

Chapter 4 Administrative Arrangements

4.1 Participating in SBA

SBA is compulsory for all school candidates. Schools which cannot comply with the requirements specified in this Handbook will not be eligible to present candidates to enter for the subject in the examination. Schools may refer to the HKDSE Examination Regulations regarding the procedures for applying to participate in the examination.

Permission for schools to continue with the SBA in a particular subject will be automatically renewed unless the SBA Supervisor's recommendation is to the contrary. In cases where the HKEAA considers that a particular school does not meet the stipulated requirements for the implementation of SBA, the HKEAA may consider taking the following action(s) as appropriate to remedy the situation:

- providing further guidance to the school or teachers concerned;
- issuing a warning letter to the school concerned and granting a grace period for the school to meet the requirements;
- barring the school from entering candidates for the subject in subsequent examinations until the school is able to demonstrate compliance with the stipulated requirements of the SBA component.

4.2 Absence from Assessment

If a student is absent on the day of the assessment, another assessment should be arranged on another day. At least one more opportunity should be given to students.

Students failing to attend the assessment for legitimate reasons should give those reasons and provide relevant supporting documents (e.g. medical certificates) to the HKEAA via their schools for special consideration, which will be given for medical and other legitimate reasons.

Students failing to participate in assessment without legitimate reasons will get zero marks in the assessment(s) concerned. Schools may consider issuing a warning letter to the student concerned to remind him/her of the consequences of absence from assessment.

4.3 Students with Special Educational Needs

Students with special educational needs will not be deprived of their right to the HKDSE school-based assessment. When conducting SBA tasks, schools have the autonomy to provide special arrangements to these students depending on the nature and severity of their disabilities. The provision of such arrangements allows these students to be equitably assessed under suitable conditions without having an unfair advantage. Examples of such arrangements may include:

- extension of preparation time;

- extension of assessment time;
- provision of ancillary aids; and
- provision of special assistance during the conduct of the assessment etc.

Blind students can read texts in Braille and/or listen to audio books instead of viewing non-print texts.

In cases where a school cannot provide special arrangements for a particular student, the matter should be brought to the attention of the HKEAA in writing by the principal of the school for HKEAA's special consideration at the beginning of the school year. Such cases, once approved, may include exemption from part or whole of the SBA tasks.

4.4 Submission of SBA marks

The HKEAA will coordinate the deadlines of mark submission for different subjects. At the beginning of the course, the HKEAA will inform schools of these deadlines so that subject teachers can plan their SBA schedule for the year. Teachers should also inform students of these deadlines and set specific dates for students to complete their SBA work in accordance with their schools' schedule.

It must be emphasised that the submission deadlines do not mean deadlines for students to complete their work, as ample time should be left for finalising the assessment results and records as well as following up on any irregularities so that marks can be submitted to the HKEAA on time. Schools are advised to coordinate the timing for students to complete SBA tasks across subjects, taking into account the workload of students and teachers, so that students' work for assessment is not concentrated into one or two critical months but spread out over two years.

All schools have to submit the SBA marks using the online School-based Assessment System. A user manual for the system will be available and training sessions provided to help teachers to become familiar with the system before they need to submit SBA marks. Before the school principal endorses the marks for submission to the HKEAA, teachers have to check carefully the marks entered in the system to ensure the marks awarded to each student are correct.

In order to streamline the administrative procedures, schools are only required to **submit all S5 and S6 SBA marks to the HKEAA in one go in S6**. Regarding the adoption of this 'One-off Submission', the following points should be noted:

- (a) There is no change to the SBA requirements and how SBA is conducted in school. SBA should continue to be conducted in S5 and S6 according to the stipulated SBA requirements and schools' internal schedule.
- (b) The S5 SBA marks should be properly kept by the school for submission in S6. To facilitate schools to store the S5 SBA marks, the HKEAA will provide SBA mark sheet templates (in the format of MS Excel files) for teachers to input the SBA marks for internal record-keeping. The mark sheet templates will be provided to schools around March each year.
- (c) A list of frequently-asked questions concerning this measure can be found at

4.5 Declaration Requirements

To prevent potential / perceived conflicts of interest, teachers conducting SBA have to declare whether the students they are assessing are their relatives (relatives include children, brothers and sisters, nephews and nieces, cousins and others living in the same home). The declaration records should be submitted to the HKEAA through the School-based Assessment System.

Apart from the provision of the declaration records to the HKEAA, school leaders are also expected to establish an internal system for directing teachers to make formal declaration of conflict of interest at the beginning of the school year in regard to their personal relationship with the students they teach, and to take appropriate actions to mitigate the declared interest, e.g. redeployment of teachers to avoid their conducting the assessments for the student(s) concerned, where applicable.

