

Project Title:

Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL) (2021/22)

1. Support Service Co-ordinator

School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. Network Co-ordinating Organisation

Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

3. Objectives

QSIP-CEAL is in the series of school improvement actions initiated by Quality School Improvement Project (QSIP). The project aims to enhance teacher's assessment literacy through collaborating closely with English Language teachers and facilitating knowledge enhancement among the entire teaching staff.

4. Foci of Support

- To equip English Language teachers with knowledge, skills and attitudes in employing effective assessment practices to inform their instructions
- To strengthen the professional capacity of school leaders, including the curriculum and instructional leaders, to lead assessment-informed improvement actions in the English Language panel
- To develop school-based practices of effective assessment in English Language learning and teaching at classroom, curriculum and administrative levels
- To empower students to engage themselves in assessment practices in monitoring and regulating individual learning
- To research into teachers' assessment literacy in the local context aiming at strengthening the project impact by providing richer data on teachers' status quo

5. Modes of Support

- The project will provide schools with on-site school-based professional support on assessment design and implementation, according to observations gained in need identification and progress review
- Diversified modes of support, including school-based teacher development workshops, sharing sessions, collaborative lesson preparation, assessment design, assessment data analysis, teaching practice, lesson observation and feedback, will be delivered
- The project emphasises the interactive nature of support services and hence does not set fixed support frequency for each school, yet a minimum of 12 on-site support services will be provided
- Support will focus on both teacher and curriculum dimensions, ranging from in-class assessment strategies, curriculum and assessment design, to the positive culture development of assessment-related practices within the subject panel

6. Expectations on Participating Schools

- Participating Schools nominate a core team of teachers with the capacity and the readiness for collaboration (particularly on understanding of the importance of lesson observations during collaboration to track students' learning under in-class assessment practices)
- Participating Schools permit the project team to get access to and take part in the evolvement of assessment tools
- Department leaders of the Participating Schools are actively involved in taking the role of leading and sustaining assessment-related initiatives
- School management of the Participating Schools provide administrative arrangements and support throughout the collaboration process (e.g. flexible timetabling for collaborative lesson planning and lesson observation, accessibility to school assessment data, plans for division of labour, etc.)
- Participating Schools are willing to disseminate good practices on internal and inter-school platforms
- Representatives of the Participating Schools attend the related meetings held in the school year with the Network Co-ordinating Organisation and other Participating Schools on formulating strategies and work plans, etc.
- Participating Schools share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports, student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials