



HONG KONG EXAMINATIONS AND
ASSESSMENT AUTHORITY

2007 HKCE English Language Examination

Introduction to the School-based Assessment Component

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Revised October 2006

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1. Introduction to school-based assessment

1.1 Differences between SBA and external exams

School-based assessment (SBA) is assessment which is embedded in the teaching and learning process. It has a number of important characteristics which distinguish it from other forms of assessment:

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgments.
- It allows for the collection of a number of samples of student performance over a period of time.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the particular class and students being assessed.
- It is carried out in ordinary classrooms, not a special examination hall.
- It is conducted by the students' own teacher, not a stranger.
- It involves students more actively in the assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to students.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations.

Some people are concerned that school-based assessment is not as reliable or as fair as traditional end-of-course examinations which are set and marked by external assessors, but in fact SBA has a number of advantages over external examinations. Table 1 on page 2 summarises some of the advantages of SBA compared with external examinations.

Table 1 Advantages of SBA compared with external examinations

	Characteristics of SBA	Characteristics of Exams
Scope	Extends the range and diversity of assessment collection opportunities, task types and assessors	Much narrower range of assessment opportunities: less diverse assessment; one exam per year
Authenticity	Assessment done by students' own teacher; less possibility of cheating as teacher knows student capabilities; assessments more likely to be realistic	Removes assessment entirely from teaching and learning; stressful conditions may lead to students not demonstrating real capacities
Validity	Improves validity through assessing factors that cannot be included in public exam settings	Limits validity by limiting scope of assessment, e.g. difficult to assess interaction skills in exam environment
Reliability	Improves reliability by having more than one assessment by a teacher who is familiar with the student; allows for multiple opportunities for assessor reflection/standardisation	Even with double marking, examiners' judgments can be affected by various factors (task difficulty, topic, interest level, tiredness, etc) ; little opportunity for assessor reflection/review
Fairness	Fairness is achieved by following commonly-agreed processes, outcomes and standards; teacher assumptions about students and their oral language levels is made explicit through collaborative sharing and discussion with other teachers	Fairness can only be achieved by treating everyone the same, i.e. setting the same task at the same time for all students.
Feedback	Students can receive constructive feedback immediately after the assessment has finished, hence improving learning	The only feedback is usually a grade at the end of the course; no opportunities for interaction with assessor; no chance to ask how to improve
Positive washback (<i>beneficial influence on teaching and learning</i>)	Ongoing assessment encourages students to work consistently; provides important data for evaluation of teaching and assessment practices in general	Examination is purely summative, and does not serve any teaching-related purpose; effects on teaching and learning may even be negative; may encourage teaching to the test and a focus on exam technique, rather than outcomes
Teacher and student empowerment	Teachers and students become part of the assessment process; collaboration and sharing of expertise take place within and across schools	Teachers play little to no role in assessment of their students and have no opportunity to share their expertise or knowledge of their students; students treated as numbers
Professional development	Builds teacher assessment skills, which can be transferred to other areas of the curriculum	Teachers have no opportunity to build their assessment skills; get little or no feedback on how to improve as teachers

1.2 International practice in school-based assessment

The international trend in assessment in schools is towards school-based assessment, with many places like Hong Kong introducing a school-based assessment component into the formal examination system, or even dropping external examinations all together. Some examples of current international practice include:

- **Australia**

School-based assessment has been established practice in Australia for over twenty years, with states like Victoria including up to 50% or more school-based assessment in its final examination programme, <http://www.vcaa.vic.edu.au/vce/studies/english/EnglishASM.doc>. In Queensland where SBA was introduced in the 1970s (Sadler 1987) SBA is used for 100% of marks in secondary schools, http://www.qsa.qld.edu.au/yrs11_12/assessment/sch-base.html. The Australian Capital Territory (ACT) also uses only school-based assessment for senior secondary level, <http://www.decs.act.gov.au/bsss/assessm.htm>.

- **New Zealand**

New Zealand also has a long history of school-based assessment in the senior secondary school, <http://www.nzqa.govt.nz/ncea/acrp/secondary/5/5.html>, and has developed a wide variety of teacher support material and associated research studies, <http://arb.nzcer.org.nz/nzcer3/research/research.htm>.

- **England**

In England, school-based assessment has also been developing for a long time. The Assessment Reform Group (see Appendix I: Useful reading and web resources on assessment), <http://arg.educ.cam.ac.uk/CIE3.pdf> led by Paul Black and Dylan Wiliam of King's College London, has been a powerful influence for assessment for learning, with their work being widely promoted by the Hong Kong Education and Manpower Bureau.

- **Scotland**

In Scotland similar work is being conducted by the Scottish *Assessment is for Learning* (AifL) group, <http://www.ltscotland.org.uk/assess/index.asp>. Their project 'Assessment is for Learning' is being supported by the Ministry of Education in Scotland and again has involved many classrooms.

- **Canada**

School-based assessment has been the standard mode of assessment in Canadian schools for many years with teachers taking responsibility for all assessment processes and judgments at the school-level, although there is concern about use of externally-developed tests in this process, <http://www.cdnprincipals.org/CAP%20Position%20on%20Student%20Testing-Version1.doc>.

- **Africa**

School-based assessment is also increasingly seen as a valuable tool for South Africa, <http://www.polity.org.za/html/govdocs/policy/assessment.html>, and other southern African nations such as Ghana and Zambia (Chisholm et al 2000; Pryor & Lubisi 2002; Pryor & Akwesi 1998).

There is increasing reliance on school-based assessment in many other countries around the world, including Sweden, Finland and Ireland.

2. SBA in the 2007 HKCE English Language Examination

2.1 Aims and rationale

A school-based assessment component has been introduced into the 2007 CE English Language Examination in order to align assessment more closely with the current English Language teaching syllabus (Curriculum Development Council, 1999) as well as the new Senior Secondary curriculum. The SBA component aims to assess learners' achievement in areas that cannot be easily assessed in public examinations, whilst also enhancing the capacity for student self-evaluation and life-long learning. The SBA, like the rest of the new HKCE 2007 English Language public exam, adopts an outcomes-based, standards-referenced assessment system which seeks to recognise and report on the full range of educational achievement in Hong Kong schools.

The principles of outcomes-based education are that assessment should:

- promote learning
- move away from learning as memorisation
- cover a wide spectrum of learning activities and tasks
- make use of relevant knowledge in realistic contexts
- take place recurrently rather than in end-of-course tests
- focus on knowledge, skills, attitudes and values and not only on content
- in the case of language, focus on the key building blocks of developing language proficiency and not only on accuracy

2.2 Process of development and implementation

School-based assessment is being introduced into the 2007 Hong Kong Certificate of Education English Language Examination. There will be a three-year phase-in period for implementing SBA in English Language, with options as set out below to accommodate variations between and within schools with respect to the optimum time to implement SBA:

2007	Each school is to select one of the following options: <ol style="list-style-type: none">1. Submit SBA marks for feedback and include the marks in the subject result.2. Submit SBA marks for feedback only but marks not included in the subject results.3. Do not submit SBA marks.
2008	Each school is to select one of the following options: <ol style="list-style-type: none">1. Submit SBA marks for feedback and include the marks in the subject result.2. Submit SBA marks for feedback only but marks not included in the subject results.
2009	All school must: <ol style="list-style-type: none">1. Submit SBA marks for feedback and include the marks in the subject result.

If schools opt for choice 2 or 3, the weighting of the public examination component will be adjusted from 85% to 100%.

This means that the first group of students who **might** have an element of SBA included in their HKCE English results are embarking on the SBA programme from the beginning of the 2005-2006 school year.

The SBA component has been developed through a collaborative action research and professional development project funded by the HKEAA and carried out by staff of the Division of Language and Literature in the Faculty of Education, The University of Hong Kong, working closely with over 30 schools and 65 teachers in a huge variety of different contexts in Hong Kong. Every stage of the development has been carefully piloted and evaluated to make sure that it is both practical and effective. Some of the results of this work can be seen in the video clips and sample tasks presented

in the professional development and support material that the project team has developed and which will be distributed free to every school.

The implementation of the SBA is being supported by more than 30 experienced teachers, called group coordinators, who will liaise with the SBA coordinator in each school and conduct training for all teachers in their group of 15-25 schools. A follow-up study, funded by the HKEAA, is **monitoring** the implementation of the English SBA in the first two years, and **recommending** any modifications if necessary.

2.3 Specifications

2.3.1 Format of the SBA component

The SBA component consists of the assessment of English oral language skills, based on topics and texts drawn from a programme of independent reading/viewing (“texts” encompass print, video/film, fiction and non-fiction material). It complements the assessment of other aspects of English language being undertaken by external examinations, in particular Paper 3: Speaking.

In preparation for assessment students will complete the following key activities:

- select and read/view at least **three** texts over the course of two years
- keep a log book or brief notes of comments/personal reflections on their reading/viewing
- undertake a number of activities to develop their independent reading, speaking and thinking skills
- take part in a number of discussions with classmates on what they have read/viewed
- make individual presentations on the books/videos/films that they have read/viewed
- respond to questions from their teacher, which will be derived from the student’s written notes/personal responses/comments in their logbook.

The SBA component is designed to assess only the students’ oral language skills and ability to make use of their extensive reading/viewing. It is NOT designed to assess any of the following:

- the students’ attitude or effort
- the number of texts the students have read/viewed (beyond the minimum requirements)
- the students’ ability to provide highly specific factual details about what they have read/viewed
- the students’ ability to conduct literary analysis of the texts
- the students’ drama skills

The SBA component is worth 15% of the total English mark. The format and requirements are summarised in Table 2:

Table 2 HKCEE English SBA Format

Requirements	S4	S5	Total
Number and type of texts to be read / viewed	One or two texts	One or two texts	Three texts, one each from three of the following four categories (print fiction, print non-fiction, non-print fiction, non-print non-fiction)
Number and timing of assessment tasks to be undertaken	One task, group interaction or individual presentation, to be undertaken during the second term of S4	One task, group interaction or individual presentation, to be undertaken anytime during S5	Two tasks, each on a text from a different category
Number, % and timing of marks to be reported	One mark reported at the end of S4	One mark reported at the end of S5	Two marks, 15% of total English mark

2.3.2 Oral text-types to be assessed

In the SBA component an important distinction is made between two kinds of oral text-types, designated for HKEAA purposes as an *individual presentation* and an *interaction*.

Individual Presentation:

- Individual speaker presents ideas or information over a sustained period (2-3 minutes).
- May be quite informal, depending on task and audience.
- Requires comparatively long turns, hence requires a more explicit structure.
- May be followed by questions or comments from audience. Although this will not form part of the assessment, it can provide students with more opportunities to interact with others/exchange ideas, which can encourage assessment for learning.

Group Interaction:

- An exchange of short turns or dialogue between two or more speakers (e.g. 8-12 minutes for a group of 4).
- Comparatively short turns, hence needs less explicit structuring.
- Usually quite informal.
- Needs attention to turn-taking skills and planning of how to initiate, maintain and control the interaction through suggestions, questions and expansion of ideas.

For effective communication, both text-types also require the following skills:

- capacity to speak intelligibly and reasonably fluently with suitable intonation, volume and stress, using pauses and body language such as eye contact appropriately and effectively.
- a range of vocabulary and language patterns that are accurate and varied.
- some use of formulaic language when appropriate for structuring (but overuse of set phrases is discouraged).
- language that is natural and interactive, not memorised or read aloud.

