

APASO-III · Training Session

2022



Education Bureau

The Government of the Hong Kong Special Administrative Region



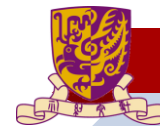
香港中文大學

The Chinese University of Hong Kong

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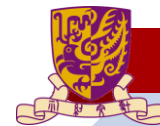
Training Agenda

- Major Characteristics and Changes, Subscales and Scales
- Scores and Comparisons
- Professional Sharing on the Use of APASO
- Case Studies
- Q&A





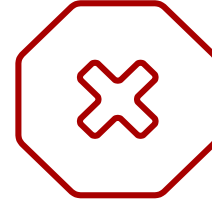
Major Characteristics and Changes, Subscales and Scales





Think about it...

Q1.



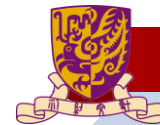
False



The number of subscales in APASO III is about the same as in APASO II.

It is not true because:

- ❖ 4 dimensions
- ❖ 17 scales (cf. 12 scales APASO-II)
- ❖ 373 items in 130 subscales (cf. 62 APASO-II)
- ❖ SES related: 2 scales and 23 subscales





Think about it...

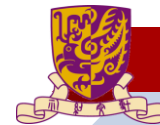
Q2.



True



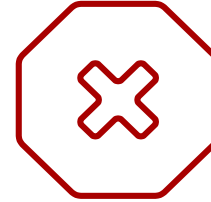
We have fine differentiation of many scales into many more subscales.





Think about it...

Q3.



False



Most APASO items are locally developed and tailored to local contexts.

Mostly adopted from international instruments:

- (i) Based on important theoretical analyses;
- (ii) Pilot tested and then field tested in 80 economies;
- (iii) important students' behaviours are similar across economies;
- (iv) Subscales provide much stronger psychometric properties than instruments used in one single study.



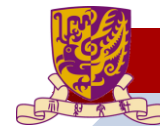


Fill in the blanks...

Q4.

The 4 major domains being assessed are:

Students, Schools, Family, National and Global .

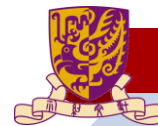


Discuss and think...



Q5.

Give three examples of subscales not measured by APASO II.

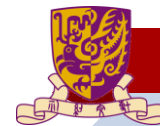




Q5: Answer

All these are correct:

- ❖ Weight
- ❖ Height
- ❖ Sight
- ❖ Breakfast
- ❖ Value
- ❖ Meaning of life
- ❖ Life satisfaction
- ❖ Metacognition
- ❖ Entrepreneurship
- ❖ Migrant status
- ❖ Creativity
- ❖ Leadership
- ❖ Career guidance
- ❖ Volunteering work
- ❖ Disciplinary climate
- ❖ Clarity of instruction
- ❖ Language spoken at home
- ❖ Psychosomatic symptoms
- ❖ Time on physical exercise
- ❖ Time on the internet for leisure
- ❖ Time on homework/ co-curricular activities
- ❖ Socioeconomic status (parental education, job, family resources)



Students

Psychological Health 心理健康
Physical Health 身體健康
Self-concept 自我概念
Generic Skills 共通能力
Honesty/ Sense of Morality
誠實 / 道德意識

Schools

Atmosphere 氣氛
Learning And Teaching 學習和教學
Homework, Co-curricular Activities
家課、聯課活動
Reading 閱讀
Information Technology (IT) 資訊科技
Life Planning 生涯規劃

APASO-III

National and Global 國家及世界

National Identity 國民身份認同
Global Perspective 國際視野
Global Competence 國際勝任力

Family

Family Involvement 家庭參與

Optional

Socioeconomic Status
社會經濟地位
Student Background 學生背景

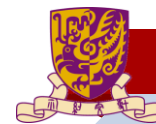


Student: Psychological Health

1.1 Affect (Positive Affect)	1.7 Satisfaction (Own Body)
1.2 Affect (No Negative Affect)	1.8 Satisfaction (Family and Friends)
1.3 Affect (No Fear of Failure)	1.9 Satisfaction (School)
1.4 Affect (No Anxiety, Depressive Symptoms)	1.10 Meaning in Life
1.5 Affect (No Academic Anxiety)	1.11 Social Behaviour (Number of Close Friends)
1.6 Affect (No Psychosomatic Symptoms)	1.12 Social Behaviour (Time with Friends)

Student: Physical Health 身體健康

2.1 Physical Exercise	2.7 Vision (No Hyperopia)
2.2 Self-reported Health Status	2.8 Vision (No Astigmatism)
2.3 BMI (Less Obese)	2.9 Vision (No Squint)
2.4 Breakfast Habit	2.10 Vision (No Amblyopia)
2.5 Sleeping Hours	2.11 Vision (No Glasses)
2.6 Vision (No Myopia)	2.12 Vision (Outdoor Activity Hours)



Student: Generic Skills 共通能力

4.1 Learning (Self-initiative)

4.7 Creativity (Efficacy)

4.2 Learning (Self-monitoring)

4.8 Creativity (Science-related)

4.3 Learning (Self-planning)

4.9 Creativity (Society-related)

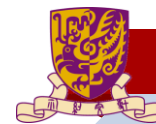
4.4 Learning (Clear goal)