Chapter 5 Moderation of SBA Marks

5.1 Rationale for Moderation of SBA Marks

The main reason for having moderation is to ensure the fairness of SBA. Teachers know their students well and thus are best placed to judge their performance. In consultation with their colleagues, they can reliably judge the performance of all students within the school in a given subject. However, they are not necessarily aware of the standards of performance across all schools. Despite training in carrying out SBA, and even given that teachers will assess students on the same tasks and using the same assessment criteria, teachers in one school may be harsher or more lenient in their judgements than teachers in other schools. They may also vary in the awarded mark ranges.

To address these potential problems, the HKEAA (like most other examination authorities) makes use of various methods for ‘moderating’ assessments submitted by different schools, with an aim to ensuring the comparability of SBA scores across schools.

5.2 Moderation Mechanism

In HKDSE English Language, a statistical moderation method will be adopted in moderating the SBA scores submitted by schools. This is done by adjusting the average and the spread of SBA scores of students in a given school with reference to the public examination scores of the same group of students, supplemented with review of samples of students’ work. The statistical moderation results will be compared to the results from the sample review. If the two are broadly comparable with each other, the statistical moderation results will be adopted. If the difference between the two is significant, HKEAA will follow up with these outlier cases. If necessary, adjustments will be made to the statistical moderation results so that the final moderated scores of these schools can properly reflect the performance of their students in the SBA. During the moderation process, students’ SBA marks may be adjusted but the rank order determined by the school will remain unchanged.

Details of the moderation mechanism are provided in the booklet ‘*Moderation of School-based Assessment Scores in the HKDSE*’, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

The moderation is conducted on a school basis, i.e. taking each individual school as a moderation unit. If there is more than one subject teacher teaching the subject to the same cohort of students in the school, it is necessary for the teachers involved to agree in advance on the criteria for awarding marks, so that the same standard of assessment is applied to all students. Teachers may refer to *Paragraph 3.4* for some recommended practices on within-school standardisation.

After the examination each year, SBA moderation reports will be sent to schools for their reference. The report will specify the extent of adjustment made to the marks submitted by schools.

Chapter 6 Malpractice

Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- presenting work completed by others, in part or in whole, as one's own work;
- including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.

These behaviours are generally referred to as plagiarism.

6.1 How to Handle Malpractice

Students are forbidden to indulge in any malpractice when completing their assessment activities. Teachers are expected to provide sufficient supervision to ensure that the work which is assessed is that of the student concerned (see *Paragraph 3.3 Authentication of Students' Work* for details.) Teachers know their students well and hence should be able to detect plagiarism and other malpractices through a close monitoring of students' work.

Schools should establish procedures for handling suspected malpractice cases. These procedures may include investigating suspected cases and determining appropriate action for proven incidents of malpractice. During the investigation, students may be required to:

- provide evidence of the development of their work;
- discuss the content of the work with teachers and answer questions to demonstrate their knowledge and understanding of the work submitted;
- complete, under supervision, a supplementary assessment task related to the original task; and
- attend an interview or complete a test to demonstrate the work submitted is their own.

Plagiarism

Plagiarism in SBA is to be handled as described below, depending on the severity of the offence:

| Category | Method of handling |
|--|--|
| Serious plagiarism cases (P cases): Serious cases in which nearly the whole or the whole SBA task/assignment is plagiarised, with very little or no contribution from the student. | To be forwarded to the HKEAA for follow up |
| Other plagiarism cases: Less serious cases, including <ul style="list-style-type: none">- minor infringement identified in students' SBA work, or- part of the student's SBA work copied from source(s) without proper acknowledgement, but the student has made some contribution to the work. | To be handled by schools |

Procedures in Handling P cases

Schools should submit a report on the P cases identified to the HKEAA for follow-up, after the completion of mark submission in S6. The report should record details of the case and be submitted with relevant documents. *Appendix F* shows a template of the report for schools' use in reporting such cases, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>). When submitting the SBA marks to the HKEAA, schools should input "P" in the relevant mark box for the student concerned.

These P cases will be deliberated by the HKEAA's Standing Committee and, for proven cases, a recommendation will be made to the Public Examinations Board (PEB) for their consideration. The PEB will review all the information and evidence and decide on the penalty to be imposed in accordance with the Board's guidelines on handling examination irregularities. The levels of penalty to be imposed for proven P cases are as follows:

- (a) **Zero marks** will be given to the task in which serious plagiarism is proven. In addition, a penalty of **downgrade by one level** will be imposed in the subject concerned.
- (b) For extreme cases, e.g. repeated offence of plagiarism, candidates may be subject to **disqualification from the subject(s) concerned or the whole examination**.

Procedures in Handling Other Plagiarism Cases

Other less serious cases are to be dealt with by the school. These cases need not be reported to the HKEAA for follow-up. However, schools should keep a proper record of such cases.

For proven cases, schools should impose appropriate penalty in accordance with the school regulations and the HKEAA guidelines, taking into consideration the seriousness of the offence. This may include:

- Issuing a warning letter to the students (e.g. for minor offence due to negligence or committed at the initial stage of the assessment);
- Deducting marks for the task concerned; and
- Awarding zero marks for the task concerned.