2.3.3 Range of assessment tasks

A variety of assessment task-types can be used to elicit the required kinds of oral language from students. Teachers may design their own assessment tasks based on the model provided (see Appendix II for examples of a range of suitable assessment tasks that have been developed and/or used by S4 and 5 teachers in Hong Kong schools), or select and/or modify one of the sample tasks.

This flexibility and choice of task is important to ensure that all students' individual needs and interests are met.

Assessment tasks vary in length and complexity according to a number of factors:

- the *communicative function* (e.g. comparing, classifying, describing, arguing, hypothesising, speculating, etc.)
- the *number of people* involved (e.g. pairs, small groups, split classes, whole classes, the whole school etc.)
- the *position and status* of the people interacting (e.g. fellow students, younger/older students, teachers, parents etc.)
- the *nature of the response required* (e.g. giving non-verbal responses only, asking questions, making comments, interacting with no limitations)
- the *familiarity* of the content and procedures to the student being assessed

This diversity of assessment tasks enables schools to provide students with appropriate, multiple and varied opportunities to demonstrate their oral language abilities individually tailored to students' language level and interests.

Example 1: An oral presentation

- More orally proficient students can be challenged by being asked to persuade the whole class to read a particular book.
- Less orally proficient students can be asked to describe the physical appearance of a particular character to a friend.

Example 2: A group interaction where each student has read different texts

- More orally proficient students can be challenged by being grouped into four and being asked to agree on which book should be set as a class reader.
- Less orally proficient students can be placed in pairs and asked to find the three most important differences between their texts.

In both cases if the tasks were reversed, the less proficient students might be too stressed to say anything, whereas the more proficient students would not be challenged to show the full range of their oral language skills.

Note:

Not all good teaching and learning tasks are good assessment tasks. For example, pretending to be a character in a book or film is a useful activity to develop intonation and voice projection. However, such tasks should not be used for assessment, as a student would require very good skills in drama to achieve a high score.

Individual schools and teachers are encouraged to choose the kinds of assessment tasks which best suit their students' English language level and interests. Some schools may choose to adopt a portfolio system where students collect video or audio recordings of their oral language assessments over the year and then choose the best assessment results to report to the HKEAA. Other schools may prefer to incorporate the planned assessment tasks into their existing internal assessment programme. Flexibility and sensitivity to student and teacher needs is essential.

It does not matter if students in the same school, or same class, do different tasks or view different texts, so long as they provide the opportunity for the students to produce the required depth and amount of oral language.

Remember:

The ability of a student is measured by the quality and range of the oral language produced for assessment, including both fluency and accuracy, not by the speed of completion, or total amount of words.

2.3.4 Mandatory assessment conditions

In school-based assessment it is vital that students are given the opportunity to perform to the best of their abilities. At the same time the teacher and the school must be sure that the oral language produced is the student's own work, not the result of memorisation without understanding. Hence, there are some important requirements or 'conditions' that teachers and students must follow in the school-based assessment component of the HKCE English Language Examination.

Students will NOT give their best under the following conditions:

- if the type of assessment task is unfamiliar.
- if they are too stressed and nervous to speak.
- if the teacher is intimidating, unfamiliar, or makes the task seem too much like an exam.
- if the students are allowed to rehearse so much that they lose all spontaneity.
- if they read aloud instead of speaking naturally.

Hence, the following conditions must be met for a task to qualify as an *assessment task* for the purpose of SBA:

- Students must be familiar with the type of assessment task (i.e. communicative purpose, grouping arrangement etc.).
- Students must be assessed by their usual English teacher, in the presence of one or more classmate(s).
- Students must be given sufficient opportunity to produce enough oral language to be confidently assessed.
- Students must not refer to extended notes nor take any notes during the assessment activity.
- Teachers can ask the students questions as appropriate in order to prompt or extend the range of oral language produced and/or to verify the students' understanding of what they are saying.
- Teachers are permitted to give students a second opportunity to be assessed on a different task or text at another time, but only if the teacher considers that the students did not do their best, or there are concerns that the students' work is not their own.

Some common misinterpretations of the assessment conditions have been identified, including:

- Teachers using clocks or buzzers to ensure all students have the same amount of time.

Comment:

This is not necessary and may lead to students feeling too stressed to demonstrate their best. Some students may need more time because initially they are very hesitant; others may perform better if they can finish without any interruption or prompting. Teachers should use their own judgment to decide when they have sufficient assessable language.

- Students trying to memorise their speech so that they will be "prepared".

Comment:

Experience has shown that trying to memorise a speech leads to very stilted and unnatural oral language use which will not score high marks on the assessment criteria. It is much better for students to use their preparation time to make notes in point form so that they know the main points they want to make and are comfortable with any key words and their pronunciation. They can then try out their ideas on an informal audience or even in front of the mirror, but should not try to memorise a speech.

- Students reading aloud from prepared scripts during the assessment.

Comment:

Reading aloud results in a very unnatural performance in which students stumble over difficult words, lose all eye contact with their fellow students, distort their intonation patterns and make lots of

grammatical mistakes. Students are only permitted to refer to brief notes or prompts during the assessment activity (maximum of one 4x6 note card) or PowerPoints in point form only during an individual presentation. These notes or PowerPoints are not part of the formal assessment. They should not be taken into account in making a judgment about students' oral language levels.

Remember:

Students must do at least one SBA task each year (either group interaction or individual presentation) but there are no restrictions on the maximum number of tasks. Teachers are reminded that the SBA component is only a relatively small part of the English curriculum, so it should not be allowed to dominate the school year. Over-assessment should be avoided.

2.3.5 Domains for assessing learning

The HKEAA has developed four detailed *domains* for assessing oral language in the classroom: these are:

- Domain I: Pronunciation and Delivery
- Domain II: Communication Strategies
- Domain III: Vocabulary and Language Patterns
- Domain IV: Ideas and Organisation

The domains are the same in both task types—individual presentation and group interaction—but some elements are described differently in the two task types because the kinds of spoken language that are needed in different situations are somewhat different.

Each of the domains has a set of *descriptors* at each of six *levels*. This set of levels and descriptors make up the *assessment criteria* (see Appendix III: Assessment criteria).

The assessment criteria have been developed and piloted with the help of teachers from a wide range of Hong Kong schools. Each student is assessed with a scoring sheet, called an *assessment record* (see Appendix IV: Assessment record). This scoring sheet is used to help standardise the assessment process and to record the key features of the assessment activity.

Teachers who use the SBA in their classes are given full training in how to understand and apply these domains when assessing students in their classrooms. The assessment criteria should also be discussed with students and actively used by them – in simplified form – as part of self and peer assessment for formative purposes throughout S4 and S5.

Remember:

Only teachers who have been trained in the SBA process, and authorised by the school as assessors, are permitted to conduct SBA assessments.

2.3.6 Standardisation and reporting

Teachers are required to video or audio record a range of student assessments to assist with standardisation (see Appendix V: Technical notes for recording student assessment). Such recordings can be home-made quality as they are needed only for standardisation. Students can help with this process by audio-recording themselves with an MP3 player or by video-recording each other.

During the assessment period, which might continue over a number of weeks, individual teachers at the same level (i.e. S4 or S5) are encouraged to meet informally to compare their assessments and make adjustments to their own scores as necessary. Such informal interactions give teachers the opportunity to share opinions on how to score performances, and how to interpret the assessment criteria.

Before the official reporting date to the HKEAA, there will be a formal within-school standardisation meeting of all the English teachers at each level, chaired by the school SBA

Coordinator, to review performance samples and standardise scores. Sample video or audio recordings need not be submitted to the HKEAA but will greatly facilitate quality assurance and within-school standardisation. They can be used for professional development and induction of new S4 teachers into the assessment process. They are very useful for providing feedback to students - for evaluating students' strengths and weaknesses and identifying areas for improvement. Again this is an opportunity for clarification and discussion.

Within-school standardisation meetings are critical for developing:

- agreement about what a standard means, i.e. *validity*
- consistency in and between teacher-assessors, i.e. *reliability*
- public accountability
- professional collaboration/support

The adjusted marks for each student are then listed on a Class Record.

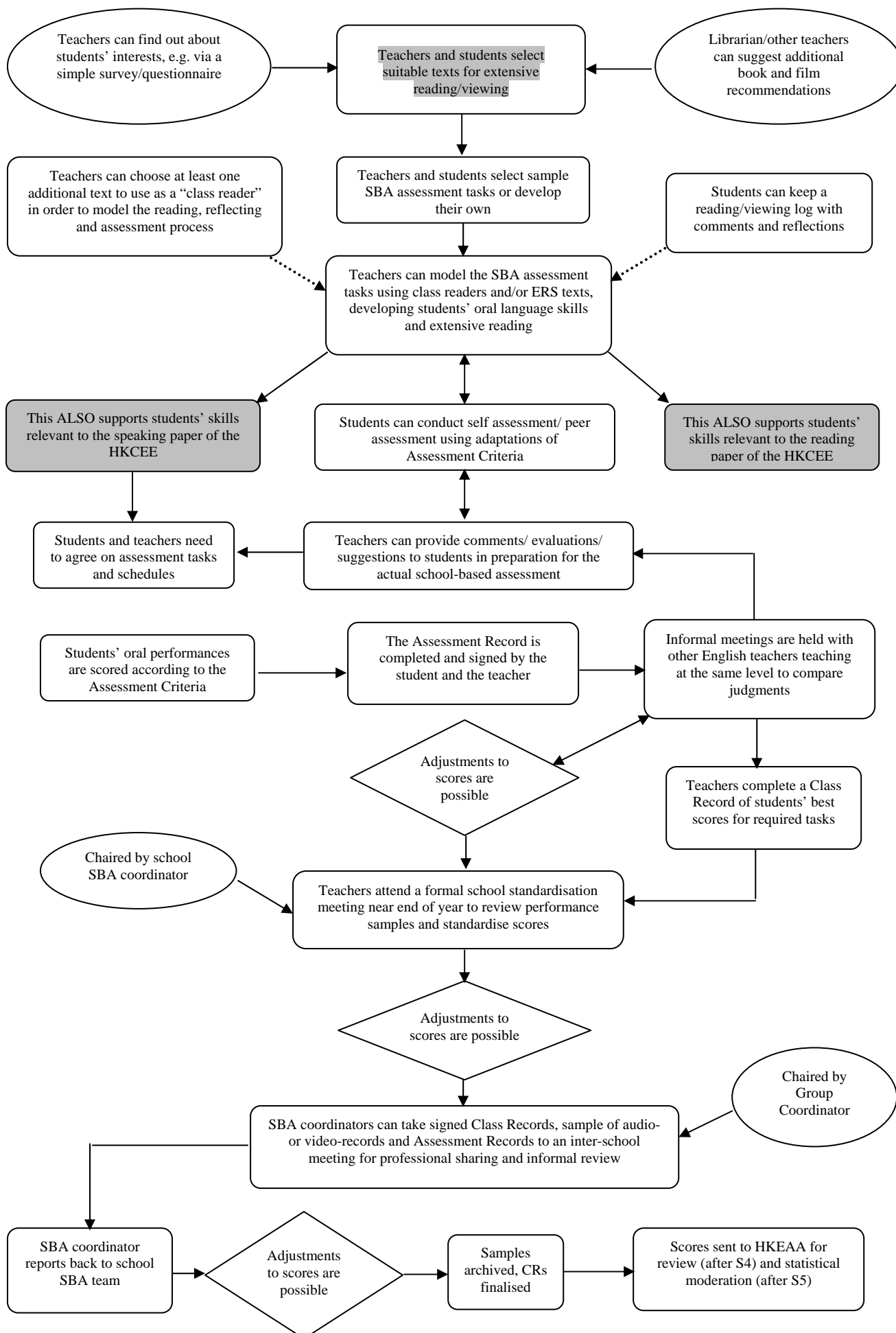
At the end of the school year, the SBA Group coordinator will organise an inter-school meeting for professional sharing among the schools within the group. The school SBA coordinator should take the CRs, and a sample of video/audio-recordings and Assessment Records to this inter-school meeting. The purpose of this meeting is for professional sharing of different schools' assessment processes and student samples in order to help teachers better interpret the standards. Samples of student performance from different schools will be viewed/heard and discussed with reference to the Assessment Criteria. Scores need not be changed at these inter-school meetings, but SBA coordinators will be asked to report back to the team in their own school. If it is apparent that a particular school's scores are markedly higher or lower as a whole than those from the other schools as a whole, the school team may wish to review their scores. This opportunity for sharing and reflection on the assessment process is critical to ensure reliability and validity across all Hong Kong schools.

