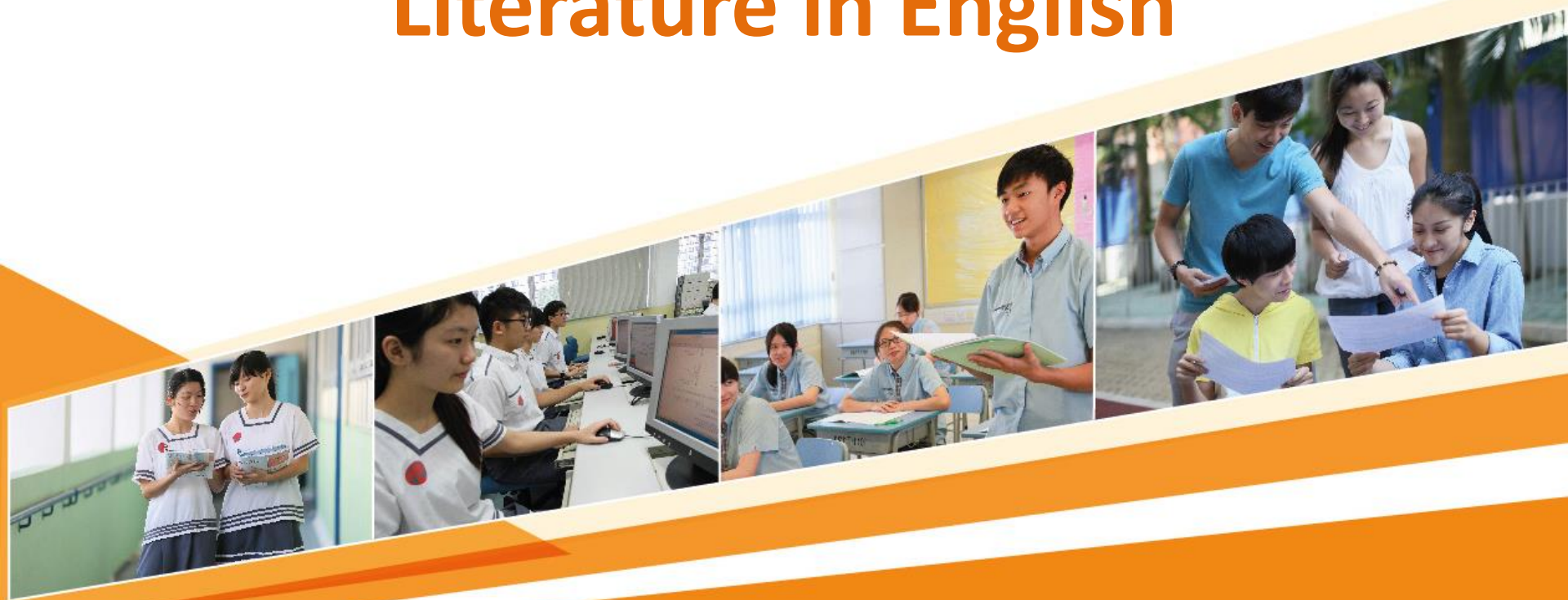


Briefing on SBA Trial HKDSE 2018 Literature in English



Programme rundown

- HKDSE Literature in English structure 4:00pm
- People and their roles 4:10pm
- Events for 2017 – 18 school year 4:15pm
- Timeline December 2017 – January 18 4:25pm
- In-school activities 4:35pm
- Samples of performance 4:55pm
 - Choosing
 - Submitting
- Repeaters/Transfers/Exemptions 5:10pm
- Moderation 5.15pm
- Q and A 5:20pm

HKDSE Literature in English structure

Paper	Weighting
1. Essay	50%
2. Appreciation	30%
3. Until 2018 Portfolio	20%
2019 onwards SBA (for School Candidates)	
	100%

Date	SBA Events 2017-18
August 2017	2020 SBA Handbook posted on HKEAA website
19 September 2017	Circulars to schools (2) sent Schools to update teacher information on the online platform
17 November 2017	Circular to schools with support measures , DC list, tickets to this session)
7 December 2017	Session on Lit SBA
December 2017 - January 2018	In-school session(s) to advise, standardise and assess students
4 - 25 January 2018	Schools to submit marks and 6 samples
March - May 2018	Moderation of marks
October 2018	Trial schools get feedback Sharing Sessions (for 2019 Cohort) Amendments to rubric if any