It is important to note that in marking students' work, any proven plagiarised material should be disregarded and any marks awarded should be based on the students' own work only.

After the release of examination results, candidates may only submit applications to the HKEAA for rechecking of their SBA marks but cannot apply for a re-assessment of their performance in SBA. Hence it is important that students should be informed of the penalty imposed. Schools should handle any queries from students against assessment decisions in accordance with their established internal procedures. Any queries from students should be resolved before submitting the SBA marks to the HKEAA.

Plagiarism Cases Identified by the HKEAA

After the completion of mark submission in S6, the HKEAA will conduct moderation of SBA marks and review of samples of student work collected from schools. Any suspected plagiarism cases identified during this process will be handled in a consistent manner as those identified by schools.

Schools will be required to follow up on any suspected cases identified. Both P cases and other less serious cases will be handled following similar procedures as stipulated above.

6.2 Prevention of Malpractice

At the beginning of the course, schools are expected to advise students on what malpractice is and what its consequences are. To avoid plagiarism, guidance needs to be provided to students on how to acknowledge sources properly in their work.

In completing the SBA, students can make reference to any sources (books, newspapers, magazines, the Internet etc) and/or discuss with their peers/parents but they must not plagiarise when completing their work. They should acknowledge sources properly in their work. Some examples on how to acknowledge sources properly are provided in the booklet “*HKDSE Information on School-based Assessment*”, which is available on the HKEAA website (<http://www.hkeaa.edu.hk/en/sba/>).

Roles and Responsibilities of the HKEAA, EDB, Schools and Students

The following summarises the roles and responsibilities of different parties involved in the administration of the SBA, including the HKEAA, the Education Bureau (EDB), schools (principals and teachers) and students.

HKEAA will:

1. develop the assessment framework, assessment/administrative guidelines and marking criteria for SBA;
2. conduct research in SBA (e.g. with regard to international policies and practices, moderation methods, psychometric issues involved and implementation issues);
3. lead and organise teacher professional development courses on assessment in collaboration with the EDB;
4. monitor the conduct of SBA in schools to ensure compliance with SBA requirements;
5. appoint SBA Supervisor and District Coordinators to oversee and support the implementation of SBA in individual subjects;
6. process assessment records submitted by schools;
7. moderate SBA marks submitted by schools; and
8. provide feedback to schools.

EDB will:

1. develop the curriculum framework;
2. sponsor and organise teacher professional development courses on assessment in collaboration with the HKEAA;
3. provide learning and teaching resources to facilitate the implementation of SBA in schools;
4. support the WebSAMS system to facilitate retention of SBA teacher/class data and assessment records; and
5. evaluate quality assurance processes of school assessments including SBA (e.g. through inspection of teaching facilities, observation of lessons and the external school review process).

Principals (or their designates) will:

1. establish appropriate regulations and procedures for the proper administration of SBA within the school;
2. send representatives to attend SBA conferences and coordinator-teacher meetings;
3. nominate a School Coordinator for each subject to oversee the conduct of the SBA in that subject;
4. provide information on the administration of SBA as required by the HKEAA;
5. endorse the SBA marks for submission to the HKEAA;

6. facilitate visits by HKEAA subject managers and examination personnel (e.g. supervisors, district coordinators and moderators) who may need to review students' work and assessment records;
7. maintain a quality assurance system for SBA; and
8. provide feedback to the HKEAA.

Teachers will:

1. explain to students the aims, requirements and assessment criteria of SBA as well as the relevant school regulations and procedures;
2. administer SBA as an integral part of learning and teaching;
3. administer SBA according to the regulations and procedures set by the HKEAA and the school;
4. provide information on the administration of SBA as required by the HKEAA;
5. assess students' work/performance using the assessment criteria set by the HKEAA;
6. authenticate students' SBA work and performance records;
7. submit SBA marks, assessment records and samples of students' work to the HKEAA on schedule;
8. retain students' assessment records and make them available for inspection if required; and
9. provide feedback to the HKEAA.

Students should:

1. understand that:
 - SBA tasks are part of learning and teaching of the respective subject;
 - the process of SBA, including feedback from teachers, helps them develop skills and knowledge that may not be reflected in public examinations;
 - learning through SBA complements learning in other parts of the curriculum;
2. become familiar with the task requirements, the assessment criteria, critical dates, school regulations and procedures for SBA;
3. complete the assessment tasks honestly and responsibly in accordance with the stipulated requirements;
4. complete the assessment tasks on time; and
5. keep a proper record of their SBA-related work till the end of the examination cycle and present it for inspection at the request of the school or the HKEAA.

