miss Wan and Mr Walker felt that the students would be able to use their imagination to work on the task, and the task itself was fairly interesting and suitable for their level.

Before the assessment, a number of preparatory activities were undertaken. Students were first asked to imagine the Discipline Master had moved in next door to them. They had to describe an imaginary day they spent with him. This warm-up activity was considered by the

teachers to be critical in arousing students' interest in the task and setting the scene for the actual assessment. Following this introductory activity, a number of oral presentation skills were taught, and the students were given the opportunity to undertake practice presentations, so they could better prepare for the actual assessment. They were also given feedback on their practice assessment to help them improve their skills. They were then asked to choose a character from another book and transfer the skills they had learnt in the classroom to the actual assessment activity.

#### **5.4 Shun Tak Fraternal Association Yung Yau College**

Shun Tak Fraternal Association Yung Yau College is an aided CMI school in the Tin Shui Wai district. The teacher, Mrs Lee, developed a series of activities and assessments in the sports communication elective for a group of students as a trial for the HKDSE English SBA.

Before the actual assessment, Mrs Lee asked students to choose a sport they liked, and gave presentations in a group to introduce the sport. Mrs Lee also showed students a film about sports and exercise in Hong Kong, and engaged students in group discussions about the film. Then, the students were asked to interview one of their teachers about their favorite sport. After collecting the information from teachers, students had to do an individual presentation to talk about what they had found out about their teachers' favorite sport. Students then had to do a group interaction, discussing what activities they should choose for the school's coming Exercise Week.

Students liked the topic of sports as they felt there were fewer restrictions compared to talking about movies or books. Mrs Lee also found students talked more freely when discussing a sports topic.

#### **5.5 SKH Tsang Shiu Tim Secondary School**

SKH Tsang Shiu Tim Secondary School is an aided co-educational school in Shatin. In 2008-2009, Mrs Anne Tam designed an SBA task based on the popular culture elective as a trial for the new HKDSE English assessments.

The school had provided a variety of activities for students to develop their oral language skills, since they were in lower forms. In the trial assessment, Mrs Tam gave students some input regarding advertising. Students were then put into groups with different levels of language proficiency in the same group. Each group had to decide on the main criteria and respective percentages for the award of "Best Advertisement of the Year on TV in Hong Kong". Students were encouraged to cite real TV ads as examples in their discussion.

#### **5.6 St Louis School**

St Louis School is an aided EMI school located in the Central-Western district on Hong Kong Island. The English teachers, Mr Ho and Mr Lam, planned some SBA activities and tasks based on the elective Workplace Communication, and used it as a trial for the HKDSE English SBA.

The activities and task developed related to the production of a new mobile phone. Before the assessment, students were given a few writing tasks, such as comparing different mobile phones. They were then asked to design a questionnaire to collect other students' opinions about mobile phones. Using the questionnaire, students had to interview some friends to find

out what types of mobile phones students would like, and what functions they found important. Based on the results they collected, they had to give a presentation on their idea for a new phone to develop, and convince others to accept their design. In a group interaction, they were also asked to discuss with a few students what features this new phone should include. They had to decide what features and kinds of phones would appeal to a certain target group.

### **5.7 St Teresa Secondary School**

St Teresa Secondary School is a CMI girls' school located in Ho Man Tin. The three English teachers, Miss Janus Chan, Miss Joan Chan and Miss Mary Thorp (a NET), wanted to improve their students' extensive reading and oral presentations. They planned, implemented and evaluated in the pre-assessment activities and the assessment tasks collaboratively in order to cater for the needs and interests of three different classes, students were allowed to choose their own assessment tasks from a number of assessment activities. They could also choose to do their presentations in pairs or individually.

A range of warm-up activities were conducted and some specific oral presentation skills were taught. Two of the classes also conducted self-assessment and / or peer-assessment of a practice presentation where students had the opportunities to video-tape and evaluate their own presentations and those of their friends prior to the assessment. Evaluation forms were provided to students for reference.

### **5.8 Wong Shiu Chi Secondary School**

Wong Shiu Chi Secondary School is an aided co-educational school located in Tai Po. As a trial for the HKDSE English SBA, Miss Wong designed some activities and assessments related to the *Drama* elective for her class.

Prior to the assessment, Miss Wong provided some materials and taught students the basics of performing and appreciating drama. Students were then asked, as an individual presentation assessment task, to give a speech to encourage other students to watch a drama performance in the school. After their presentation, Miss Wong showed students two plays. Students were then asked to act as judges of a drama competition, and discuss which play should be chosen as the winner of the competition.

After the assessment tasks were completed, students had to do self- and peer-assessments, while Ms Wong also gave individual feedback to the students.

