Designing Effective DSE Oral SBA Tasks Checklist for Evaluation Davison & Hamp-Lyons, 2009

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