4.10 Leadership

4.5 Critical Thinking

4.11 Entrepreneurial Spirit
(Risk Bearing)

4.6 Creativity (Enjoy)



School: Learning and Teaching 學習和教學

7.1 Learning Atmosphere (Competition)	7.8 Teaching (Teacher Support)
7.2 Learning Atmosphere (Cooperation)	7.9 Chinese Lessons (No Negative Emotion)
7.3 Learning Aims (Mastery)	7.10 English Lessons (No Negative Emotion)
7.4 Learning Attitude (Perseverance)	7.11 Mathematics Lessons (No Negative Emotion)
7.5 Learning Motivation (Intrinsic)	7.12 Science Lessons (No Negative Emotion)
7.6 Learning Motivation (Instrumental)	7.13 Recess (Positive Emotion)
7.7 Teaching (Clear Instruction)	7.14 Homework (No Negative Emotion)

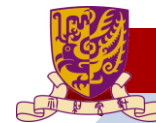
School: Reading 閱讀

9.1 Reading
(Non-assigned Materials)

9.3 Reading (Good Strategies)

9.2 Reading (Keen on)

9.4 Reading
(Time for Leisure Reading)





Discuss and think...

Q6.

Other than the range of items, what are the unique features of the questions (in the way of asking)?

Information/behaviour instead of 4-point Likert agree-disagree scales.

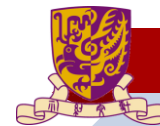
Example

Item: "I often have breakfast."

strongly agree - strongly disagree



Frequency of having breakfast





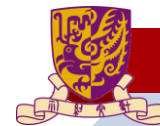
Think about it...

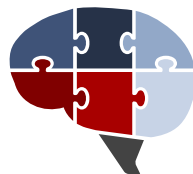
Q7.

Why are socioeconomic status and gender being assessed?

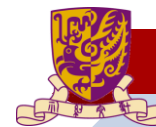
They are simple and important indicators of:

- (i) **school support** provides to the disadvantaged (lower SES) students, and
- (ii) **school culture** in ensuring two genders are receiving high-quality education





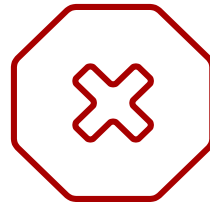
Scores and Comparisons





Think about it...

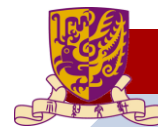
Q1.



