



# School-based Assessment

Marking SBA tasks - illustrated with  
samples of news commentaries

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## SBA: Development

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

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## Teacher's role

- Nurturing the students' skills related to SBA
- Designing SBA tasks
- Leading students to do SBA tasks in classroom
- **Marking SBA tasks**
- Submitting Marks
- Providing feedback to students

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## Things to be ready for mark submission

- Electronic copies of student's work
- Marksheets of all students
- Form F1 (student declaration)
- Record of handling complaints (if any)
  
- In form 5 submit one task's mark  
In form 6 submit two tasks' marks

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## 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)

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## 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%

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## Area 2: Organization and communication

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

weighing: 25%

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## 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

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## Mark standardization

- Intra-personal  
assessment criteria, sample scripts
- Intra-school  
standardization meeting
- Inter-school  
SBA seminars, moderation, district  
coordinators

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## 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

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## 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: ?

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## 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?

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## 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?

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## Sample script (A)

- Show fairly good understanding on demand-supply theories- change in production cost, elasticity, competitive demand
- Deduce logical conclusions
- Present ideas clearly, appropriate layout
- Attempt to evaluate the case in a narrow angle

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## Sample script (B)

- Show fair understanding of demand-supply theories
- Analyze the case with some success
- Present arguments in an organized way
- Evaluate the source material critically and reflect his own learning

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## Sample script (C)

- Weak economic concepts with some errors in the analysis
- Limited language ability
- Attempt to evaluate the case in a personal view

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## Sample script (D)

- Show accurate understanding of concepts e.g. tax burden
- Analyze the policy in different economic agents' perspectives
- Well-labelled and clear diagram
- Precise language
- Extend the analysis to different topics

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## Inter-school standardization

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

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## Questions from last briefing session

- SBA information  
[http://www.hkeaa.edu.hk/en/sba/sba\\_hkdse\\_elective/dse\\_subject.html?11](http://www.hkeaa.edu.hk/en/sba/sba_hkdse_elective/dse_subject.html?11)
- SBA Teacher's handbook (Trial Version)
- FAQ

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## 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

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## 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

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## Q: How to prevent plagiarism?

- Let the students do most of the task in the (SBA) lesson!
- Keep a record for the drafts (if any)
- An example of workflow:
  - a piece of news distributed + reading + extra sources searching (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

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## Q: How can the students manage SBA for ALL subjects?

- School: A plan to coordinate the time for SBA is essential
- Economics teacher: Arrange the SBA as classwork, not homework  
Clearly specify SBA assessment and administration requirements
- Student: Time management and do not over/under allocate resource to a single task

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