

**CCC Ming Yin College**  
**Assessment Policy (September 2021)**

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**1. Definition and aims of assessment**

***Definition***

Assessment is the practice of collecting evidence of student learning in terms of knowledge, skills, values and attitudes through observation of student behaviour when carrying out tasks, tests, examinations, etc.

***Aims and Roles of Assessment***

Assessment is an integral part of the curriculum, pedagogy and assessment cycle. It involves collecting evidence about student learning, interpreting information and making judgements about students' performance with a view to providing feedback to students, teachers, schools, parents, other stakeholders and to the education system.

The aims and roles of assessment for different stakeholders can be summarized as follows:

For students to:

- understand the learning objectives from a different perspective and how well they are progressing towards their objectives;
- understand what they need to improve on the next stage of learning; and
- based on feedback from teachers and other assessors, understand their strengths and weaknesses in learning and how to take steps to improve and to self-regulate their work.

For teachers and schools to:

- understand the strengths and weaknesses of students in learning;
- provide quality feedback and specific advice to students so that they know how to improve their learning;
- recognize the effectiveness of learning and teaching practices and make adjustment to their teaching;
- monitor the standards and quality of the education they are providing; and
- guide students towards appropriate future learning.

For parents to:

- understand the strengths and weaknesses of their children in learning;
- consider how to help their children to improve their learning;
- co-operate with schools in guiding students in their future learning; and
- have reasonable expectations on their children.

For other stakeholders (including tertiary institutions, government, employers, etc.) to:

- recognize what standards are being achieved and make judgments as to the quality of education to be provided; and
- rank and select students for particular learning pathways

### ***1.1 Connections between curriculum and assessment***

The curriculum has set out what students should learn in terms of the learning targets / objectives. The assessment methods used to collect evidence of student learning should be so designed that they assess what students are expected to learn (i.e. learning targets and content) and the learning processes that lead there. Feedback can then be given to students and teachers to form basis on decisions as to what to do to improve learning and teaching. Hence, assessment is an integral part of the curriculum, learning and teaching, and feedback cycle.

## **1.2 Assessment of Learning and Assessment for Learning**

### **1.2.1 Assessment of Learning**

Its purpose is summative. It is for reporting and assessing students' performance and progress against the learning targets and objectives, usually by signaling students' relative position compared to other students. Assessment of Learning in classrooms is typically done at the end of something (e.g. a unit, course, a term, an academic year) and takes the form of tests or exams that include questions drawn from the material studied during that time. In Assessment of Learning, the results are expressed symbolically, generally as mark across several content areas to report to parents.

### **1.2.2 Assessment for Learning**

It is for identifying students' strengths and weaknesses and providing quality feedback for students, which entails providing timely support and enrichment. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning usually takes place in daily teaching and is an essential part of everyday classroom practice. Assessment for learning

- is embedded in the process of learning and teaching;
- involves sharing learning goals with students;
- helps students to know and recognize the targets they are pursuing;
- engages students in peer assessment and self-assessment;
- provides feedback to help students to identify the next steps to build on success and strengths as well as to correct weaknesses; and
- involves both teachers and students in reviewing and reflecting on assessment data (students' performance and progress).

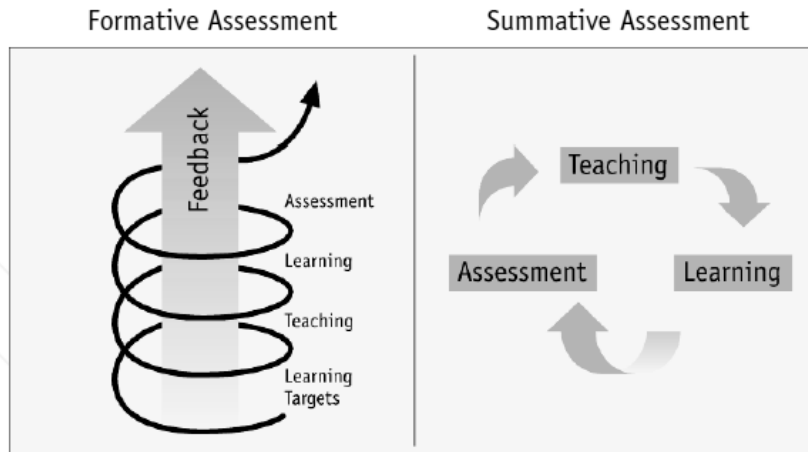
### **1.2.3 Assessment as Learning**

In order to develop skills and habits for self-directed learning and effective learning, students should not passively wait for their teachers to judge whether their answers are correct or not, or rely on their teachers' advice on how to improve learning. They should be more proactive in connecting learning and assessment, which is the essence of "Assessment as Learning". Under "Assessment as Learning", students should understand their learning targets, monitor their learning progress, reflect on what to learn and the learning strategies to adopt based on feedback, adjust their learning methods and future learning targets, or even plan for their future direction of learning.