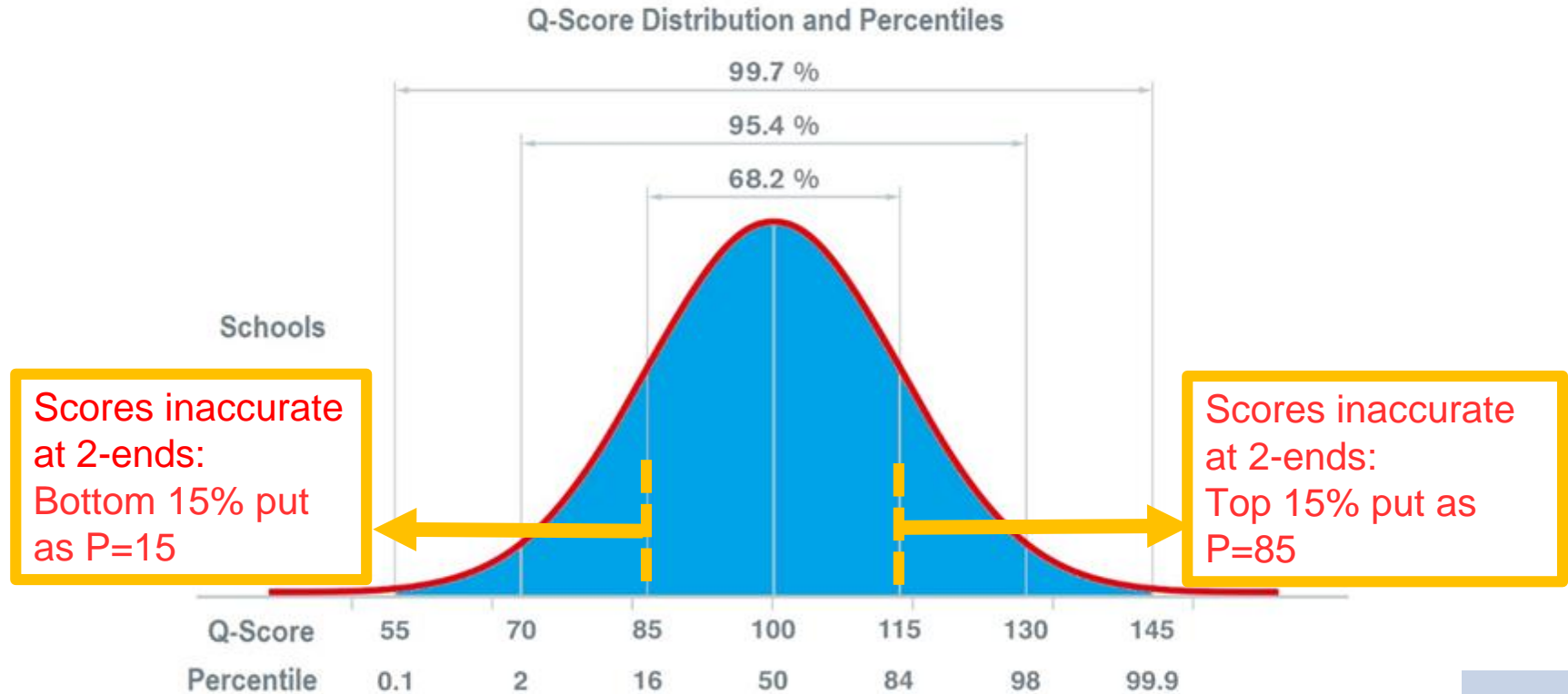
False

For each subscale (e.g., anxiety), the means of your school (e.g., 3.84) and those of all schools in HK (e.g., 2.54) are given for comparison.

P- scores and Q-scores



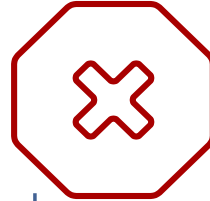
Quotient and Percentile Scores





Think about it...

Q2.

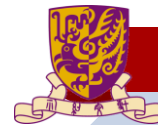


False



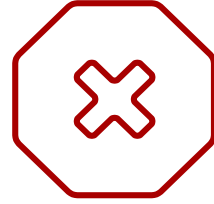
We have to examine each subscale carefully because getting high scores in internet addiction is undesirable, while getting high scores in motivation is good.

- ❖ Directions and scores changed
- ❖ High P- and Q-scores mean desirable (as much as possible)





Q3.



False



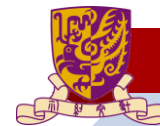
Think about it...

As we would love to see criterion-referenced assessment (comparing against some absolute standards, e.g., 80 marks in an examination), most comparisons in APASO are criterion standards.

Other than a few subscales, such as hours of sleep, absolute standards are almost impossible to set.

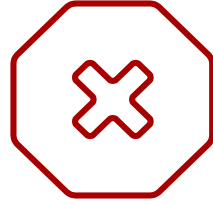
Example

Impossible to set benchmark for "I like reading" vs. "I like reading very much"



Think about it...

Q4.



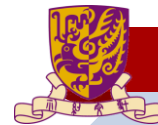
False



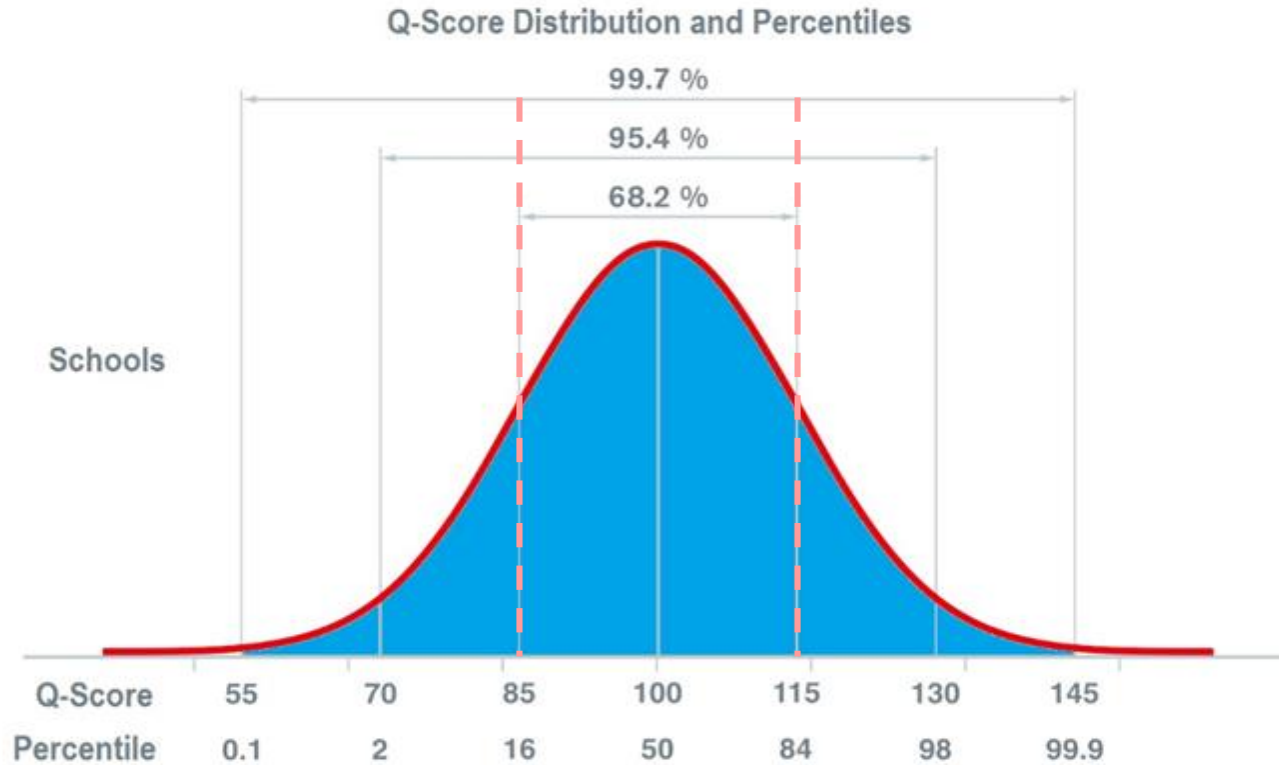
A Q-score of 85 means the school is above 85% of other schools in Hong Kong.