## Appendices

### Appendix I: Useful Reading and Web Resources on Assessment

#### General Resource Material for School-based Assessment

- Blythe, T., Allen, D. & Powell, B. (1999). *Looking together at student work: A companion guide to assessing student learning*. New York: Teachers College Press.
- Brown, H.D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson/ Longman.
- Carless, D., Joughin, G. & Liu, N. F. (2007). *How assessment supports learning: Learning-oriented assessment in action*. Hong Kong: Hong Kong University Press.
- Curriculum Development Institute (2005). *Task-based assessment for English language learning at secondary level*. Hong Kong: Curriculum Development Institute. Free download, retrieved September 7, 2009, from the World Wide Web: [http://cd1.edb.hkedcity.net/cd/eng/TBA\\_Eng\\_Sec/index.html](http://cd1.edb.hkedcity.net/cd/eng/TBA_Eng_Sec/index.html)
- Earl, L. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA.: Corwin Press.
- Freeman, R & Lewis, R. (1998). *Planning and implementing assessment*. London: Kogan Page.
- McKay, P. (2005). *Assessing young language learners*. Cambridge: Cambridge University Press.
- O'Malley, J. M. & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Addison-Wesley.
- SBA Consultancy Team. (2008). *Aligning assessment with curriculum reform in junior secondary English language teaching*. Hong Kong: Quality Education Fund
- Stiggins, R. (2001). *Student-involved classroom assessment*. Upper Saddle River, NJ: Merrill Prentice Hall.

#### Relevant Research and Background Reading

- Assessment Reform Group. (1999). *Assessment for learning: Beyond the black box*. Free download, retrieved September 7, 2009, from the World Wide Web: [http://www.qcda.gov.uk/libraryAssets/media/beyond\\_black\\_box2.pdf](http://www.qcda.gov.uk/libraryAssets/media/beyond_black_box2.pdf)
- Assessment Reform Group. (2002). *Assessment for learning: 10 principles*. Free download, retrieved September 7, 2009, from the World Wide Web: [http://www.qca.org.uk/libraryAssets/media/4031\\_afl\\_principles.pdf](http://www.qca.org.uk/libraryAssets/media/4031_afl_principles.pdf)

- Assessment Reform Group. (2002). *Testing, motivation and learning*. Free download, retrieved September 7, 2009, from the World Wide Web: <http://www.assessment-reform-group.org/TML%20BOOKLET%20complete.pdf>
- Black, P. & William, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.
- Black, P. & Wiliam, D. (1999). *Inside the Black Box*. London: NFER Nelson. (A complete version was published as a special edition of *Assessment in Education*, 5(1), 1998).
- Black, P. & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead: Open University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2004). *Working Inside the Black Box: Assessment for learning in the classroom*. London: NFER Nelson.
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead: Open University Press.
- Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39-54.
- Curriculum Development Institute (2002). *Basic education curriculum guide - Building on strength chpt 5. School policy on assessment - Changing assessment practices*. Hong Kong: Curriculum Development Institute. Free download, retrieved December 2, 2009, from the World Wide Web: [http://cd1.edb.hkedcity.net/cd/basic\\_guide/BEGuideeng0821/chapter05.html](http://cd1.edb.hkedcity.net/cd/basic_guide/BEGuideeng0821/chapter05.html)
- Davison, C (2007). Views from the chalkface: English Language School-based assessment in Hong Kong. *Language Assessment Quarterly*, 4(1), 37-68.
- Davison, C. and Hamp-Lyons, L. (2009). The Hong Kong Certificate of Education: School-based assessment reform in Hong Kong English language education. Ch. 18. In L-Y Cheng and A. Curtis (Eds.), *English language assessment and the Chinese learner*. New York: Routledge.
- Gan, Z. (2008). Examining negotiation in peer group oral assessment: What are the implications? *Australian Review of Applied Linguistics*, 31(1), 1-20.
- Gan, Z., Davison, C., & Hamp-Lyons, L. (2009). Topic negotiation in peer group oral assessment situations: A conversation analytic approach. *Applied Linguistics*, 30(3), 315-334.
- Hamp-Lyons, L. (2007). The impact of testing practices on teaching: Ideologies and alternatives. In Cummins, J. & Davison, C. (Eds.), *The International Handbook of English language teaching* (Vol. 1, pp. 487-504). Norwell, MA: Springer.
- OECD. (2005). *Formative assessment: Improving learning in secondary classrooms*. Paris: OECD.

- Rea-Dickins, P. (2008). Classroom-based language assessment. In E. Shohamy & N. H. Hornberger (Eds.), *Encyclopedia of language and education: Language testing and assessment* (2nd ed., Vol. 7, pp. 257-271). New York: Springer Science+Business Media LLC.
- Roos, B., & Hamilton, D. (2005). Formative assessment: A cybernetic viewpoint. *Assessment in Education*, 12(1), 7-20.
- Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144.
- Torrance, H. (1993). Formative assessment: Some theoretical problems and empirical questions. *Cambridge Journal of Education*, 23(3), 333-343.
- Wiliam, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment* (pp. 165-181). Westport, CT: Ablex Publishing.

