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**QEF Project:
Assessment for Learning
in Hong Kong Schools**

Final Report



優質教育基金
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Part A

Project Title: Assessment for Learning in Hong Kong Schools

Name of Organization/School: Hong Kong Institute of Education

Project Period: From July 2009 to Aug 2011

Part B

1. Introduction

This project was a collaborative project between the Hong Kong Institute of Education (HKIEd) and the Institute of Education, University of London (IoE). The project aimed to improve the quality of the teaching force and, in particular, its capacity to use assessment for learning (AfL) for classroom teaching. To achieve this, the project team developed the content, and implemented the appropriate processes, for sustained, school-embedded professional development focused on AfL in Hong Kong schools. Sixteen schools, including, in the first year, eight primary and in the second year, four primary and four secondary, took part in the project. A total of 52 teachers from the project schools participated in the project. Three teachers of English language, Chinese Language and Mathematics from each participating school were recruited. The sixteen schools involved in the project are listed in Table 1 below.

Table 1: Project schools

Schools	Name of project schools (1st Cohort)	No. of participating teachers
1	Catholic Mission School	3
2	Man Kiu Association Primary School	3
3	Ma Tau Chung Government Primary School	3
4	Chai Wan Kok Catholic Primary School	3
5	Hoi Pa Street Government Primary School	3
6	S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School	3
7	The Salvation Army Tin Ka Ping School	6
8	Fanling Assembly of God Church Primary School	3
Code	Name of project schools (2nd Cohort)	No. of participating teachers
9	PLK Fong Wong Kam Chuen Primary School	3
10	St. Edward's Catholic Primary School	3
11	Buddhist Chi King Primary School	3

12	PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School	3
13	Fukien Secondary School	3
14	Our Lady of the Rosary College	3
15	Hong Kong Teachers' Association Lee Heng Kwei Secondary School	3
16	SALEM - Immanuel Lutheran College	3

1. Attainment of objectives

The project aimed to improve the quality of the teaching force and, in particular, its capacity to use assessment for learning (AfL) for classroom teaching. The objectives of this project were:

1. To provide teachers with a school-embedded AfL professional development programme;
2. To investigate the impact of the AfL professional development programme on teaching and learning.
3. To create and disseminate models of good practice in assessment;

The above objectives have been attained:

Table 1: Attainment of Objectives

Objective Statement	Activities related to the objective	Extent of attainment of the objective	Evidence or indicators of having achieved the objective	Reasons for not being able to achieve the objective, if applicable
Objective 1	The AfL Professional Development Programme	Fully achieved	The AfL PDP conducted between July 2009 and July 2011	
Objective 2	Investigation of the impact of the AfL PDP on teaching and learning	Fully achieved	Interviews; Pre- & Post-tests	
Objective 3	Creation and dissemination models of good practice	Fully achieved	PDP training materials, including an AfL website; Project team's	

			presentations at international conferences, seminars and workshops; Teachers sharing sessions; Publications	
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1.1 Objective No.1: The AfL Professional Development Programme (AfL PDP)

An increasing body of research shows that to be successful, teacher professional development programmes need to address both *content* and *process* aspects of teacher growth. In this project, we sought to fully develop both for sustained, school-embedded professional development focused on AfL in Hong Kong schools. The AfL PDP of this project, adopted from a model implemented in England and piloted on a limited basis in the United States, included the following key features:

1. Teachers attended a series of workshops throughout the project time that exposed them to the strategies of AfL and facilitated their thinking about what this meant for their practice;
2. Teachers attended TLC meetings to deepen their practical understanding of AfL;
3. Collegial observations were held through which teachers received constructive feedback on their use of an AfL technique at the post-lesson School-based TLC meeting;
4. Throughout this period (and subsequently) the teachers had access to a web-based support tool for AfL.
5. The teachers were encouraged to conduct informal peer observations and meet regularly during term time.
6. To further this, teachers were also encouraged to keep a portfolio so that they could monitor their professional growth.
7. Activities of the AfL PDP also included a number of executive meetings for school representatives to enhance communication between the project team and the school personnel and their project teachers.

Implementing assessment for learning requires attention to a range of features of classroom practice. In order to bring some theoretical coherence to this work, it was suggested that the implementation of effective AfL was viewed in terms of three key elements: where the learner is in their learning, where they are going, and how to get there; which in turn can be cross-referenced against a further dimension, teacher, peer or learner agency. Comparing practice in terms of these two dimensions yields the framework shown in Table 2:

Table 2: Features of Classroom Practice in AfL Implementation

	Where the learner is	Where they are going	How to get there
Teacher	Evoking information	Establishing goals	Feedback
Peer	Peer-assessment	Sharing success criteria	Peer-tutoring
Student	Self-assessment	Sharing success criteria	Self-directed learning

This model suggests that AfL can be presented as five key strategies and one cohering idea. The five key strategies are:

1. Engineering effective classroom discussions, questions, and learning tasks;
2. Clarifying and sharing learning intentions and criteria for success;
3. Providing feedback that moves learners forward;
4. Activating students as the owners of their own learning;
5. Activating students as instructional resources for one another;

AfL is a holistic concept that is not easily understood unless it is further deconstructed in concrete terms. The ten guiding principles in the AfL framework (cf. Berry 2008) were thus used as the basic structure for increasing teachers' understanding of AfL in their professional development. The AfL model adopted in this project comprised ten precepts (guiding principles):

1. Aligning assessment to teaching and learning;
2. Exploring multidimensional assessment methods;
3. Selecting assessments susceptible to learning;
4. Drawing on joint efforts amongst colleagues;
5. Assessing students continuously;
6. Allowing student participation in assessment processes;
7. Using assessment to uncover learning;
8. Making marking criteria accessible;
9. Providing feedback;
10. Analysing and reporting students' results.

There were two key elements in the professional development programme. The first element was the provision of an AfL implementation framework (Berry, 2007), as the *content* or knowledge dimension, to allow teachers to link AfL theory to classroom practice. The second element was a heightening of teachers' agency in relation to AfL practices, as the *process*

dimension. It is worth noting that the ten principles should not be viewed as separate entities; instead, they should be seen as complementary to each other in supporting learning.

In the framework, the ten AfL guiding principles are grouped into three tiers with the first one '*Aligning Assessment to Teaching and Learning*' being located at the top, highlighting the contention that assessment should be seen as an interconnected part of teaching and learning and that assessment should be consistent with the objectives of the course. The second tier emphasizes the teacher's role in using assessment for the purpose of supporting student learning. As assessment can vary in form, depth or breath, teachers can '*Explore the Use of Multidimensional Assessment Methods*' (Principle 2) and '*Select those Assessment Methods which are Susceptible to Learning*' (Principle 3). Teachers may want to '*Consider Drawing on Joint Efforts among Colleagues*' (Principle 4) to brainstorm, plan, implement and evaluate their AfL practices. The third tier, Principles 5 to 10, focuses on the interaction between teachers and students. Teachers are encouraged to allow '*Students to Take Part in the Assessment Process*' (Principle 6). Classroom activities should be designed to allow students to self- and peer-assess their work. '*Making Marking Criteria Accessible for Students*' is designed to facilitate self- and peer-assessment (Principle 8). Teachers can '*Use Different kinds of Assessment Strategies to uncover Students' Learning*' (Principle 7) and use them to '*Assess Students continuously throughout the Learning Processes*' (Principle 5). Then, it is suggested that they '*Analyse and Report on their Students to Understand how Students Learn*' (Principle 10). The report is used as a means to '*Provide Feedback to Students to Facilitate Learning*' (Principle 9). To support learning, feedback needs to be constructive and timely and marking criteria should be made accessible to students so that students understand what is expected of them. Marking criteria can also be used as a basis for giving feedback and communicating results to different parties (Berry, 2008, p.13-18).