Q-score of 85 is one standard deviation below other HK schools.

Around 68% of schools will have Q-scores between 85 – 115 (34% on each side of the mean with a Q-score 100). Q-score 85 = P-score 16



Quotient and Percentile Scores

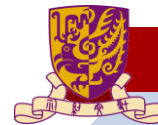


Q5. False

Think about it...

Both S. 2 and S. 4 students of School A have Q-score 110 in the subscale "No Academic Anxiety", therefore, their raw scores in this subscale must be identical.

- ❖ Two groups are around the same position
- ❖ S.4 students in Hong Kong likely have greater academic anxiety
→ Public HKDSE examination
- ❖ Higher anxiety than S.2
- ❖ Raw score of S.4 likely higher than raw score of S.2



Think about it...

In S.2 of School A,

Learning (Self-initiative) 80

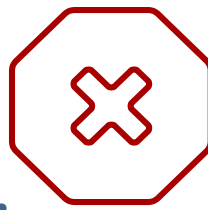
Learning (Self-Monitoring) 90

P-scores

70 Critical thinking

60 Creativity (Enjoy)

Q6.

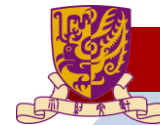


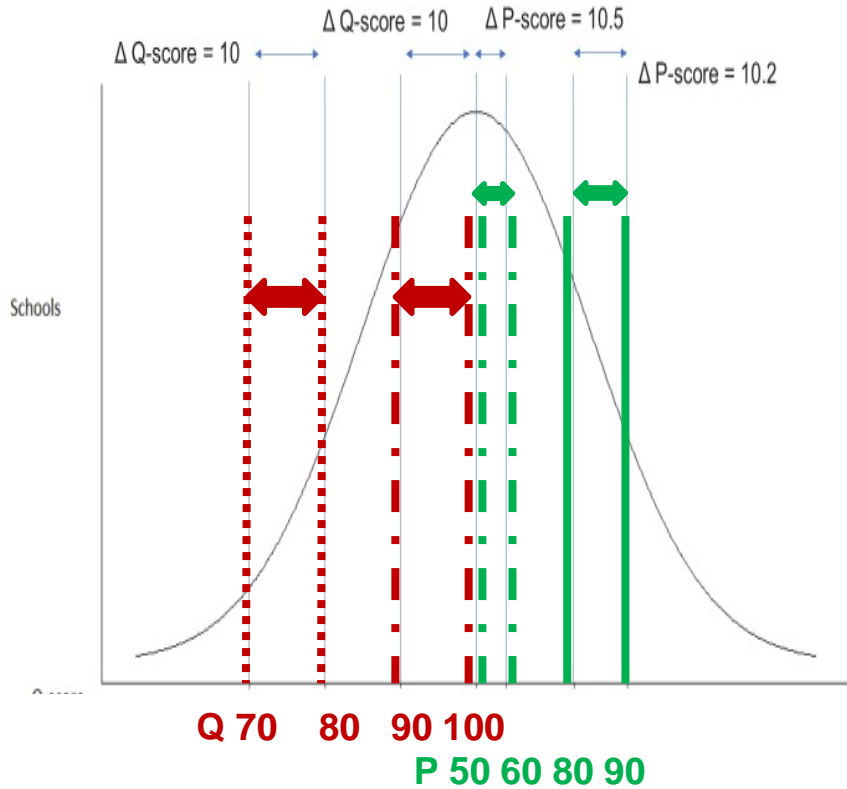
False



As the two differences are both 10, these two differences are the same.

Differences of **P-scores** at different positions (e.g., at P-score 20 and P-score 50) indicate different magnitudes of differences. They **cannot be compared**.





Q-scores differences are the same at different scores:

Difference between Q-scores 70 and 80 =
 Difference between Q-scores 90 and 100

P-scores differences are NOT the same at different scores:

Difference between P-score 50 and 60 \neq
 Difference between P-score 80 and 90



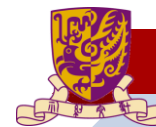
Discuss and think...

Q7.

What will be the most desirable shapes of the graphs when

- (i) Boys and girls are compared, and
- (ii) Low and high socioeconomic (SES) students are compared?