Timeline for trial schools

December 2017.....starting 2 Jan 2018.....25 Jan 2018

Schools to conduct SBA /Portfolio sessions with students

Schools to conduct standardisation meeting(s)

Teachers enter SBA marks into system

Panel Chair endorses marks

Principal endorses marks (for all subjects)

Principal submits Lit marks to HKEAA by end Jan 2018

PC uploads 6 samples with assessment records to HKEAA SBAS

PC submits marks to principal

SBAS chooses samples to submit

Schools consult DC if required

In-school activities

Become familiar with Portfolio/SBA requirements & processes

- Check HKEAA web site and school circulars

Become familiar with required standards

- Check [samples of performance](#) on HKEAA web site
- Note that a revised [rubric](#) is now in use for SBA

Consult DC

- Optional step
- Can happen at any time in the process
- May be in person or virtual

Hold staff meeting to establish consistent policy/procedures

- More than one meeting may be needed
- How will you separate teacher and assessor roles?
- Process vs. product considerations

Meet with students (general requirements, standards, their own work, plagiarism)

- Several meetings will be needed
- Separate your role as teacher from that of assessor

Give scores to student work

- Can be given by students' own teacher or by another
- Consensus achieved among teaching staff OR just the PC's decision

Timeline for trial schools

December 2017.....starting 2 Jan 2018.....25 Jan 2018

Schools to conduct SBA /Portfolio sessions with students

Schools to conduct standardisation meeting(s)

Teachers enter SBA marks into system

Panel Chair endorses marks

Principal endorses marks (for all subjects)

Principal submits Lit marks to HKEAA by end Jan 2018

PC uploads 6 samples with assessment records to HKEAA office

PC submits marks to principal

SBAS chooses samples to submit

Schools consult DC if required

Samples of performance: how to submit

- Submit scores to SBAS
- SBAS will select the 6 samples of student work to be submitted
- If ≤ 6 students, **all** will be chosen
- Files should be in Word or a PDF converted from Word (for plagiarism check)

Training sessions

- 20 December 2017 (briefing session)
- 9 & 18 January 2018 (hands-on workshop)

SBA Requirements for Repeaters /Transfer candidates – same as ‘Normal’ candidates

Name	Candidate Number	Portfolio
Chris Wong	123456789	22
Fanny Liu	123456788	15
Jackie Lee	123456787	14
Joe Leung	123456786	25
Ken Fung	123456785	29
Natalie Chan	123456784	27

Exemption from SBA requirement

DOES NOT APPLY TO TRIAL

- Exemption application only accepted for prolonged absence or medical problems
- Formal approval from the HKEAA required
- Application form:
https://www.hkdse.hkeaa.edu.hk/HKEAA/content/conn/HKEAA_UCM/path/Contribution%20Folders/web/Public/doc/SBA/SBA_ExemptionForm2015.pdf
- Apply at the beginning of school year
- Provide supporting documents:
 1. School's recommendation for exemption
 2. Relevant medical supports; psychologist's support; attendance record (such as record of extended sick leaves)
- Call HKEAA SBA Team for questions related to logistical arrangements

Moderation of SBA Marks

- Assessment (blind) of samples
- Supervisor and SM-AD to make final adjustment to individual schools with reference to all available information
- More information will be given on this in the presentation posted to the web after this session

Support for teachers

- SBA Teachers' Handbook
http://www.hkeaa.edu.hk/en/sba/sub_info_sba/dse_subject.html?17&2
- SBA PD courses for School Coordinators and teachers:
 - 20 December 2017 (briefing session)
 - 9 & 18 January (hands-on workshop)
- SBA Team
 - General: 3628 8070
 - Ms Kwok: 3628 8066

Q&A

- ndrave@hkeaa.edu.hk
- 36288070

Sharing Session on Moderation of SBA marks in the HKDSE

14 June 2017



Measures to Ensure Fairness of SBA

- Uniform marking standard
- Within-school standardisation
- Moderation of SBA marks

Uniform marking standard

- Possible measures include
 - Making reference to HKEAA's assessment criteria and samples of students' work
 - Conduct panel meetings to align the marking criteria and standards before conducting the assessments
 - Set common SBA tasks across classes



