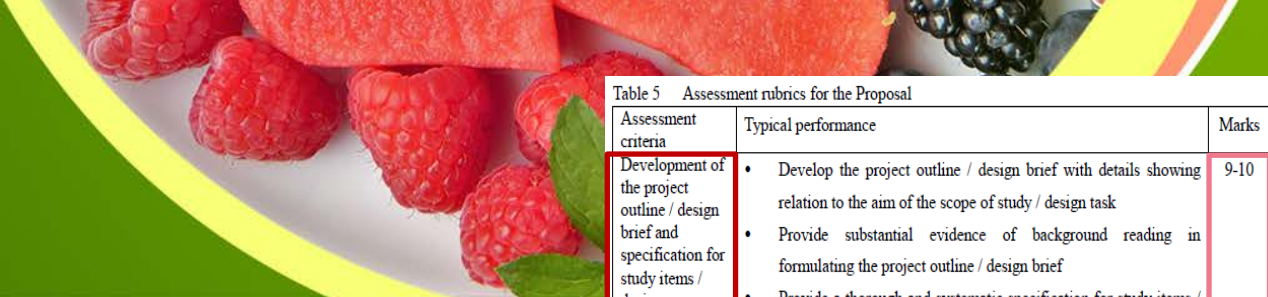




**Technology & Living  
(Food Science &  
Technology)  
SBA  
Group Meeting**

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SBA Supervisor  
8 June 2018



# Assessment Rubrics for Project

- **Proposal (20 marks)**  
(Table 5, SBA Handbook p.6-7)  
**P1: 10 marks**  
**P2: 10 marks**
- Students' performance can be roughly categorised into 4 tiers according to the Assessment Rubrics

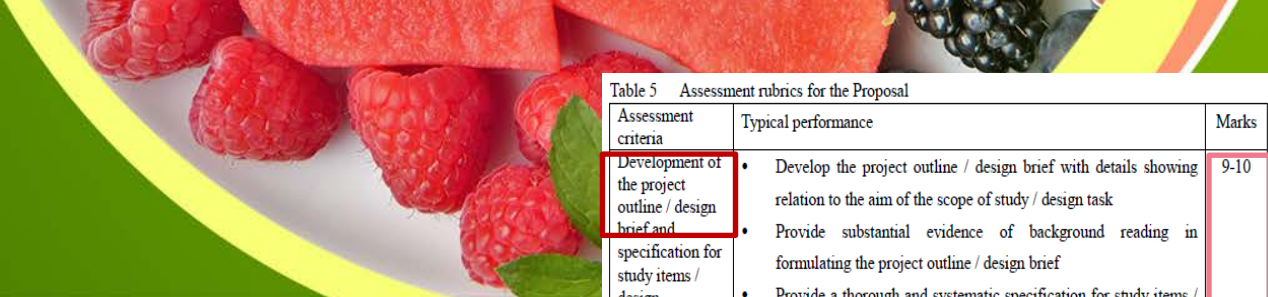
Table 5 Assessment rubrics for the Proposal

Assessment criteria	Typical performance	Marks
Development of the project outline / design brief and specification for study items / design specification (10-point scale)	<ul style="list-style-type: none"><li>• Develop the project outline / design brief with details showing relation to the aim of the scope of study / design task</li><li>• Provide substantial evidence of background reading in formulating the project outline / design brief</li><li>• Provide a thorough and systematic specification for study items / design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate</li></ul>	9-10
	<ul style="list-style-type: none"><li>• Develop the project outline / design brief, which bears some relation to the aim of the scope of study / design task</li><li>• Provide some evidence of background reading in formulating the</li></ul>	6-8

Assessment criteria	Typical performance	Marks
Development of study items / design ideas (10-point scale)	<ul style="list-style-type: none"><li>• Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories</li><li>• Make decisions that are supported with sound justifications</li><li>• Suggest a feasible, logical and sensible work sequence for each of</li></ul>	9-10

Table 5 Assessment rubrics for the Proposal

<ul style="list-style-type: none"><li>• Develop the project outline / design brief, which is not relevant to the aim of the scope of study / design task</li><li>• Provide no evidence of background reading in formulating the project outline / design brief</li><li>• Provide a specification for study items / design specification, in which few proposed ways of collecting and selecting information are appropriate</li></ul>	1-2
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# Assessment Rubrics for Project

Table 5 Assessment rubrics for the Proposal

Assessment criteria	Typical performance	Marks
Development of the project outline / design brief and specification for study items / design specification (10-point scale)	<ul style="list-style-type: none"> <li>Develop the project outline / design brief with details showing relation to the aim of the scope of study / design task</li> <li>Provide substantial evidence of background reading in formulating the project outline / design brief</li> <li>Provide a thorough and systematic specification for study items / design specification, in which the various proposed ways of collecting and selecting relevant information are appropriate</li> </ul>	9-10
	<ul style="list-style-type: none"> <li>Develop the project outline / design brief, which bears some relation to the aim of the scope of study / design task</li> <li>Provide some evidence of background reading in formulating the project outline / design brief</li> </ul>	6-8

