

「促進學習的評估」研究成果分享會  
*Assessment for Productive Learning Project:  
 Seminar on Research Findings*

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Project Website: [http://www.ied.edu.hk/fpece\\_project/QEF/Index.html](http://www.ied.edu.hk/fpece_project/QEF/Index.html)

## Introduction

- We have a number of papers that we can make available about our project and assessment reform in Hong Kong. But today we want to present **four perspectives** on assessment and culture drawn from project publications and data. These perspectives will focus on: **Hong Kong teachers' conceptions of assessment, classroom assessment practices, subject related assessments and rethinking formative assessment.**

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## HK Teachers' Conceptions of Assessment

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## Project Background

- 507 teachers
- 16 schools
- Hong Kong teachers' thoughts about assessment →
- Conceptions of assessment  
Instructional modes

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## Brown (2002)

### Four major conceptions

- Assessment improves teaching and learning (Improvement)
- Assessment makes schools and teachers accountable (School Accountability)
- Assessment makes students accountable (Student Accountability)
- Assessment is irrelevant (Irrelevance)

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### Table 1. Conceptions of Assessment Scale Statistics

Statistic	Improvement	School Accountability	Student Accountability	Irrelevance
<i>M</i>	2.08	2.27	2.1	2.87
<i>seM</i>	0.015	0.02	0.02	0.017
Median	2.08	2.33	2	2.89
<i>SD</i>	0.25	0.41	0.3	0.28
Minimum	1.25	1	1	2.11
Maximum	2.92	3.67	3.33	4
Number of items	12	3	3	9
Cronbach alpha	0.76	0.63	0.25	0.71

Effect Sizes				
Improvement	—			
School Accountability	-0.6	—		
Student Accountability	-0.09	0.49	—	
Irrelevance	-3	1.74	2.65	—

*Note. Negative effect sizes indicate variable in the vertical axis is more agreed with, while positive values indicate greater disagreement.*



## Assessment

- it includes “teachers’ perceptions of and evaluations of student behaviour and performance”
- affected by “the conceptions teachers have about their own confidence to teach, the act of teaching, the nature of curriculum and subjects, the process and purpose of assessment, and the nature of learning among many educational beliefs”

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## Hong Kong teachers

- endorsed Improvement and Accountability Practices and rejected Irrelevance
- strong correlation between Improvement and Student Accountability
- moderate correlations between Improvement and the Accountability Practices
- Why do teachers think that assessment is connected to both student improvement and the school accountability practices?

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## Role of public examinations

- Create social mobility
- Improve life chances
- Confucian values

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## In Hong Kong

- 2 territory-wide assessments to measure standard of primary students: P.3 & P.6
- 1 public assessment to measure the overall pre-secondary standard of the primary education

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## Reality

- Examinations have not been abolished even in primary schools and it has a significant place in teachers’ conceptions of assessment.

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## Hong Kong Teachers’ Assessment Practices

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# Teachers' Assessment Practices

- One aim of APL project: To understand the relationship between teachers' conceptions of assessment and their assessment practices.
- developed a 33-item Practices of Assessment Inventory (APrI)
  - Aim: to gauge teachers' practices of assessment
  - Items:
    - Based on Brown's instrument (COA III)
    - drawing on interview data from project schools
    - literature review
  - Questionnaire was completed by 507 teachers

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# Results of APrI

- Initially identified five factors that explained the assessment practices of HK teachers
  - **Diagnose**: practices that diagnose student learning needs
  - **School quality**: practices that use assessment to improve school quality
  - **Examinations**: practices that prepare students for high-stakes examinations
  - **Improving teaching**: practices that improve, change, or adapt teaching in response to assessment information
  - **Irrelevance**: practices that ignore or treat as irrelevant assessment information

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**Table 2 Practices of Assessment Inventory Factor Statistics**

Statistics	Improvement		Accountability		
	Diagnose	Improve Teaching	School Quality	Examinations	Irrelevance
M	2.05	2.02	2.17	2.2	2.76
seM	0.02	0.02	0.02	0.02	0.03
Median	2	2	2	2.17	2.67
SD	0.34	0.27	0.36	0.37	0.44
Minimum	1	1	1	1	1.33
Maximum	3.06	2.86	3.75	3.33	4
Number Items (k)	3	7	4	6	3
Cronbach alpha	0.84	0.78	0.75	0.76	0.59

Effect sizes					
Diagnose	—				
Improve Teaching	0.08	—			
School Quality	-0.36	0.47	—		
Examinations	-0.43	0.56	-0.08	—	
Irrelevance	-1.84	-2.08	-1.48	-1.39	—

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# Further statistical analysis

- Diagnose and Improving Teaching: were predicated by a higher factor: IMPROVEMENT
- School Quality and Examinations: were predicted a higher order factor: ACCOUNTABILITY
- Irrelevance was not related to either of these higher order factors

