

School-based Assessment

Teacher conference 2011/2012



香港考試及評核局
Hong Kong
Examinations and
Assessment Authority

Programme for 30 Oct 2011

14:15	Registration
14:30	Updated information of the requirement of the SBA Introduction to the newly appointed supervisor district coordinators & their duties
15:40	Break
15:50	Design and implementation of SBA task on essay writing Teacher's Experience sharing of the implementation of SBA in schools
16:35	Q & A Vote to Thanks



Programme for 5 Nov 2011

9:15	Registration
9:30	Updated information of the requirement of the SBA Introduction to the newly appointed supervisor district coordinators & their duties
10:40	Break
11:50	Design and implementation of SBA task on essay writing Teacher's Experience sharing of the implementation of SBA in schools
12:35	Q & A Vote to Thanks



SBA: Development

- Objective:
Building students' ability to have a self-directed exploration on economic issues



SBA: Dual Role

- Assessment of learning:
fairness, reliability, consistency
- Assessment for learning:
springboard, simulation, motivation



Task: Economics Analysis

- Keywords: analysis, application, integration
- Form:
News commentary or Essay/Report
- Focus on analyzing economic issues found in the news or activities



Task: Economics Analysis

Common mistakes

- Too much focus on the form instead of Economic Analysis
it becomes a commentary on news itself or a record of the activity
- Distracted by the source/activity so the written report lacks economic analysis/contents.



The first cohort: 2011 F.4

- 2011 Form 4 → 2014 HKDSE Exam
- 2011 Sep (Form 4)
Preparation
- 2012 Sep (Form 5)
One task completed ← flexible
Providing feedback to students
- 2013 Sep (Form 6)
Two more tasks completed ← flexible
Providing feedback to students



Tentative dates for SBA

- Updated SBA deadlines every year on the start of school year
- F.5 mark submission:
Apr 2013 – Jun 2013
- F.6 mark submission:
Nov 2013 – Apr 2014
- F.6 sample submission:
After F.6 mark submission



Things to be ready for mark submission

- copies of student's work (softcopies/hardcopies)
- Marksheets of all students
- Form F1 (student declaration)
- Record of handling complaints (if any)



Submission of marks

- 3 areas of assessment for each SBA task
- Mark submission: only the **total mark of each task** is required
- Inform students the submitted marks (Form F1)



Mark standardization

- Intra-personal assessment criteria, sample scripts
- Intra-school standardization meeting
- Inter-school SBA conference, statistical moderation, samples review by district coordinators



Area 1: Economic analysis

- Select a good topic (if applicable)
- Provide extra data/information (if applicable)
- Interpret the information correctly
- Show good understanding of economic theories
- Analyze in the angles of different economic agents

Weighing: 60%



Area 2: Organization and communication

- Language
- Tables, formulas or graphics
- Layout
- References

weighing: 25%



Area 3: Values and reflections

- Evaluate the news/case/policy
- Reflect on personal values
- Explore further /extend the analysis

Weighing: 15%

- Students should know the assessment criteria and the weighting of each area
→ better allocation of their effort



Marking 40 tasks by a single teacher

Key: rank students consistently!

- Mark 8-10 tasks with samples of excellent, fair and poor performance with reference to the assessment criteria
- Re-visit the ranking and the marks given, and align with the sample scripts (mark amendment is usual)
- Use that 8-10 tasks as reference for the remaining 30 tasks
- Fine-tune the mark distribution if necessary



3 ways of intra-school mark standardization: (1)

- One teacher marking the whole Form

Pros:

- Save time in meeting/communication
- No inter-marker discrepancy

Cons: ?



3 ways of intra-school mark standardization: (2)

- Pre-marked sample scripts provided to fellow teachers
- Source of scripts: last year's representative tasks of students retained

Pros:

- More concrete idea of the marking standard
- Better standard maintenance across years

Cons?