A total of 14 PDP Seminar/Workshop sessions were held in the two years of the project period. All the seminars and workshops aimed to provide teachers with a basic understanding of the fundamentals of AfL and strategies. Real classroom examples such as questioning skills, self- and peer- assessment, were given to the teachers at the seminars and workshops to help teachers link AfL theory to classroom practice. Reference here should be made to No.5 Activities' List in this report for details of the training seminars and workshops conducted in the project period.

The *process* by which we sought to effect these changes was via school-embedded teacher learning communities (TLCs), which have the potential to provide teachers with the information and support they need to develop their practice in deep and lasting ways, and which are designed to build school capacity to support individual and institutional change

over time. Each training event usually included a Teacher Learning Community (TLC) meeting session to allow teachers opportunities to share their experience in implementing AfL with their project counterparts and drew on feedback from their peers and researchers. To help teachers internalize their AfL understanding, the researchers paid three to four visits to each school. The purpose was to facilitate school-based peer lesson observations and a post-lesson school-based teaching learning community meeting (SB-TLC). The teachers were encouraged to conduct informal peer observation and meet as regularly as they could during the term time. To further this, teachers were encouraged to keep a portfolio so that they could keep track of their professional growth. Activities of the AfL PDP also included a number of executive meetings for school representatives for planning, communication, and project evaluation purposes.

Thus, to create the most efficacious model for later implementation, the project team developed a set of intervention materials (practices articulated, made available and sustained through workshops, TLC meetings, and collegial classroom observations) for subject teachers at the primary school level in the first year of the project and at primary and secondary levels in the second year of the project. The interventions therefore had the following four components: i) Seminars/Workshops (pre-term and throughout term-time); ii) TLC meetings; iii) Collegial Classroom Observations with Feedback; and iv) An AfL Website.

Seminars/Workshops

Two two-day seminars/workshops at the beginning of the academic year and a series of half-day workshops during term time were arranged at which the teacher cohort was introduced to the key AfL strategies, and shown how these could be incorporated into their teaching particularly in English Language, Chinese Language and Mathematics. These sessions were delivered by the three academic members of the Hong Kong Institute of Education team. In order to make the five AfL strategies as concrete as possible, the teachers were presented with a number of very specific teaching *techniques* (see Berry above) that might be used to implement a strategy. The introductory workshops were arranged so that teachers were able to try out the techniques with their students between the workshops and report back on their experiences, through the TLC meetings (see below).

A particularly important feature of the model was *action planning* by the teachers. By the end of the second workshop, each participant was required to finalize an action plan detailing the changes they would make in their practice for the following academic year. In order to keep the additional workload on teachers as small as possible, each teacher was asked to select one particular strategy for their action plan, and identify a single class they would be teaching the

following year as their focal class (the class on which they would focus their efforts). This was successfully achieved.

TLC Meetings

The introductory workshops provided the teachers with ideas for the kinds of changes that they wanted to effect in their practice. In addition to providing support to the participating teachers, these meetings also acted as a regular spur to the teachers to implement their action plans. Many of the teachers in the project suggested that reporting to their colleagues on their experience of implementing their action plans had made them prioritize this over other pressing concerns.

A major focus in the TLCs envisioned for this project was on helping teachers understand and internalize AfL strategies. To help teachers make good decisions about the techniques they tried out, workshop facilitators asked participants to address the question "What is formative about this practice?" or "How does this practice help me and my students keep learning on track?" A critical step was that the teacher made public to her peers in the TLC and subsequent half-day conferences what it is she tried out and why she thought it was appropriate. This was shown to be an informal and supportive form of accountability, and it was suggested by the teacher cohort that this greatly increased the chance of them following through the actions, a noted weakness in traditional models of teacher professional development. As well as providing a space for teachers to discuss their experience in implementing AfL, each TLC meeting also had formal *input*, where teachers learnt about new AfL techniques and practical strategies for implementing them.

Collegial Classroom Observations with Feedback

The third component of the professional development programme was collegial classroom observations. These were undertaken by participating teachers in the schools. The distinctive feature of these classroom observations was that the agenda for these observations - what the observer is looking for - was determined by the teacher being observed, with reference to his or her action plan. The project team was aware that requiring the observer to follow the agenda set by the teacher being observed was not considered the norm with typical supervisory practice, and even from many coaching models, so an important task for the introductory workshops was to prepare protocols for the classroom observations, as well as training in their use so that the observations could generate usable formative feedback to teachers. This clear focus served also to distance these observations from those undertaken for the purposes of teacher accountability and performance management, and the project

team's experience was that, as a result, the observations were made more acceptable to the teacher cohort.

A second feature of these observations was that the teacher being observed was required to specify ahead of the observation what they would regard as evidence regarding the fit between their practice and their action plan. The project team observed that specifying the types of evidence to look for persuaded the teacher-to-be-observed to think through the theory of action of what she was trying out, which helped her implement it in a more rigorous manner. The feedback from the observation was then shared within the wider group, depending on the needs of the observed teacher. This type of cross-classroom observation normalizes the idea of asking for and receiving help among teaching colleagues, exposes the observers to an array of practices that can enrich their teaching, provides the observed teacher with useful feedback, and generally makes teaching public.

An AfL Website

The fourth element of the project was to build a website that acted to reinforce the workshops and TLC meetings and generally complement the face-to-face communication that was critical to the project. The design of the website evolved over the duration of the project and continues to do so. This has been a successful component of the professional development programme. The AfL website can be accessed by <http://www.ied.edu.hk/afl>.

1.2 Objective No.2: Investigation of the impact of the AfL PDP on teaching and learning

2. Reference should be made here to Session No.2 “Project impact on learning effectiveness, professional development and school development” in this report.

1.3 Objective No.3: Creation and dissemination of models of good practice

In sum, models of good practice were created and disseminated through:

- A set of PDP training materials;
- An AfL website;
- Project team's presentations at international conferences, seminars and workshops;
- Teachers sharing sessions;
- Publications.

Reference should be made here to Session No.4 “Deliverables” in this report.

2. Project impact on learning effectiveness, professional development and school development

2.1 Impact on learning effectiveness

2.2.1 Pre- & Post-tests

The project team conducted pre and post-intervention tests to provide some measure of impact as a result of the intervention. The tests were designed to measure the academic ability of the students in three subjects (i.e. English Language, Chinese Language and Mathematics). Test questions were the same at both points in time. The pre-test was administered at the beginning of the AfL PDP and the post-test was administered at the end of the programme (one academic year time gap). Two target groups were identified in each school, one to act as a control group and the other to act as an experimental group. In the first cohort, a total of 523 students in eight schools completed the pre-and post-tests and in the second cohort 523 students in eight other schools.

The pre- and post-tests were designed to assess the basic competencies of a set of students in the three subjects. The test items were adapted from the well established tertiary-wide system assessment (TSA) in Hong Kong, developed by the Education Bureau (EDB) and implemented by Hong Kong Examinations and Assessment Authority (HKEAA). TSA is a low-stakes assessment of the performance of Hong Kong students at Primary 3, Primary 6 and Secondary 3 levels in the three subjects. The assessment items were chosen with reference to basic competency descriptors and the published curricula of the three subjects.

With the support of the TSA team at the EDB, the test items were adapted from TSA past papers used in 2008, which assesses the basic competencies of the students in the different dimensions of the three subjects. There were four sub-domains in Chinese Language and English Language (i.e. reading, listening, writing and speaking), each of which was tested separately, and four sub-domains in Mathematics (i.e. arithmetic operations, fractions, parallel and perpendicular lines, and quadrilaterals). Comparison of the effect size of the Experimental and Control groups showed that the AfL professional development programme had positive impacts on student learning. There were clear improvements (English language 0.3998, Chinese Language 0.4036 and Mathematics 0.2855) between the pre- and post-tests in the different subject areas in all schools for the experimental group students. In addition to the above mentioned, qualitative data were collected to help validate the findings revealed by the pre- and post-tests.

2.2.2. Interviews

Interviews with different sources have converged on the same conclusion that students in the experimental group had become more engaged in their learning. Interviews were conducted with senior school personnel, participating teachers, external examiner, and students. Summary of the interviews are displayed below:

From the senior school personnel:

Students had many opportunities to participate in the assessment activities. They enjoyed the learning that came with them. Students were very engaged in learning.

From the project teachers:

Students became more active and were more engaged in the lessons. They were more aware of their strengths and weaknesses and would think about how they could improve their learning.

From the external examiner of the project:

Hong Kong students were usually very passive in learning. But, the students of the lessons observed were very engaged in all learning activities.

From the students themselves:

[Students] Feeling happy in the lessons.

We learnt more when we felt happy.

Yes, we learnt better in the new teaching mode.

2.2 Impact on professional development

The impact on the two cohorts of participants has been considerable. More specifically, it is suggested that the project made the following impacts:

- Good relations between project team members and the participating teachers were formed and maintained throughout the programme.

- Teachers had changed their attitudes from doubtful to convinced about Assessment for Learning, after experiencing the benefits of using AfL techniques in their classrooms.
- Participants expressed a desire to continue to use these new approaches in the future, thus ensuring a measure of sustainability in the sixteen pilot schools.
- Project members also commented that their practices had changed in the classroom, as they discovered that they could reinterpret 'assessment' in other ways.

A number of research methods were used to collect data to investigate the impacts of the professional development programme on teaching. All the TLC meetings, teacher interviews, student interviews and senior personnel interviews have been transcribed and analysed and interpreted. The analysis showed that the programme has yielded positive results, reported as follows:

Data analysis of the interviews of *senior school personnel* revealed that the senior personnel were very happy with their teachers' deeper understanding of AfL. They all said they witnessed an improved teaching quality amongst their teachers involved in this project. They suggested that the participating teachers had become more attentive to the needs of students and the progress of student learning and that teachers were more able to integrate assessment activities into teaching. Below are some of the comments directly made by the senior personnel.

Previously, teachers did not know that assessment could support learning. Certainly, they did not use assessment to uncover student learning.

Now, teachers are more aware of the usefulness of assessment for teaching and learning.

At the beginning of the project, teachers were not able to link assessment with teaching and learning. Some time into the project, they were more familiar with AfL concepts. Integrating assessment activities into teaching thus became easier to them.

It was obvious that teachers paid more attention to students' needs now.

They wanted to know whether their students understood what had been taught to them.

The project is helpful for the teachers.

The PDP had successfully raised the teachers' awareness of the importance of assessment to support teaching and learning. From the 10 AfL focuses, individual project teachers chose their own and tried to incorporate the relevant AfL strategies into their classroom teaching. After their first attempts, the project teachers reported back their experiences at *TLC meetings*. Highlights of the reported outcomes and challenges are given below.

Outcomes:

- Project teachers generally paid more attention to assessment activities in lesson planning than before.
- Some of the teachers reported that they were more aware of the learning processes of students than they had been before.
- As a result, they were more likely to make adjustments to their subsequent lesson planning.
- The teachers reported enhanced student participation as a result of these adjustments.
- The teachers generally found feedback from the project members and peer teachers in TLC meetings useful for their next round of action planning.

Challenges:

- It was difficult to manage time in conducting assessment activities.
- Establishing assessment criteria in a diverse class was difficult.

In subsequent training sessions, the project teachers were provided with the support they needed to overcome these challenges.

Initial data analysis of the *interviews with teachers* revealed that they were very happy with the programme and acknowledged that changes occurred for them as well as their attitude towards Assessment. The differences teachers discovered were that compared with the past, they were more aware of the criteria of assessment and how assessment should be relevant to their lesson activities. In the past they seldom considered what abilities or what aspects of the students they would need to assess. However, after their experience in the PDP, they had enhanced their knowledge in what and how to conduct assessment and feedback. They became more aware of the importance of providing effective assessment and of putting theories into practice, so they would consider this element in their lesson and curriculum design.

At the one-day sharing event held on 28 May 2011, teachers talked about how the PDP impacted on their teaching and student learning. Below are some of the comments directly made by the teachers:

On the right hand side is a picture that shows our interpretation of how assessment is linked with teaching and learning in the curriculum. Having clear assessment criteria is important as it lets us know what sorts of standards we are aiming at. Teachers can choose the kind of assessment strategy to match the important areas to assess.

Whenever we come across the word "Assessment" or "Internal Assessment", we automatically associate it with the tests and exams in our school. Grades and marks are our concern. In fact, assessment can be used to support learning. We could pay more attention to setting criteria and understand how students learn and monitor student learning.

... I think my understanding of assessment has changed a lot since I participated in the AfL PDP programme. First of all I come to understand that Assessment is not just about giving students a grade or grouping them into different levels.

The function of Assessment also includes facilitating teaching and enhancing learning.

Assessment could help us examine how effective our teaching and learning is.

After joining this PDP, when I plan my lessons, I would deliberate "What" and "How" I should assess my students.

We've benefited from the AfL PDP. From the workshops and seminars, we got to understand and learn the skills and theories of AfL. We learnt the ten AfL guiding principles and learn how to integrate them for use in preparing our lessons. With the support from the professors, we felt that we have made a lot of progress in teaching.

Being able to self-reflect is very important to teachers' professional development. Throughout the process, we continuously reflect on our assessment practices and make necessary changes to teaching so that students can learn better.

And the TLC meeting... different subjects of TLC meetings, for me is Mathematics TLC meeting...the presentations and discussions of the TLC meetings enabled us to learn more. And lesson observation... we observe lessons of three different subjects and learn from our other colleagues.

...the students can understand more about their own learning and be more able to judge what they needed. These would give teachers some directions in designing their lessons.

2.3 Impact on school development

The project was enthusiastically supported by senior school staff in the project schools.

Among the 51 project teachers, there were three vice-principals and four panel chairpersons, who all actively participated in the project activities. Other than the aforementioned teachers, four principals, a vice-principal and four panel chairpersons from project schools participated in the project activities. Their awareness about AfL was raised through the project. It is anticipated that this will help institutionalize AfL in these schools.