Uniform marking standard

- Teachers to conduct trial marking of samples of students' work
- Adjust marks of some teachers, if necessary, to ensure consistency of assessment standards for the whole school
- Use reference materials (such as those provided by the HKEAA) and archive materials (such as samples of students' work from previous years) to help standardise marking within the school

Within-school Standardisation

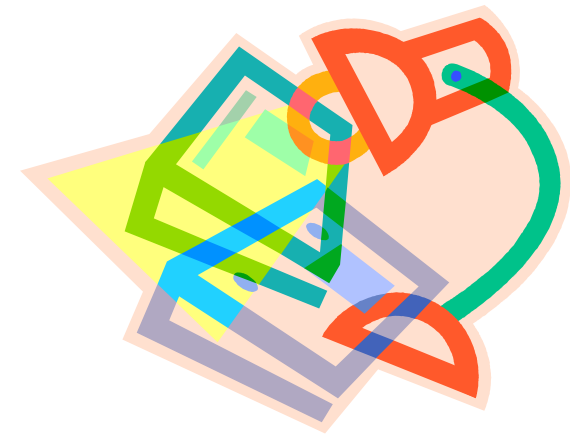
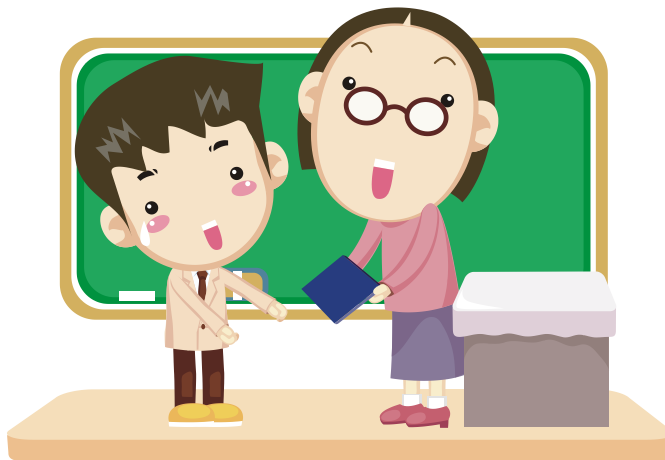
- Teachers take part in
 - understanding assessment criteria
 - discussing students' performance at different levels
 - agreeing on marking standards
 - applying the agreed standards in marking



Moderation of SBA Marks

Some Queries / Concerns

- Why moderate schools' SBA marks?
- Is it fair to moderate students' SBA marks based on exam results?



The Need for Moderation

- Teachers know their students well and thus are best placed to judge their relative performance within a school
- However, they are not necessarily aware of the standards of performance across all schools
- Moderation ensures the consistency of assessment standards across schools in order to achieve across-school comparability
- A common practice adopted by other examination authorities

Basic Principles

- Teachers within a school may be too lenient or too harsh; i.e., the average of school scores may need adjustments
- Teachers within a school may tend to either overly bunch students' scores together or overly spread them apart; i.e., the spread of school scores (standard deviation) may need adjustments

Basic Principles (Cont'd)

- Moderation is done on school basis (not on individual basis)
- Normally, each school is a moderation group
- Ranking of students within a school remains unchanged after moderation
- The moderated SBA score of a student is derived as follows:

Group performance level (i.e., School performance level)

+ Within-group difference (i.e., Within-school student (relative) performance)

= Moderated SBA Scores

Moderation Methods

1. Statistical Moderation Method

- Determination of group performance level with reference to the performance of the group in public examinations
- Statistical moderation (supplemented with sample review of students' work to detect outlier cases)