- ❖ **Gender equity:** Boys/Girls approximately the same
- ❖ **Education equity:** Low/High SES approximately the same

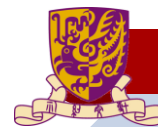
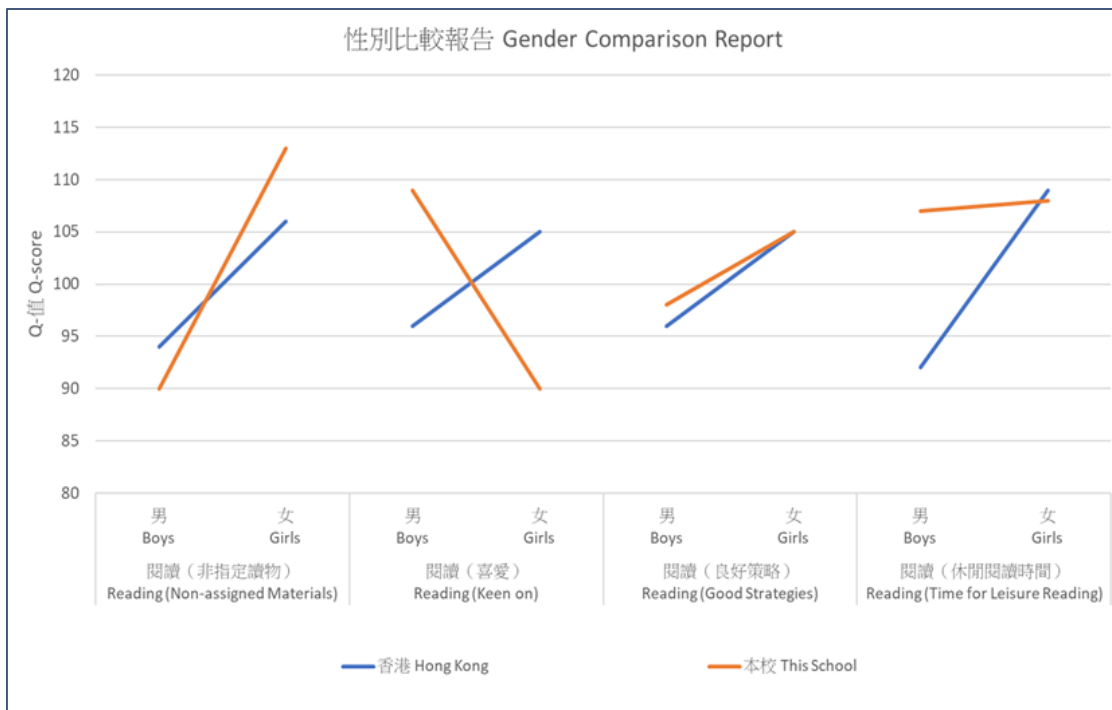


Discuss and think...

Q8.

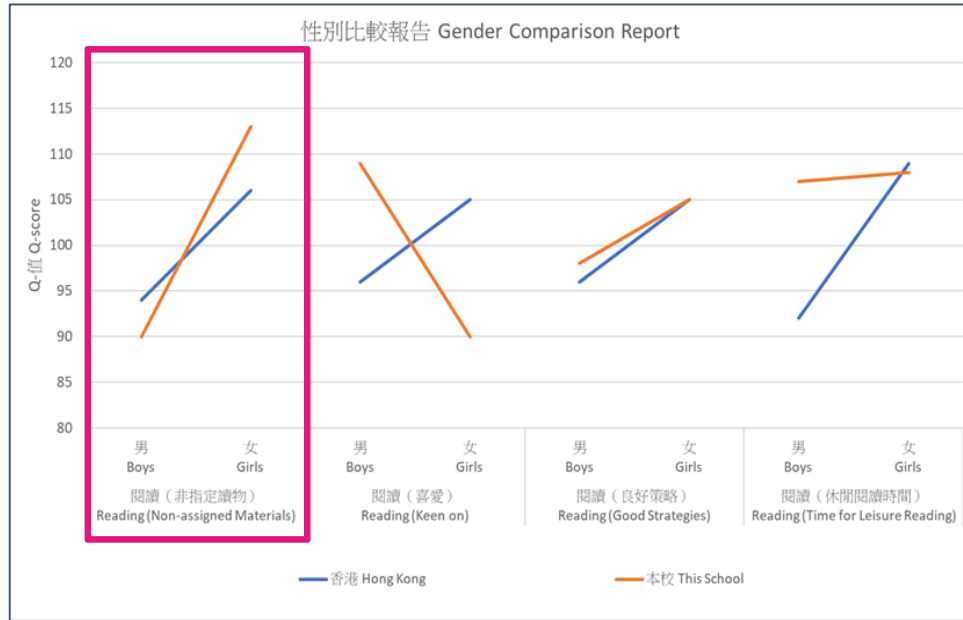


Briefly summarize the four graphs below on gender differences.





Q8: Answer

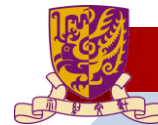


Subscale:

Reading (Non-assigned Materials)