## **Appendix II: Sample Assessment Tasks, Assessment Criteria, Assessment Record**

Please refer to the sample assessment tasks (both Part A and Part B) by HKEAA,  
[http://www.hkeaa.edu.hk/en/sba/sba\\_hkdse\\_core/subject.html?27&2](http://www.hkeaa.edu.hk/en/sba/sba_hkdse_core/subject.html?27&2)

## HKDSE 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 without artificial aids.</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, while using suitable intonation to enhance communication.</p>	<p><b>Can</b> use appropriate body language to display and encourage interest.</p> <p><b>Can</b> use a full range of turn-taking strategies to initiate and maintain appropriate interaction, and can draw others into the interaction (e.g. by summarising for weaker students' benefit, or by redirecting a conversation to a quiet student)</p> <p><b>Can</b> interact without the use of narrowly-formulaic expressions.</p>	<p><b>Can</b> use a wide range of accurate and appropriate vocabulary.</p> <p><b>Can</b> use varied, appropriate, and highly accurate language patterns; minor slips do not impede communication.</p> <p><b>Can</b> self-correct effectively.</p> <p><b>May occasionally glance at notes but is clearly not dependent on them.</b></p>	<p><b>Can</b> express a wide range of relevant information and ideas without any signs of difficulty and without the use of notes.</p> <p><b>Can</b> consistently respond effectively to others, sustaining and extending a conversational exchange.</p> <p><b>Can</b> use the full range of questioning and response levels (see Framework of Guiding Questions) to engage with peers.</p>
5	<p><b>Can</b> project the voice appropriately for the context without artificial aids.</p> <p><b>Can</b> pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p><b>Can</b> speak fluently using intonation to enhance communication, with only occasional hesitation, giving an overall sense of natural non-native language.</p>	<p><b>Can</b> use appropriate body language to display and encourage interest.</p> <p><b>Can</b> use a good range of turn-taking strategies to initiate and maintain appropriate interaction and can help draw others into the interaction (e.g. by encouraging contributions, asking for opinions, or by responding to group members' questions).</p> <p><b>Can</b> mostly interact without the use of narrowly-formulaic expressions.</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>May occasionally refer to a note card.</b></p>	<p><b>Can</b> express relevant information and ideas clearly and fluently, perhaps with occasional, unobtrusive, reference to a notecard.</p> <p><b>Can</b> respond appropriately to others to sustain and extend a conversational exchange.</p> <p><b>Can</b> use a good variety of questioning and response levels (see Framework of Guiding Questions).</p>
4	<p><b>Can</b> project the voice mostly satisfactorily without artificial aids.</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 consonants).</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 some features of appropriate body language to display and encourage interest.</p> <p><b>Can</b> use a range of appropriate turn-taking strategies to participate in interaction (e.g. by making suggestions in a group discussion), and can sometimes help draw others in (e.g., by asking for their views).</p> <p><b>Can</b> interact using a mixture of mainly natural language and formulaic expressions.</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>May refer to a note card but is not dependent on notes.</b></p>	<p><b>Can</b> present relevant literal ideas clearly in a well-organised structure, perhaps with occasional reference to a notecard.</p> <p><b>Can</b> often respond appropriately to others; can sustain and may extend some conversational exchanges</p> <p><b>However: Can do these things less well when attempting to respond to interpretive or critical questions, or when trying to interpret information and present elaborated ideas.</b></p>
3	<p><b>Volume</b> may be a problem without artificial aids</p> <p><b>Can</b> pronounce all simple sounds clearly but some errors with 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 display interest in the interaction.</p> <p><b>Can</b> use appropriate but simple turn-taking strategies to participate in, and occasionally initiate, interaction (e.g. by requesting repetition and clarification, or by offering agreement).</p> <p><b>Can</b> use mainly formulaic expressions as communication strategies.</p>	<p><b>Can</b> use simple vocabulary and language patterns appropriately, and with errors that only occasionally impede communication.</p> <p><b>Can</b> sometimes self-correct simple errors.</p> <p>May suggest a level of proficiency above 3 <b>but has provided too limited a sample, OR</b></p> <p><b>Cannot</b> be scored accurately because of <b>dependence on notes.</b></p>	<p><b>Can</b> present some relevant ideas sequentially with some links among own ideas and with those presented by others.</p> <p><b>Can</b> respond to some simple questions and may be able to expand these responses when addressed directly.</p>
2	<p><b>Volume</b> may be a problem without artificial aids.</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 appropriate body language when especially interested in the group discussion or when prompted to respond by a group member.</p> <p><b>Can</b> use simple but heavily formulaic 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>Provides a limited language sample, OR</p> <p><b>A sample wholly spoken from notes.</b></p>	<p><b>Can</b> express some simple relevant information and ideas, sometimes successfully, and may expand some responses briefly.</p> <p><b>Can</b> make some contribution to a conversation when prompted.</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 restricted features of body language when required to respond to peers.</p> <p><b>Can</b> use only simple and narrowly-restricted formulaic expressions, and only 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>The language sample is too limited for a full assessment of proficiency.</p>	<p><b>Can</b> occasionally produce brief information and ideas relevant to the topic.</p> <p><b>Can</b> make some brief responses or statements made when prompted.</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>

