

## **Name of Quality Education Fund Thematic Network (QTN)**

Systematic Analysis for Enhancing Assessment Literacy through Assessment as Learning

### **1. QTN Co-ordinator**

S.K.H Tin Shui Wai Ling Oi Primary School

### **2. Address of QTN Co-ordinator**

82 Tin Shui Rd, Tin Shui Wai

### **3. Beneficiaries**

9 Primary schools

### **4. Objective(s)**

This QTN aims at :

- Long Term Objectives (5 Years)
  - Enhance assessment literacy of different stakeholders in schools and promote ‘assessment for learning’ and ‘assessment as learning’;
  - Help different stakeholders in schools to understand more about assessment and reach consensus;
  - Deepen ‘assessment for learning’, ‘assessment as learning’ and use of different kinds of teaching resources, to fulfil the learning, teaching and assessment cycle of schools;
  - Help establish effective assessment policy in schools and set up School-based Assessment Objectives based on school-based curriculum;
  - Help establish a set of effective assessment data analytic system to allow teachers to follow-up on students’ performance with data and improve learning and teaching effectiveness; and
  - Set up learning communities, so that different stakeholders can interact and share teaching strategies to enhance assessment literacy.
- Short Term Objectives (implemented in 2018/19 school year or continuation of previous motives)
  - Enhance schools’ assessment literacy, according to the School-based Assessment Objectives, and make use of the assessment data to enhance teaching and learning in Chinese, English and Mathematics;
  - Utilise the SPSS software and establish an effective Systematic Analysis System on assessment based on the performance of one to two levels of students in three subjects

- (Chinese, English and Mathematics);
- Co-plan the lessons making use of the assessment data to enhance teaching and learning;
- Promote the use of different kinds of assessment resources, such as TSA, STAR, WLTS, to improve the learning, teaching and assessment cycle of schools; and
- Build learning communities through collaborative lesson planning, lesson observations, etc. in order to promote assessment literacy among participating schools.

## **5. Foci of Support**

- School-based Assessment Development :
  - Understand the needs of the participating schools and help them understand the theory and application. Also, School-based Assessment Objectives based would be set out on the school-based assessment system and develop relevant strategies and data analytical tools in teaching;
- Collaborative Lesson Planning :
  - Arrange collaborative lesson planning meeting, lesson observations and evaluation, to help core schools understand the effectiveness of assessment. Also, to help core schools analyse students' assessment data by SPSS to find out the weaknesses of students and provide useful feedback for school development;
- Various Assessment Methods :
  - Promote various assessment methods, such as TSA, STAR, WLTS, etc., to improve the learning, teaching and assessment cycle of schools; and
- Experiences and Good Practices :
  - Promote experiences and good practices to other schools.

## **6. Mode of Support**

- Briefing Session :
  - Briefing session about implementation plan will be held to help core schools understand the overall objectives, content and arrangement of the project.
- Review of School Assessment :
  - Review of core schools' assessment strategies will be held by the co-ordinating school to understand the development and needs (including guidelines of assessment, teaching plan, assessment system, etc.) of the core schools, so that effective planning could be carried out based on schools' need.
- Collaborative Lesson Planning :
  - (a) Collaborative Lesson Planning Meeting :
    - Meetings with participating schools will be held by co-ordinating school. In the meeting, we would like to

help teachers understand the data analytic system and decide the school-based objectives. Then we would like to design the unit plan including different kinds of assessment with the participating schools, to help schools experience 'assessment for learning'. After formative assessment, data will be collected for analysis. In order to help teachers understand students' performance, a report will be provided. We will assist teachers in studying the report and find out students' strengths and weaknesses, to do follow-up and give feedback.

(b) Exam Analysis :

- Data analysis will cover for all the examinations and a report will be generated for teachers to understand students' overall abilities. Discussion and follow-up will be done to give feedback on improving students' learning.

(c) Evaluation Meeting :

- Discuss and evaluate the overall effectiveness of the programme at the end of the school year.

- Teacher Development Workshop :

- Workshops will be held by the co-ordinating school on topics that are of interest to teachers. The topics of workshop include:

(a) Theory of 'Assessment for Learning' and 'Assessment as Learning';

(b) Purpose, Type, Function and Strategy of the Assessment. The Use of Assessment Data Quantitatively and Qualitatively;

(c) Use of Different Analytical Tools with Students' Daily Performance in Assessment Analysis Quantitatively and Qualitatively. Understanding of the Strengths and Weaknesses of Students;

(d) Operation and Application of the SPSS Software System;

(e) The Rundown of Learning, Teaching and Assessment Cycle of Schools;

(f) Use of Different Kinds of Assessment (such as TSA, STAR, WLTS, etc.); and

(g) Development of School-based Assessment Policies.

- Parents' Lectures :

- Co-ordinating school will hold lectures for parents of participating schools. Professionals, principals or teachers will be invited to explain 'assessment literacy' and let parents understand more about the school-based homework, concepts, strategies and arrangements of school-based assessment, to strengthen parental communication with schools and encourage children's learning and healthy

growth.

- Development of School-based Assessment Objectives and Assessment Policy:
  - Participating schools will first review the current assessment policy to help them set out School-based Assessment Objectives based on the curriculum, so that core schools could build their assessment strategies systematically.  
(All the above will be carried out throughout the whole year and the co-ordinating school will observe the development of the participating schools regularly and provide on-site support for relevant projects.)
- Establish the data analysis system (for the entire year) :
  - (a) Collecting raw data from different assessment tools;
  - (b) Assisting schools to collect assessment data systematically;
  - (c) Using statistical software to store and analyse the data;
  - (d) Analysing both quantitative and qualitative data to provide effective feedback on both learning and teaching;
  - (e) Start generating analysis guides of assessment;
  - (f) Analysing both quantitative and qualitative data to fine-tune the structure, depth and proportion of assessments; and
  - (g) Setting up a database to develop students' learning profiles.
- Lesson Observation and Evaluation :
  - Lesson observation will be done in participating schools followed by a review and reflection session to evaluate the effectiveness of the lesson and the assessment.
- Exchange activities for participating schools :
  - Open lesson observation for all schools to participate and share teaching ideas.
- Sharing Session :
  - After the completion of the QTN, a sharing session will be held and conducted by co-ordinating school and participating schools.

## **7. Points to be noted by Participating Schools**

To make the best use of the support services, participating schools are required to :

- Schools are required to participate in monthly meetings, such as for collaborative lesson planning, post-exams assessment analysis, etc.;
- Before the QTN is started, participating schools should share the assessment policy and school-based assessment document with the co-ordinating school to discuss the depth of assessment research;
- Participating schools should focus on only one subject out of three (Chinese, English or Mathematics);

- It is recommended that the panel head of the subject and the Curriculum Development Officer of the participating schools will be assigned to participate in all the meetings to make appropriate adjustments to curriculum and ensure smooth progress of the project; and
- Attend two Executive Committee (EC) meetings and an annual dissemination seminar to share the good practices derived and challenges faced.

## **8. Enquiries**

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