Once any necessary changes are made, the performance samples are archived and the Class Records are submitted to the HKEAA for review and statistical moderation. Video and audio records may be compiled onto a CD-ROM for storage and the originals returned to students as part of the feedback process. Maintaining notes of all standardisation meetings and any follow up action is also useful to enable every school to show parents and the public that it has applied the SBA consistently and fairly.

The HKEAA will then undertake a process of statistical moderation to ensure the comparability across the whole Hong Kong school system.

Figure 1 *The SBA teaching and assessment process* gives a summary of the whole process from selection of texts to submission of marks to the HKEAA.

Figure 1 The SBA teaching and assessment process



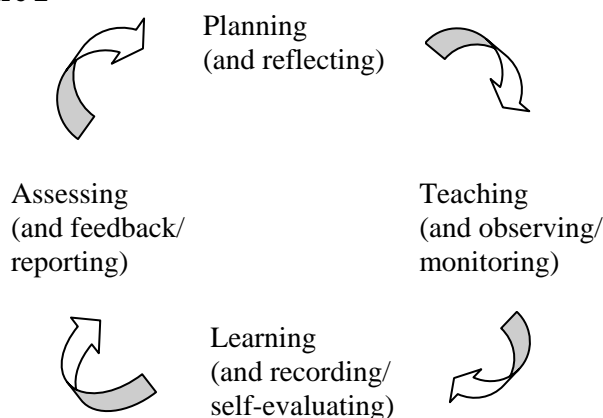
3. Assessment, teaching and learning: From principles to practice

3.1 The interrelationship between assessment, teaching and learning

In the SBA component, the teaching/learning and assessment aspects are very closely linked. As can be seen from Figure 2 below, in the school-based assessment component assessment is continuous, integrated naturally into every stage of the teaching-learning cycle, not just at the end.

Assessment includes the formal planned moments when students undertake an *assessment task*. However, it also includes the far more informal, even spontaneous moments when you are monitoring student group work and notice one student speaking more confidently, or while you are on the MTR and you think of a technique to help students improve their speaking skills. School-based assessment can also easily incorporate self and peer assessment as well as teacher assessment. The assessment cycle also includes *feedback* and reporting.

Figure 2



Unlike most external exams, school-based assessment tasks can be used for *formative* as well as *summative* purposes.

Summative assessment refers to those more formal planned assessments at the end of a unit or term/year which are used primarily to evaluate student progress and/or grade students.

Formative assessment is usually more informal and more frequent, involving the gathering of information about students and their language learning needs while they are still learning.

Formative assessment has two key functions: informing and forming. In other words, formative assessment shapes the decisions about what to do next, by helping

- the teacher to select what to teach the next lesson, or even in the next moment in the lesson;
- the students to understand what they have learnt and what they need to learn next.

The SBA component is used for 15% of the students' summative assessment in the HKCEE, but because this assessment is undertaken while students are still learning (and teachers are still teaching), these summative assessments can also be used for formative purposes, that is, to improve learning and teaching.

The SBA component can even help the students improve their oral skills for the external oral exam, provided the school sets clear and explicit short and long-term goals for oral language development, not just lots of "practice papers".

3.2 Setting clear and explicit short and long-term goals

There is considerable planning required to develop an effective programme for school-based assessment before any teaching can begin, including deciding on

- the overall goals of the programme
- the selection of *texts*
- the teaching and learning activities needed
- the selection and/or design of the assessment tasks
- the role of the students in the assessment process
- the *feedback* processes to be implemented

Before they can make these decisions, teachers need to know the strengths and weaknesses of their students. Teachers could look at the assessment criteria and reflect on what descriptors best match their students' current oral language level. They may even want to do some informal diagnostic assessment. Ideally there should be some discussion with the teacher(s) who taught the students last year. As schools build up their SBA assessment records, this will also be a valuable resource of information about students' achievements.

The long-term goals of the SBA component are to improve oral language proficiency and promote extensive reading. Short-term goals may include:

- Language enhancement goals
e.g. improving stress and intonation, extending vocabulary range, developing more accurate pronunciation, building note-taking skills
- Learning how to learn goals
e.g. developing self-assessment skills, helping students set achievable language learning goals, demonstrating how to record progress, encouraging independent reading choices
- Social/affective goals
e.g. demonstrating cooperative learning, developing student confidence and self-esteem
- Cognitive/general knowledge goals
e.g. extending knowledge of the world, deepening understanding of particular topics, developing student insights in human emotions

Look back at the assessment criteria. Note how some of these short-term goals (but not all) are reflected in the descriptors. "Teaching to the test" would lead to the loss of many valuable opportunities to use the SBA component to develop other important aspects of the English language and broader school curriculum.

3.3 Integrating SBA into the curriculum

The SBA component is 15% of the summative assessment for HKCEE and valuable preparation for students for the external HKCE examination, especially the reading and speaking papers. However, it also supports classroom teaching and learning. The SBA process should be linked to and be a logical outcome of the normal teaching programme, as teaching, learning and assessment should be complementary parts of the whole educational experience (i.e. the SBA component is *not* a separate one-off activity that can be timetabled or prepared for as if it were a discrete element of the syllabus).

When the SBA is fully integrated into the English curriculum, teaching cycles or units of work may include SBA-type tasks and mock assessments regularly. The SBA task can also be integrated into reading or writing lessons. This enables teachers to see how students use their oral language skills in different contexts, and shows teachers what each of their students can do.

Remember:

It is important to balance preparing students to be able to do SBA and making sure students are taught all the other aspects of the curriculum too.

3.4 Planning effective teaching / learning activities

At the beginning of each year it is useful to draw up a *schedule* of proposed teaching, learning and assessment activities – including plans for when the school-based assessments will be held, with which students, and over what period, but also what needs to be taught and how. These schedules may differ from school to school, or even from class to class.

Example: Teaching, learning and assessment schedule, Form 4

Before school starts	Term 1	Term 2	Term 3	May/June
School sets up extensive reading programme, buys range of suitable texts	<ol style="list-style-type: none">1. Teacher uses short class reader to model use of logbooks and extensive reading skills2. Teacher highlights effective communication strategies by showing students' sample clips of good and not so good speaking assessments (from introductory DVD) and asking students to discuss and evaluate them using assessment criteria3. Teacher conducts specific activities on using/improving intonation, dictionary and note-taking skills4. Students choose first text	<ol style="list-style-type: none">1. Students grouped into reading circles (4-5 students per text) and support each other reading/viewing first text2. Students in same group discuss things they like /don't like about text (audio-taped by students)3. Students review their discussion and do self/peer assessment using modified assessment criteria4. Teacher listens to sample of assessments and gives whole-class feedback on key areas for improvement5. Teacher reviews how to describe and compare/contrast in writing and orally6. Teacher groups students into threes, all have read <u>different</u> texts, teacher asks them find three most significant similarities and differences between their texts7. Students audio or video tape their discussion8. Teachers <u>may</u> assess each group over a week as a <u>trial assessment</u>, while other groups are doing related reading and writing tasks e.g. an investigative project on comparing two cities in Asia. <u>Students can also be asked to conduct self/peer assessment.</u>	<ol style="list-style-type: none">1. Teacher gives feedback to groups with common areas needing improvement e.g. intonation, communication strategies, etc.2. Students divide into five groups according to interest and go to see a film3. Students regrouped with 5-6 students who have all seen different films. They have to decide which film wins the class "Academy Award"4. Students tape each other, do peer assessments and ask/answer questions freely5. Teachers assesses each group over a week, while other groups are doing related reading and writing tasks e.g. an imaginative essay or letter to a friend about their night at the Academy Awards6. Feedback on assessment through whole class discussion/reviewing of excerpts	Within-school standardisation meeting

It is important that the teacher consider what needs to be taught to students based on both a *needs analysis*, that is, an assessment of students' current language levels and learning needs, and a *means analysis*, that is, an assessment of what resources, including time and materials, will be needed to implement the programme.

Teaching what is required to be assessed is obviously essential. A book that will interest most students can be used as a class reader to introduce the range of skills required for successful extensive reading and speaking and to model various SBA-like activities.

Example: Teaching / learning activities using a class reader

St Louis, a boys only EMI school, used *Animal Farm* as a class reader to get students interested in reading as well as practising various oral activities. Students were first asked to read the book at home and jot down their responses in a reading log. They were then given opportunities to speak in front of the class on a simple and familiar topic in order to develop their confidence and provide opportunities for formative assessment. They were asked to introduce themselves and read aloud in front of the class. They were then asked to undertake a number of activities adapted from an existing resource book. They really enjoyed the activities.

Please refer to a document on suggested activities for using films and documentaries by the Education and Manpower Bureau, <http://www.emb.gov.hk/index.aspx?langno=1&nodeID=2769>.

3.5 Selecting appropriate assessment tasks

The process of selecting appropriate assessment tasks should be undertaken collaboratively, taking into account students' backgrounds, interest and skills as well as the school's available resources.

One of the exciting aspects of school-based assessment is the opportunities it gives to teachers to develop their own assessment tasks to suit their own teaching goals and their students' needs. It is likely that the same task would not work equally well with students of different abilities. SBA lets teachers modify tasks and design new ones that will work for them and their class – whether they prefer something more traditional or are keen to experiment with new ideas and techniques.

Grouping arrangements are a particularly important consideration. Initially it may be easiest for students and teachers to put students into friendship groupings. However, teachers should also experiment. Diversity can be a resource, not a problem. If students have different levels of oral language skills, this can create an authentic information gap – a need to communicate. However, highly structured assessment tasks, including jigsaw activities that require the transfer of information, are better for such groupings than more open-ended tasks which require students to discuss or share ideas without a clear focus.

