

## Part B Project Summary

**Project Title:** *(Please fill in the blank)*

Assessment for Learning in Hong Kong Schools

**Project Number**

2008/0141

(revised as at 5 August 2009)

**Name of Organization:** Hong Kong Institute of Education (HKIEd)

- (1) **Goals:** This project aims to improve teacher quality and their capacity to use assessment for learning (AfL) for classroom teaching.

**Objectives:**

- (i) to provide teachers with a school-embedded AfL professional development programme;
- (ii) to create and disseminate models of good practice in assessment;
- (iii) to investigate the impact of the AfL professional development programme on teaching and learning.

- (2) **Targets:** Expected number of beneficiaries: 16 primary & secondary schools in Hong Kong

- (3) **Implementation Plan:**

- (i) **Duration:** 1 July 2009 – 31 August 2011

- (ii) **Process / Schedule:**

- (a) Preparation stage: 1 July – 1 Sept 2009 (2 months);
- (b) 1<sup>st</sup> year (primary schools): 1 Sept 2009 – 31 May 2010 (9 months);
- (c) Interim period (for concluding 1<sup>st</sup> year of implementation and preparing for the 2<sup>nd</sup> year of implementation): 1 June – 31 August 2010 (3 months);
- (d) 2<sup>nd</sup> year (secondary schools): 1 Sept 2010 – 31 May 2011 (9 months);
- (e) Final stage: 1 June – 31 August 2011 (3 months).

- (iii) **Collaboration with other parties / partners:** London Institute of Education (IoE)

- (4) **Products:**

- (i) **Deliverables/outcomes:**

A set of professional development materials, including:

- Seminar / workshop and TLC meeting documentation focused on AfL techniques;
- AfL website; teacher questionnaire; and
- classroom observation protocols

- (ii) **Dissemination of deliverables / outcomes:**

- A no. of sharing sessions during and at the end of the projects;
- A website for sharing good practice to the public;
- Three interim reports and one final report to project schools and QEF
- Technical accounts will be published in academic journals, shorter accounts for practitioners will be published in the professional journals.

- (iii) **Commercialization potential of deliverables / outcomes:**

- Book/s (theory and practice).

- (5) **Budget:**

Expense item	1 <sup>st</sup> year (HK\$)	2 <sup>nd</sup> year (HK\$)	Amount (HK\$)
1. Staffing:	855,040.	855,040.	1,710,080.
2. Contract for service:	61,390.	61,390.	122,780.
3. Training team expenses:	76,170.	76,170.	152,340.
4. General Expenses:	50,000.	50,000.	100,000.
Sub-total:	1,042,600.	1,042,600.	2,085,200.
5. Contingency (3% of non-staffing budget)	4,000.	4,000.	8,000.
Grand total:	1,046,600.	1,046,600.	2,093,200

- (6) **Evaluation:**

- (i) **Performance indicators:** Questionnaires and interviews to collect views from project schools and participants of the sharing sessions as well as evaluation reports from the consultant and the external reviewer from the QEF.
- (ii) **Outcome measurements:** Pre-intervention and post-intervention tests will be tailor-made to fit content and process knowledge developed by teacher project participants during the lifetime of the project. Scores on the tests will be compared and contrasted and a measure of the success of learning. Standard statistical methods for analysing these data will be used. Because the intervention will be conducted in natural settings, the use of these comparative (over time) data sets will be quasi-experimental. In addition, interview protocols (semi-structured open-ended questions) with many of which have already been field-tested; gather documents (such as teachers' logs and observation notes); field notes at TLC meetings are used to help evaluate the project.