In implementing appropriate assessment strategies for the secondary curriculum, it is useful to distinguish between two forms of assessment, namely 'Formative

Assessment’ and ‘Summative Assessment’, each of which serves different purposes.

Formative assessment is the act of collecting evidence of student learning (e.g. classroom observation, class activities, homework, quizzes) and providing feedback to promote better learning. Summative assessment is usually carried out at the end of a teaching unit/ school term/ school year in order to sum up what students have learnt (e.g. end-of-unit test/ task). It is clear that assessment for learning is formative in nature and assessment of learning is summative in nature.



Formative Assessment	Summative Assessment
Usually carried out informally in everyday lessons or formally during the course of the year	Usually conducted at the end of school term / school year / key stage formally
Criterion-referenced	Norm-referenced and criterion-referenced
Focus on the learning process and on learning progress	Focus on the product of learning mainly
An integral part of the learning and teaching cycle, i.e. part of effective teaching and planning for the future	A separate stage at the end of the learning and teaching process
The process could be fluid at times and subject to student response and teacher feedback	Usually pre-designed
Qualitative feedback in reports, profiles, portfolios	Report in grades, marks, profiles

## 2. General Principles and Guidelines

### 2.1 *Principles in designing internal assessment*

As the ultimate goal of assessment is to improve student learning, schools need to set up their own internal assessment policies to be in line with the curriculum offered and to provide a rich

source of assessment data/information that will provide feedback to improve student learning. Appropriate record-keeping together with systematic analysis of assessment results help to generate evidence-based feedback for school-based curriculum planning. The following points should be noted:

- Based on the beliefs that every student is unique and possesses the ability to learn, there should be a change in assessment practices and **the school should put more emphasis on “Assessment for Learning” as an integral part of the learning**, teaching and assessment cycle.
- Assessments should be aligned with student learning. They should make reference to the curriculum aims, objectives and the intended learning outcomes. Good internal assessments should be based on the criteria derived directly from learning objectives/ outcomes. Teachers should share with students the goals of learning and let them know and recognize the standards they are aiming for.
- Each assessment mode/ strategy has its own limitation. A variety of assessment modes/ strategies are needed to truly reflect student performance or progress. For instance, written examinations may not be able to reflect students’ performance in laboratory work, creative work and practical work. An appropriate assessment mode should therefore be adopted to cater for the different learning objectives being assessed.
- Students in the same class are usually of different abilities. Adopting different assessment modes and strategies could help to address different levels of performance and learner diversity as well as to provide equal opportunities for students to demonstrate their achievements.
- Students should be provided with ample opportunities to receive timely feedback, to motivate them and guide their future learning.
- Assessment for learning could be used to track student progress over time, build up students’ confidence in themselves and help students to take responsibility for their own learning. This in turn would lay a foundation for life-long learning.
- Appropriate assessment formats and methods can help to provide quality feedback to students and a more positive backwash effect on student learning.
- Teachers should adjust and improve teaching in the light of the results of assessment.
- Student self-assessment should be encouraged, to enable them to learn from understanding their own learning. This is particularly crucial to encouraging life-long learning.
- Students who fail to meet the minimum standard at a certain level should be given appropriate and differentiated instructional strategies.
- Opportunities should be given for both teachers and students to review and reflect on assessment data together.

Teachers, in setting up their internal assessment framework, should distinguish formative assessment from continuous assessment. Formative assessment refers to the provision of feedback to improve learning and teaching based on formal or informal assessment of student performance. Continuous assessment refers to the assessment of students’ ongoing work and

may involve no provision of feedback. Accumulating results in tests, quizzes or term examinations carried out on a weekly or monthly basis without giving students constructive feedback is neither an effective formative assessment nor a meaningful summative assessment.