Roles and Responsibilities of Supervisor, District Coordinators and School Coordinators

When SBA is implemented in a certain subject, the HKEAA will appoint an SBA Supervisor and District Coordinators to oversee and support the implementation of SBA. School principals will be requested to nominate a teacher to be the School Coordinator for a particular subject, who will serve as a link between the subject teachers within the school and the HKEAA and the District Coordinators. Their roles and responsibilities are summarised below:

SBA Supervisor

The duties of the SBA Supervisor are to:

1. be responsible to the HKEAA for the proper monitoring of SBA;
2. make any necessary arrangements with District Coordinators to familiarise them and subject teachers with the SBA, and to align assessment standards;
3. bring any irregularities to the notice of the HKEAA together with recommendations for action(s) to be taken, including SBA mark adjustment;
4. keep the HKEAA informed of the progress of SBA and recommend amendments when deemed desirable;
5. oversee the appointed District Coordinators;
6. make recommendations to the HKEAA regarding SBA moderation; and
7. write a report on the conduct of SBA and submit it to the HKEAA at the end of the school year.

SBA District Coordinators

SBA District Coordinators provide a link between the Supervisor and School Coordinators/teachers. The duties of a District Coordinator are to:

1. liaise with School Coordinators and oversee the implementation of SBA in an assigned group of schools;
2. conduct meetings with School Coordinators/teachers involved in his/her group as necessary, pass on information about SBA to teachers and discuss difficulties and receive comments/feedback from teachers;
3. report to the Supervisor any difficulties or irregularities in the implementation of SBA in the schools in his/her group and recommend any necessary action;
4. provide guidance and support to teachers in the implementation of SBA in schools and ensure adherence to the guidelines;
5. help teachers in the schools in his/her group to establish as far as possible a uniform standard in assessment;
6. assist the Supervisor in matters concerning the operation of SBA;
7. inspect samples of students' work and relevant assessment records provided by teachers in his/her group and provide feedback to teachers on the standards of marking and students' work in his/her group; and
8. complete a report concerning each of the schools in his/her group at the end of the school year.

SBA School Coordinators

The School Coordinator for English Language, who is nominated by the school principal, provides a link between the subject teachers within a school and the District Coordinator and the HKEAA. The duties of a School Coordinator include, but are not limited to, the following:

1. liaise with the HKEAA and the District Coordinator regarding SBA matters;
2. coordinate the selection/development of suitable SBA assessment tasks;
3. plan the assessment schedule (i.e. number, timing and sequence of assessment tasks) in consultation with all subject teachers teaching the same cohort of students;
4. ensure proper understanding of the assessment criteria, and coordinate and standardise the assessment process;
5. conduct a within-school meeting to review performance samples and standardise marks before the submission of marks to the HKEAA;
6. attend and bring samples of student performance to the inter-school meeting for professional sharing;
7. coordinate the reporting of marks to the HKEAA; and
8. report to the District Coordinator any difficulties or irregularities in the implementation of SBA in his/her school.

Calendar of Events

The following table shows a tentative schedule of SBA events for the 2021 HKDSE English Language Examination:

| School Year | Month | Event |
|--|-------------------------|--|
| S4 | September 2018 | 2021 SBA Handbooks uploaded to the HKEAA websites (http://www.hkeaa.edu.hk/en/sba/) Teachers to start SBA teaching and learning activities |
| | October 2018 | SBA conference: <ul style="list-style-type: none"> • Introduction of Supervisors and District Coordinators • Latest information about the SBA |
| | October – December 2018 | Professional Development in Preparation for the School-based Assessment |
| | By July 2019 | Schools to finalise the assessment plans for S5 and S6 |
| S5 | September 2019 | Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> • Name(s) and relevant information of S5 teachers and SBA School Coordinator |
| | October 2019 | SBA conference: <ul style="list-style-type: none"> • Updates on SBA • Experience sharing on SBA |
| | October – December 2019 | Professional Development in Preparation for the School-based Assessment |
| | Late 2019 – Mid 2020 | †S5 teachers to conduct SBA assessment activities according to school's assessment plan Schools to run the within-school standardisation meeting (chaired by School Coordinators) |
| | June – July 2020 | Schools to attend the Inter-school Sharing Session (chaired by SBA District Coordinators) |
| <p>†Please note that Part B of the SBA component can be conducted in the second term of S5 or anytime in S6. Marks for Part B are to be submitted <u>at the end of S6</u>.</p> | | |

| | | |
|----|----------------|--|
| S6 | September 2020 | †S6 teachers to conduct SBA assessment activities according to school's assessment plan Schools to provide the following information to the HKEAA: <ul style="list-style-type: none"> • Name(s) and relevant information of S6 teachers and SBA School Coordinators |
| | October 2020 | SBA conference: <ul style="list-style-type: none"> • Updates on SBA • Feedback to schools on SBA • Experience sharing on SBA |

| | | |
|--|----------------------------|---|
| | December 2020 – March 2021 | <p>Schools to run the within-school standardisation meeting (chaired by School Coordinators)</p> <p>Schools to attend the Inter-school Sharing Session (run by SBA District Coordinators)</p> <p>Schools to submit SBA marks, one marks for Part A and one mark for Part B</p> <p>Schools to submit 6 sets of video (a set refers to one video clip for Part A and one for Part B of the SBA component) and the assessment records of relevant students to the HKEAA.</p> |
| | April – June 2021 | SBA marks analysed and moderated by the HKEAA |
| | July 2021 | Release of 2021 HKDSE Examination Results |
| | October 2021 | Schools to receive feedback on the outcome of moderation |