Beneficiaries of this project have included all those who strive to make continuing professional development effective as well as those who pursue an effective model of feedback in the classroom. In addition, policy makers in Hong Kong and in other countries, who are eager to embed their policies in all schools, are likely to benefit from the findings about the contextual factors that support or mitigate against teachers' sense of agency in schools, and the potential negative influence these factors can have on teachers' development and pupils' learning. Models of implementation of continuing professional development and also of classroom feedback are being reconceptualised on the basis of the project's findings.

3. Cost-effectiveness – a self-evaluation against clear indicators and measures

Table 2: Budget Checklist

Budget Items <i>(Based on Revised Budget)</i>	Approved Budget (a)	Actual Expense (b)	Change [(b)-(a)]/(a) +/- %
Staff Cost	\$1,758,080.00	\$1,414,836.48	-19.52%
Services	\$275,120.00	\$228,625.65	-16.90%
General Expenses	\$60,000.00	\$85,186.59	41.98%
Contingency	\$0.00	\$0.00	

4. Deliverables and modes of dissemination; responses to dissemination

4.1 Professional development materials

Table 3: Dissemination Value of Project Deliverables

Item description (e.g. type, title, quantity, etc.)	Evaluation of the quality and dissemination value of the item	Dissemination activities conducted (e.g. mode, date, etc.) and responses	Is it worthwhile and feasible for the item to be widely disseminated by the QEF? If yes, please suggest the mode(s) of dissemination.
Professional development materials	Very useful for the implementation of AfL in the classroom	Distributed to project teachers and the participants attended the events as described in No.5 Activity list. The participants found the events and materials very useful for their professional development.	
AfL website	Very useful for establishing dialogues amongst teachers and teacher communities	Access to information; discussion forum; http://www.ied.edu.hk/afl	

4.2 Presentations at international conferences

4.2.1 The Second East Asian International Conference on Teacher Education Research (15-17 Dec 2010)

Five papers, all of which written jointly by the project team members, were presented at a *symposium* at the Second East Asian International Conference on Teacher Education Research (15-17 Dec 2010). The theme of the symposium was "Assessment for Learning in Hong Kong Schools: Teacher Professional Development." The five papers, which were well attended, generated good discussions during and after the presentations. Below are the abstracts of the five papers:

PAPER ONE: The teacher professional development model for implementing Assessment for Learning in the classroom

Rita BERRY, Yiu Chi LAI, David SCOTT, Pamela LEUNG, Eleanore HARGREAVES, Gordon STOBART

This paper presents a teacher professional development model adopted by our project to help teachers upgrade their professionalism in using assessment for enhancing student learning

(Quality Education Funded project entitled “Assessment for Hong Kong schools”). Twenty-seven teachers from eight primary schools in Hong Kong were involved in our one-year Assessment for Learning (AfL) professional development programme. The intervention adopted by our AfL project was based on a three-step model common to interventions predicated on teacher professional development during which teachers are exposed to professional development through, for example, workshops and seminars. Then teachers adopt new practices. Student engagement and learning are improved because of these improvements in teaching. What makes our model unique is its two key elements of professional development. The first element was the provision of an *AfL implementation framework* (Berry, 2007; Berry, 2008) for teachers to link AfL theory to classroom practice. The second element was a heightening of teachers’ *concept of agency* in AfL practices. The concept of agency in this particular context implies an active teacher who initiates, makes plans and carries out appropriate actions to use assessment for learning purposes. Different methods were used in this respect including teacher reflecting on their AfL practices at the Teacher Learning Community Meetings (TLC meetings) and in their teacher portfolios. To see the impacts of our AfL professional development model on teachers’ AfL professional growth, further data were collected from teacher interview, student interviews and school senior personnel interviews and lesson observation and will be reported in the presentation.

PAPER TWO: Indications of change in classroom assessment: Feedback provided by teachers in implementing assessment for learning

Pamela LEUNG, Eleanore HARGREAVES, Yiu Chi LAI, Rita BERRY, David SCOTT, Gordon STOBART

“Providing feedback” is one of the ten key principles in the Assessment for Learning implementation framework we used for our professional development programme. To help student learn, teachers are expected to give timely and constructive feedback to them. Six of the twenty-seven teachers involved in our project tried out this AfL principle to support student learning in their lessons. Amongst these six teachers, three of them tried out “providing feedback” in a lesson in the first quarter of the project period and three of them tried out in the fourth quarter. Two teachers tried out “providing feedback” twice, in the third and the fourth quarters. This paper will examine the characteristics of the feedback these six teachers used in the lessons. The paper will first present the feedback identified from the eight lessons taught by the six teachers. This will be followed by a discussion on the feedback practice between those who tried out this AfL principle in the first quarter and those in the fourth quarter of the project to see if there were any differences in teachers’ feedback practice in the early and later days of the professional development period. Further, the feedback used by the two teachers who tried out this principle twice in two consecutive quarters were examined and presented to see if changes could be identified in their feedback practice over time.

PAPER THREE: Autonomy through Teacher Learning Communities? The AfL goal of autonomy explored

Eleanore HARGREAVES, Pamela LEUNG, Rita BERRY, David SCOTT, Yiu Chi LAI, Gordon STOBART

The goal of Assessment for Learning (AfL) has been described as empowering pupils with a sense of autonomy in learning. In this paper, I make the assumption that teachers who themselves have a strong sense of autonomy are likely to promote this in their classrooms. My own definition of autonomy refers to the individual pupil or teacher recognising themselves as operating independently from the situation in which they work, assuming that they have a choice about how to behave in that setting, in particular, believing that they have the integrity and the power to initiate changes. In this paper, I draw on observation and interview data from two research projects evaluating Teacher Learning Communities which support Assessment for Learning, one in Hong Kong and one in England, UK. I explore how teachers in Teacher Learning Communities (TLCs) conceptualise pupil autonomy and examine how important this goal is to them. I describe how autonomous teachers in the two research projects claim to feel during the TLC process, and analyse what factors seem to limit their sense of autonomy. I conclude that teachers both in Hong Kong and in England have diverse views about the autonomy they want for their pupils which is often limited, and that teachers experience a curtailed sense of autonomy themselves in the Continuing Professional Development they experience during TLCs. I sketch some implications from these findings.

PAPER FOUR: Examining the organizational factors that constrain and support the institutionalization of assessment for learning in schools

Yiu Chi LAI, David SCOTT, Pamela LEUNG, Eleanore HARGREAVES, Rita BERRY, Gordon STOBART

In this paper, the organizational factors that constrain and support the institutionalization of assessment for learning in schools will be examined. Both qualitative and quantitative data were used in the study. The sources of qualitative data included teachers' portfolios, teacher learning community (TLC) meetings, Teachers' interviews and senior school personnel interviews. These qualitative data were used in conjunction with the quantitative data on student performance for data analysis. The collected data were analyzed through the four organizational theory frames: Structural, Human Resources, Political and Symbolic. These frames provide a powerful tool to examine how changes and interventions are adopted within schools. Through the use of these frames, it is possible to determine schools' unique combinations or strengths and weaknesses in terms of organizational support for institutionalization of AfL practices. Furthermore, the qualitative information was used to determine the levels of schools' incorporation of the strategies and techniques of AfL, which were then be compared with student outcomes. Our hypothesis is that the more engaged a

school is with AfL, the greater the likelihood of seeing significantly increased student performance. By the same token, schools that failed to embrace AfL strategies and techniques at a high level will likely show smaller gains and greater variability.