## 2.2 *Guidelines for setting test / examination papers*

- 2.2.1 The test / examination paper should reflect the relative importance of the topics and learning objectives. The types of questions should be appropriate to the level of learning that is being examined.
- 2.2.2 The test / examination papers should be able to assess comprehensively the achievement of different learning objectives, which include students' skills in: reflective, critical and creative thinking; comprehension, translation, application, analysis, communication, cooperation, problem-solving, decision-making, organization and presentation; and synthesis and evaluation. The weighting given to different areas in the test / examination papers should be discussed and agreed among the teachers concerned.
- 2.2.3 Test / examination papers should contain questions with different levels of difficulty and in diverse modes so as to cater for students with different aptitudes and abilities. This helps to ensure that the more able students are challenged to develop their full potential and the less able ones are encouraged to sustain their interest and succeed in learning.

Remarks:

### **Assessment Policy**

In order to **cater for learning diversity**, different subjects are encouraged to incorporate the elements from Bloom's taxonomy in assessing students learning outcomes, e.g. in designing test or examination papers, or even in designing different types of learning activities, so that different levels of learning outcomes can be assessed.

According to the Bloom's taxonomy, the learning outcomes involve 6 different levels. They are namely,

**Knowledge: Recall, Define, etc**

Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers;

**Comprehension: Reason, Explain**

Demonstrative understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas;

**Application: Apply, Problem Solving**

Using new knowledge. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way;

**Analysis: Compare, Analyse**

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations;

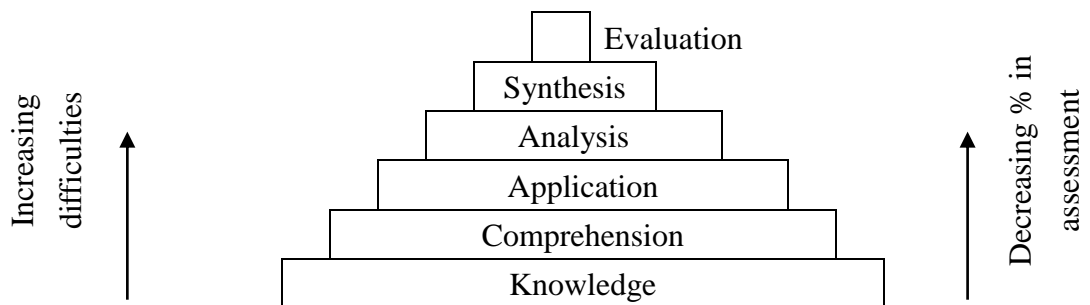
**Synthesis**

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions;

**Evaluation: Evaluate, Criticize**

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

**Basic idea in designing assessment task:**



Different subjects may set the papers according to the above pyramid. The higher the ability of the students, the more the percentage of the more difficult tasks could be included. It is suggested that junior forms (F.1 to F.3) should have at least 25% of assessment tasks/questions including the elements of Application, Synthesis and Evaluation while senior forms (F.4 to F.6) should have at least 40% of assessment tasks/questions including these parts in their test/examination papers.

- 2.2.4 Sufficient time should be allowed for students to complete the required number of questions. Consideration should also be given to reading and writing requirements of students for whom English is a second language.
- 2.2.5 Test / examination papers should be set by the subject teachers concerned. Teachers may use past test / examination papers as reference but the questions of the test / examination papers should be reviewed and adjusted in every school year.
- 2.2.6 The purposes, criteria and form of the test / examination should be made known to students so that they can have a full understanding and preparation.
- 2.2.7 Teachers should submit the draft of their test / examination papers with marking schemes to the panel head on or before the deadline. In addition, teachers should submit the draft of the test / examination paper to the school office for typing on or before the deadline.
- 2.2.8 The office clerical staff should be well-informed in advance if you intend to type

your own papers. Please follow the standardized format approved by the school and let the office clerical staff have a soft copy.

### 2.3 *Principles for quality marking*

- Mark with an aim to help students to identify what they have learned well, what they have not learned well, and what their next steps to improve should be.
- Do not confine marking to ticks, crosses, marks and grades. A tick marked with the word 'good' does not tell the student why the work is good or what criteria it fulfils. Try to provide explanatory comments which are concise and inform students about why something is good or less good.
- Use different marking methods and subject-specific marking criteria in line with the focuses and emphases within the learning targets set for the assessment tasks.
- Agree guiding principles among panel teachers as to the methods, frequency and amount of assessment and ways for marking based on professional judgment.
- Detailed marking is desirable but it does not mean that the school expects teachers to mark every single piece of student work in a detailed way, nor is it necessary for them to do so in view of their manageability and workload.

### 3. Quality Feedback

The essence of formative assessment is the provision of quality feedback, based on continual data collection in daily teaching. Quality feedback in formative assessment can be brought about by asking probing questions and through quality classroom interaction and/ or well-designed learning and assessment tasks.