2. Expert Judgment Moderation Method

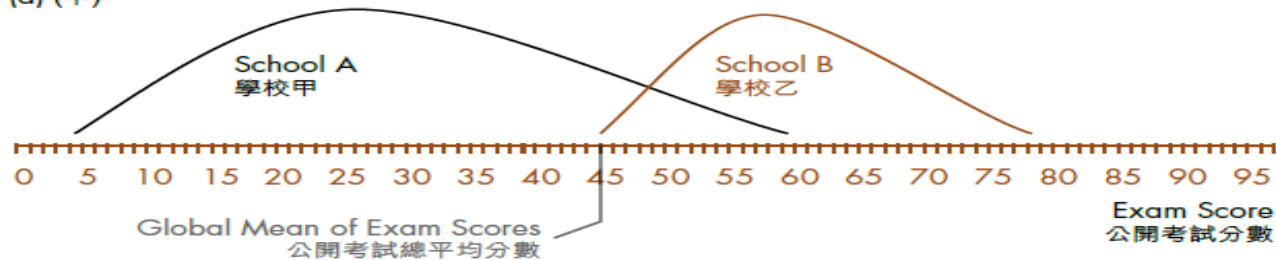
- Determination of group performance level with reference to review of samples of students' work
- Expert judgment moderation (supplemented with statistical techniques to improve reliability)

Moderation Methods (Cont'd)

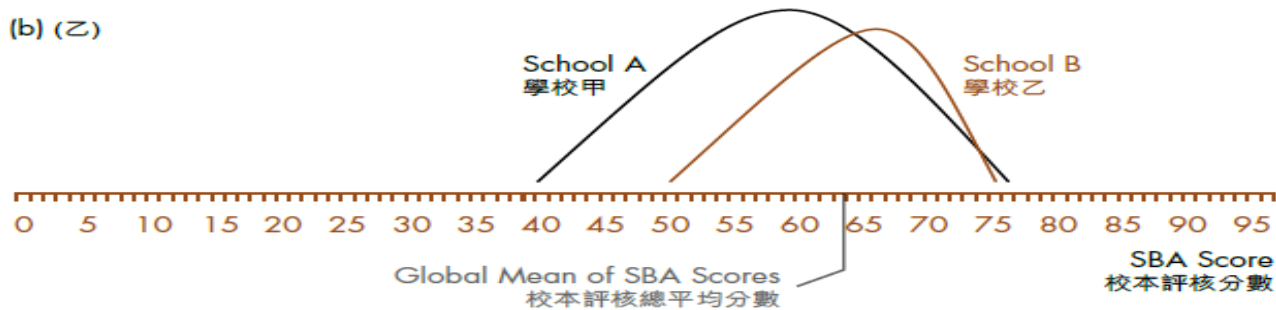
1. Statistical Moderation	2. Expert Judgment Moderation – <i>to be used in Lit in English (more details below)</i>
for subjects in which the SBA and the public examination share a substantial portion of common assessment objectives	for subjects with a small candidature or that involve outcomes that are very different from those assessed through the public examination
Examples: English Language, Chinese Language, Liberal Studies, History, Chinese History, science subjects, ICT	Examples: Design and Applied Technology; Visual Arts

Impact on Schools

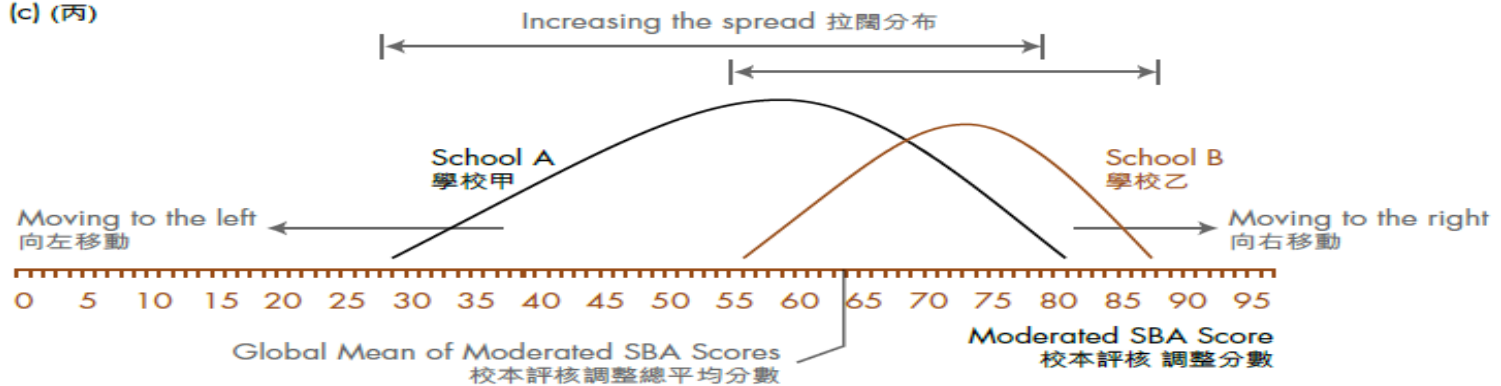
(a) (甲)