Channels of Communication

(1) Teachers may contact the HKEAA via one of the following means:

| | Examination Arrangements and Application for Special Consideration | Subject-specific Information and Operation of SBA in Schools |
|----------|--|--|
| Tel No.: | 3628 8860 | 3628 8070 |
| Fax No.: | 3628 8928 | 3628 8091 |
| Address: | Manager - DSE (SBA) School Examinations and Assessment Division Hong Kong Examinations and Assessment Authority 12/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong | SBA Team, Assessment Development Division Hong Kong Examinations and Assessment Authority 13/F, Southorn Centre 130 Hennessy Road, Wan Chai Hong Kong |

(2) Teachers may view the latest SBA information or download useful documents from the HKEAA website:

- URL: <http://www.hkeaa.edu.hk>
- For general information, please click 'HKDSE' on the homepage, then choose 'Assessment Information', and then choose 'SBA'

Hong Kong Diploma of Secondary Education Examination
Student Declaration Form for School-based Assessment (SBA)
Completed in the School Year 20__ - __

Notes:

1. This form should be signed by senior secondary students at the beginning of each school year in which SBA is undertaken. Only one form needs to be completed by each student.
2. The completed form should be retained by the school until the end of the public examination cycle.

School Name: _____

Student's Name: _____

Class: _____ Class No: _____

Important Reminder to Students:

1. It is of utmost importance that academic honesty is maintained in SBA. Students are forbidden to indulge in any malpractice when completing their assessments.
2. Student can make reference to sources but must not plagiarise when completing their work. They should write in their own words and should not simply copy others' words or ideas and present them as their own. If necessary, they can quote or make reference to something written by another author in their work, as long as they ensure that these quotes or references are identified and the sources properly acknowledged.
3. Students are advised not to quote excessively in their work, as this would mean that they themselves could only make a minimal contribution to that piece of work and consequently they would be likely to get low marks from their teacher.
4. Students can make reference to the booklet "*HKDSE Information on School-based Assessment*", (<http://www.hkeaa.edu.hk/en/sba/>). Some examples on how to quote and acknowledge sources properly are provided in the booklet.
5. Students will be subject to severe penalties for proven plagiarism. The HKDSE Examination Regulations stipulate that a candidate may be liable to disqualification from the subject concerned or the whole of the Examination, or suffer a mark or grade penalty for breaching the Regulations.

I certify that I have read the above Reminder and declare that:

- All SBA tasks/assignments work to be completed for all subjects in this school year will be my own work.
- My SBA work will not include any materials which have been copied from other sources without acknowledgement.
- I am responsible for ensuring that the work produced is my own and will bear the consequences for committing plagiarism or other malpractice in SBA.

Student's signature: _____ Date: _____

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

Appendix G

School Name: _____

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

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 <i>(Circle number for each domain)</i> | TEACHER'S COMMENTS | CRITERIA FOR THE AWARD OF MARKS <i>(Circle number for each domain)</i> | TEACHER'S COMMENTS |
|--|---------------------------|--|---------------------------|
| 1. Pronunciation & delivery 0 1 2 3 4 5 6 | | 1. Pronunciation & delivery 0 1 2 3 4 5 6 | |
| 2. Communication strategies 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 | | 3. Vocabulary & language patterns 0 1 2 3 4 5 6 | |
| 4. Ideas & organisation 0 1 2 3 4 5 6 | | 4. Ideas & organisation 0 1 2 3 4 5 6 | |
| TOTAL: _____ / 24 | | TOTAL: _____ / 24 | |

Student 3: _____ **No.:** _____ **Student 4:** _____ **No.:** _____

| CRITERIA FOR THE AWARD OF MARKS <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 TOTAL: ____ / 24 | TEACHER'S COMMENTS | CRITERIA FOR THE AWARD OF MARKS <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 TOTAL: ____ / 24 | TEACHER'S COMMENTS |
|---|---------------------------|---|---------------------------|
|---|---------------------------|---|---------------------------|

AUTHENTICATION BY TEACHER

1. 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.
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 A**

Appendix G

School Name: _____

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|------------------------|
| Teacher's Name: |
| Class: |
| Student's Name: |
| Student No.: |

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 | TEACHER'S COMMENTS |
|--|---|
| <p><i>(Circle number for each domain)</i></p> <p>1. Pronunciation & delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary & language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas & organisation 0 1 2 3 4 5 6</p> <p align="right">TOTAL: ____ / 24</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> |