Providing quality feedback has a positive impact on student achievement. This feedback can be in the form of oral advice or written comments, and may be incorporated in reports or portfolios. It should provide information on students' performance with regard to the expected learning outcomes and enable students to take action to close any gap between their performance and the outcomes.

In providing feedback to students, the following points should be noted:

- Feedback is best when it is truly **informative** in nature, clearly identifying areas of strength and weakness and explicitly pointing out how to improve.
- Feedback should be **positive** and **constructive** so that it enhances students' motivation, e.g. highlighting areas where the students have shown improvement and specifying or implying a better way to accomplish what they have not yet achieved.
- Feedback should be **dynamic** and **adaptable**. It should allow for exchanges of ideas and it should be adaptable to respective learning needs at the point when they are received.
- Feedback should be **timely**. Delay in providing feedback to students diminishes its value for learning. The value of oral feedback in the classroom should be emphasized.



#### 4. Assessment System

With the exception of F.6 classes, students are required to sit for two internal examinations each year. For F.1 – F.3 students, a cycle will be set aside each term for uniform tests. For F.4 – F.6 classes, the subject panel heads and subject teachers will decide on the appropriate time and format of tests and quizzes. If possible, there should not be more than one test in each class on each school day. Teachers may arrange at most test of two subjects in a class on the same day. No tests should be held during lunch time. Teachers cannot arrange more than one test held after school for each class/elective subject class per month. The afterschool tests should not be held after 5:30 pm (standard timetable) or 4:30 pm (special timetable). No tests should be held one cycle before an examination and during examination periods.

##### 4.1 *Percentages of various assessments for academic subjects in one term*

Level	Examination Mark	Other assessments mark (uniform test, tests, quizzes, project work, homework, etc.)
F.1 – F.6	80%	20%

##### 4.2 *Percentages of marks awarded in the First and Second Terms in the report card*

	First Term	Second Term
Percentage	40%	60%

##### 4.3 *Passing marks in the report card*

Level	Passing Percentage
F.1 – F.6	50%

#### 4.4 Subject mark allocation for the report card

Subject	F.1	F.2	F.3	F.4	F.5	F.6
English Language	400	400	400	400	400	400
Chinese Language	300	300	300	300	300	300
Chinese Literature	---	---	---	200	200	200
Mathematics	300	300	300	300	300	300
Liberal Studies (Citizenship and Social Development)	---	---	---	300	300	300
Chinese History	100	100	100	200	200	200
Economics / SEBS	100	100	100	200	200	200
History	100	100	100	200	200	200
Geography	100	100	100	200	200	200
BAFS	---	---	---	200	200	200
Physics	---	---	100	200	200	200
Chemistry	---	---	100	200	200	200
Biology	---	---	100	200	200	200
Integrated Science	200	200	---	---	---	---
Visual Arts	---	---	---	200	200	200
ICT / CL	---	---	---	200	200	200
Total	1600	1600	1700	1900 (7 subjects) 1700 (6 subjects)	1900 (7 subjects) 1700 (6 subjects) 1500 (5 subjects)	1900 (7 subjects) 1700 (6 subjects) 1500 (5 subjects)

#### 4.5 Minimum passing percentage for an examination paper

Level	Minimum passing percentage
F.1 to F.5	85%
F.6	90%

### 5. Assessment plan of each department

#### Guidelines for drafting departmental assessment plan (Part 5 of the assessment policy)

The followings are the guidelines for drafting the departmental assessment plan which would be compiled in part 5 of the overall assessment policy for the school. This is not only a task in improving documentation, but also a chance for us to evaluate our departmental assessment practices. Each department handbook should include its assessment plan which should be submitted at the beginning of the school year.

#### 5.1 *Types of assessment tasks with specification of aims of assessment*

Analyze the various kinds of assessment tasks being used in your subject at different levels and list

them in a table. (Please refer to Example 1)

### 5.2 *Quantity & frequency of assessment tasks*

Referring to the various assessment tasks mentioned in the previous part, indicate the quantity and frequency as follows.

Example 1:

Form	Types of assessment tasks	Quantity per year	Frequency
4	Writing assignments	16	Twice a month
	News commentary	8	Once a month
	Project work	1	Once a year (in the second term)
	Quiz	8-10	Once a month
	Test	4	Twice a term
	Internal examination	2	Twice a year
	SBA/Portfolios	NA	NA

### 5.3 *Mark distribution*

Show in a table the mark distribution of the coursework and internal examination.