Three of the most popular assessment tasks amongst Hong Kong teachers and students include:

New Neighbours

1. Ask students to think of an interesting character from a story/class reader that you have taught recently.
2. Ask them to imagine that one of the characters in the story has moved in next door to them.
3. Ask them to think about what life is like with such a neighbour.
4. Hold a discussion with the students and write down what kind of information they should cover if they were asked to describe an imaginary day they spent with the new neighbour. The information may include one or more of the following:
 - a) Name and gender of the neighbour
 - b) What does he/she look like?
 - c) How does he/she dress at home?
 - d) What is his/her personality?
 - e) How does he/she treat his/her family or people around him/her?
 - f) What is/are the major event(s) in the story that your character takes part in?
 - g) Do you like this new neighbour? Why/ Why not?
 - h) How did you spend your day with this new neighbour? What did you do?
 - i) What did you learn from this new neighbour?
5. For homework, ask each student to write a description of an imaginary day he/she spent with “the new neighbour”.
6. Remind them to draw references from the book. They can’t turn their new neighbour into a wonderful person, if the descriptions from the book prove otherwise.
7. In the next lesson, ask students to share what they wrote in small groups.
8. Ask students to nominate the most interesting presentation among their group members.
9. Invite a student from each group to share their presentation with the whole class.

Choosing a gift for a character

1. Give a quick summary of the story and highlight the character you have in mind.
2. Tell students that they need to think of a gift for the character to help solve his/her problems, change his/her attitudes, improve his/her life conditions, etc. Show students a short segment of the film* or read a short passage about the character.
3. Divide the students into groups of 3-4. Ask each of them to think of a gift for the character and explain their choices with reference to the information they just read or viewed. Encourage students to ask for clarification, show agreement and disagreement during their discussion. Then select the best gift for the character as a group.
4. Invite students from each group to describe their gift and explain their choice.
5. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation form provided with the task description.

**Please refer to the appendix of the recommended texts “Notes on copyright and end-user agreement”.*

A book/film promotion

1. Tell students that they have to prepare a book/film promotion for a book/film they have read/viewed recently. The length of the promotion (at least 2 -3 minutes) will depend on the proficiency levels of the students.
2. Distribute the hand-out and discuss it with the students.
3. Remind students that it is important to have good eye contact, posture, voice, diction, body language, intonation, etc. when they are speaking to a group of people. Show them sample presentations if possible.
4. On the day of the performance, students can conduct peer evaluations using the guidelines and evaluation form as reference.
5. A brief Q&A session may be held after each presentation.
6. Hold a class discussion on how to improve presentation skills and how to prepare for the SBA assessment.

3.6 Enhancing student involvement

Student involvement and responsibility for learning is a key element of school-based assessment.

Student involvement can be enhanced in a number of ways, in particular through activities which develop students' skills in ongoing self-monitoring and reflection, more structured *self assessment* and *peer assessment*.

Students should be encouraged to keep copies of the records of their own assessments and regularly review their progress to monitor and evaluate their own strengths and to identify areas for improvement. Students can keep their assessments on their own audiocassette or MP3 player, or on a CD-ROM, or even a DVD. They can also include any practice SBA work (including any practice or 'mock' SBA tasks they do outside class, for example with a group of friends). These personal speaking samples can be used for students to listen to/watch by themselves and undertake some self-evaluation. They can also be used with classmates, by taking turns to show/play their own oral language samples and inviting classmates to give comments on their performance in the key domains of pronunciation, delivery, communication strategies, vocabulary, language correctness and variety, ideas and organisation.

For students, this is important because it is necessary to be familiar with what they are striving to accomplish in order to earn the highest score they can. A good way to achieve this familiarity is through peer assessment of the mock SBA activities, where students are given the opportunity to assess fellow students' performances on SBA-style tasks using the SBA criteria.

3.7 Ensuring valid, reliable and fair assessment

School-based assessment is inherently more valid and reliable than external assessment (see Section 1.1) because it aims to assess authentic oral language use in low-stress conditions with multiple assessment tasks.

The SBA component is *not* and cannot be treated like an external exam in which texts and tasks are totally standardised and all contextual variables controlled; to attempt to do so would be to negate the very rationale for SBA. To be effective, schools and teachers must be granted a certain degree of trust and autonomy in the design, implementation and specific timing of the assessment tasks. However there are several key things teachers (and schools) can do to enhance their *trustworthiness*, including:

- ***Ensure students understand how and when they will be assessed***

Two kinds of preparation are necessary for the SBA:

- Preparation for the task type and text type
 - i.e. the teaching and learning activities that help to improve the students' reading and speaking skills, specifically independent reading and viewing, active participation in group discussion, and effective skills for making a presentation to an audience.

The task types used in the SBA are not like the things students are asked to do on Paper 3, so they may be new to students, and need to be practised; the text types – complete books, even if simplified, and complete fiction and non-fiction films in English—are probably not ones most Hong Kong students have used before, and they need to be taught how to read longer texts and how to watch films critically.

Students should be given the opportunity to become comfortable with the demands of an individual presentation or an oral interaction. Teachers will find that this comfort level is necessary for students to produce high quality, authentic language that is not forced or memorised – as is often the case when students are not familiar with this type of activity. In order to establish this level of comfort for the actual SBA, all practice should mirror the assessment conditions (see Mandatory Assessment Conditions) as closely as possible.

The goal of these ‘mock SBAs’ should be to establish genuine interaction between the participants. The participants should be responding to and expanding upon the ideas of others, not simply waiting for their turn to make their next point. Teachers should make this clear through the advice they give students during preparation, as well as through the feedback they give afterwards. Also, the experience students gain from doing similarly structured activities based on different material is invaluable.

- Preparation for the exact assessment task for the purpose of reporting an SBA mark.

Students must know before they begin an actual SBA task exactly what it will be. For example, maybe a group of students have read a particular book, but have not yet been told exactly which task they will have to do. Telling them the exact task can be delayed until a few days or even one day before the SBA takes place, depending on the complexity of the specific preparation the task will involve. Delaying the information about the exact assessment task prevents over-rehearsal and memorisation of speeches/scripts, both of which lead to lower SBA scores.

You can look at the Case Studies in Section 5. See how three different schools helped their students understand exactly what is involved in, for example, thinking about what life would be like if a character from the book moved next door to them. The teachers prepared students for the task type; this preparation can be applied to a wide range of books and films that contain memorable characters or real people. The preparation also requires teachers to help students use their imagination and express their creativity in English, to add reasons for their suggestions, to listen to each other and agree/disagree or compromise, and many other valuable speaking skills.

- ***Ensure the assessment criteria and process are made explicit and transparent to students (and parents)***

Teachers should ensure students have read and understood the Assessment Criteria and have extensive experience using it for self and peer assessment in informal situations before conducting a planned assessment activity. Teachers should also have used these criteria for informal assessment and teaching purposes before they conduct any formal assessments so that they are very familiar with the criteria and the assessment process.

A good way to achieve familiarity with the assessment criteria is through the mock SBA activities, where students are given the opportunity to assess fellow students’ performances on SBA-style tasks using the SBA criteria. Students could also be asked to monitor their own oral English development and begin to assess it for themselves.

Schools should also make sure parents understand that the assessment criteria are a valuable source of feedback, not simply a score.

- ***Ensure students have the opportunity to demonstrate their best***

For students, it is necessary to be familiar with what they are striving to accomplish in order to earn the highest score they can – to show what she or he can do. If students are involved in choosing their own texts and even their own assessment tasks, this will enhance confidence. This will be particularly important in the case of students who are very shy or lack self-esteem, or whose oral skills are very weak.

During the formal assessment task the teacher-assessor may interact individually with a student at any time by asking specific question(s) (see Appendix VI Framework of guiding questions) to:

- clarify and/or encourage the student to extend ideas.
- help prompt and/or scaffold the student’s oral interaction.
- probe the range and depth of the student’s oral language skills.
- authenticate the student’s work (i.e. ensure it is the student’s own).

The questions should be used flexibly to ensure that students have the opportunity to show the full range of their responses, hence achieving the most valid “true” judgment of students’ ability. That is, the guiding questions are *not* designed to be a set of standardised questions with the same questions asked of all students.

The teacher-assessor also needs to take into account the amount and nature of teacher support required and the specific contextual conditions of the assessment task when making their assessment judgments. Such contextual information needs to be clearly recorded and communicated to the student and fellow teacher-assessors.

- ***Ensure the scoring is balanced and fair***

It is important that teacher-assessors look at the full range of levels and all four domains when assessing individual students. Level 6 is often under-used as teachers expect a perfect performance. Similarly, it is easy for teachers to develop scoring biases, for example, giving much more emphasis to accuracy than fluency, or rewarding the number of points given in a presentation more than the overall quality of the ideas.

When undertaking the formal assessment, teachers should focus on one student at a time. They should ensure they have heard enough oral language from the student to make a sound judgment. It is not necessary to stop students mid-sentence or give every student the exact same number of minutes for their “turn”. Some students may need a little more time to warm up or to get involved in a group interaction than others. Teachers should use their professional judgment to set reasonable time limits, but at the same time create a very supportive and low-stress environment. Buzzers should not be used.

Teachers should record their judgment of the student’s oral language level in each of the four main domains directly onto the student’s Assessment Record. They should then convert their judgments to a total score out of 24. The Assessment Record is then signed by the student and the teacher to certify that the oral text produced is the student’s own work and complies with all mandatory conditions (see Section 2.3.4).

- ***Ensure the standardisation process is collaborative and interactive***

The assessment tasks are designed as formal moments in the teaching programme at which the teacher can stand back and reflect on their implicit or explicit assumptions about individual students’ capacities, compare those assumptions with careful analysis of examples of students’ real performance, and then subject their judgments to explicit scrutiny and challenge or confirmation by others. In other words, the SBA component does *not* assume that the class teacher is totally objective and/or has no preconceived ideas or assumptions about a student’s level. To the contrary, it seeks to make such assumptions explicit and open to discussion with fellow teachers.

This process starts by teachers in each school sharing ideas about all aspects of the assessment process, including

- discussing ideas for new tasks and ways to adapt/modify tasks for their own context
- talking about problems and finding ways to solve them
- looking at/listening to recordings of students in each other’s classes doing presentations and holding group discussions
- helping each other review students’ scores
- discussing problematic cases and areas of concern
- evaluating how each give feedback to students

All of these professional activities help teachers improve on their teaching, and prepare for carrying out SBA events with their class(es).

At the end of S4 and S5 each group of teachers working at the same form level should meet together more formally with a sample of recordings of students from every class carrying out SBA tasks. Although only a 3-hour meeting, this interaction develops trustworthiness by providing teachers with the opportunity to

- share judgments and understanding of what it means to achieve a level 2 in Pronunciation, level 4 in Communication Strategies, etc.;
- identify any areas where they may not be looking at tasks or performances in quite the same way;
- talk through issues collegially until they can resolve any misunderstandings;
- apply their revised understanding to more sample recordings of students doing SBA tasks;
- satisfy themselves they all have a similar perception of what (for example) “some errors of sound clusters” or “appropriate but simple and formulaic turn-taking strategies” or “can present some relevant ideas sequentially with some links” looks like when their own students are doing it.

It is not necessary to have complete consensus; that is, teachers do not all need to agree to give identical marks; some variation within the range is to be expected. Trustworthiness comes more from the process of seeking agreement, justifying options and so on than from absolute agreement.

The more school-based assessment becomes part of the climate of the school, the less teachers need to be talking through what a 3 means or what a 5 means etc. because they will gradually internalise and share those kinds of standards. This within-the-school understanding and consensus-building grows over time as the principles and standards of this assessment become familiar to everyone, and as all teachers learn to trust themselves and their colleagues to conduct the system carefully and honestly. This is not “another meeting” intruding into teachers’ time: it is fundamental to the larger-scale trustworthiness of the SBA; and it is a rich form of professional development from which many teachers gain tremendous personal benefit.