## HKDSE 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 without artificial aids.</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, while using suitable 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 if this is required by the task.</p>	<p><b>Can</b> use a wide range of accurate and appropriate vocabulary.</p> <p><b>Can</b> use varied, appropriate, 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.</p> <p><b>Can</b> self-correct effectively.</p> <p><b>Can</b> present without use of notes, but may glance at a note card occasionally.</p>	<p><b>Can</b> convey relevant information and ideas clearly and fluently without referring to 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> <p><b>Can</b> be followed easily and with interest.</p> <p><b>Can</b> reformulate a point if the audience is unclear.</p>
5	<p><b>Can</b> project the voice appropriately for the context without artificial aids.</p> <p><b>Can</b> pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p><b>Can</b> speak fluently using intonation to enhance communication, with only occasional hesitation, 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>May occasionally refer to a note card.</b></p>	<p><b>Can</b> convey relevant information and ideas clearly and well, perhaps with occasional, unobtrusive, reference to a note card.</p> <p><b>Can</b> elaborate on some appropriate aspects of the topic, and can link main points with support and development.</p> <p><b>Can</b> be followed easily.</p> <p><b>Can</b> explain a point if the audience is unclear.</p>
4	<p><b>Can</b> project the voice mostly satisfactorily without artificial aids.</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 consonants).</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 if these are required by and directly related to the task</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.</p> <p><b>Can</b> self-correct when concentrating carefully, or when asked to do so.</p> <p><b>May refer to a note card but is not dependent on notes.</b></p>	<p><b>Can</b> present relevant literal ideas clearly in a well-organised structure, perhaps with occasional reference to a note card.</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> <p><b>Can</b> be followed without much effort.</p>
3	<p><b>Volume</b> may be a problem without artificial aids.</p> <p><b>Can</b> pronounce all simple sounds clearly but some errors with 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 relevant, cognitively simple, well-formulated questions required by the task.</p>	<p><b>Can</b> use simple vocabulary and language patterns appropriately, and with errors that only occasionally impede communication, but reliance on memorised materials or written notes makes language and vocabulary use seem more like written text spoken aloud.</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>May suggest a level of proficiency above 3, but cannot be scored accurately because of dependence on notes.</b></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> <p><b>May appear dependent on notes.</b></p>
2	<p><b>Volume</b> may be a problem without artificial aids.</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 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 and language patterns drawn from a limited and very familiar range.</p> <p><b>Can</b> read notes aloud but with difficulty.</p> <p><b>Can</b> identify some errors but may be unable to self-correct.</p> <p>Provides a limited language sample, OR</p> <p><b>A sample wholly spoken from notes.</b></p>	<p><b>Can</b> make an attempt to express simple relevant information and ideas, sometimes successfully, and <b>Can</b> attempt to expand on one or two points.</p> <p><b>Can</b> link the key information sequentially.</p> <p><b>May be dependent on notes.</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>Body language may be intermittently present, but communication strategies appropriate to delivering a presentation are absent. 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>Insufficient sample to assess vocabulary and language patterns.</p>	<p><b>Can</b> express a main point or make a brief statement when prompted, in a way that is partially understandable.</p> <p><b>The presentation is wholly dependent on notes or a written text.</b></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 recognizable words or sequences.</p>	<p><b>Does not</b> express any relevant or understandable information.</p>

# Assessment Record

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

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

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

### 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.: \_\_\_\_\_

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS	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><b>TOTAL: ____ / 24</b></p>		<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><b>TOTAL: ____ / 24</b></p>	

Student 3: \_\_\_\_\_

No.: \_\_\_\_\_

Student 4: \_\_\_\_\_

No.: \_\_\_\_\_

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS	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><b>TOTAL: ____ / 24</b></p>		<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><b>TOTAL: ____ / 24</b></p>	

### AUTHENTICATION BY TEACHER

- 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.
- 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 (IP) for Part A

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

*(Circle number for each domain)*

- |    |                                |   |   |   |   |   |   |   |
|----|--------------------------------|---|---|---|---|---|---|---|
| 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 |

**TOTAL: \_\_\_\_ / 24**

### TEACHER'S COMMENTS

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.