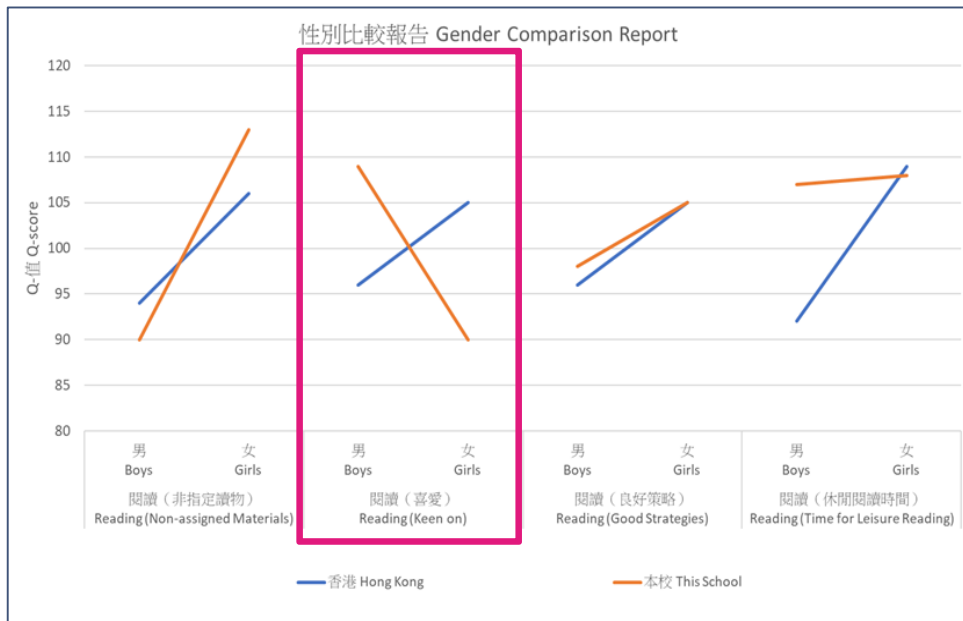
Q-score: Girls > Boys

- School (orange line, difference ≈ 23)
- Hong Kong (blue line, difference ≈ 12)





Q8: Answer

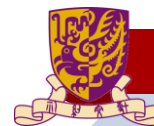


Subscale:

Reading (Keen On)

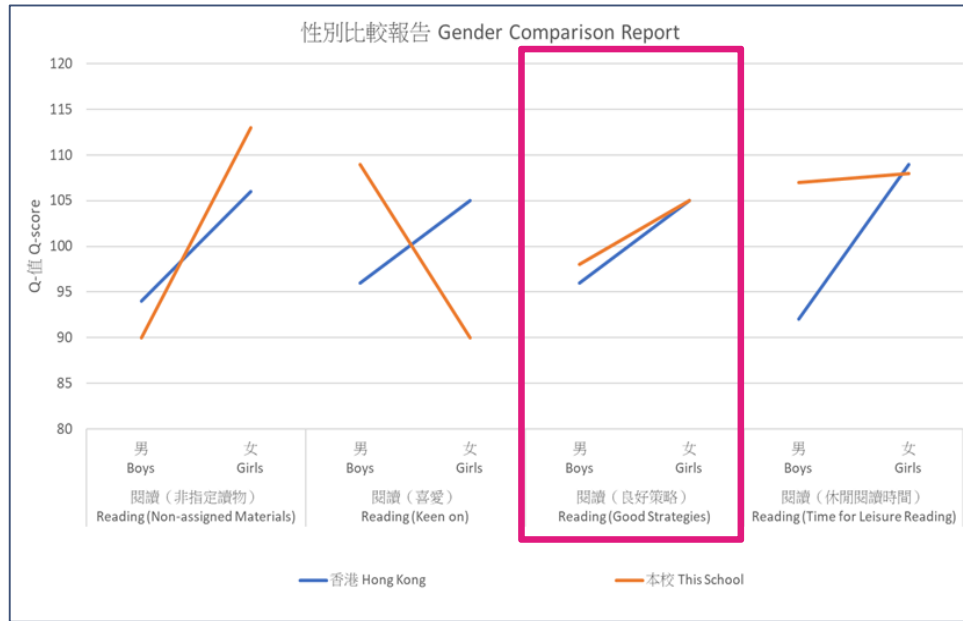
Q-score: Boys > girls

- School (difference ≈ 19)
- Hong Kong (difference ≈ 9)





Q8: Answer

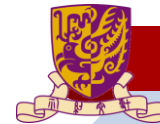


Subscale:

Reading (Good Strategies)

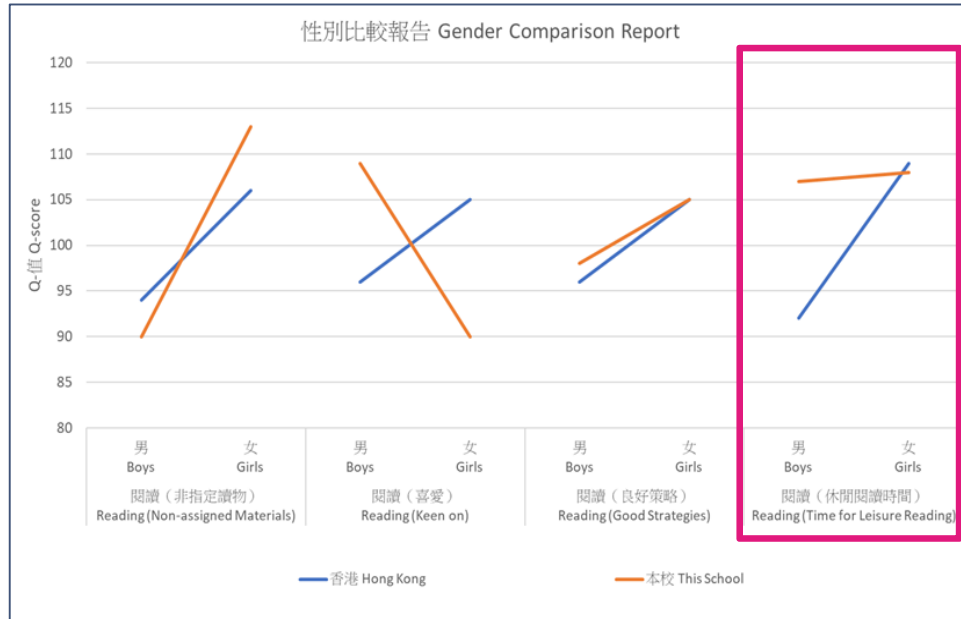
Q-score: (S) Girls > Boys

- School (difference ≈ 7)
- Hong Kong (difference ≈ 9)