After the school-based standardisation, the SBA coordinator may take a sample of video/audio-recordings and Assessment Records to an inter-school meeting with other SBA coordinators, chaired by a group coordinator. The purpose of this meeting is for professional sharing of different schools’ assessment processes and student samples in order to help teachers in very different schools better interpret the standards. The standardisation process used at the school level can be repeated with SBA coordinators from a number of schools. These meetings are also an opportunity to share ideas for new tasks, raise problems and find out if anyone else has encountered them and how they have solved them.

Scores need not be changed as a result of these inter-school meetings, but SBA coordinators will be asked to report back to the team in their own school. If it is apparent that a particular school’s scores are markedly higher or lower as a whole than those from the other schools as a whole, the school team may wish to review their scores.

- ***Ensure that sufficient records are kept for accountability purposes***

In SBA a range of student samples of oral language are collected and subjected to systematic and critical scrutiny in order to verify the individual teacher’s judgments of individual students’ standards. Although it is not necessary to keep video or audio-records of every assessment of every student, schools will need to retain as much relevant evidence of students’ progress and performance as possible to address any formal complaints and queries.

Three kinds of records of the assessment process are to be kept in the school:

- The *Assessment Records* (a brief written assessment sheet for each student for each assessment activity)
- The *Class Records* (a cumulative class record of all marks to be reported and a statement of compliance with SBA assessment conditions signed by the English teacher, the school SBA coordinator and the Principal)
- Audio or video recordings of a range of sample oral assessments

3.8 Providing quality feedback

Quality feedback from the teacher is also a very important part of SBA. Teachers can use the assessment activities not only to make judgments about student standards (a *summative* snapshot of students' achievement to date), but also to give *feedback* to students about specific aspects of their oral language skills so that they can improve for the next assessment.

Feedback should be constructive and specific, i.e. related to the assessment criteria. It is better to describe the strengths and weaknesses of the performances first, and the ways to improve, before giving the marks. If marks are given first, students (and parents) are much less likely to listen closely to the descriptions. If students can also ask questions about specific aspects of their progress after each planned SBA assessment activity, they will understand more clearly how to improve their oral language skills.

3.9 Evaluating the process

It is also important that teachers meet regularly to evaluate their plans and achievements in SBA, and to make adjustments if necessary. Each SBA coordinator could take responsibility for storing a collection of SBA sample recordings from every assessment round; keeping these for 4-5 years and looking at or listening to some older ones each year to help teachers see they are making progress in improving the general standard of spoken English in their school. Teachers should also monitor and evaluate the effect, or *washback*, of the SBA on their teaching and on student learning more generally, so that they can make adjustments and improvements as SBA is implemented.

3.10 Frequently asked questions

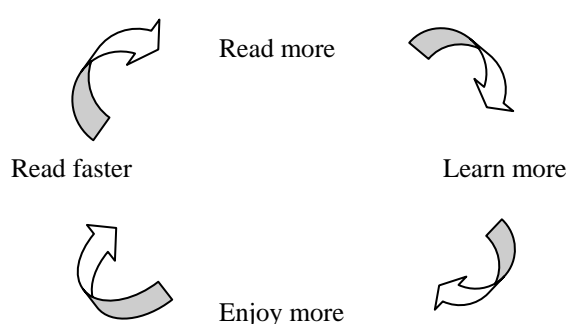
Answers to the most frequently asked questions about the SBA component can be found on the HKEAA website at <http://www.hkeaa.edu.hk>.

4. Extensive reading

4.1 Definition and rationale for extensive reading

For the purposes of this document *extensive reading* means reading or viewing a large number of print and non-print texts (fiction and non-fiction) with a wide range of topics and formats at the students' reading level and interest. In the SBA, students must read/view at least 3 texts for assessment purposes; however, it is the aim of the SBA programme to encourage much more extensive reading than that. Please refer to the HKEAA's lists of recommended texts for the school-based assessment component for suitable reading/viewing materials for students.

The purposes of such reading and/or viewing are usually to seek pleasure, information, and general understanding. As such, extensive reading/viewing can provide exposure to extensive comprehensible language, which is highly beneficial for language acquisition. It also helps facilitate good reading/viewing habits and motivation for reading. The rationale for establishing an Extensive Reading Scheme can be summarised in Nuttall's (1996) cycle of growth:



For example:

- the more they read, the more they learn
- the more they learn, the more they enjoy reading
- the more they enjoy reading, the faster they read
- the faster they read, the more they read

The key to the success of this progress is enjoyment, resulting from the provision of interesting texts at the right level so students can read or view easily without much help from teachers or from dictionaries.

Benefits of ERS

A well-organised extensive reading and viewing scheme can provide the following benefits:

- improve reading and listening comprehension and word recognition ability through revisiting vocabulary and structures in different books and contexts as well as getting extensive exposure to language not usually encountered in textbooks;
- improve writing ability and other skills, as extensive reading offers the potential for reinforcing, recycling, and recombining language learned in the classroom so new language input can be retained and made available for spoken and written production;
- facilitate good reading habits and motivation for reading as students learn to read by reading and viewing texts in their areas of interest at the right level.

Please also refer to the documents on extensive reading by the Education and Manpower Bureau, <http://www.emb.gov.hk/index.aspx?langno=1&nodeID=2773>.

4.2 Guidelines and suggestions for establishing, monitoring and evaluating the ERS (Bell, 1998; Day and Bamford, 1997; Nuttall, 1996; Yu, 2002)

1. *Finding and choosing suitable materials for extensive reading/viewing*

- Find out about the students' interest through a simple survey or questionnaire so you can purchase and suggest relevant materials for students. Books made into a movie (e.g. *Harry Potter and the Chamber of Secrets*) or books developed out of a movie (e.g. *Home Alone*) are generally well received by Hong Kong teenagers.
- Work with the school librarians to come up with a list of recommendations with the indication of relative levels of difficulty based on texts already available in the school library or texts that are easily accessible from the public library. Easy access to such texts can encourage more reading.
- If funding is available, purchase copies of books and movies and/or take students out to bookstores so they can select and recommend books for purchasing.
- A wide range of reading materials should be easily accessible to students (refer to the HKEAA's lists of recommended texts for the school-based assessment component for assistance in selecting books/films needed). Other readings can also come from newspapers, magazines, CD-ROMs, websites, etc.
- Get support from parents. Many of them might be willing to donate used DVDs (as non-print texts) which are suitable for the SBA. Encourage older students, family and friends to donate books they have read and enjoyed to the S4/S5 classes.
- When selecting films or documentaries, choose something relevant to students' life experiences and interest. Consider the appropriateness of content, density, pace, level and clarity of language: films that contain a very heavy dialect or regional accents (e.g. some Hollywood movies), or old English (e.g. Shakespeare remains difficult even with some adaptations) might hinder students' comprehension (Sherman, 2003). Films with conventional story lines: children's film drama (e.g. *Babe*, *Finding Nemo*); epics (e.g. *Titanic*, *Jurassic Park*) and science-fiction drama (e.g. *Close Encounters*, *Star Wars*) are more attractive to young people.

2. *Setting clear goals for the programme*

- For the school-based assessment, students are required to read/view **three** texts over the course of two years, **each** one from **a different** category – print fiction, print non-fiction, non-print fiction, and non-print non-fiction. However, in order to get the full benefit of extensive reading, students should be encouraged to read/view as much as possible.
- Asking students to read extensively or read more than they have probably ever done before may seem impossible for them at first. However, you can reassure them that the requirements you have set are indeed achievable by setting clear reading targets with them so they know how much they are expected to read. The key is to keep students reading continuously and consistently, even if the texts they read or view are simple at first; even an hour of such activity per week is better than no reading at all.
- Since one of the main goals of extensive reading/viewing is reading/viewing for pleasure, students should focus on the overall meaning of what is being read/viewed without getting sidetracked by unfamiliar language or ideas. They should not feel that they have to read difficult texts in order to improve their reading comprehension. They should not feel they must use a dictionary or make vocabulary lists as part of their reading.

3. *Motivating students to read*

- Let students choose topics and texts they like and get them hooked onto a series.
- Introduce stories and recommend good books/films in class. You may also invite students to share/recommend books/films to others.
- Read/view one text as a whole class to model/teach strategies to help students select, reflect upon and respond to appropriate texts.

- Encourage students to read for general understanding. Do not concentrate too much on individual words as the word-by-word approach can hinder comprehension and interest of reading.
- Allow students to read at different levels at different times – some material that is well within their comfort zone, and some that is slightly beyond it. It is better for students to enjoy what they read than to be bored or uninterested.
- Encourage students to watch a movie on certain topics and also read books related to such topics.
- Create and encourage a reading culture in school and reward the best readers at the end of the school year.
- Organise a book display or a book corner for good books or students’ extensive reading-related work, e.g. book cover designs, posters, etc.
- Make the follow-up reading activity simple, manageable and interesting. Filling out simple reading-logs is preferable to writing long book reports. For more ideas on extensive reading activities, please refer to Bamford & Day, 2004 or visit the SBA consultants’ website at: <http://web.hku.hk/~sbapro/resources5.html>.
- Organise activities which promote reading, e.g. story-telling competitions, drama competitions, book exhibitions, best readers of the class, inter-class/form reading marathon to see which class/form can read the largest number of books, etc.
- Be a good model yourself and share with students what you have been reading.
- Encourage parents to ask about their children’s reading progress, to help them choose texts, and even, if possible, to read or watch films with their children and discuss what they have read – in any language!

4. Monitoring and evaluating students’ progress

- Students can keep a simple reading log; see the examples below:

Example 1: Reading Record 1

Student’s Name: _____ Class: _____						
No.	Title	Author	Publisher	No. of pages	Date & (time spent reading)	Brief comments
1						
2						
3						
↓						
▼						

Example 2: Reading Record 2

Book Report		
Student’s name: _____	Class: _____	Date: _____
Title of book: _____	No. of pages: ____	
Author: _____	Publisher: _____	
This book is (circle one): easy for me just right too difficult for me		
1.	Summarise the book in 1-2 sentences. What is it about? What happens?	

2.	Respond to the book in 3-4 sentences. (For example, Do you enjoy reading the book? What experiences or memories did it remind you of? What comments do you have?)	

(adapted from Bamford & Day 2004, p.139)

Example 3: Please refer to the DVD to view a reading portfolio from Yuen Long Lutheran Secondary School.

- Feedback and comments can be given in terms of the reading targets (for example, a book a week if the books are short and simple, or 30-45 mins/day/week; certain pages/day/week, etc.).
- Teacher-student conferences can be held to discuss students' progress.
- A simple pre- and post-reading test/cloze test can be administered at the beginning of the school year and at the end of the school year. Comparing students' pre- and post-test scores will help you understand whether the students have progressed in their reading. Ideas for making your own cloze test can be found in Manson & Pendergast, 1993.
- A more comprehensive and systematic way to monitor and evaluate students' progress can be found in an exemplar called *Adaptations of the Hong Kong Extensive Reading Scheme* from the following website: <http://good-practices.emb.hkedcity.net/>

Important points to remember

- The SBA is based on students' oral performance. The reading/viewing and writing are only the means to an end.
- The reading logs/reading journals need not be marked for SBA.
- Teachers should collect the reading logs/journals and refer to the students' comments on, and reactions to, the texts when conducting individual assessments so they can ask questions that are relevant to students' reading/viewing experience.
- Students can make use of their reading log to prepare notes for individual presentation/ group interaction with peers.
- Failing to read/view will inevitably lead to poor speaking performances, particularly in the domains of Vocabulary & Language Patterns, and Ideas & Organisation.

