

**FAQ on the Implementation of  
School-based Assessment (SBA) in HKDSE**  
(As at 20 October 2010)

Questions	Responses
<ul style="list-style-type: none"> <li>● In what ways do students benefit from SBA in the new senior secondary curriculum?</li> </ul>	<ul style="list-style-type: none"> <li>● SBA has been expanded in the new senior secondary curriculum and assessment in order to enable students to further develop learning skills in the curricula that cannot be reflected in examination papers, such as enquiry skills, laboratory skills and creativity in design.</li> </ul>
<ul style="list-style-type: none"> <li>● Why is it necessary to moderate the SBA marks?</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers know their students well and can reliably judge their performance. However, they are not necessarily aware of the standards of performance across all schools. Teachers in one school may be harsher or more lenient in their judgments than teachers in other schools. The HKEAA makes use of appropriate methods to moderate SBA marks submitted by different schools with the aim of ensuring comparability of SBA scores across schools. During the moderation process, students' SBA marks may be adjusted but the rank order determined by the school will remain unchanged.</li> </ul>
<ul style="list-style-type: none"> <li>● What moderation methods will be adopted to moderate SBA results under NSS? Are there any measures that can help schools and teachers understand the methodology for SBA moderation?</li> </ul>	<ul style="list-style-type: none"> <li>● The SBA in NSS curricula will continue to be moderated by existing methods: statistical methods for the majority of subjects, whereas expert judgment moderation will be applied to those subjects with small candidature or that involve outcomes that are very different from those assessed through the written examination (e.g. Design and Applied Technology).</li> <li>● Before the end of 2010, the booklet "Moderation of School-based Assessment Scores in the HKDSE" will be issued to help schools understand the methodology for moderating SBA scores.</li> <li>● CDI/EDB and HKEAA would continue to work closely on professional development programmes and other support measures related to the implementation of SBA in daily learning and teaching as well as in public assessment.</li> </ul>
<ul style="list-style-type: none"> <li>● What procedure will be adopted in the collection of students' work?</li> </ul>	<ul style="list-style-type: none"> <li>● A 'stratified sampling' procedure will be adopted (after the submission of SBA scores) in the collection of students' work to ensure that fairly small samples of students' work adequately represent the full range of SBA work standards for each school. This procedure will be followed regardless of the moderation method applied (i.e. this is not meant to be a replacement of the Statistical Moderation Method). As some schools' adjustment based</li> </ul>

	<p>solely on examination results may not fully reflect students' actual SBA performance, collecting samples of students' work in the moderation process can help to identify outlier schools where the standard of SBA work is significantly better/worse than their examination results and determine the adjustment to be made to these schools' SBA marks. This will ensure fairness to students and help to reflect students' actual ability, particularly those who do well in SBA but not in the public examination.</p>
<ul style="list-style-type: none"> <li>● Will the samples of SBA students' work to be collected by HKEAA be reviewed by the District Coordinators (DCs) too?</li> </ul>	<ul style="list-style-type: none"> <li>● The samples of students' work will be reviewed either by assessors or DCs appointed by the HKEAA. For Liberal Studies, the samples would be remarked by assessors.</li> <li>● DCs would keep close contact with schools to provide guidance and support to teachers in the implementation of SBA and ensure adherence to the guidelines, help schools to establish a uniform standard in assessment and provide feedback to schools on the standards of marking.</li> <li>● For subjects adopting statistical moderation, outliers schools can be identified through reviewing samples of students' work. In handling these outlier schools, the findings from the sample review will be compared with results obtained from the statistical method. If necessary, adjustments will be made to the statistically moderated results of those outlier schools so that the final moderated scores can best reflect the performance of their student in the SBA.</li> <li>● For subjects adopting the expert judgment method, DCs/assessors remark samples of student work collected and make recommendations for the adjustments to be made.</li> </ul>
<ul style="list-style-type: none"> <li>● Are there any changes of moderation methods and collection of students' work in HKDSE?</li> </ul>	<ul style="list-style-type: none"> <li>● Actually, no changes have been made to the moderation method and the practice of collecting students' work. Students' work has always been collected in most HKCEE and HKALE subjects but the method of collection is currently different for different subjects. Refinement is made to the sample collection logistics to better standardize and co-ordinate the practice of SBA across HKDSE subjects.</li> </ul>
<ul style="list-style-type: none"> <li>● Schools will submit SBA marks in S5 and S6. How will HKEAA support schools after the mark submission in S5?</li> </ul>	<ul style="list-style-type: none"> <li>● Although it is not a part of the moderation process, the HKEAA will provide feedback to schools after the first submission of marks with a view to supporting schools' SBA implementation. DCs will liaise and hold sharing sessions with teachers during the process. Besides, HKEAA will provide more annotated exemplars to illustrate the SBA standards, and organize training/sharing sessions for teachers to achieve better standardization.</li> </ul>

<ul style="list-style-type: none"> <li>● Will the samples of students' SBA work be collected in S5 as well?</li> </ul>	<ul style="list-style-type: none"> <li>● Samples of students' SBA work will only be collected in S6. However, the DCs will approach schools to discuss with teachers all SBA issues including standardization and marking throughout the whole process from S5 onwards.</li> </ul>
<ul style="list-style-type: none"> <li>● For English Language, students' SBA scores only come from oral assessment. So, would it be more appropriate to moderate the SBA scores using the students' speaking examination results, rather than other papers?</li> </ul>	<ul style="list-style-type: none"> <li>● From HKEAA's analysis on past examinations of the subject, the correlation between the students' performance in SBA and public examination is relatively high. As a matter of fact, the combined result of all the public exam papers has a higher correlation with the SBA results than the speaking paper alone. As statistical moderation should be based on the best indicator of students' general English ability, it is more desirable to moderate SBA marks based on the students' performance in all public exam papers, and not the speaking paper only.</li> <li>● Students' speaking component in SBA takes place in familiar contexts in school, which is different from that in the public examination to some extent. For instance, the latter is a one-off examination where students have to face the pressure from examinations and speak to strangers. Individual students' speaking performance in SBA and the public speaking examination may therefore be different.</li> <li>● HKEAA will enhance teachers' understanding of the rationale through professional development programmes. Teachers can refer to the handbook and attend relevant seminars for more information. Correct messages will be conveyed to teachers through different channels.</li> </ul>
<ul style="list-style-type: none"> <li>● Who will be responsible for monitoring the implementation of SBA in HKDSE?</li> </ul>	<ul style="list-style-type: none"> <li>● As the implementation of SBA has touched upon policy and school matters, a special HKEAA working group on SBA has been set up which is chaired by the Deputy Secretary General of the HKEAA, and includes members such as the Principal Assistant Secretary (Curriculum Development) and HKEAA council members from the school sector.</li> <li>● The moderation method applied for each subject will be decided by the Standards Committee of the HKEAA by the end of 2010. The Standards Committee comprises school principals, school teachers, tertiary institution representatives, the Principal Assistant Secretary (Curriculum Development) and HKEAA research managers.</li> </ul>