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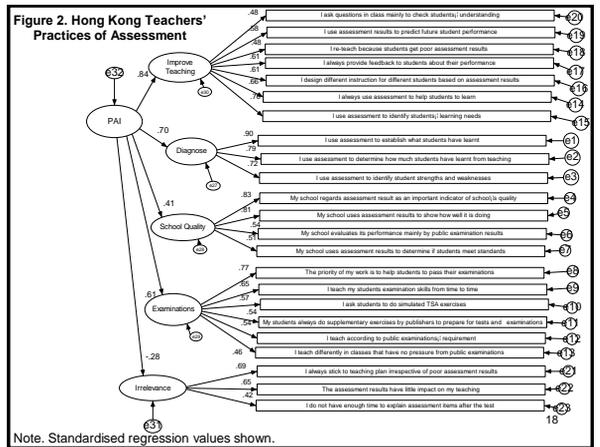
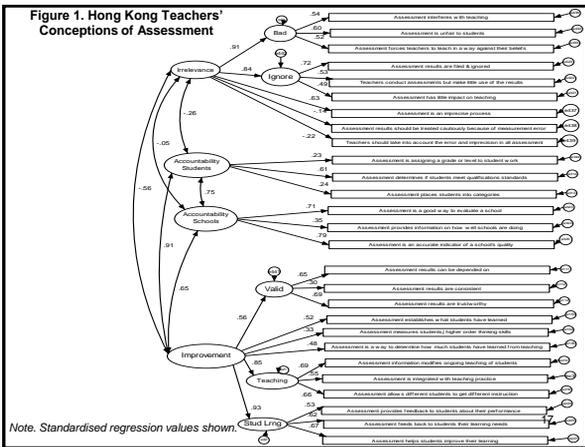
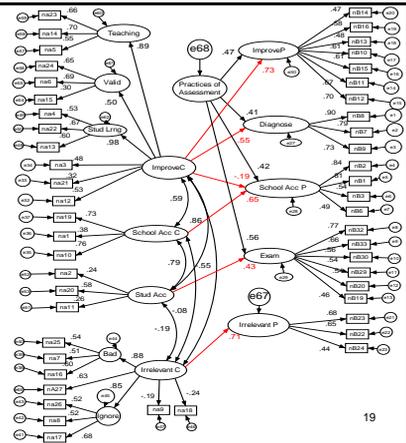


Figure 3. Hong Kong Teachers' Conceptions and Practices of Assessment



## Our interpretation

- 'Assessment as improvement' and 'assessment for accountability' are not mutually exclusive: HK teachers
  - use assessment for improving student learning & to prepare students for examinations
- Further elaboration
  - Teacher professional development for educational reform may assist teachers to understand better how to apply assessment for improving student learning **BUT**
  - Teachers still use assessment practices designed to prepare students for examinations
  - Reform practices **will not eliminate cultural practices** aligned to social expectations

### Summing up for teacher assessment practice

- cultural and social imperatives associated with examinations will exist alongside reform oriented practices

## Subject Assessments in Hong Kong Schools

Subjects rule in HK schools!

### The Background, Issues and Policy change

- Subject assessments have a history in Hong Kong schools driven by public examinations.
- These have had an influential impact on teaching and learning and thus have been seen as exerting a "backwash effect" (see Biggs, 1998a; Cheng, 1998).
- A new policy was drawn up to eliminate excessive written tests and examinations (Curriculum Development Council, 2001).

## Theme 1

- Subject assessment as the mainstream in school assessment
  - Subject teaching is used in the school curriculum and as the focus for measuring students' outcomes, the schools were found to have adopted subject assessments as the mainstream.



## Theme 2

- Academic subject assessments have acquired a higher status in the school curriculum than generic skills because they are weighted more heavily.

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## Theme 3

- Subject assessments are characterized by specific modes of assessment. Normally the assessment modes adopted in academic subjects are confined to paper-pencil assessment while other less academic subjects may use different modes of assessments.

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## Theme 4

- Subject assessments are considered to be more objective and more reliable than other modes of assessments, at least as perceived by the parents, teachers and school policy makers.

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## Theme 5

- The frequency of subject assessments is much higher than other modes of assessments, as it is usually considered as critical means for students to have a mastery of knowledge and skills of subjects.

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## Theme 6

- Subject assessments were strengthened by the government's "Territory Wide System Assessment" (TSA) that administered tests in Chinese, English and Mathematics for primary 3, 6 and secondary 3 students.

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## Summing up

- Hong Kong subject assessments with their long history are hegemonic and difficult to change. There are continuing strong beliefs in subject assessment held by teachers and other stakeholders such as parents. As pervasive as the reform agenda is in Hong Kong it does not seem to have challenged what is essentially a social and cultural belief.

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## Rethinking Formative Assessment

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## Rethinking Formative Assessment

- Using **summative assessment for formative purposes**
- Summative assessments can be used as feedback to help students move from where they are to where they need to be and they can be designed in ways that reflect the principles of assessment for learning referred to earlier in this paper. Internal summative assessment can serve exactly the same purposes as formative assessment.