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4.3 Additional resources

For more ideas and resources on extensive reading, please visit the following websites:

Resources for extensive reading:

<http://web.hku.hk/~sbapro/resources5.html>

Contains links to various useful websites, online journals, relevant articles, workshop handouts and teaching ideas on extensive reading.

Exemplars of good practices in the teaching and learning of English:

<http://good-practices.emb.hkedcity.net/>

Exemplar 1: This exemplar features a whole-school approach to promote reading.

Exemplar 2: This exemplar focuses on how to incorporate a writing component (a penbook scheme) into an ERS programme which motivates students to borrow more books and to read for pleasure using the school library facilities.

Exemplar 3: It describes how a CMI school has made ingenious adaptations to the Hong Kong ERS so that it can be implemented with good results.

5. Case studies: Sample teaching, learning and assessment sequences

5.1 HKTA The Yuen Yuen Institute No. 1 Secondary School

HKTAYY1 is an aided co-educational CMI school located at Kwai Chung where Miss Yeo Shuahoon has taught English for 14 years. During the school year 2004-2005, Miss Yeo designed a small scale extensive reading and oral assessment programme for her S4 students in preparation for the school-based assessment component of the new CE English syllabus.

The assessment task designed by Miss Yeo was later adapted into one of the sample assessment tasks called *Book Promotion*, in which the students had to discuss why a particular book should be promoted for use in the lower forms. In the reading programme, Miss Yeo first formed her students into groups and let them choose their own story books from a set of simplified readers called *Seriously Silly Stories* written by Laurence Anholt and published by Orchard Books, which she thought suited her students' interests and level. Then each student was given a log book to record the things they had learnt from their reading. All students were taught three main types of skills, namely, thinking skills based on 'six thinking hats', dictionary skills and pronunciation skills. Students were then asked to read the book on their own, write a short book report and prepare for their presentations and interactions. Peer assessments were also undertaken for the individual presentations.

Miss Yeo was generally very pleased with the way students responded to the activities and with their willingness to interact and engage with the task. However, she found that quite a number of students were very note-dependent. If she were to repeat the unit, she would ask students to put aside their notes and try to express their ideas in a more natural way, which would require some more intensive training. For more details, please see *Case studies: Sample teaching, learning and assessment sequences* \HKTA The Yuen Yuen Institute No. 1 Secondary School on the DVD.

5.2 Hoi Ping Chamber of Commerce Secondary School

HPCCSS is an aided co-educational EMI school located at Ho Man Tin. Miss Wan has taught in HPCCSS for more than 10 years and Mr Walker has been working at HPCCSS as a NET for over 2 years. Both of them worked together when they planned for an SBA assessment for a group of S4 students with above average abilities.

The task used for the assessment was adapted from a sample assessment task called *New Neighbours* in which students were asked to describe an imaginary day where they spend time with a character from a book they have read or film they have viewed. This particular task was chosen because both Miss Wan and Mr Walker felt that students could use their imagination to work on the task, and the task itself was fairly interesting and suitable for their students' level.

Before the assessment, a number of preparatory activities were undertaken. Students were first asked to imagine the Discipline Master had moved in next door to them. They had to describe an imaginary day they spent with him. This warm-up activity was considered by the teachers to be critical in arousing students' interest in the task and setting the scene for the actual assessment. Following this introductory activity, a number of oral presentation skills were taught, and the students given the opportunity to undertake practice presentations, so they could better prepare for the actual assessment. They were also given feedback on their practice assessment to help them improve their skills. They were then asked to choose a character from another book and transfer the skills they had learnt in the classroom to the actual assessment activity.

Both Miss Wan and Mr Walker felt that the pre-assessment activities were very important as they not only helped build students' confidence in speaking, but also gave teachers an opportunity to see how the students' performance fitted the marking scheme. Mr Walker also stressed that the experience of working in collaboration with other teachers during the first few years of SBA implementation was highly beneficial. For more details, please see *Case studies: Sample teaching,*

learning and assessment sequences\Hoi Ping Chamber of Commerce Secondary School on the DVD.

5.3 St Teresa Secondary School

St Teresa Secondary School is a CMI girls' school located at Ho Man Tin. Miss Janus Chan has taught at St Teresa for more than 10 years, and Miss Joan Chan and Miss Mary Thorp (a NET) have taught at St Teresa Secondary School for more than 5 years. All three teachers involved were interested in improving their students' extensive reading and oral presentations.

The pre-assessment activities and the assessment tasks were planned, implemented and evaluated through collaboration among the three teachers. In order to cater for the needs and interests of three different S4 classes, students were allowed to choose their own assessment tasks from a number of assessment activities. They could also choose to do their presentations in pairs or individually.

A range of warm-up activities were conducted and some specific oral presentation skills were taught. Two of the classes also conducted self-assessment and/or peer-assessment of a practice presentation where students had the opportunities to video-tape and evaluate their own presentations and that of their friends prior to the assessment. Evaluation forms were provided to students as reference. Miss Janus Chan commented that she had enjoyed watching her students' performances. Miss Joan Chan thought the process of preparing her students for assessment, including playing voice projection games and showing video clips of good presentations from other classes, was particularly useful. Her students had gained a lot from watching their peers. Miss Chan was also pleased that her students were able to identify the effective aspects of their peer presentations and that students found the process enjoyable. For more details, please see *Case studies: Sample teaching, learning and assessment sequences\St Teresa Secondary School on the DVD.*

Appendix I Useful reading and web resources on assessment

Resource material on school-based assessment

- Blythe, T., Allen, D. & Powell, B. (1999). *Looking together at student work: A companion guide to assessing student learning*. New York: Teachers College Press.
- Brown, H.D. (2004). *Language assessment: principles and practice*. White Plains, NY: Pearson Education.
- Curriculum Development Institute (2005). *Task-based assessment for English Language Learning at Secondary Level*. Hong Kong: Curriculum Development Institute. Free download, retrieved Oct 17, 2005, from the World Wide Web: http://cd1.emb.hkedcity.net/cd/eng/TBA_Eng_Sec/index.html
- Earl, L. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA.: Corwin Press.
- Freeman, R & Lewis, R. (1998). *Planning and implementing assessment*. London: Kogan Page.
- McKay, P. (2005). *Assessment for young learners*. Cambridge: Cambridge University Press.
- O'Malley, J. M. & Valdez-Pierce, L. (1996). *Authentic assessment for English language learners: practical approaches for teachers*. New York: Addison-Wesley.
- Stiggins, R. (2001). *Student-involved classroom assessment*. Upper Saddle River, NJ: Merrill Prentice Hall.

Relevant research and background reading

- Assessment Reform Group. (1999). *Assessment for learning: Beyond the black box*. Free download, retrieved August 24, 2005, from the World Wide Web: <http://arg.educ.cam.ac.uk/AssessInsides.pdf>
- Assessment Reform Group. (2002). *Assessment for learning: 10 principles*. Free download, retrieved August 24, 2005, from the World Wide Web: <http://arg.educ.cam.ac.uk/CIE3.pdf>
- Assessment Reform Group. (2002). *Testing, motivation and learning*. Free download, retrieved August 24, 2005, from the World Wide Web: <http://arg.educ.cam.ac.uk/TML%20BOOKLET%20complete.pdf>
- Black, P. & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.
- Black, P. & Wiliam, D. (1999). *Inside the black box*. London: nfer-Nelson. (A complete version was published as a special edition of *Assessment in Education*, 5(1), 1998).
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2002). *Working inside the black box: Assessment for learning in the classroom*. London: nferNelson.
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Maidenhead: Open University Press.
- Carless, D. (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39-54.
- Chishom, L. (with 9 colleagues). (2000). *A South African curriculum for the twenty first century: Report of the review committee on curriculum 2005*. Pretoria: Department of Education.
- Curriculum Development Institute (2002). *Basic education curriculum guide – Building on strength chpt 5. School policy on assessment – Changing assessment practices*. Hong Kong: Curriculum Development Institute. Free download, retrieved Sept 11, 2005, from the World Wide Web: http://cd.emb.gov.hk/basic_guide/BEGuideeng0821/chapter05.html
- Davison, C. (2004). The contradictory culture of classroom-based assessment: ESL teacher assessment practices in Australian and Hong Kong secondary schools. *Language Testing*, 20(3), 304-333.
- Pryor, J. & Akwesi, A. (1998). Assessment in Ghana and England: Putting reform to the test of practice. *Compare*, 28(3), 263-275.
- Pryor, J. & Lubesi, C. (2002). Reconceptualising educational assessment in South Africa: Testing times for teachers. *International Journal of Educational Development* 22, 673-686.
- Roos, B., & Hamilton, D. (2005). Formative assessment: A cybernetic viewpoint. *Assessment in Education*, 12(1), 7-20.
- Sadler, D.R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18, 119-144.
- Torrance, H. (1993). Formative assessment: Some theoretical problems and empirical questions. *Cambridge Journal of Education*, 23(3), 333-343.
- Wiliam, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment* (pp. 165-181). Westport, CO: Ablex Publishing.

Appendix II Sample assessment tasks

Please refer to Appendix II on the DVD or visit the SBA website at <http://web.hku.hk/~sbapro/sba.html> for the sample assessment tasks.

