
Implementation of School-based Assessment (SBA) for Design and Applied Technology

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Why Moderation – Standardization between Schools

- Teachers know their students well and are best placed to judge their relative performance
- However, they may not be aware of the standards of performance across all schools
- Some schools may be harsher or more lenient in marking and/or use a narrower or wider mark range
- Standardization across schools to ensure fairness



Moderation Method

For Design and Applied Technology

- Expert judgment with an element of statistical adjustment

Please note:

- Moderation to be conducted on school basis (not class-based/teacher-based)
- Therefore, within-school standardization of teachers' marking standard is necessary
- Queries about marking are dealt with by schools before mark submission



Fairness through Moderation

- Teachers well placed to judge relative performance of students
- Internal standardization within each school
- Students' rank order within each school will not be changed
- Moderation on a school basis to standardize across schools
- Samples of student SBA work reviewed
- Further investigation of unusual cases



Features of School-based Assessment

(SBA)

- SBA can assess skills/ outcomes not covered in public examinations (e.g. investigation, practical work, design project, field work, presentation)
- SBA fits in naturally with internal assessment
- SBA is a part of normal teaching and learning, not an add-on
- Conducted gradually over S5 and S6
- SBA for DAT has significant part done under direct teacher supervision in school



Expert Judgment Method

- Adopted for subjects with a small candidature or those involving outcomes which are very different from those assessed in the public exams
- Moderation conducted through review of samples of students' work followed by recommendation for mark adjustment



Reasons for Collecting Samples of Students' Work

- Quality assurance for SBA
- Moderating SBA marks submitted by schools
- Securing international recognition of HKDSE
- Providing school-level feedback to schools



Sample Review

- **Purpose of sample review in the moderation process:**
 - **Outlier detection**
 - Identifying those schools where the standard of SBA work is significantly better/worse than their exam results suggested
 - **Stratified random sampling**
 - **Random sampling:**
 - Each student work in a school has a chance to be selected, which is a necessary condition for obtaining a representative sample (i.e., unbiased estimations)
 - **Stratification:**
 - Student works are divided into a number of strata, in each of which the performances of works are similar with each other (i.e., homogenous)
 - Some samples are selected from each stratum
 - Such an arrangement reduces sampling errors



Proposed Arrangements for Collecting Samples

- To be collected towards end of S6, after school submit the S6 SBA marks
- Six pieces of work representing students' performance across the whole ability range to be randomly selected based on schools' SBA marks, using stratified random sampling techniques (Work chosen randomly from each of six mark bands spread across whole ability range for school)
- Work to be collected: Report/ Portfolio/ Model/ Artefact/ CDs/ Graphical Work /
- If possible, request students to submit/retain their work in electronic format



The Way Forward

- SBA moderation booklet published by end of 2010, plus requirements on sample collection
- Provision of district coordinators (DCs) and other supports to schools
- Training provided to DCs/assessors to help standardize their standards in reviewing students' work



2013 SBA Teachers' Handbooks

- Requirements similar to 2012 Exam
- Subject to review in light of feedback from 2012 Exam
- Electronic version available in the HKEAA website in Dec 2010