Example 2:

#### **Form 4**

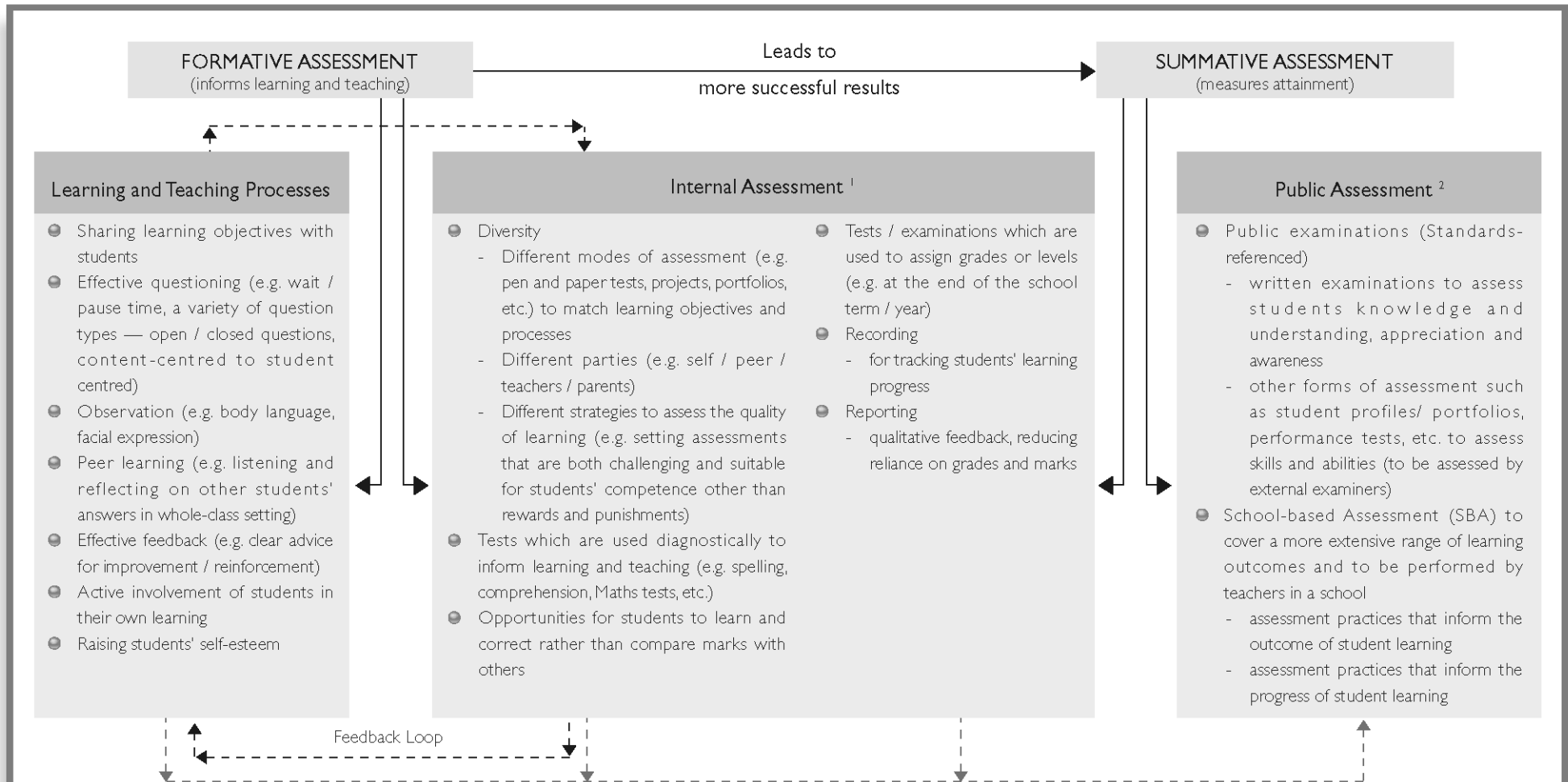
First Term		Second Term	
Component	Weighting	Component	Weighting
Quizzes and tests	10%	Quizzes and tests	10%
Homework	10%	Homework	5%
Examination	80%	Project work	5%
		Examination	80%

### 5.4 *Assessment tasks for public examination*

In this part, show the ways for your department to deal with assessment tasks for public examination.