3 ways of intra-school mark standardization: (3)

- Select samples (Hi, Mid, Lo) and distribute to fellow teachers
- Trial-mark the samples by fellow teachers
- Discuss and align the standard
- Source of scripts: each teachers submit a number of marked samples

Pros:

- Better understanding of the student performance and marking standard within school
- Better standard maintenance across teachers

Cons?



Inter-school standardization

- SBA teacher conference
Updates for requirements, sharing of experiences
- Statistical moderation
School-based, not teacher-based
- District coordinators
District meeting on need basis
Sampling and reviewing



Statistical Moderation

- Necessary to make SBA marks comparable across school
- Adjust according to the harshness/leniency of marking in the whole school
- Reference made to the public exam result of the whole school
- Rank order determined by the school will remain unchanged



Sample collection

- Identifying outliers schools
- F.5: no need to hand in samples
- F.6: after mark submission, EAA will inform schools which 12 samples (6 students, each 2 tasks) to be handed in
- 'stratified sampling' procedures



Resources on the web

- SBA information
http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?11
- SBA Teacher's handbook
- PowerPoints for seminars/conference
- FAQ
- Forms and Assessment Criteria (Word)
- moderation mechanism
http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/HK_DSE-SBA-ModerationBooklet_r.pdf



Q: Will there be a word limit for written reports?

- No word limit stipulated
- Number of words: give a concrete and precise analysis of the economic issue(s) concerned
- Teachers may have a suggestion for the number of words of a task



Q: Can the news articles/source materials be provided by teachers?

- Teachers can provide source materials for news commentaries or essays/reports at their own discretion



Q: Can students find additional source(s) other than the teacher's?

- Yes, teachers may allow students to do so
- Remember to write down the source(s) at the end of the report
- Teachers may require students to print/photocopy the source(s) and attached with the report
- The additional sources may deserve credits in area 1



Q: What language should be used in writing the task? Sources ?

- As SBA is part of the public assessment, it should follow the language of the written exam
- Sources is flexible, due to the limitation of availability of sources



Q: Can student re-submit their work before/after the deadline?

- Teachers set a internal deadline for SBA submission
- Before the deadline, students are free to submit a revised draft
- After the deadline, teachers should mark the students' work as it is
- Time/feedback/support should be the same for every student



Q: Can teachers do more than 3 SBA tasks in two years?

- Required: 3
- Teacher has discretion on the actual number of task
- For the SBA tasks to have their marks submitted, students should be notified beforehand
- NO picking the highest three marks: workload issue and fairness issue



Q: How to prevent plagiarism?

- Let the students do most of the task in the (SBA) lesson!
- Same/similar time frame for the whole form
- Keep a record for the drafts (if any)
- Worksheets
- Log-sheets



Q: How to prevent plagiarism?

- An example of workflow:
 - a piece of news distributed + reading + extra sources searching (1-2 days)
 - in-class report-drafting (2 lessons)
 - tidy-up their report at home + typing + reference (1 day)
 - hand-in the final version with the draft



Some thoughts for consideration (I)

- Ask the students to attach sources and drafts with their written reports
- Collect both hard and softcopies: Hardcopies for marking, softcopies for record-keeping
- Adopt a file-naming system for students' work (e.g. 2013F5A30ECON1_A123456.doc)



Some thoughts for consideration (II)

- Consider which skill(s) should be taught by Economics Teachers (library skills/computer skills/comprehension skills)
- Train students to draw diagram in Word OR allowing them to draw by pen and pencil (scanning may be needed afterwards)
- Time allowed for the task:
Insufficient time make the quality of the output drop while excessive time increases the chance of plagiarism



Concluding remarks

Key steps for running SBA smoothly

- **K**eep record
(marks, students' work, complaints)
- **I**nform students
(Assessment criteria, tasks for submission, administrative requirement)
- **S**tandardize marking
- **S**ubmit marks and samples



All the best in SBA!

Thank you



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