(b) (乙)

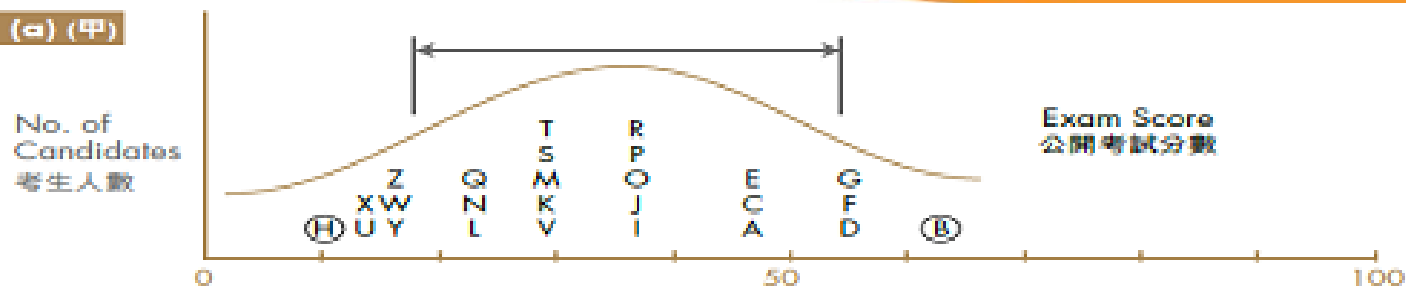


(c) (丙)

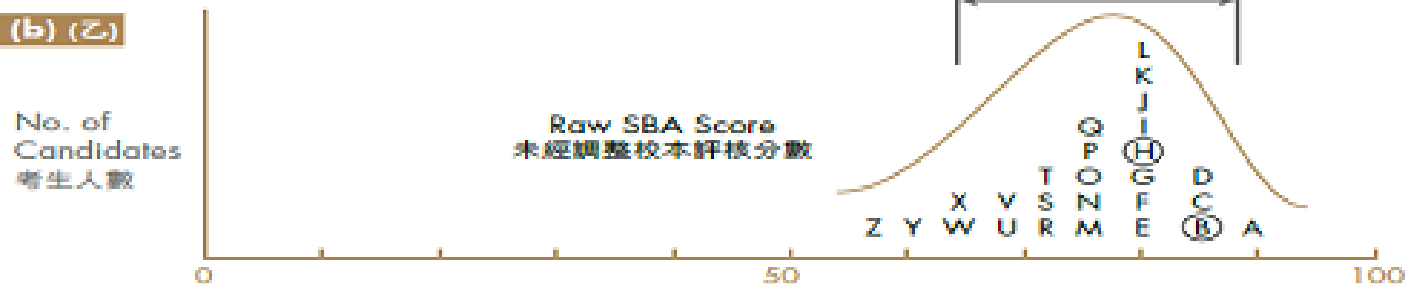


Impact on Students

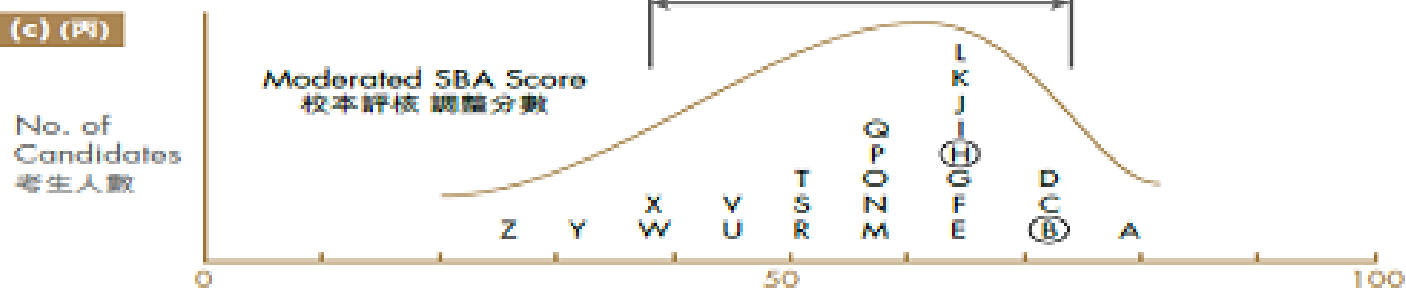
(a) (甲)