### AUTHENTICATION BY TEACHER

1. 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.
2. 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

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

<b>Teacher's Name:</b>	Oral Text-type: Group Interaction	Assessment date: ____/____/____
<b>Class:</b>	<b>Elective Module(s):</b> _____ <b>Summary of task</b> (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 students' 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.: \_\_\_\_\_

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS	CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS
<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>		<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>	

Student 3: \_\_\_\_\_ No.: \_\_\_\_\_ Student 4: \_\_\_\_\_ No.: \_\_\_\_\_

CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS	CRITERIA FOR THE AWARD OF MARKS	TEACHER'S COMMENTS
<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>		<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>	

### AUTHENTICATION BY TEACHER

1. I certify that the text used by the students in this oral assessment are not texts used in Part A of the HKDSE English Language SBA component or set texts for other subjects, and that the work is all the students' 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 B

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:** \_\_\_\_/\_\_\_\_/\_\_\_\_

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

<b>DECLARATION BY STUDENT</b>
I certify that the text(s) used (if any) in this oral assessment is/are not text(s) used in Part A of the HKDSE English Language SBA component or set text(s) for other subjects, and that the work is all my own.
Student's signature: _____      Date: _____

<b>ADVICE TO TEACHERS</b>
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 style="text-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>

<b>AUTHENTICATION BY TEACHER</b>
1. I certify that the text used by the student in this oral assessment is not a text used in Part A of the HKDSE English Language SBA component or 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 student's English teacher, that I conducted the assessment and that the task has not been repeated.
Teacher's signature: _____      Date: _____

## Appendix III: Technical Notes for Recording Student Assessment

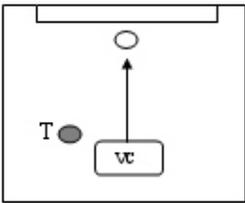
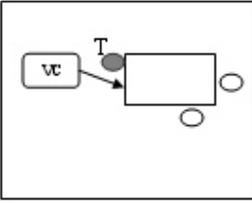
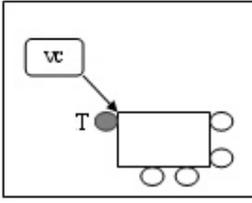
### 1. Video-recording

#### *Before Recording*

1. Always remember to mark the video tapes with the date, name of the school and teacher, and class number. You may also speak to the video camera and record the information listed above on tape. If you are using a digital video camera, make sure that there is enough disk memory for the recording.

#### *During Recording*

2. To avoid backlighting, avoid facing the video camera towards the windows.
3. Try to use a tripod whenever possible because the video image will be much steadier.
4. Do not select timer or date for the video recording because they may block some of the images when playing the video on screen.
5. The teacher should sit close to the video camera so that students will look in that direction.
6. If recording **individual presentations**, try to place the camera directly opposite the presenter. You may set an extended camera microphone / a regular teacher microphone\* a few feet away from the presenter.
7. If you are recording **pair interactions**, try to place the camera to one side of the students, so that both students' faces can be seen at the same time. Place an extended camera microphone / a regular teacher microphone on the table to capture better sound quality.
8. If you are recording **small group interactions**, try to focus the camera on the one who is speaking and capture everyone's face as much as possible. Place the extended camera microphone / a regular teacher microphone on the table to capture better sound quality.

		
<b>Individual Presentation</b>	<b>Pair Interaction</b>	<b>Small Group Interaction</b>
<p><b>Key: T = Teacher; VC = Video camera</b></p>		
<p>*You may use a regular microphone which teachers use for teaching and place it on a microphone stand or a table to amplify the students' voices for better quality of sound recording. Do not place the microphone directly under a fan or close to an air conditioner. Heavy background noise may be picked up by the microphone if you do so. Do not place the microphone directly in front of the student. The student's performance (i.e. communication strategies) may be restricted by the microphone.</p>		

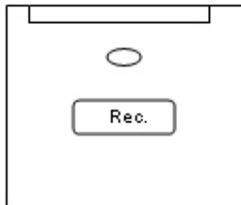
## 2. Audio-recording

### ***Before Recording***

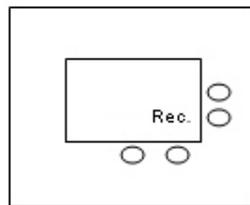
1. Make sure that the audio recorder works, and the batteries are not low. Please bring extra batteries and tapes. If you are using a digital voice recorder, make sure that there is enough disk memory for the recording.
2. Always remember to mark the audio tapes with the date, name of the school and teacher, and class number. You may also speak to the tape / digital voice recorder and record the information listed above on tape.
3. If you are using a cassette recorder, select a cassette tape of appropriate length. If you are recording, for example, a 40-minute lesson, it is advisable to use a 90-min tape so that your tape will not run out or stop in the middle of the recording, and so that you will not need to turn the tape over during recording. If you are using digital voice recorders (i.e. MD or MP3 recorder), there is no such concern.