AUTHENTICATION BY TEACHER

- 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.
- 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**

Appendix G

School Name: _____

| |
|------------------------|
| Teacher's Name: |
| Class: |

Oral Text-type: Group Interaction **Assessment date:** ____/____/____

Elective Module(s): _____

Summary of task (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 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 (Circle number for each domain) | TEACHER'S COMMENTS | CRITERIA FOR THE AWARD OF MARKS (Circle number for each domain) | TEACHER'S COMMENTS |
|--|--------------------|--|--------------------|
| 1. Pronunciation & delivery 0 1 2 3 4 5 6 | | 1. Pronunciation & delivery 0 1 2 3 4 5 6 | |
| 2. Communication strategies 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 | | 3. Vocabulary & language patterns 0 1 2 3 4 5 6 | |
| 4. Ideas & organisation 0 1 2 3 4 5 6 | | 4. Ideas & organisation 0 1 2 3 4 5 6 | |
| TOTAL: ____ / 24 | | TOTAL: ____ / 24 | |

Student 3: _____ **No.:** _____ **Student 4:** _____ **No.:** _____

| CRITERIA FOR THE AWARD OF MARKS <i>(Circle number for each domain)</i> | TEACHER'S COMMENTS | CRITERIA FOR THE AWARD OF MARKS <i>(Circle number for each domain)</i> | TEACHER'S COMMENTS |
|---|-----------------------|---|-----------------------|
| 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 | | 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 | |

AUTHENTICATION BY TEACHER

1. I certify that the text used by each student 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 the student's 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**

Appendix G

School Name: _____

| |
|---|
| <p>Teacher's Name:</p> <p>Class:</p> <p>Student's Name:</p> <p>Student No.:</p> |
|---|

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):

DECLARATION BY STUDENT

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: _____ 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 | TEACHER'S COMMENTS |
|--|---|
| <p><i>(Circle number for each domain)</i></p> <p>1. Pronunciation & delivery 0 1 2 3 4 5 6</p> <p>2. Communication strategies 0 1 2 3 4 5 6</p> <p>3. Vocabulary & language patterns 0 1 2 3 4 5 6</p> <p>4. Ideas & organisation 0 1 2 3 4 5 6</p> <p align="right">TOTAL: ____ / 24</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> |

AUTHENTICATION BY TEACHER

- I certify that the text used by each student 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 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: _____

Framework of Guiding Questions (to clarify, prompt and scaffold presentation and interaction)

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 talking independently in English, scores should not be based on the level of the question, only 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.*

Level 1 *General response (Function: 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)*

Guiding questions: What do you know about X? Have you ever seen/been ... etc.

e.g. This film is about birds. Do you like birds? Have you ever been to Mai Po marshes?

Level 2 *Literal response (Functions: naming, describing, recounting, indicating sequence and cause and effect, requiring students to retrieve basic facts about text; mainly material and relational processes)*

Guiding questions: Who, what, where, when, why, how? (In relation to plot, life history, 'facts' of the documentary etc.)

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?

Level 3 *Reflective response (Functions: 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)*

Guiding questions: What did you think? Did you like? How did you feel?

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?

Level 4 *Interpretive response (Functions: all the above, plus speculating, hypothesizing, etc. as students required to synthesize information from different parts of text, analyse and interpret, discuss implications; longer and more complex utterances)*

Guiding questions: 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?