Q8: Answer



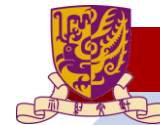
Subscale:

Reading (Time for Leisure Reading)

Q-score:

(S) Boy & Girls similar / (HK) Girls > Boys

- School (difference ≈ 1)
- Hong Kong (difference ≈ 17)



A person with short dark hair, seen from the back, is looking at a wall covered in various design sketches, photos, and diagrams. The sketches include wireframes, flowcharts, and hand-drawn illustrations. The person is wearing a light-colored sweater with dark horizontal stripes. The overall scene suggests a creative or design workspace.

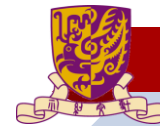
Think more

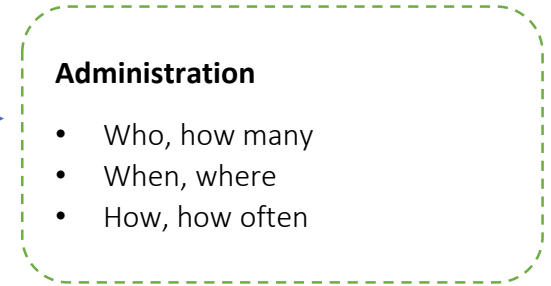
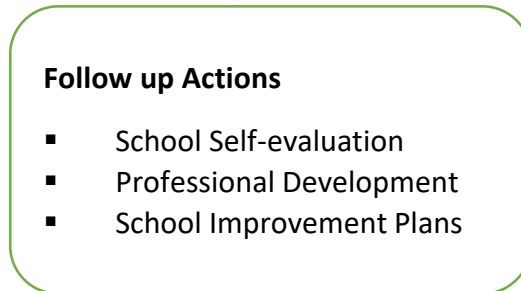
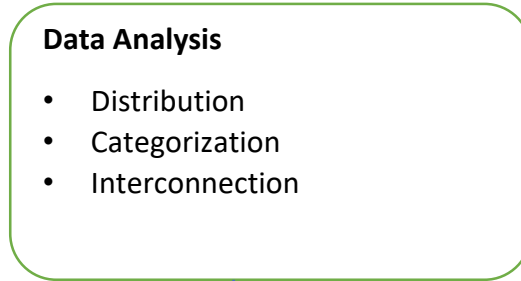
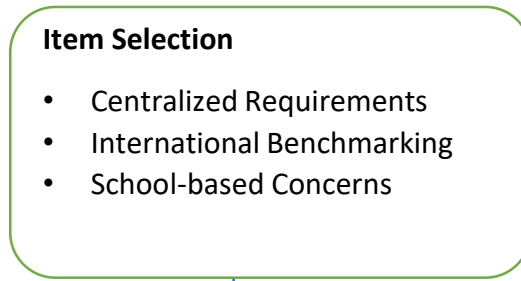
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Professional Sharing on the Use of APASO





Item Selection (1) – Centralized Requirements

Education Bureau Circular No. 15/2022

<https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/circulars-letter/EDBC22015EN.pdf>

Updated Key Performance Measures (KPM) (related to APASO-III)

- Learning experiences relevant to national education
- Affective Development
- Physical fitness performance

The Seven Learning Goals of Secondary Education

<https://www.edb.gov.hk/en/curriculum-development/7-learning-goals/secondary/index.html>



Proposed APASO-III Scales/Subscales relating to the Updated Seven Learning Goals of Secondary Education (APASO-III User Manual for Secondary Schools, p.10)

Seven Learning Goals	Proposed APASO-III Scales/Subscales (Names in black: directly related; Names in grey: partially related)
National and Global Identity	Scale(s): National and Global: National Identity, National and Global: Global Perspective, National and Global: Global Competence Subscale(s): <i>Morality (Importance), Morality (No Stealing)</i>
Breadth of Knowledge	Scale(s): School: Reading Subscale(s): <i>Self-concept (General School Study), Self-concept (Chinese), Self-concept (English), Self-concept (Mathematics)</i>
Language Proficiency	Scales(s): School: Reading Subscales: <i>Self-concept (Chinese), Self-concept (English)</i>
Generic Skills	Scale(s): Student: Generic Skills Subscale(s): <i>Learning Atmosphere (Cooperation), Intercultural Communication, Multi-perspective Thinking</i>
Information Literacy	Scale(s): School: Information Technology (IT)
Life Planning	Scales(s): School: Life Planning Subscale(s): <i>Family Involvement (Future Education), Learning Motivation (Instrumental)</i>
Healthy Lifestyle	Scales(s): Student: Psychological Health, Student: Physical Health, School: Homework, Co-curricular Activities Subscale(s): <i>Self-concept (Emotional Stability), Self-concept (Physical Activities), Information Technology (Time for Learning), Information Technology (Less Time for Leisure), School Atmosphere (Not Lonely), School Atmosphere (Belongingness)</i>

EDB (2021). The Ten Priority Values and Attitudes (November 2021)

[https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html#:~:text=Schools%20could%20promote%20Values%20Education,Newly%20added%20in%20November%202021\).](https://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html#:~:text=Schools%20could%20promote%20Values%20Education,Newly%20added%20in%20November%202021).)