### ***During Recording***

4. Try to place the recorder on a steady table.
5. If you are recording **individual presentations**, you could put a table in front of the presenter and place the recorder on the table.
6. If you are recording **pair or group interactions**, you can arrange the groups to sit at adjacent sides of the table and put the recorder between them to capture the voices of all the students.



**Individual Presentation**



**Pair / Group Interaction**

Key: Rec. = Recorder

7. If you need to record a lot of presentations/ interactions in one long session, remember to keep the timing in mind. Be sure to turn the cassette tape over after about 25/28 mins of recording (if you are using a 60-min tape) and turn the tape before a new presentation / interaction begins, so that you can ensure that the tape will not run out during recording.

### ***After Recording***

8. After recording all the presentations or interactions, you can put the recordings in a secure place
9. Rewind the cassette tapes. Put the tapes in order with your own coding system. If you are using a digital voice recorder, you can save the sound files onto a computer / or ask students themselves / the technicians at school to save the files onto a computer for you.

Note: Students can also be encouraged to take turns to record each other. This involves them and leaves the teacher free to concentrate on assessment.

**Appendix IV: Framework of Guiding Questions  
(To Clarify, Prompt and Scaffold Presentations and Interactions)**

*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 to talk independently in English, scores should not be based on the level of the question, but 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.*

<b>Level</b>	<b>Response</b>	<b>Guiding Questions</b>
<b>Level 1</b>	<b>General Response</b> <b>Function:</b> 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	<b>What do you know about X? Have you ever seen / been..., etc.</b> e.g. This film is about birds. Do you like birds? Have you ever been to Mai Po marshes?
<b>Level 2</b>	<b>Literal Response</b> <b>Functions:</b> naming, describing, recounting, indicating sequence and cause and effect, requiring students to retrieve basic facts about text; mainly material and relational processes	<b>Who, what, where, when, why, how ? (In relation to plot, life history, "facts" of the documentary..., etc.)</b> 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?
<b>Level 3</b>	<b>Reflective Response</b> <b>Functions:</b> 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	<b>What did you think? Did you like the movie/book? How did you feel?</b> 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?
<b>Level 4</b>	<b>Interpretive Response</b> <b>Functions:</b> all the above, plus speculating, hypothesising, etc. as students are required to synthesise information from different parts of text, analyse and interpret, discuss implications; longer and more complex utterances	<b>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?</b> e.g. In what ways did different characters / protagonists respond differently to events in the text?
<b>Level 5</b>	<b>Critical Response</b> <b>Functions:</b> all the above, plus demanding that 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	<b>If you were / did / could ... what would ...?</b> 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?

## **Appendix V: Teachers' Guidelines for Student-oriented Assessment Criteria**

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

To improve their performance in Group Interactions and Individual Presentations, 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 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 the Individual Presentation (IP) and Group Interaction (GI):

- A. Arrange to give the lesson in a classroom with an LCD projector and computer access. Choose an exemplar from those in the SBA introductory DVD to play for the students. Divide students into small groups to facilitate discussion.
- B. Give students copies of the GI / IP Peer-assessment Forms.
- 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 jointly agree on one box that best describes the performance.
- H. Ask students to give feedback, 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 show several exemplars of performance to students and ask them to compare the strengths and weaknesses of each, focusing on one domain at a time.
- I. Finally, give feedback on the performance of the participants.

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

### ***Training for self-assessment***

Discuss and give students practice on working with the assessment criteria on the Self-assessment Form that are NOT the same as those on the Peer-assessment Form.

Note:

Criterion 6 on the IP assessment form refers to questions that the presenter may invite the audience 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 Peer-assessment Forms for the observers, and enough Self-assessment Forms 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 power points
- The observers can clearly see the participants.

***In the classroom***

1. Give out Peer-assessment Forms and ask the students to carry out the Individual Presentation / Group Interaction.
2. After the presentation / interaction give students an 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 Evaluation Forms.
3. Arrange for the presenters to watch their recorded presentation, and to fill in their Self Evaluation Forms. 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 assess 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 join in the discussion, and encourages 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						
<p>The thing I liked most about his/her discussion was...</p>   <p>Next time he/she should ...</p>							

**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 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						
<p>The thing I liked most about my presentation was...</p>  <p>Next time I will ...</p>							

## Teacher's Glossary

Below is a list of terms which students may have difficulty with. If this is the case, try to convey the meaning in English with examples. Then ask students to guess the Chinese terms for the English ones. If these strategies fail, offer the students direct translations.