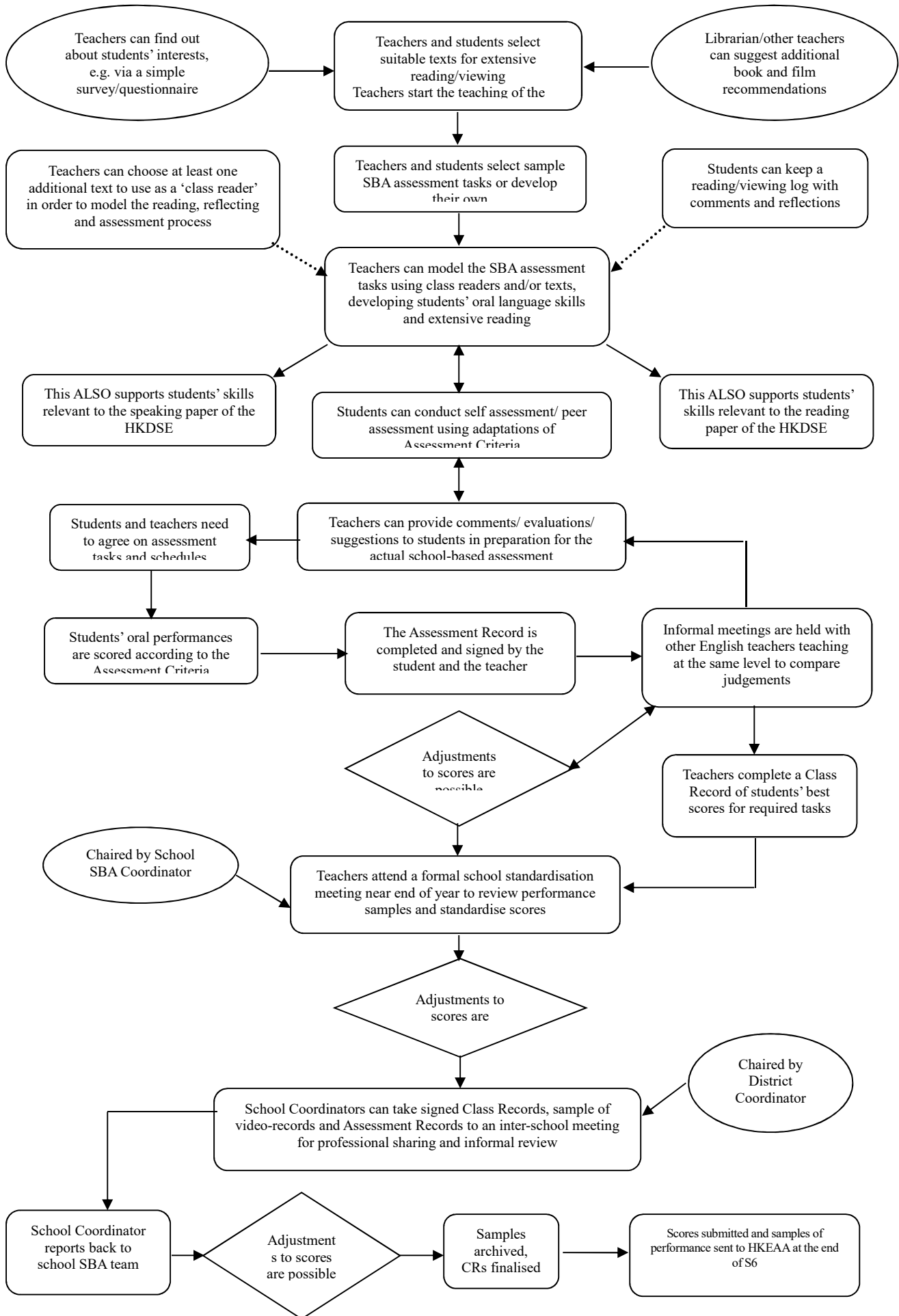
e.g. In what ways did different characters/protagonists respond differently to events in the text?

Level 5 *Critical response (Functions: all the above, plus demand 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)*

Guiding questions: If you were/did/could ... what would ...?

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?

Summary of the Teaching and Assessment Process



Hong Kong Diploma of Secondary Education Examination English Language Recommended SBA Practice

The following summary is for teachers' reference only. Schools can tailor-make their own teaching and assessment plans according to the SBA requirements.

Summary of the Teaching and Assessment Process

Before or at the beginning of the S4 school year

- School Coordinator and S4 teachers meet to plan the extensive reading / viewing scheme (based on existing ERS in junior forms if possible), the assessment schedule and professional development training
- Try to integrate SBA into the curriculum
 - Plan other teaching / learning activities in conjunction with the SBA e.g. writing and listening tasks
 - Reading and speaking skills learnt relevant to the reading and speaking exam papers
- Communicate with students and parents regarding the SBA requirements and assessment schedule
- Conduct survey to find out students' interests
- Recommend suitable texts at students' level for extensive reading /viewing
 - Allow students to choose texts according to their interests
 - Four texts in three years, one each from the four categories
 - Texts should be selected according to the text selection criteria provided (see page 1 of the list of Recommended Texts on the HKEAA website: www.hkeaa.edu.hk)
- Select from sample SBA assessment tasks provided or develop other suitable assessment tasks
- Can prepare an SBA student handbook or logbook containing support materials to help students

S4 and First term of S5

- Select text(s) to teach extensive reading / viewing skills and how to use the logbook
- Teach different kinds of oral communication skills
- Explain the Assessment Criteria by using a simplified version
- Inform students the schedule for assessment and SBA regulations
- Show clips of students doing GI/IP; have students discuss and assess the students in the clips
 - Use clips from the introductory DVD or clips of own students
 - Video materials also available on the HKedCity SBA platform (<http://ec.hkedcity.net/sba>)
- Practise doing a few pre-assessment tasks; record performances and give feedback to help students do better in their assessment task
- Teach students relevant self-assessment and peer-assessment skills (see *Appendix K*)
- Give students opportunities to self-assess and peer-assess their performances based on the Assessment Criteria
- Help students select appropriate texts for reading / viewing on their own
- Students should be encouraged to read / view more than one text in each category to widen their exposure and increase their choice
- Students required to read a minimum of four texts from four different categories over the three years
- Form reading groups if necessary so students can support each other
- Check logbooks occasionally to ensure that students are reading / viewing their texts
 - Logbooks do not need to be corrected or marked but some feedback is useful
 - Can give students help with pronunciation and language