PAPER FIVE: Assessment for Learning in Hong Kong schools: implementation and evaluation

David SCOTT, Rita BERRY, Eleanore HARGREAVES, Yiu Chiu LAI, Pamela LEUNG, Gordon STOBART

To create the most efficacious model for implementation of an AfL programme in Hong Kong schools, the project team developed a set of intervention materials (practices articulated, made available and sustained through workshops, Teacher Learning Community meetings, and collegial classroom observations) for subject teachers at the primary school level. The intention is that this should be extended to the secondary level in the second year of the project. The project team collected data which shows that these Assessment for Learning practices have improved student outcomes in Hong Kong schools. Pre-intervention and post-intervention tests were tailor-made to fit content and process knowledge developed by the teacher cohort during the single year of the project. Scores on the tests with experimental and control groups were compared and contrasted and a measure of the success or otherwise of the interventions was developed. However, it is important to provide a means of determining both the scale and type of effects of such an implementation and a properly theorized description of what happened during the intervention. Measuring student outcomes provides one piece of the jigsaw but not a complete picture. In order to connect any changes in student outcomes to the intervention, the project team used a variety of other data-collection methods, including classroom observations, structured and semi-structured teacher questionnaires and interviews, and student questionnaires and interviews. Process data were collected during the implementation, and were found to be especially useful in documenting the effects of this implementation.

4.2.2 The 36th International Association for Educational Assessment (IAEA) Annual Conference in Bangkok, Thailand (22-27 August 2010)

A paper focused on the findings of the current project was presented at the 36th International Association for Educational Assessment (IAEA) Annual Conference in Bangkok, Thailand (22-27 August 2010). Dr. Rita Berry, the principal investigator of the project, presented the changes identified in teachers who participated in the first phase of this project, and introduced Quality Education Fund to the audience at the conference. The presentation was attended by both keynote speakers of the conference and many scholars from various

countries. (The keynote speakers were: Professor William Boyle and Professor Gordon Stobart with the latter being the co-investigator of this project.) The venue was filled to its capacity and many discussions were generated at and after the presentation. Below is the abstract of the presented paper:

Making a change to teachers' readiness of using Assessment for Learning for classroom teaching

Rita BERRY

Black and Wiliam (1998) and the Assessment Reform Group (1999) point out that if teachers are to raise standards of the students, they should take Assessment for Learning (AfL) as an essential component of classroom work. However, standards can be raised only if teachers are willing and are able to tackle AfL. Exploration into teachers' readiness for the new assessment conception indicated that teachers were generally unprepared for AfL. This paper presents an attempt to make a change to the assessment practices in the classroom. The investigation was conducted in Hong Kong where teaching and learning is deeply influenced by the examination culture (Berry, in press). This one-year study involved twenty-seven teachers from eight primary schools in Hong Kong. After first introduced to AfL concepts through a number of seminars and workshops, the teachers tried out some AfL ideas of their choice in their classroom teaching. In their regular teacher community meetings, the teachers shared their experiences and discussed how the AfL practices could be improved. Using lesson observation, document analysis, interviewing and teacher self reflections as the main research instruments, it was found that teachers were more aware of the usefulness of AfL and were more able to use AfL for classroom teaching. There were signs of changes in their classroom assessment practices. Cases will be selected to illustrate the kinds of changes identified in individual teachers.

4.3 Publications

The project team also published a number of academic publications related to the theme of this project during this reporting period, including those chapters introduced by Dr. Rita Berry at the book launch, briefly reported below.

4.3.1 Book Launch of *Assessment Reform in Education: Policy and Practice* (Springer):

On the 5th May, 2011, Dr. Rita Berry and the co-editor Prof Bob Adamson officially had their new book launch on assessment reform at a public event at HKIED. The book received a warm welcome and attracted much attention from the guests and the general public present at

the Book Launch. Guests of Honour were Professor Anthony Cheung, the President of HKIED, and Professor Rupert Maclean, Springer Book Series Editor, and they were invited to give speeches at the Book Launch. Professor Kerry Kennedy, the Dean of the Faculty of Education Studies and Associate Vice President (Quality Assurance), was the discussant of the book. The book *Assessment Reform in Education: Policy and Practice* has a central theme of the origin of current assessment policies, the exploration of the role of assessment for learning in decisions concerning education, and the existing hurdles to be overcome, as well as corresponding measures to adopt.

4.3.2 Publications related to the theme of the project:

1. **Berry, R.** (2011). Assessment trends in Hong Kong: seeking to establish formative assessment in an examination culture. *Assessment in Education: Principles, Policy & Practice*, 18(2), 199-211
2. **Berry, R.** (2011). Educational assessment in mainland China, Hong Kong and Taiwan. In Berry, R. & Adamson, B. *Assessment Reform in Education: Policy and Practice*. Springer.
3. **Berry, R.** (2011). Assessment reforms around the world. In Berry, R. & Adamson, B. *Assessment Reform in Education: Policy and Practice*. Springer.
4. **Berry, R.** (2010). Teachers' orientations towards selecting assessment strategies. *New Horizons in Education*. Vol.85, No.1, p.96-107
5. **Berry, R. & Adamson, B.** (2011). Assessment reform past, present and future. In Berry, R. & Adamson, B. (eds.) *Assessment Reforms in Education: Policy and Practice*. Springer.
6. **Berry, R. & Adamson, B.** (forthcoming). Assessment Reform in Hong Kong Schools. *SA-eDUC* (<http://www.nwuac.za/faculties/education/electronic> journal)
7. **Lai, Y. C. & Ng, M. W. E.** (forthcoming). Using wikis to develop student teachers' learning, teaching and assessment capabilities. *The Internet and Higher Education*.
8. **Lai, Y. C. & Ng, M. W. E.** (2010). A case study of infusing Web 2.0 tools for blended learning: Virtual presentation as an alternative means of assessment. In M. W. E. Ng (Ed.), *Comparative Blended Learning Practices and Environments* (pp.170-187). Hershey, PA: Information Science Reference.
9. **Chow, A. & Leung, P.W.** (2011). Applying Assessment for Learning in Hong Kong language classrooms. In Berry, R. & Adamson, B. (eds.). *Assessment Reform in Education: Policy and Practice*. Springer.
10. **Hargreaves, E.** (2011). Teachers' feedback to pupils: 'Like so many bottles thrown out to sea'? In Berry, R. & Adamson, B. (eds.). *Assessment Reform in Education: Policy and Practice*. Springer.

11. Hargreaves, E., Berry, R., Lai, Y.C., Leung, P.W., Scott, D., & Stobart, S. (under review). Teachers' experiences of autonomy in Continuing Professional Development: Teacher Learning Communities in London and Hong Kong. *Teacher Development Journal*.
12. Scott, D. (2011). Assessment reform: high stakes testing and knowing the contents of other minds. In Berry, R. & Adamson, B. (eds.). *Assessment Reform in Education: Policy and Practice*. Springer.

4.4 Public sharing sessions conducted by the project team

In the reporting period, the project team received many invitations from individual schools and educational organizations to talk at events; however, because of limited resources, the project team was only able to organize the following.