*Remark: It was suggested that the school-based deadline for submitting assessment tasks for public examination should be scheduled in advance of the official deadline set by the HKEAA in order to allow closer supervision from teachers in case of non-completion of SBA tasks.*

## 6. A Framework of School Assessment Practices



<sup>1</sup>Internal assessment is the practice of assessment inside schools for the schools' own purposes. It is part of ongoing learning and teaching. It is formative in nature and should be performing the function of assessment *for* learning, though schools may also use it to decide whether some students are suitable for promoting to a higher form in their course of study.

<sup>2</sup>Public assessment is practised both inside and outside schools. It is a mechanism used for recognising achievement and standards by external agencies such as the Hong Kong Examinations and Assessment Authority. It is concerned with the summative function of assessment and assessment of learning. This however does not mean that it cannot be designed to promote assessment *for* learning at the same time.

**(Adapted from Shirley Clarke with modifications)**

## 7. The policy and directives to help to promote assessment for learning

### School Assessment Policy

The following table shows the policy and directives adopted by the school to help to promote assessment for learning.

Domains	Aspects	What teachers should do	Responsible officer(s)
Assessment Planning and Implementation	System-level directives	<ul style="list-style-type: none"> <li>Assist in formulating a whole-school assessment policy according to the curriculum goals and adopting formative and summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>P, VP, AC and PH</li> </ul>
		<ul style="list-style-type: none"> <li>Explain the assessment policy to students and parents and enhance learning and teaching based on the assessment results</li> </ul>	<ul style="list-style-type: none"> <li>P, PH and T</li> </ul>
		<ul style="list-style-type: none"> <li>Conduct timely, holistic and concrete reviews of assessment policy and systems to identify what is effective and what is inadequate as well as to ensure early follow-up</li> </ul>	<ul style="list-style-type: none"> <li>VP, AC, EAT and PH</li> </ul>
<ul style="list-style-type: none"> <li>Review constantly the various assessment modes and align them with current curriculum objectives</li> </ul>		<ul style="list-style-type: none"> <li>AC, EAT</li> </ul>	
Assessment practices	Assessment practices	<ul style="list-style-type: none"> <li>Design suitable methods of assessment that truly reflect students' performance in terms of knowledge, skills, attitudes and efforts made</li> </ul>	<ul style="list-style-type: none"> <li>PH &amp; T</li> </ul>
		<ul style="list-style-type: none"> <li>Ensure that the scope, format and difficulty level of assessment suit the abilities and needs of students</li> </ul>	<ul style="list-style-type: none"> <li>PH &amp; T</li> </ul>
		<ul style="list-style-type: none"> <li>Provide students with the opportunities for reflection through peer assessment and self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>T</li> </ul>
<ul style="list-style-type: none"> <li>Adopt different modes of assessment flexibly to cater for learner diversity</li> </ul>		<ul style="list-style-type: none"> <li>T</li> </ul>	
Grading, marking and giving feedback	Grading, marking and giving feedback	<ul style="list-style-type: none"> <li>Identify students' strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>T</li> </ul>
		<ul style="list-style-type: none"> <li>Provide students with direction for improvement</li> </ul>	<ul style="list-style-type: none"> <li>T</li> </ul>
		<ul style="list-style-type: none"> <li>Give timely and useful feedback to help students to improve their learning</li> </ul>	<ul style="list-style-type: none"> <li>T</li> </ul>
Use of Assessment Information	Managing assessment information	<ul style="list-style-type: none"> <li>Record the information obtained from assessment systematically so that both the school and teachers can keep track of students' learning progress and use it to plan their teaching</li> </ul>	<ul style="list-style-type: none"> <li>AC, EAT and T</li> </ul>
	Using assessment information	<ul style="list-style-type: none"> <li>Use assessment information to diagnose and evaluate the effectiveness of learning and teaching</li> <li>Use assessment results to develop programmes that improve student learning</li> <li>Help students to understand their learning progresses and set future learning targets for themselves</li> <li>Inform parents of their children's learning progress through a variety of means</li> </ul>	<ul style="list-style-type: none"> <li>PH and T</li> <li>AC &amp; PH</li> <li>T</li> <li>T</li> </ul>

Notes: Note: P for Principal, VP for Vice-principal, AC for Academic Committee Head, PH for Subject Department / Panel Head, EAT for Examination Team and T for Teachers

## References

EDB. Senior Secondary Curriculum Guide: Booklet 4 Assessment, An Integral Part of the Curriculum, Pedagogy and Assessment Cycle, 2009.

EDB. Basic Education Curriculum Guide: Booklet 5 School Policy on Assessment – Changing Assessment Practices, 2002.