

School Policy on Continuous Assessment

Rationale

The major function of internal assessment should be facilitating teaching and learning and help teachers understand the learning progress and needs of their students. Teachers could take into account the results of the assessment in planning the teaching syllabus, designing teaching methods and giving guidance to individual students.

Continuous assessments counted towards the report mark in our school is used as a strategy to improve learning outcome of students through formative assessment as well as to motivate students to do more revision and to have more thorough thoughts in their work. [*Annual School Plan 2014 – 2015*]

Formative Assessment

Formative assessment refers to assessments conducted while students are learning and is used by teachers to adjust their classroom teaching practices and by students to improve their performance as needed. The purpose of formative assessment is to improve students' learning.

Summative Assessment

In contrast, summative assessments are used to make decisions about students' learning and to measure the extent of their achievement of the instructional program learning outcomes.

Therefore, the difference between formative and summative assessment is not in the actual assessment tasks or tools but in their purpose – what we use them for in the classroom. All assessment tasks can be used as formative or summative assessments.

Continuous Assessment

Continuous assessment is an approach that involves multiple formative and summative assessments throughout the duration of a course or a school year. With the record of assessment data, students' weaknesses can be diagnosed, and students' improvements can also be measured.

Feedback

For assessment to be formative and support learning, feedback is crucial. Feedback is information about how a student did in light of what he or she attempted – intent versus effect, actual versus ideal performance. It is defined as the activity of providing information how and why students understand and misunderstand, and what directions the student must take to improve.

Guidelines

Types

With the purpose of formative assessment and giving feedback to students for their future improvement, subject departments can decide on the types of work to be included and their weighting.

Types of work may include homework, class work, lesson preparation, quizzes, projects, practical work and HKDSE SBA components, etc.

Heterogeneous quizzes can be adopted as long as the questions focus on skills rather than plain knowledge. Hence, quizzes of the same form might be conducted in different time slots.

Leveled assignments can also be adopted to cater for learner diversity. (Reference: <http://challengebychoice.wordpress.com/>)

Instructions

Subject departments should agree on the following:

- Objectives
- Contents
- Marking guidelines
- Collection methods
- Common deadlines of submission (if necessary)
- Date and time of related activities (if necessary)

Students should be clearly informed of the requirements and deadlines of all the continuous assessment in advance. A hard copy of the instructions and/or a soft copy of the instructions (uploaded to eClass) should be prepared for students' reference.

Evaluation

Progress of continuous assessments for each form should be evaluated within subject department by the end of each term. The purpose of evaluation should be on improving the design and schedule to facilitate giving feedback for learning.

Late submission

Marks will be deducted for late submission due to reasons other than medical reasons. 20 % of the total marks should be deducted for being late for one day no matter how many marks are given to that piece of work.

Absence

Upon submission deadlines, students who are absent due to medical reasons need to submit medical certificates and their work need to be submitted the first day they return to school. Zero mark might be awarded for late (without approval) assignments and news commentaries.

For in-class assessment activities (e.g. quizzes, practical tasks, experiments, etc.), students who are absent due to medical reasons need to submit medical certificates. Otherwise, zero mark will be awarded.

Records

Records of marks should be kept by teachers and managed at departmental level. Marked work together with teachers' feedback should be returned to students for their self-learning. Teachers should record all the necessary information related to mark calculation before returning the work to students. Students should be responsible for providing evidence in case they have queries about the record of marks.