4.4.1 Invited public seminar for the EDB (26 March 2010)

The Education Bureau invited the project team to give a public seminar in "How We Walk the Talk: Symposium on Assessment for Learning" on 26 March 2010. Among a total of 35 participants, there were school administrators (1 principal and 3 vice-principals) and teachers from primary and secondary schools, 6 officials from the EDB and 4 from the Ministry of Education of Singapore government. The topic of the public seminar was "An Assessment for Learning Framework for Classroom Implementation". The AfL framework that underlay the project was presented and illustrated with classroom practices selected from the project's lesson observations. The participants showed an interest in the presentation, and some participants took the chance to talk to the project team members about the presentation and the project after the seminar.

4.4.2 Selected poster presentation for the UGC visit to HKIEd (21 April 2010)

On a UGC (University Grants Committee) visit to the HKIEd on 21 April 2010, the project was selected for a poster display, which was intended to introduce the current research and development endeavours of the Institute. Around 10 UGC members visited the poster display, which allowed the project team to exchange views with the visiting UGC members.

4.4.3 Invited public seminar jointly organized by the Shatin School Development Section of the Education and the Primary School Heads Association of Shatin (22 April 2010)

On behalf of the project team, the principal investigator was invited to conduct a public seminar in “Small Class Teaching, focusing on Assessment for Learning” on 22 April 2010. The event was jointly organized by the Shatin School Development Section of the Education Bureau and the Primary School Heads Association of Shatin. A total of 104 participants from 24 primary schools attended the event. Among the participants, there were 16 principals, 5 vice-principals, 12 PSMCDs, and 39 panel heads. The rest were school teachers.

4.4.4 Invited by the Division of Industry and Community Network (DICN) of Universiti Sains Malaysia (USM) to showcase the project (13-14 July 2011)

A poster presentation and a display of the products of the project were conducted at the 1st Summit of the Asia-Pacific University-Community Engagement Network (APUCEN). The presentation was well received by the international audience including the Minister of Education of Malaysia and the representatives from Malaysia, as well as the academics from 43 universities from the Asia-Pacific regions. Dr Rita Berry was elected to become a council member of the APUCEN.

4.5 Sharing sessions conducted by the project schools

4.5.1 One-day Sharing Event – 1st cohort (29 May 2010)

The PDP aimed to improve the project teachers' effectiveness and their capacity to use AfL for classroom teaching. After a series of workshops, seminars and TLC meetings of the PDP over the programme period, teachers were now asked to present and share their work over the year of participation. In the one-day sharing event on 29 May 2010, each of the eight schools highlighted AfL practices that had been most successful for students' learning.

4.5.2 AfL practice experience sharing (20 Aug 2010)

Teachers from the Chai Wan Kok Catholic Primary School, a participating school of the first phase, shared their experiences at the event on 20 August 2010. Ms Lau Wai Ying (Chinese Language), Ms Kee Ka Yan (Mathematics), and Ms Yeung Kwong Fung (English Language) presented the AfL principles they used, how they implemented the principles in class, and what the results of using the principles had been. The three teachers focused on using the same principles throughout the year and they were “making marking criteria accessible” (Principle 8) and “allowing students' participation in assessment process” (Principle 6).

4.5.3 AfL practice experience sharing: Aligning assessment to teaching and learning (9 Oct 2010)

Teachers from Ma Tau Chung Government Primary School, a participating school of the first phase, shared their experiences at the event on Oct 9th. [redacted] (Chinese Language), [redacted] (Mathematics), and [redacted] (English Language) presented the assessment principles they used, how they implemented the principles, and specific strategies that they found useful. They, for example, shared their lesson plans and ways they used to implement self- and peer-assessment.

4.5.4 AfL practice experience sharing (18 Dec 2010, am)

The project teachers from the PLK Dr. Jimmy Wong Chi-ho (Tin Sum Valley) Primary School, a participating school of the second phase, shared their AfL experiences at the event on Dec 18th. [redacted] (Curriculum Developer), [redacted] (Mathematics), and [redacted] (English Language) presented their personal reflections on AfL, the ways they implemented the AfL principles in class and the school support to them. The teachers shared the change in their conception of AfL. They reported how the change in their conception about AfL affected their teaching approach, the design of the lesson and the activities that helped implement the AfL principles in class.

4.5.5 AfL practice experience sharing (18 Dec 2010, pm)

Teachers from the Man Kiu Association Primary School, a participating school of the first phase, shared their experiences at the event on Dec 18th. [redacted] (Chinese Language), [redacted] (Mathematics), and [redacted] (English Language) presented their personal reflection on AfL, how they implemented the AfL principles in class, and what the results of using the principles had been. The teachers shared their personal feelings towards the program, the personal insights they had as a result of reflection (such as the pros and cons of different assessment strategies), changes in planning and teaching their lessons, and ways of implementing various AfL principles.

4.5.6 TLC AfL practice experience sharing (29 Jan 2011)

In the two sessions of TLC meeting conducted, teachers from the eight project schools, in groups of English Language, Chinese Language, and Mathematics, took turn to share their AfL experiences with their fellow project teachers. Each presentation lasted for 15 minutes, followed by a 5-minute Q&A session. Each teacher presented a lesson that they incorporated AfL in their teaching and responded to the questions raised by the teachers from other schools. Almost all presentations provided a powerpoint presentation, a lesson plan which highlighted the assessment strategies used, teaching and learning materials as well as

assessment activities or tasks. The presentations were interactive and generated a lot of discussions. Project team members facilitated the teachers in the reflection process and inspired teachers to consider how much students could understand, and suggested some ways to make students engage more in their learning at school.

A seminar entitled “Informing teaching and learning with Pre-test results” was conducted by the project team after the TLC meeting to disseminate the Pre-test results to the eight project schools with explicit intentions of stimulating teachers’ thinking of AfL and facilitating teachers’ use of AfL to improve teaching and learning. Schools were provided with a set of results in hard copy and soft copy.

4.5.7 AfL practice experience sharing (19 March 2011)

The AfL Sharing experience session conducted by two teachers from S.R.B.C.E.P.S.A. Lee Yat Ngok Memorial School, one of the project schools in the 1st cohort.

(Chinese language) & (English Language) gave a thorough presentation of how they implemented in their lessons AfL Principle 1: Aligning assessment to teaching and learning, and Principle 6: Allowing students to take part in the assessment process. Examples were drawn from subjects of Chinese language, English language and Mathematics to show the ways they used AfL to facilitate student learning. They spoke from their experience that students could be taught to give feedback to their peers and that mind map, quizzes and assessment checklists could be useful tools for facilitating learning. They commented that incorporating AfL in teaching and learning was not as difficult as they thought before and they felt that AfL was practical and beneficial to their students’ learning.

4.5.8 One-day Sharing Event – 2nd cohort (28 May 2011)

The project team held a whole-day sharing-event of the school-embedded AfL professional development programme (PDP) in the second phase of the project at HKIEd on 28 May 2011 for the 2nd Cohort teachers. The sharing sessions consisted of presentations by all the 8 individual schools, in which they presented the good practice and experience of AfL they had had in their schools. There were a total of thirty-six participants, of whom twenty-one were project teachers, six were personnel from the project schools, and 2 were project friends from the Education Bureau (EDB). The rest were other teachers from these project schools who wanted to learn about AfL teaching and to show support for their colleagues.