1. pronounce 發音
2. vary 改變
3. intonation 音調
4. body language 身體語言
5. encourage 鼓勵
6. relevant 切合
7. manage the timing 運用時間
8. depending on 倚靠
9. well organised 組織嚴緊

## Appendix VI: Glossary of Key Words

<b>Key Words</b>	<b>Explanation</b>
<b>Assessment for Learning</b>	Assessment for learning is an assessment where the prime purpose is to improve learning and teaching in order to raise student achievement. It is based on the idea that students will improve most if they understand the goals of their learning, where they are in relation to these goals and how they can close the gap between their current and desired achievement.
<b>Assessment of Learning</b>	Assessment of learning is any assessment where the prime purpose is to ensure accountability and/or ranking, and/or certify competence, rather than to improve learning.
<b>Assessment Tasks</b>	Assessment tasks are activities designed specifically to collect information about students' oral language knowledge and skills. They should be embedded in a sequence of learning and teaching and be part of the regular curriculum, but do require certain mandatory conditions to be met so that the information collected is valid and reliable.
<b>Authentication</b>	Authentication is the process of ensuring that work produced by students is their own work and not the result of memorisation of others' texts or other forms of plagiarism.
<b>Authenticity</b>	Authenticity is the degree to which assessment materials and conditions are able to stimulate the natural use of oral language.
<b>Autobiography</b>	Autobiography is an account of a person's life written, composed or produced by that person.
<b>Biography</b>	Biography is an account of a person's life written, composed, or produced by another.
<b>Collaboration</b>	Collaboration is the process of students or teachers working together cooperatively.
<b>Context</b>	Context is the part of a text or statement that surrounds a particular word or passage and may determine its meaning.
<b>Continuous Assessment</b>	Continuous assessment is the process of collecting assessment information in a variety of ways over a longer period of time, usually through multiple tasks and observation; hence is usually seen as a more reliable assessment.
<b>Criteria (singular = criterion)</b>	Criteria are the guidelines, descriptions, or principles by which student responses, products, or performances are judged. When we assess language, the criteria are the key aspects of language that matter in the assessment.
<b>Criteria-based Assessment</b>	Criteria-based assessment is the assessment of a student's achievements in relation to specified criteria such as range or accuracy of vocabulary and coherence and organization of ideas.
<b>Descriptors</b>	Descriptors are statements that describe the performance expected at each level of each domain on the Assessment Criteria.
<b>Domain</b>	Assessment domains refer to areas of knowledge or skill, or the set of tasks about which we want to know more, and which is therefore the target of the assessment, e.g. pronunciation, or grammatical accuracy.

<b>Extensive Reading or Viewing</b>	Extensive reading or viewing is the reading or viewing of a large number of print and non-print texts (fiction and non-fiction) covering a wide range of topics and formats at the reader's reading / viewing level and interest.
<b>Feedback</b>	Feedback refers to the process of eliciting and / or giving information to a learner about how they have performed on a task, process or activity. Feedback should be constructive and specific, i.e. related to specific criteria and goals. In effective feedback, the student's strengths and weaknesses and ways to improve are usually discussed before giving grades or marks.
<b>Formative Assessment</b>	Formative assessments are all those activities undertaken by teachers, and by the students assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which both are engaged. Formative assessments are usually informal and fairly frequent, involving the gathering of information about students and their language learning needs while they are still learning. Formative assessment has two key functions: informing and forming. In other words, formative assessment shapes the decisions about what to do next, by helping the teacher to select what to teach the next lesson, or even in the next moment in the lesson and by helping the student to understand what they have learnt and what they need to learn next.
<b>Interaction</b>	Interaction refers to mutual or reciprocal action or influence in language as well as in conversational exchanges of ideas and information.
<b>Interactive Assessment</b>	Interactive assessment is a dialogic approach to classroom-based assessment that emphasizes the interactive role of both teacher and student. In interactive assessment the teacher aims to ensure that learners do their best work, and may show encouragement, scaffold language production, respond to any difficulties with appropriate support and challenge students to extend their language use.
<b>Jargon</b>	Jargon is the language used by people who work in a particular area or who have a common interest: actors / actresses, lawyers, sports coaches, stock market agents, and so on. All have specialised terms and expressions that they use, many of which may not be comprehensible to the layman. They may also use familiar words with different meanings as well as abbreviations and acronyms.
<b>Moderation</b>	Moderation is a system of quality control to ensure that assessments given by schools meet minimum standards and are comparable across a school system.
<b>Oral Text-type</b>	Text-type refers to the type of text, for example an oral group interaction or an individual presentation.
<b>Outcomes-based Education</b>	Outcomes-based education refers to education defined not in terms of input, but in terms of specific knowledge, skills, processes and attitudes to be achieved.
<b>Peer Assessment</b>	Peer assessment is the monitoring and evaluation of a student's learning outcomes or learning processes by classmates; usually