Assessment criteria	Typical performance	Marks
Development of study items / design ideas (10-point scale)	<ul style="list-style-type: none"> <li>Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories</li> <li>Make decisions that are supported with sound justifications</li> <li>Suggest a feasible, logical and sensible work sequence for each of the shortlisted study items / design ideas</li> </ul>	9-10
	<ul style="list-style-type: none"> <li>Develop some creative and feasible study items / design ideas</li> </ul>	6-8

Assessment criteria	Typical performance	Marks
Development of study items / design ideas (10-point scale)	<ul style="list-style-type: none"> <li>Develop a range of creative and feasible study items / design ideas, demonstrating a deep understanding of relevant subject-specific theories</li> <li>Make decisions that are supported with sound justifications</li> <li>Suggest a feasible, logical and sensible work sequence for each of the shortlisted study items / design ideas</li> </ul>	9-10

- Proposal (20 marks)**  
 (Table 5, SBA Handbook p.6-7)  
**P1: 10 marks**  
**P2: 10 marks**
- Students' performance can be roughly categorised into 4 tiers according to the Assessment Rubrics



# Assessment Rubrics for Project

## Realisation & Evaluation (20 marks)

(Table 6, SBA Handbook p.7-8)

RE1: 10 marks

RE2: 5 marks

RE3: 5 marks

- Students' performance can be roughly categorised into 4 tiers according to the Assessment Rubrics

Table 6 Assessment rubrics for Realisation and Evaluation

Assessment criteria	Typical performance	Marks
Realisation of the study item / design idea	<ul style="list-style-type: none"> <li>Present a solution with sound justifications</li> <li>Demonstrate <u>comprehensive knowledge</u> and proficient skills in <u>analysing and solving / evaluating problems / situations</u></li> </ul>	12-15

Communication and presentation (5-point scale)	<ul style="list-style-type: none"> <li>Present the contents in a logical and well-organised manner</li> <li>Make accurate use of scientific and technological terms throughout the project / design folio</li> </ul>	4-5
	<ul style="list-style-type: none"> <li>Present the contents in a fairly organised manner</li> <li>Make accurate use of scientific and technological terms in most</li> </ul>	3

Table 6 Assessment rubrics for Realisation and Evaluation

Assessment criteria	Typical performance	Marks
Communication and presentation (5-point scale)	<ul style="list-style-type: none"> <li>Present the contents in a <b>logical and well-organised manner</b></li> <li>Make accurate use of scientific and technological terms throughout the project / design folio</li> </ul>	4-5
	<ul style="list-style-type: none"> <li>Present the contents in a <b>fairly organised manner</b></li> <li>Make accurate use of scientific and technological terms in most parts of project / design folio</li> </ul>	3
	<ul style="list-style-type: none"> <li>Present the contents in a <b>barely organised manner</b></li> <li>Make accurate use of scientific and technological terms in some parts of the project / design folio</li> </ul>	2
	<ul style="list-style-type: none"> <li>Present the contents in a <b>poorly organised manner</b></li> <li>Limited or incorrect use of scientific and technological terms in the project / design folio</li> </ul>	1

	Demonstrate poor preparation skills in the production process, with very little / no regard for safe working practices	
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## Tips for a smooth implementation of the Project assessment

### 1. Make a concrete and detailed plan in the teaching schedule

- Allowing ample time for the SBA tasks during class is very important.
  - facilitates teacher-student interaction and make discussion among students feasible
  - the students will also be more confident as they can seek for advice from the others easily
  - helps to monitor the progress of the students closely

### Estimated time to be allocated to the tasks:

- ✓ Experiment: 3 double periods
- ✓ Project: 7-8 double periods



## Tips for a smooth implementation of the Project assessment

### 2. Provide directional guidelines and very clear instructions to ensure students understand the requirements of the tasks.

- Make **adjustment** on the SBA tasks with reference to **abilities of your students**. Students with diverse abilities can be assessed through similar tasks yet attain enjoyable learning experiences through their participation.
- Teachers can provide a **framework/ template** for the project to the students:
  - Provide captions for all the required parts to be included in the outline.
  - Give guiding questions in certain parts to help students build on their ideas.
  - Allow filling in lines or blanks to complete required information.
  - Tabulation of relevant information for product analysis and design specification.
- Students should be reminded that more assistance from teachers may result in lower marks. **Encourage students to discuss with peers and try their best to solve the problems** by themselves before seeking further assistance from the teacher.



## Tips for a smooth implementation of the Project assessment

### **3. Early preparation is an important stepping stone to success**

- Teachers can include simplified projects and introduce experiment activities in junior form T&L teaching, especially in S3.
- A tasting of doing experiments will familiarise the S3 students with the format and requirements of the T&L SBA, which may also inform their consideration or concerns when they choose their elective subjects.
- The earlier the preparation, the higher confidence for both the teachers and the students on the SBA tasks.
- Consider including performance of these tasks in the assessment weighting of the school daily assessment.





THANK YOU!