(b) (乙)



(c) (丙)



Expert Judgment Moderation

- Review of samples of students' work
- Determination of school performance level on SBA and individual students' moderated scores
- Follow-up on cases with extreme adjustments

Review of Samples of Students' Work

- Sampling (Stratified Random Sampling)
 - Within each school, students are divided into a number of strata of (more or less) equal size
 - In each stratum, students' SBA performance are broadly similar
 - Students are randomly selected from each stratum
 - This ensures that a fairly small sample of students' work can adequately represent the full range of SBA performance for each school
- Review

District Coordinators/Assessors re-mark the samples with reference to the stipulated assessment criteria

Determination of School Performance Level and Individual Students' Moderated Scores

- Average scores obtained in the sample review exercise are used to determine the group performance level of each school
- Statistical techniques will be employed to improve the reliability of the average scores, including:
 - appropriate adjustments made to schools' average scores using ratio estimation statistical techniques
 - Adjustments made to the overall SBA performance of all schools (if deemed necessary) using Hierarchical Bayesian Modeling

Determination of School Performance Level and Individual Students' Moderated Scores (Cont'd)

- An appropriate tolerance limit is set
 - If the difference between the school raw mean and that obtained from the sample review is within the limit, the school raw mean would be used as the school performance level
 - If the difference exceeds the limit, appropriate adjustments will be made to the school raw mean with reference to the sample review result to determine the school performance level
- Moderated score of each student is calculated in accordance with:
 - the school performance level, and
 - the student's relative performance within the school

Follow-up on Cases with Extreme Adjustments

- For each school, the moderated scores will be compared with the raw scores
- If the difference between the two is prominent, may modify the adjustments recommended by expert judgment to properly reflect students' performance

Impact of Expert Judgment Moderation

- Similar to statistical moderation because they share the same underlying principles
- Ranking of students within a school remains unchanged

The Formulae: Expert Judgment Moderation

Moderated SBA score of a student

$$= \theta + (x - \bar{x}) \frac{s_p}{s_x}$$

School Performance Level

Intra-change rate:
Scale up/ down the magnitude
that a student is above/ below
the school raw average

- θ is the group SBA performance level based on the sample review exercise,
- x is the raw SBA score of a student,
- \bar{x} is the group mean of raw SBA scores,
- s_x is the group standard deviation of raw SBA scores,
- s_z is the group standard deviation of public examination scores, which has been converted to the same scale as the SBA scores,
- s_a is the group standard deviation based on scores obtained in the sample review exercise,
- s_p is the group standard deviation of the moderated SBA scores which is defined as:

$\sqrt{w_x s_x^2 + w_z s_z^2 + w_a s_a^2}$, where w_x , w_z and w_a are the weightings such that $w_x + w_z + w_a = 1$.

Feedback to Schools – Moderation Report

調整組別的統計數據*

Statistics of the moderation group*

學校所提交的考生人數:

No. of Candidates submitted by School:

調整組別的人數**:

No. of Candidates in the Moderation Group**:

校本評核原始分數的平均分:

Mean of raw SBA scores :

校本評核原始分數的標準差:

Standard deviation of raw SBA scores:

調整後校本評核的平均分:

Mean of moderated SBA scores:

調整後校本評核分數的標準差:

Standard deviation of moderated SBA scores:

評語:

Comments:

校本評核原始分數的平均分 略低於預期範圍。

The mean of the raw SBA scores is slightly lower than expected.

校本評核原始分數的分布 合乎預期範圍。

The spread of the raw SBA scores is within the expected range.

Reference

- *SBA School Leaders' Handbook*
- *SBA Teachers' Handbooks for individual subjects*
- *HKDSE Information on School-based Assessment*
- *HKDSE Examination: Moderation of School-based Assessment Scores*

http://www.hkeaa.edu.hk/en/sba/sub_info_sba/