	used in conjunction with peer feedback.
<b>Performance Assessment</b>	Performance assessments refers to assessments in which students are required to perform a task, construct a response, create a product, or demonstrate ability in a context where they are doing something for a meaningful purpose.
<b>Reliability</b>	Reliability refers to the degree to which an assessment process ensures consistent results.
<b>Scaffolding</b>	Scaffolding is a type of assistance offered by a teacher or peer to support learning in which the teacher helps students master a task or concept that they are initially unable to grasp independently. The teacher only attempts to help students with tasks that are just beyond their current capability. Student errors are expected, but, with teacher feedback and prompting, students are able to achieve the required task or goal. When students take responsibility for, or master the task, the teacher begins the process of ‘fading’, or the gradual removal of the scaffolding, which allows students to work independently.
<b>Scale (rating scale)</b>	Scales, also known as rating scales, are a sequence of descriptors of typical performances ranked in terms of their quality, used by assessors in assessing performance, such as giving a presentation or writing a letter.
<b>School-based Assessment</b>	School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It has a number of important characteristics which distinguish it from other forms of assessment. It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and / or developing appropriate assessment tasks, to making the assessment judgments; it allows for the collection of a number of samples of student performance over a period of time; it can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed; it is carried out in ordinary classrooms, not in a special examination hall; it is conducted by the students’ own teacher, not a stranger; it involves students more actively in the assessment process, especially if self- and peer-assessment are used in conjunction with teacher assessment; it allows the teacher to give immediate and constructive feedback to students; it stimulates continuous evaluation and adjustment of the teaching and learning programme; it complements other forms of assessment including external examinations.
<b>Self Assessment</b>	Self-assessment is the monitoring and self-evaluation by a student of his / her own learning outcomes or learning processes.
<b>Standardisation</b>	Standardisation is a process of comparing and reviewing interpretations of assessment criteria and scoring processes to ensure the same standards are being applied across students and context within schools (intra-school standardisation) and across schools (inter-school standardisation).
<b>Summative Assessment</b>	Summative assessments are those more formally planned assessments at the end of a unit or term / year which are used primarily to evaluate student overall achievement. Traditionally,

	such summative assessments have been used to grade and / or rank students, but in an assessment for learning culture, even summative assessments can be used formatively to provide feedback to improve learning and teaching.
<b>Task-type</b>	Task-type refers to the kind of activity, e.g. comparing two characters, recounting a story, describing a scene or promoting a book.
<b>Text</b>	A text is a spoken or written piece of meaningful language; a book or film.
<b>Validity</b>	Validity refers to whether or not an assessment is an effective measure of what needs to be assessed – in this case, natural oral language.
<b>Washback (also backwash)</b>	Washback is the effect of an assessment on the teaching and learning leading up to it (and following on from it).

## Acknowledgements

The SBA Consultancy Team would like to express their sincere gratitude to the principals, teachers and students of the following schools for their generous support to the ongoing development of school-based assessment in senior secondary English Language in Hong Kong schools and/or for assisting with the trialing of the HKDSE SBA component:

Buddhist Mau Fung Memorial College	NLSI Peace Evangelical Secondary School
Caritas Fanling Chan Chun Ha Secondary School	PHC Wing Kwong College
Caritas St Joseph Secondary School	Precious Blood Secondary School
CCC Hoh Fuk Tong College (Anne Chan)	Pui Kiu Middle School
CCC Kei To Secondary School	Rosaryhill School (Secondary Section)
CCC Mong Man Wai College	Shung Tak Catholic English College
Christ College	S.T.F.A. Tam Pak Yu College
Christian Alliance College	S.T.F.A. Yung Yau College
Creative Secondary School (Lita Chau)	S.K.H. Leung Kwai Yee Secondary School
CUHKFAA Chan Chun Ha Secondary School	S.K.H. Tsang Shiu Tim Secondary School
Delia Memorial School (Hip Wo)	St. Bonaventure College and Highschool
Diocesan Girls' School	St. Joan of Arc Secondary School
ELCHK Lutheran Secondary School	St. Louis School
Heep Yunn School	St. Paul's School (Lam Tin)
HK & KLN Chiu Chow Public Association Secondary School	St. Teresa Secondary School
HKTA The Yuen Yuen Institute No.1 Secondary School	Tack Ching Girls' Secondary School
Hoi Ping Chamber of Commerce Secondary School	Tak Sun Secondary School
Hong Kong Sam Yuk Secondary School	Tang King Po School
Jockey Club Ti- I College	True Light Girls' College
	Tuen Mun Government Secondary School
	Wong Shiu Chi Secondary School

King's College

Kowloon Tong School (Secondary Section)

Leung Shek Chee Secondary School

Munsang College

Ng Yuk Secondary School

Yan Chai Hospital Law Chan Chor Si College

Yan Oi Tong Tin Ka Ping Secondary School

Yuen Long Lutheran Secondary School

**Special gratitude is also extended to the SBA teacher trainers and the following individuals who contributed to and / or are featured in this latest version of the SBA Introductory DVD:**

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**The Hong Kong Examinations and Assessment Authority**  
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**The Hong Kong Institute of Education**  
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