

Li Cheng Uk Government Primary School

Assessment Policy

1. Assessment is an integral part of the curriculum, learning and teaching as well as feedback cycle.
2. The aims of assessment is:
 - To identify the strengths and weaknesses of students in learning
 - To provide quality feedback and concrete suggestions for students on how to improve their performance
 - To review and adjust the learning expectations on students, curriculum design and content, teaching strategies and learning activities so that they can better suit the needs and abilities of their students
3. The modes of assessment can be divided into the three categories according to the purposes of assessment:

Assessment of Learning	Assessment for the purpose of evaluating the quality of education or understanding students' standards.
Assessment for Learning	Assessment for the purpose of helping students to understand their strengths and weaknesses in learning and to make continuous improvement. It also enables teachers to review and adjust their teaching objectives, teaching plans and teaching strategies.
Assessment as Learning *	Assessment for the purpose of enabling students to be more active in connecting learning and assessment, thereby developing their self-directed learning abilities.

*Assessment as Learning:

In order to develop skills and habits for self-directed learning, students should be more proactive in connecting learning and assessment. Under "Assessment as Learning", students should understand their learning targets, monitor their learning progress, reflect on the learning process and the learning strategies to adopt based on feedback. In the long run, students should become their own best assessor and provide feedback for their own learning. Students should be given opportunities to perform self-assessment and peer assessment through which students develop self-confidence and become competent

assessors. “Assessment as Learning” is crucial in the sense that it would be beneficial to life-long learning.

4. More emphasis would be put on formative assessment which is carried out in daily classroom learning and teaching throughout the school year. It is a process in which teachers seek to identify and diagnose student learning problems, and provide quality feedback for students on how to improve their work. The data obtained from formative assessment serves as the basis for the design of teaching and learning materials both for enhancement and remedial purposes.
5. The Territory-wide System Assessment (TSA) is designed to gauge students’ attainment of the Basic Competencies (BC) in Chinese Language, English Language and Mathematics. The assessment data in TSA is used to collate and analyze students’ performance in the BC. Teachers would tailor-make teaching plans and strategies according to students’ strengths, weaknesses and learning problems so as to achieve more effective learning.

6. Tests and exams

Tests and exams are conducted in the middle and at the end of each school term. Tests and exams are of summative nature. They serve to review the effectiveness of curriculum implementation as well as the quality of learning and teaching. Learning is a continuous process. Quizzes, projects, group discussions, oral presentations, learning journals, reading tasks as well as learning outcome from self-access corner would also be the evidence of students’ performance in their learning process. Tests and exams therefore, are only one kind of the school assessment. The importance of test and exam results would not be over-emphasised or else it will undermine the confidence of the low achievers.

- Tests and exams reflect students’ strengths and areas for improvement.
- Teachers would use the test and exam results to give feedback to students, encouraging them to self-evaluate, reflect and improve their learning while assisting them in developing good study habits for effective learning. Test and exam results also provide feedback for teachers to make reasonable adjustments in the teaching schedule according to the needs and abilities of the students.

- Test and exam questions which merely require rote learning would be avoided. On the contrary, questions assessing students' higher order thinking skills such as application, synthesis, problem solving, creativity and knowledge transfer are highly recommended.

7. Coordination of homework, tests and other assessment tools

The complexity of student performance can only be described by a range of holistic and purposeful assessment activities and reporting system.

- Test is one of the tools of assessment. It has to be coordinated with other forms of assessments in order to reflect students' learning achievements. Test results is not the only thing to assess students' effort and performance.
- Other informal assessments such as quizzes, classroom observations, project work, worksheets or word bank are different modes for evaluating students as long as they are aligned with the learning objectives. They all provide useful learning experiences and evidence of learning.
- Teachers would use evidence of student learning for monitoring, recording and reporting students' performance, and as a basis for planning progression and remediation in the next stage of learning. In this way, the cycle of "teaching-learning-assessment" would be fully sustained and students would be encouraged to progress further.