5. Activities' list

Table: Activity List

Types of activities (e.g. seminar, performance, etc.)	Brief description (e.g. date, theme, venue, etc.)	No. of participants					Feedback from participants
		Schools	Teachers	Students	School Senior Personnel	OEF, EDB, HKEAA and Scholars	
1 st cohort							
Seminars / Workshops	Date: 16–17 July 2009 (9am - 5pm) Theme: Planning “Assessment for Learning”: integrating assessment into teaching and learning. Venue: HKIEd (Tai Po Campus) Activities: Seminars and the 1st TLC meeting	8	27		6	3 EDB	The participants said that the training had advanced their understanding of AfL. They thought that the seminars helped deepen their understanding of, in particular: (i) the assessment for learning framework; (ii) analyzing student work, and (iii) using data to reflect on the issues identified. The project teachers appreciated the TLC meeting. They found peer discussion and the feedback from the project team very useful for their AfL implementation.
Seminars / Workshops	Date: 24 – 25 Aug 2009 (9 am - 5pm) Theme:Implementing “Assessment for Learning”: assessment strategies and assessment tasks for teaching and learning. Venue: HKIEd (Tai Po Campus) Activities: Seminars and the 2nd TLC meeting	8	26		3	3 EDB	The project teachers thought that the activities were useful to them and had provided them with the support that they needed to embed AfL in their teaching. They would very much want to try out the AfL strategies and integrate them into their day-to-day classroom teaching in the new term. The project teachers liked the TLC meeting as they felt that sharing ideas with their counterparts from other schools was good for their professional development.

Seminars / Workshops	Date: 10 Oct 2009 (9 am - 5pm) Venue: HKIEd (Tai Po Campus) Activities: A seminar, two workshops and the 3rd TLC meeting	8	24		3	2 EDB	The participants thought that the training materials were informative and useful. They praised the speakers. They said that the seminars were extensive in content and practical in nature and that the speakers were all very well-prepared for the seminar and workshops. They admitted that they had learnt a lot from the speakers. The participants furthered that the TLC meeting provided them with a lot of concrete tips for AfL implementation.
Lesson Observations	Date: 16 Oct to 1 Dec 2009 Venue: Project schools Activities: School visits (1st Lesson Observation and school-based TLC meetings).	8	27	523 sts of the 8 project schools	7	3 EDB	School personnel and the project teachers were very appreciative about the support provided by the project team. They commented that the school-based TLC enhanced communication amongst their teachers.

Seminars / Workshops	Date: 28 Nov 2009 (9 am - 5pm) Venue: HKIEd (Tai Po Campus) Activities: i) Project launching ceremony and a public lecture; ii) 4th TLC meeting; iii) Workshop.	32	41	7 sts from tertiary education	8	21 QEF, EDB, HKEAA and scholars	The event was a success. The project launching and public lecture were well attended and well received by the participants. Mrs Winnie Yeung, Secretary of the QEF Steering Committee and Principal Education Officer (School-based Support Services) of EDB, officiated at the Project Launching Ceremony. In her words of encouragement, Mrs Yeung emphasized that the project was in line with the education reform embarked on by the Hong Kong Government in 2000. She suggested that the project would be influential in creating and disseminating models of good practice in assessment in Hong Kong schools. The project teachers appreciated the workshop. They praised the speaker Prof Gordon Stobart. They liked the sharing amongst the peers and found the feedback from the project team very helpful at the TLC meeting.
Lesson Observations	Date: 4 Dec to 22 Jan 2010 Venue: Project schools Activities: School visits: 2nd Lesson Observations, School-based TLC meetings and student interviews.	8	24	523 sts of the 8 project schools	5	3 EDB	School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
Seminars / Workshops	Date: 30 Jan 2010 (9am - 4pm) Venue: HKIEd (Tai Po Campus) Activities: A seminar, a workshop and the 5 th TLC meeting	8	23		2	1 EDB	The participants thought that the seminars and workshops were useful for enabling them to embed AfL into their teaching. They found the time management of the workshops and seminars was excellent.

Executive meeting	Date: 30 Jan 2010 (4pm - 5pm) Venue: HKIED (Tai Po Campus) Activities: The 3 rd executive meeting (1 st phase)	7	3		4		N/A
Lesson Observations	Date: 2 Feb 2010 to 19 March 2010 Venue: Project schools Activities: School visits: 3 rd Lesson Observations, School-based TLC meetings and student interviews.	8	24	523 sts of the 8 project schools	5		School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
Seminars / Workshops	Date: 20 March 2010 (9 am - 5pm) Venue: HKIED (Tai Po Campus) Activities: Two workshops and the 6 th TLC meeting	8	17		1	1 EDB	The participants thought that the workshops were helpful to their implementation of AfL. They especially liked the examples given and would like more of them.
Symposium	Date: 26 March 2010 Theme: "How We Walk the Talk: Symposium on Assessment for Learning" Organizer: The Education Bureau		21		4 (1 principal and 3 vice-principals)	10 (6 EDB 4 from the Ministry of Education of Singapore government)	The feedback provided by the EDB showed that the presentation was a success.
UGC visit	Date: 21 April 2010 Activities: poster presentation to showcase the institute's current research and development endeavours at the UGC visit .	10 UGC Representatives, HKIED colleagues and students					The poster presentation had drawn a lot of interest from the representatives, HKIED colleagues and students.

Public seminar	Date: 22 April 2010 Theme: "Small Class Teaching, focusing on Assessment for Learning" Organizer: Shatin School Development Section of the Education Bureau and the Primary School Heads Association of Shatin	24	32		72 (16 principals, 5 vice-principals, 12 PSMCDs, and 39 panel heads)		The presentation had aroused interest from the audience, as evidenced by discussions during and after the presentation.
Lesson Observations	Date: 13 April 2010 to 18 May 2010 Venue: Project schools Activities: School visits; 4 th Lesson Observations; School-based TLC meetings, student interviews, and teacher interviews (Experimental & Control groups).	8	45	523 sts of the 8 project schools	4		School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
One-day sharing event	Date: 29 May 2010 (9 am - 5pm) Venue: HKIEd (Tai Po Campus) Activities: 8 school sharing sessions, feedback sessions, and a seminar	16	38		16	3 EDB	In the one-day sharing event on 29 May 2010, each of the eight schools highlighted AfL practices that had been most successful for students' learning. The project teachers felt that they were confident in using AfL for teaching.

Celebration	Date: 10 July 2010 (10 a.m. – 12.30 p.m.) Venue: HKIEd (Tai Po Campus) Activities: Project-teacher meeting , review of the programme; teacher portfolio display; and end-of-programme celebration	8	17		3	2 EDB	Comments from the schools were very positive and encouraging. All schools were very happy with the AfL professional development programme offered to them. They all found it very useful for enhancing their teaching and learning quality. A school principal indicated her intention to introduce the AfL principles to other teachers at their schools. A school vice-principal said that he had already made plans for whole-school AfL professional development in the coming year. The teachers agreed that AfL was useful for teaching and learning and they would like to continue with implementing AfL in their lessons in the future.
2nd cohort							
1 st Executive meeting	Date: 24 April 2010 (10am - 12pm) Venue: HKIEd (Tai Po Campus) Activities: The 1st executive meeting (2 nd phase)	8	5		10		N/A
2 nd Executive meeting	Date: 10 July 2010 (2 p.m. – 3.30 p.m.) Venue: HKIEd (Tai Po Campus) Activities: Inform and organise the logistics of individual activities of the programme, namely, lesson observations, teacher portfolio, student sampling, pre-intervention and post-intervention test, online e-learn platform, and parent consent forms	8	19		7		N/A