Appendix III Assessment criteria

SBA Assessment Criteria for Group Interaction (GI)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters and words clearly and accurately.</p> <p>Can speak fluently and naturally, with very little hesitation, and using intonation to enhance communication.</p>	<p>Can use appropriate body language to display and encourage interest.</p> <p>Can use a full range of turn-taking strategies to initiate and maintain appropriate interaction, and can draw others into extending the interaction (e.g. by summarising for others' benefit, or by redirecting a conversation); can avoid the use of narrowly-formulaic expressions when doing this.</p>	<p>Can use a wide range of accurate vocabulary.</p> <p>Can use varied and highly accurate language patterns; minor slips do not impede communication.</p> <p>Can self-correct effectively.</p>	<p>Can express a wide range of relevant information and ideas without any signs of difficulty.</p> <p>Can consistently respond effectively to others, sustaining and extending a conversational exchange.</p> <p>Can use the full range of questioning and response levels (see Framework of Guiding Questions) to engage with peers.</p>
5	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p>Can speak fluently with only occasional hesitation, and using intonation to enhance communication, giving an overall sense of natural nonnative language.</p>	<p>Can use appropriate body language to display and encourage interest.</p> <p>Can use a good range of turn-taking strategies to initiate and maintain appropriate interaction (e.g. by encouraging contributions from others' in a group discussion, by asking for others' opinions, or by responding to questions); can mostly avoid the use of narrowly-formulaic expressions when doing this.</p>	<p>Can use varied and almost always appropriate vocabulary.</p> <p>Can use almost entirely accurate and appropriate language patterns.</p> <p>Can usually self-correct effectively.</p>	<p>Can express relevant information and ideas clearly and fluently.</p> <p>Can respond appropriately to others to sustain and extend a conversational exchange.</p> <p>Can use a good variety of questioning and response levels (see Framework of Guiding Questions).</p>
4	<p>Can project the voice mostly satisfactorily.</p> <p>Can pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g. dropping final consonant clusters).</p> <p>Can speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.</p>	<p>Can use some features of appropriate body language to encourage and display interest.</p> <p>Can use a range of appropriate turn-taking strategies to participate in, and sometimes initiate, interaction (e.g. by responding appropriately to others' comments on a presentation, by making suggestions in a group discussion).</p> <p>Can use some creative as well as formulaic expressions if fully engaged in interaction.</p>	<p>Can use mostly appropriate vocabulary.</p> <p>Can use language patterns that are usually accurate and without errors that impede communication.</p> <p>Can self-correct when concentrating carefully, or when asked to do so.</p>	<p>Can present relevant literal ideas clearly with well-organised structure.</p> <p>Can often respond appropriately to others; can sustain and may extend some conversational exchanges</p> <p>However: Can do these things less well when attempting to respond to interpretive or critical questions, or can interpret information and present elaborated ideas, but at these questioning levels coherence is not always fully controlled.</p>
3	<p>Volume may be a problem.</p> <p>Can pronounce all simple sounds clearly but some errors of sound clusters; less common words may be misunderstood unless supported by contextual meaning.</p> <p>Can speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.</p>	<p>Can use appropriate body language to show attention to the interaction.</p> <p>Can use appropriate but simple and formulaic turn-taking strategies to participate in, and occasionally initiate, interaction (e.g. by requesting repetition and clarification, or by offering praise).</p>	<p>Can use simple vocabulary and language patterns appropriately and without errors that impede communication.</p> <p>Can sometimes self-correct simple errors.</p> <p>May suggest a level of proficiency above 3 but has provided too limited a sample.</p>	<p>Can present some relevant ideas sequentially with some links among their own ideas and with those presented by others.</p> <p>Can respond to some simple questions and may be able to expand these responses when addressed directly.</p>
2	<p>Volume may be a problem.</p> <p>Can pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context.</p> <p>Can produce familiar stretches of language with sufficiently appropriate pacing and intonation to help listener's understanding.</p>	<p>Can use appropriate body language when especially interested in the group discussion or when prompted to respond.</p> <p>Can use simple but heavily formulaic expressions to respond to others (e.g. by offering greetings or apologies).</p>	<p>Can appropriately use vocabulary drawn from a limited and very familiar range.</p> <p>Can use some very basic language patterns accurately in brief exchanges.</p> <p>Can identify some errors but may be unable to self-correct.</p> <p>Provides a limited language sample.</p>	<p>Can express some simple relevant information and ideas, sometimes successfully, and may expand some responses briefly.</p> <p>Can make some contribution to a conversation when prompted.</p>
1	<p>Volume is likely to be a problem.</p> <p>Can pronounce some simple sounds and common words accurately enough to be understood.</p> <p>Can use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.</p>	<p>Can use restricted features of body language when required to respond to peers.</p> <p>Can use only simple and narrowly-restricted formulaic expressions, and only to respond to others.</p>	<p>Can produce a narrow range of simple vocabulary.</p> <p>Can use a narrow range of language patterns in very short and rehearsed utterances.</p> <p>A restricted sample of language makes full assessment of proficiency difficult.</p>	<p>Can occasionally produce brief information and ideas relevant to the topic.</p> <p>Can make some brief responses or statements when prompted.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not use any interactional strategies.</p>	<p>Does not produce any recognisable words or sequences.</p>	<p>Does not produce any appropriate, relevant material.</p>

SBA Assessment Criteria for Individual Presentation (IP)

	I. Pronunciation & Delivery	II. Communication Strategies	III. Vocabulary & Language Patterns	IV. Ideas & Organisation
6	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters and words clearly and accurately.</p> <p>Can speak fluently and naturally, with very little hesitation, and using intonation to enhance communication.</p>	<p>Can use appropriate body language to show focus on audience and to engage interest.</p> <p>Can judge timing in order to complete the presentation.</p> <p>Can confidently invite and respond to questions or comments when required for the task.</p>	<p>Can use a wide range of accurate vocabulary.</p> <p>Can use varied and highly accurate language patterns; minor slips do not impede communication.</p> <p>Can choose appropriate content and level of language to enable audience to follow, without the use of notes.</p> <p>Can self-correct effectively.</p>	<p>Can convey relevant information and ideas clearly and fluently without the use of notes.</p> <p>Can elaborate in detail on some appropriate aspects of the topic, and can consistently link main points with support and development.</p>
5	<p>Can project the voice appropriately for the context.</p> <p>Can pronounce all sounds/sound clusters clearly and almost all words accurately.</p> <p>Can speak fluently with only occasional hesitation, and using intonation to enhance communication, giving an overall sense of natural nonnative language.</p>	<p>Can use appropriate body language to show focus on audience and to engage interest.</p> <p>Can judge timing sufficiently to cover all essential points of the topic.</p> <p>Can appropriately invite and respond to questions or comments when required for the task.</p>	<p>Can use varied and almost always appropriate vocabulary.</p> <p>Can use almost entirely accurate and appropriate language patterns.</p> <p>Can choose content and level of language that the audience can follow, with little or no dependence on notes.</p> <p>Can usually self-correct effectively.</p>	<p>Can convey relevant information and ideas clearly and well.</p> <p>Can elaborate on some appropriate aspects of the topic, and can link main points with support and development.</p>
4	<p>Can project the voice mostly satisfactorily.</p> <p>Can pronounce most sounds/sound clusters and all common words clearly and accurately; less common words can be understood although there may be articulation errors (e.g., dropping final consonant clusters).</p> <p>Can speak at a deliberate pace, with some hesitation but using sufficient intonation conventions to convey meaning.</p>	<p>Can use appropriate body language to display audience awareness and to engage interest, but this is not consistently demonstrated.</p> <p>Can use the available time to adequately cover all the most essential points of the topic.</p> <p>Can respond to any well-formulated questions that arise.</p>	<p>Can use mostly appropriate vocabulary.</p> <p>Can use language patterns that are usually accurate and without errors that impede communication.</p> <p>Can choose mostly appropriate content and level of language to enable audience to follow, using notes in a way that is not intrusive.</p> <p>Can self-correct when concentrating carefully, or when asked to do so.</p>	<p>Can present relevant literal ideas clearly and in well-organised structure.</p> <p>Can expand on some appropriate aspects of the topic with additional detail or explanation, and can sometimes link these main points and expansions together effectively.</p>
3	<p>Volume may be a problem.</p> <p>Can pronounce all simple sounds clearly but some errors of sound clusters; less common words may be misunderstood unless supported by contextual meaning.</p> <p>Can speak at a careful pace and use sufficient basic intonation conventions to be understood by a familiar and supportive listener; hesitation is present.</p>	<p>Can use some appropriate body language, displaying occasional audience awareness and providing some degree of interest.</p> <p>Can present basic relevant points but has difficulty sustaining a presentation mode.</p> <p>Can respond to any cognitively simple, well-formulated questions that arise.</p>	<p>Can use simple vocabulary and language patterns appropriately and without errors that impede communication, but reliance on memorised materials or written notes makes language and vocabulary use seem more like written text spoken aloud.</p> <p>Can choose a level of content and language that enables audience to follow a main point, but needs to refer to notes.</p> <p>Can sometimes self-correct simple errors.</p>	<p>Can present some relevant literal ideas clearly, and can sometimes provide some simple supporting ideas.</p> <p>Can sometimes link main and supporting points together.</p>
2	<p>Volume may be a problem.</p> <p>Can pronounce simple sounds/sound clusters well enough to be understood most of the time; common words can usually be understood within overall context.</p> <p>Can produce familiar stretches of language with sufficiently appropriate pacing and intonation to help the listener's understanding.</p>	<p>Can use a restricted range of features of body language, but the overall impression is stilted.</p> <p>Can present very basic points but does not demonstrate use of a presentation mode and is dependent on notes.</p> <p>Audience awareness is very limited.</p>	<p>Can appropriately use vocabulary drawn from a limited and very familiar range.</p> <p>Can read notes aloud but with difficulty.</p> <p>Can use some very basic language patterns accurately in brief exchanges.</p> <p>Can identify some errors but may be unable to self-correct.</p>	<p>Can make an attempt to express simple relevant information and ideas, sometimes successfully, and can attempt to expand on a few points.</p> <p>Can link the key information sequentially.</p>
1	<p>Volume is likely to be a problem.</p> <p>Can pronounce some simple sounds and common words accurately enough to be understood.</p> <p>Can use appropriate intonation in the most familiar of words and phrases; hesitant speech makes the listener's task difficult.</p>	<p>Body language may be intermittently present, but communication strategies appropriate to delivering a presentation are absent. The delivery is wholly dependent on notes or a written text. There is no evident audience awareness.</p>	<p>Can produce a narrow range of simple vocabulary.</p> <p>Can use a narrow range of language patterns in very short and rehearsed utterances.</p> <p>A restricted sample of language makes full assessment of proficiency difficult.</p>	<p>Can express a main point or make a brief statement when prompted, in a way that is partially understandable.</p>
0	<p>Does not produce any comprehensible English speech.</p>	<p>Does not attempt a presentation.</p>	<p>Does not produce any recognisable words or sequences.</p>	<p>Does not express any relevant or understandable information.</p>

Appendix IV Assessment record

HKCEE English Language SBA Component Assessment Record (GI)

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-Fic (<i>circle</i>) Summary of task:
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DECLARATION BY STUDENTS

I certify that I have read / viewed the text used in this oral assessment, that it 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 judgments 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 (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	

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: _____

HKCEE English Language SBA Component

Assessment Record (IP)

School Name: _____

Teacher's Name:

Oral Text-type: Individual Presentation

Assessment date: ___/___/___

Class:

Name of text: _____

Category: Print / N-Print (*circle*)
Fiction / N-Fic (*circle*)

Student's Name:

Summary of task:

Student No.:

DECLARATION BY STUDENT

I certify that I have read / viewed the text used in this oral assessment, that it 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 judgments 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

(Circle number for each domain)

- | | | | | | | | | |
|----|--------------------------------|---|---|---|---|---|---|---|
| 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

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.

AUTHENTICATION BY TEACHER

1. 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.
2. 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: _____

Appendix V Technical notes for recording student assessment

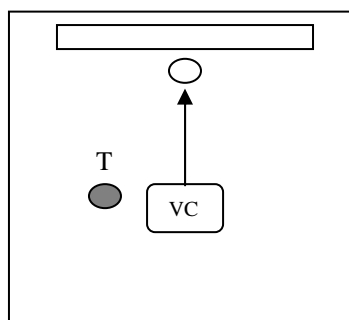
1. Video-recording

Before Recording:

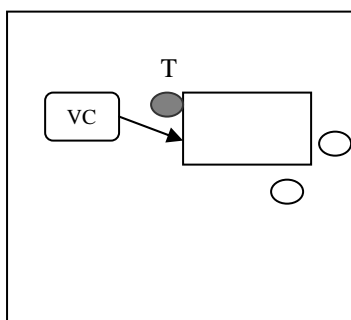
1. Always remember to mark the video tapes with the date, name of the school, teacher and class. You may also speak to the camera and record the information listed above on tape.

During Recording:

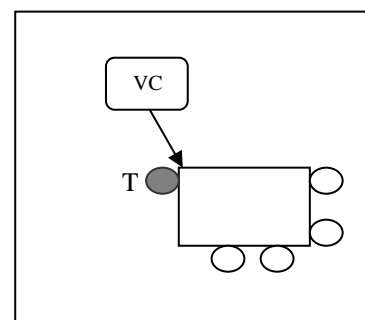
2. To avoid backlighting, avoid facing the video camera to the windows.
3. Try to use a tripod whenever possible because the video image will look much steadier.
4. Do not select timer or date for the video recording because they may block some of the images when playing the video on screen.
5. The teacher should sit close to the video camera so students will look in that direction.
6. If you are recording **individual presentations**, try to face the camera directly to the presenter. You may set an extended camera microphone/a regular teacher microphone* a few feet away from the presenter.
7. If you are recording **pair interaction**, try to face the camera onto the side of the students, so you can see both students' faces at the same time. Place an extended camera microphone/a regular teacher microphone on the table to capture better sound quality.
8. If you are recording **small group interaction**, try to face the camera to the one who is speaking and capture everyone's face as much as possible. Place the extended camera microphone/a regular teacher microphone on the table to capture better sound quality.