† **Please note that the teaching and learning activities of the Elective Modules should start in S5**

Before the actual assessment

- All S5 teachers meet to view and discuss the Anchor Sets to ensure that they are familiar with the assessment criteria and standards
 - View some clips of own students for discussion and compare judgements
- Decide on assessment tasks and assessment schedule (*Teachers can choose to conduct more than one assessment per year and report the best mark*)
- Prepare Assessment Record
 - Refer to the samples provided in the SBA Handbook
 - Can be downloaded from HKEAA website and adapted for own use

Second term of S5

- Actual assessment (either GI or IP)
 - Students must be familiar with the type of assessment task and the type of text
 - Students can be allowed to choose the texts they want to be assessed on if they have read / viewed more than the required number of texts
 - Teachers can give students the general assessment task a few days in advance for preparation (length of time depends on nature of task and ability of students; but to avoid memorisation and extensive rehearsal, the exact assessment task should be given shortly before the assessment)
 - Students must be assessed by usual English subject teacher
 - Students should be given appropriate time to produce enough oral language to be assessed (about 3-5 minutes each)
 - Teachers can be flexible with timing to cater to students' ability
 - Different assessment tasks can be given to students depending on their ability and the texts they have read
 - For group interactions, students can be assessed in pairs or groups of three or four or more
 - Depending on the complexity of the task, about 15 minutes preparation time should be given before the actual assessment for students to make notes
 - Students can refer to their texts and logbooks during preparation
 - During the assessment students can only refer to notes made on one 4x6 note card
 - During the assessment teachers can interact with students / ask impromptu questions / scaffold students' oral interaction
 - If teachers suspect the work is not the students' own, another assessment should be arranged
 - Video recording of at least nine students, three each with the best, average and lowest performance for standardisation and review purposes; more recordings can be made and used for feedback purposes
 - Recordings need not be of professional quality
 - Students are scored according to the assessment criteria and scores recorded on the Assessment Record which is signed by the students and the teacher for authentication
 - Scores and other feedback should be given to students to help them do better in the next assessment

† **The assessment for Part B of the SBA component can be conducted in the second term of S5 or anytime in S6**

Late June

- Students' scores are recorded on the Class Record
- All S5 teachers attend a formal within-school standardisation meeting chaired by the School Coordinator to standardise scores
 - Review video recordings with reference to the Assessment Criteria
 - Adjustments to scores should be made if necessary to ensure fairness and standardisation
 - Should inform students if scores are adjusted

Early July

- School Coordinators attend district level inter-school meeting chaired by District Coordinator for professional sharing and informal review
 - Review video recordings
 - Share experience and good practices
 - Adjustments to scores are still possible at this stage, but not compulsory
- School Coordinator reports back to school SBA team
- The S5 SBA marks should be properly kept by the school for submission in S6.

The whole process should be repeated in S6, with within-school and inter-school meetings conducted in late February to early March.

When submitting the marks, teachers should make sure that of the two marks reported, one mark should be based on a group interaction and one on an individual presentation. At the end of S6, schools need to submit the two SBA marks in one go via principal using the online mark submission platform.

For review of students' work, 6 sets of video (a set refers to one video clip for Part A and one for Part B of the SBA component) and the assessment records of relevant students should be submitted to the HKEAA by mid March.

Teachers' guidelines for student-oriented criteria

1 Why are peer- and self-assessment useful?

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

- A. Arrange the lesson in a classroom with LCD projector and computer access. Choose an exemplar from those in the SBA introductory to play for the students. Divide students into small groups to facilitate discussion.
- B. Give students copies of the GI/IP Student-oriented Criteria assessment sheets.
- 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 agree jointly on one box that best describes the performance.
- H. Ask students to feed back their open-ended comments, 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 play students several exemplars of performance and ask students to compare the strengths and weaknesses of each, focusing on one domain at a time.
- I. Finally, feed back your own judgements about the levels of the performance of the participants.

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

Training for self-assessment

Discuss and give students practice of working with those assessment criteria that are NOT the same as on the peer-assessment Student -oriented Criteria sheets (i.e. 5, 6, 10 and 11).

Note: Criterion 6 refers to questions that the IP presenter may invite observers 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 Student-oriented Criteria peer evaluation sheets for the observers, and enough self-assessment sheets 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 electricity points
- the observers can clearly see the participants.

In the classroom:

1. Give out Student-oriented Criteria sheets and ask the students to carry out the Individual Presentation/Group Interaction.
2. After the presentation/interaction give students 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-assessment sheets.
3. Arrange for the presenters to watch their videoed presentation, and to fill in their self-assessment. 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 observe 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 can join in the discussion and encourage 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 | | | | | | |

The thing I liked most about his/her discussion was...

Next time he/she should ...

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 could 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 | | | | | | |

The thing I liked most about my presentation was

Next time I will ...

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 ...

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 ...

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 ...

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 ...