Two-day training	Date: 19-20 August 2010 Venue: HKIEd (Tai Po Campus) Activities: 8 seminars, pre-intervention test orientation and 1st TLC meeting	8	23		4	3 EDB	The participants thought that the seminars were helpful to their implementation of AfL. They found the seminars structured around the 10 AfL principles to be very organized and useful. With many examples and cases drawn from the previous cohort provided, the teachers found it easy to understand the AfL concepts discussed at the seminars. They said that the research team was very helpful and nice and that the seminars are useful. The examples and the cases given were relevant.
The 36th International Association for Educational Assessment (IAEA) Annual Conference	Date: 22-27 August 2010 Venue: Bangkok, Thailand Activities: presented the changes identified in teachers who participated in the first phase of this project, and introduced Quality Education Fund to the audience at the conference	About 50 academics including the two keynote speakers of the conference attended the presentation.					The room was filled to its full capacity. The paper was well received.
One-day training	Date: 9 October 2010 Venue: HKIEd (Tai Po Campus) Activities: 2 workshops conducted by a UK project member; 2nd TLC meeting; a sharing session by the teachers of a project school in the 1st cohort	8	23	7 MEd	2	1 EDB	The teachers appreciated the workshops conducted by the team. They liked the group discussion as this made them think deeper on how to implement AfL. The teachers thought that the TLC meeting was very useful and would like to have more sharing and discussions with their fellow teachers. They thought grouping by subjects was good arrangement. They reflected that teachers should bring with them materials for the TLC meetings.

Lesson Observations	Date: 4 Oct – 29 Nov, 2010 Venue: Project schools Activities: School visits: 1 st Lesson Observations, School-based TLC meetings and student interviews.	8	24	516 student of the project schools			School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
Lesson Observations	Date: 10 Dec – 15 Feb, 2010 Venue: Project schools Activities: School visits: 2 nd Lesson Observations, School-based TLC meetings and student interviews.	8	24	516 student of the project schools			School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
Symposium at the Second East Asian International Conference on Teacher Education Research	Date: 15-17 Dec 2010 Activity: Presentation of 5 papers in a symposium entitled “Assessment for Learning in Hong Kong Schools: Teacher Professional Development.”	About 40 attendees					The papers generated good discussions during and after the presentations.
One-day training	Date: 18 December 2010 Venue: HKIEd Activities: A workshop and a seminar; 3rd TLC meeting; two sharing sessions, involving: (i) the teachers of a project school in the 2nd cohort, and; (ii) the teachers of a project school in the 1st cohort	8	16	1 MEd	4		Teachers were very actively in contributing ideas at the TLC meeting. A workshop and a seminar, which were well received, were conducted after the TLC meeting. The teachers thought that the content was easy to understand and that the activities were engaging.

Seminars / Workshops	Date: 29 Jan 2011 (9:00 am – 1:15pm) Venue: HKIED (Tai Po Campus) Activities: 4th TLC meeting (Teachers' presentation) and a seminar (Pre-test results analysis)	8	16		4		The participants valued the support provided and found it especially beneficial to present their work during the TLC meetings. The teachers said that the seminars and workshops as well as the TLC meetings were very useful in helping them to apply AfL principles in their classrooms. The project schools were provided with a set of results in hard copy and soft copy. Teachers appreciated the seminar. They also noted how useful the test data was as a reference point for their work, and as a way of helping them refine their use of AfL techniques in their classrooms.
Lesson Observations	Date: 18 Feb 2011 to 18 Mar 2011 Venue: Project Schools Activities: School visits: 3 rd Lesson Observations; School-based TLC meetings, student interviews, and teacher interviews (Experimental & Control groups).	8	47	516 student of the project schools			School personnel and project teachers found the peer observation and the discussion at the School-based TLC very useful for teaching and learning, as supported by the findings of the student interviews.
Seminars/ Workshops	Date: 19 Mar 2011 (9:00 am – 4:00 pm) Venue: HKIED (Tai Po Campus) Activities: 5th TLC meeting (Teacher presentations), a workshop and Experience Sharing from 1st Cohort teachers	8	15		1		They found the content of the event very useful and practical in the sense that it enhanced their understanding of how to implement AfL techniques in their classrooms. At the sharing session, the teachers from the 1 st cohort commented that incorporating AfL in teaching and learning was not as difficult as they thought before and they felt that AfL was practical and beneficial to their students' learning. The teachers of the 2 nd cohort said that they learnt a lot from the experience of the 1 st cohort teachers.

One-day Sharing Event	Date: 28 May 2011 (9:00 am – 4:00 pm) Venue: HKIED (Tai Po Campus) Activities: Seminar, Teacher sharing Sessions, Feedback & QA session, Open Forum	8	28		6	2 EDB	All the teachers showed great enthusiasm and gave good support during the event, and expressed this through their participation as well as their comments. They felt that the sharing sessions by teachers were great as they were useful in enhancing teaching and learning. They thanked the project team members for all the hard work and efforts put into the project. The teachers said they taught better since they had joined this project.
Celebration	Date: 9 July 2011 (9:45 am – 12:30 pm) Venue: HKIEd (Tai Po Campus) Activities: Teacher sharing sessions, project teacher meeting; portfolio and board display, Group photo taking	6	12		2	1 EDB	It was a joyful occasion. The participants had informal conversations with their counterparts and the project team members. They reported their experience in the AfL professional development. Our project team members received thankful remarks and opinions from these teachers. The project teachers were invited to give their opinions about the project. The teachers generally agreed that the project was effective and the resulting good practice should be disseminated within their schools and to Hong Kong schools.
1 st Summit of the Asia-Pacific University-Community Engagement Network (APUCEN)	Date: 13-14 July 2011 Venue: Penang, Malaysia Organizer: the Division of Industry and Community Network (DICN) of Universiti Sains Malaysia (USM) Activities: Invitation from the organizer to showcase the project	Representatives from 43 universities in the Pacific regions					The presentation was well received by the international audience including the Minister of Education of Malaysia.

6. Difficulties encountered and solutions adopted

The project was due to end on 31 August 2011. Upon schools' and teachers' individual requests, some school personnel interviews and teacher questionnaires and teacher portfolios would be conducted or collected after they had resumed duties from their summer break. A two-month extension period was consequently requested and subsequently approved to facilitate the collection of the outstanding project information.

Conclusion

This final report presents the activities in the project period and the impacts of the project on teaching and learning in a self-evaluative manner. Logistically, the project team has fulfilled all that were required of the project set forth by QEF and the project proposal and has strived to ensure the project was of very high quality. The professional development programme was conducted effectively with observable impacts on teaching and learning. The teachers were happy with the professional development events organized. They found the content easy to grasp and practical. They said that they had learned much from the sharing of their fellow teachers. The seminars and workshops were insightful, engaging and practical. In addition to the comments received from the evaluation form, teachers' attentiveness during different sessions, their willingness to discuss in the teacher learning community, and the atmosphere throughout the events instantiated that the teachers had enjoyed the professional development and learned much from each other and the researchers from the HKIEd and IoE. Some research findings have been presented in two international conferences by project team members. Overall, it was evident that the project was effective, efficient, and rewarding in terms of project management, goal attainment, and influence.