Individual Presentation



Pair Interaction



Small Group Interaction

Key: T = Teacher; VC = Video camera

* You may use a regular microphone which teachers use for teaching and place it on a microphone stand or a table to amplify the students' voices for better quality of sound recording. Do not place the microphone directly under a fan or close to an air conditioner. Heavy background noises may be picked up by the microphone if you do so.

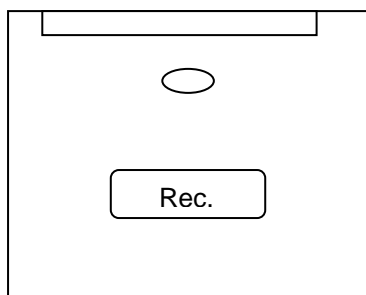
2. Audio-recording

Before Recording:

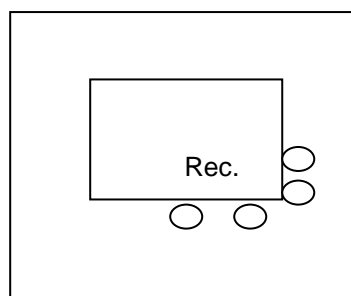
1. Make sure that the recorder works, and the batteries are not running out. Please bring extra batteries and tapes.
2. Always remember to mark the audio tapes with the date, name of the school, teacher and class. You may also speak to the tape/MP3 recorder and record the information listed above on tape.
3. If you are using cassette recorder, select cassette tape of appropriate length. If you are recording, for example a 40-minute lesson, it is advisable to use a 90-min tape so your tape will not run out or stop in the middle of the recording or you do not need to turn the tape over during recording. If you are using MD or MP3 recorder, there is no such concern.

During Recording:

4. Try to place the recorder on a steady table.
5. If you are recording **individual presentations**, you could put a table in front of the presenter. You may place the recorder on the table.
6. If you are recording **pair or group interaction**, you can arrange the group to sit by the table and just put the recorder in the middle of the table to capture voices of all students.



Individual Presentation



Pair/Group Interaction

Key: Rec. = Recorder

7. If you need to record a lot of presentation/interaction in one long session, remember to keep the timing in mind. Be sure to turn the cassette tape over after about 25/28 mins of recording (if you are using a 60-min tape) and turn the tape before a new presentation/interaction begins, so you can ensure that the tape will not be running out during recording.

After Recording:

8. After recording all the presentations or interaction, you can put the recordings in a secure place.
9. Rewind the cassette tapes. Put the tapes in order with your own coding system. If you are using digital recorder, you can save the sound files onto a computer/or ask students themselves/the technicians at school to save the files onto a computer for you.

Note: Students can also be encouraged to take it in turns recording each other. This involves them and leaves the teacher free to concentrate on assessment.

Appendix VI 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, hypothesising, etc. as students required to synthesise 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?

Appendix VII Teachers' guidelines for student-oriented assessment criteria

1 Why are peer- and self-assessment useful?

To improve their performance in Group Interactions and Individual Presentations, 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 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've learnt into practice.

Training for peer-assessment

Start off by conducting training sessions - one each for the 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 DVD or from the website at <http://sba.hkedcity.net/introductorydvd/main.html> to play for the students. Divide students into small groups to facilitate discussion.
- B. Give students copies of the GI/IP Peer-assessment Forms.
- 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 judgments about 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 on working with the assessment criteria on the Self-assessment Form that are NOT the same as those on the Peer-assessment Form.

Note: Criterion 6 on the IP assessment form refers to questions that the presenter may invite the audience 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 Peer-assessment Forms for the observers, and enough Self-assessment Forms 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 Peer-assessment Forms and ask the students to carry out the Individual Presentation/ Group Interaction.
2. After the presentation/interaction give students an 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 Evaluation Forms.
3. Arrange for the presenters to watch their videoed presentation, and to fill in their Self Evaluation Forms. 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-assessment Form
Group Interaction

Name of group member: _____

Your name: _____

Tick the boxes that best describe how well your classmate took part in the discussion and add your comments below.

Student-oriented assessment criteria		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-assessment Form
Individual Presentation

Name of presenter: _____

Your name: _____

Tick the boxes that describe your classmate's presentation and add your comments below.

Student-oriented assessment criteria		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-assessment Form
Group Interaction

Your name: _____

Tick the boxes that best describe how well you took part in the discussion and add your comments below.

Student-oriented assessment criteria		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 thing I liked most about my discussion was

Next time I will ...

Self-assessment Form
Individual Presentation

Your name: _____

Tick the boxes that best describe how well you presented and add your comments below.

Student-oriented assessment criteria		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 ...

Teacher's Glossary

Below is a list of terms which students may have difficulty with. If this is the case, try to convey the meaning in English with examples etc. Then ask students to guess the Chinese terms for the English ones. If these strategies fail, offer the students the direct translations.

- | | |
|----------------------|------|
| 1. pronounce | 發音 |
| 2. vary | 改變 |
| 3. intonation | 音調 |
| 4. body language | 身體語言 |
| 5. encourage | 鼓勵 |
| 6. relevant | 切合 |
| 7. manage the timing | 運用時間 |
| 8. depending on | 倚靠 |
| 9. well organised | 組織嚴緊 |

Appendix VIII Glossary of key words

Authentication – Ensuring that work produced by students is their own work and not the result of memorisation of others' words or plagiarism.

Authenticity – The degree to which assessment materials and assessment conditions succeed in replicating those in the target use situation.

Autobiography – An account of a person's life written, composed or produced by that person.

Biography – An account of a person's life written, composed, or produced by another.

Collaboration – To work together, to cooperate.

Context – The part of a text or statement that surrounds a particular word or passage and determines its meaning.

Criteria (singular = criterion) – Guidelines, descriptions, or principles by which student responses, products, or performances are judged. When we assess language, the criteria are the key aspects of language that matter in the assessment.

Criteria-based assessment – The assessment of a student's achievements in relation to specified criteria.

Critical – Characterised by careful, exact evaluation and judgment; used nowadays to emphasise the exploratory and socially-aware nature of a form of enquiry (e.g. critical reflection).

Descriptors – Statements that describe the performance expected at each level of each domain on the Assessment Criteria.

Domain – In assessment, this refers to an area of knowledge or skill or the set of tasks about which we want to know more, and which is therefore the target of the assessment, e.g. pronunciation, or grammar.

Extensive reading – Reading or viewing a large number of print and non-print texts (fiction and non-fiction) with a wide range of topics and formats at the reader's reading level and interest.

Feedback – Giving information to a learner about how they have performed on a task, process or activity; a response that is evaluative and **formative**.

Formative – Assisting in formation, growth or development; in this case, the development of a student's oral language abilities; the gathering of information about students and their language learning needs **while they are still learning**.

Interaction – Mutual or reciprocal action or influence – in language, this refers to conversational exchanges with exchange of ideas and information.

Moderation – A system of quality control to ensure that assessments given by schools meet minimum standards and are comparable across a school system.

Outcomes-based education – Education specified not in terms of input, but in terms of specific knowledge, skills, processes and attitudes to be achieved.

Peer assessment – Assessment of a student's work, products, or learning processes by classmates; usually used in conjunction with peer **feedback**.

Performance assessment – Performance assessments require students to perform a task, construct a response, create a product, or demonstrate ability in a context where they are doing something realistic.

Reliability – The degree to which an assessment yields consistent results.

Scale (rating scale) – A rational sequence of **descriptors** of typical **performances** in terms of their quality, used by assessors in assessing performances, such as giving a presentation; writing a letter; etc.

Self assessment – Appraisal by a student of his or her own work or learning processes.

Standardisation – A process of comparing and reviewing interpretations of assessment criteria and scoring processes to ensure the same standards are being applied across students and schools.

Summative – More formal planned assessments at the end of a unit or term/year which are used primarily to evaluate student progress and/or grade students.

Task – An activity usually requiring multiple responses to a situation, question or problem.

Task-type – The kind of activity, e.g. comparing two characters, recounting a story, describing a scene, promoting a book.

Text – A spoken or written piece of meaningful language; a book or film.

Text-type – The type of oral text, for example group interaction or individual presentation.

Validity – Refers to whether or not an assessment is an adequate measure of what is being assessed, in this case oral language.

Washback (also backwash) – The effect of an assessment on the teaching and learning leading up to it (and following on from it).

Acknowledgements

The SBA Consultancy Team would like to express their sincere gratitude to the principals, teachers and students of the following schools for their generous support of the SBA action research project and/or the trialling of the HKCE SBA component:

Buddhist Mau Fung Memorial College	PHC Wing Kwong College
Caritas Fanling Chan Chun Ha Secondary School	Pui Kiu Middle School
Caritas St Joseph Secondary School	Rosaryhill School (Secondary Section)
Delia Memorial School (Hip Wo)	Shung Tak Catholic English College
Diocesan Girls' School	S.K.H. Leung Kwai Yee Secondary School
ELCHK Lutheran Secondary School	S.K.H. Tsang Shiu Tim Secondary School
HKTA The Yuen Yuen Institute No.1 Secondary School	St Louis School
Hoi Ping Chamber of Commerce Secondary School	St. Teresa Secondary School
Hong Kong Sam Yuk Secondary School	Tack Ching Girls' Secondary School
King's College	Tak Sun Secondary School
Leung Shek Chee Secondary	True Light Girls' College
Munsang College	Yuen Long Lutheran Secondary School
NLSI Peace Evangelical Secondary School	

Special gratitude is also extended to the SBA teacher trainers and the following individuals who contributed to the SBA Teacher Training Package:

The Hong Kong Examinations and Assessment Authority

Dr Peter Hill, Secretary General
Mrs Christina Lee, Assistant General Manager – Assessment Development

Education and Manpower Bureau

Mr Sheridan Lee and EMB staff

Expert Advisors

Dr Steve Andrews, The University of Hong Kong, Hong Kong
Dr Fiona Hyland, The University of Hong Kong, Hong Kong
Associate Professor Penny McKay, Queensland University of Technology, Australia
Professor Dylan Wiliam, Educational Testing Service, USA
Dr Vivienne Yu, Hong Kong Institute of Education, Hong Kong

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System requirements for the DVD

Pentium III 450 or higher

Microsoft Windows ME/2000/XP

DirectX 9 or above

Adobe Acrobat Reader (6 or above)

Windows Media Player (9 or above)

128 MB RAM or more

SVGA 65538 (16 bit) colours or higher graphic display

DVD-ROM drive (4X or higher)

Sound card and speakers

Printer (optional)

Internet connection

Internet Explorer 5.5 or above

Netscape 7.2 or above

Macromedia Flash Player (7 or above)

Installation

Insert the disk into the DVD-ROM drive and the programme will run automatically.

This introductory package can also be accessed on the HKedCity website at:

<http://sba.hkedcity.net/introductorydvd/main.html>