1. Perseverance
2. Respect for Others
3. Responsibility
4. National Identity
5. Commitment
6. Integrity
7. Care for Others
8. Law-abidingness
9. Empathy
10. Diligence

Proposed APASO-III Subscales relating to the Ten Priority Values and Attitudes (APASO-III User Manual for Secondary Schools, p.11)

Ten Priority Values and Attitudes	Proposed APASO-III Subscales (Subscales in black: directly related; Subscales in grey: partially related)
Perseverance	Learning (Clear Goal), Learning Attitude (Perseverance), Learning (Self-monitoring), Learning Aims (Mastery),
Respect for Others	Global Perspective (Respect for Diversity), Respect People of Different Cultural Backgrounds, Multi-perspective Thinking, Intercultural Communication
Responsibility	Learning (Self-monitoring), Volunteering Work Frequency, Participation in Housework, National Identity (Responsibility, Obligations), Global Perspective (Responsibility, Collaboration)
National Identity	National Identity (Responsibility, Obligations), National Identity (Proud, Love), National Identity (National Flag, Anthem), National Identity (Achievements)
Commitment	Volunteering Work Frequency, National Identity (Responsibility, Obligations), Global Perspective (Responsibility, Collaboration)
Integrity	Honesty (Act of Honesty), Honesty (No Cheating), Morality (Importance), Morality (No Stealing)
Care for Others	Volunteering Work Frequency, School Atmosphere (Belongingness), School Atmosphere (Not Lonely), Global Perspective (Responsibility, Collaboration), Multi-perspective Thinking
Law-abidingness	Morality (Importance), Morality (No Stealing), School Atmosphere (No Discipline Problems), Honesty (Act of Honesty), Honesty (No cheating)
Empathy	Multi-perspective Thinking, Creativity (Society-related), Respect People of Different Cultural Backgrounds
Diligence	Volunteering Work Frequency, Participation in Housework, Learning (Self-initiative), Learning (Self-monitoring), Learning Aims (Mastery), Learning Attitude (Perseverance)

Item Selection (2) – International Benchmark

Potential Key Performance Indicators (KPI)

The Hong Kong Norm Study was conducted in 2021-2022, with a sample of 37,167 students from 115 schools. Most of the items in the Study are internationally benchmarked. The CUHK team has initially selected **39 out of 130 Subscales in 17 Scales under 4 Domains** as more important indicators (potential KPI). These subscales basically have better psychometric properties (slightly better correlations with achievement, more differentiation across schools, better alpha/reliability) and are conceptually more important in the scale.

S1 Student: Psychological Health (1)

- Affect (No Negative Affect)

S2 Student: Physical Health (5)

- Physical Exercise
- BMI (Less Obese)
- Breakfast Habit
- Sleeping Hours
- Vision (No Myopia)

S3 Student: Self-concept (3)

- Self-concept (Chinese)
- Self-concept (English)
- Self-concept (Mathematics)

S4 Student: Generic Skills (2)

- Critical Thinking
- Leadership

S5 Student: Honesty/Sense of Morality (4)

- Honesty (No Cheating)
- Morality (No Stealing)
- Volunteering Work Frequency
- Participation in Housework

S6 School: Atmosphere (2)

- School Atmosphere (Not Lonely)
- School Atmosphere (Belonging)

S7 School: Learning and Teaching (3)

- Learning Motivation (Intrinsic)
- Teaching (Clear Instruction)
- Teaching (Teacher Support)

S8 School: Homework, Co-curricular Activities (2)

- Homework/ Revision (School Assigned)
- After-school Co-curricular Activities (School Organised)

S9 School: Reading (2)

- Reading (Keen on)
- Reading (Time for Leisure Reading)

S10 School: Information Technology (IT) (1)

- Information Technology (No Addiction)

S11 School: Life Planning (2)

- Life Planning (Search for Information)
- Educational Aspiration (Education Level)

S12 Family: Family Involvement (1)

- Family Involvement (Learning in School)

S13 National and Global: National Identity (4)

- National Identity (Responsibility, Obligations)
- National Identity (Proud and Love)
- National Identify (National Flag, Anthem)
- National Identity (Achievements)

S15 National and Global: Global Competence (1)

- Intercultural Communication

S16 Family: Socioeconomic Status (optional) (5)

- Family Possession (General Items)
- Family Possession (Study)
- Family Possession (Study Table)
- Parents' Highest Job Status
- Parents' Highest Education Level

S17 Student Background (optional) (1)

- Student Born in Hong Kong

Item Selection (3) – School-based Concerns

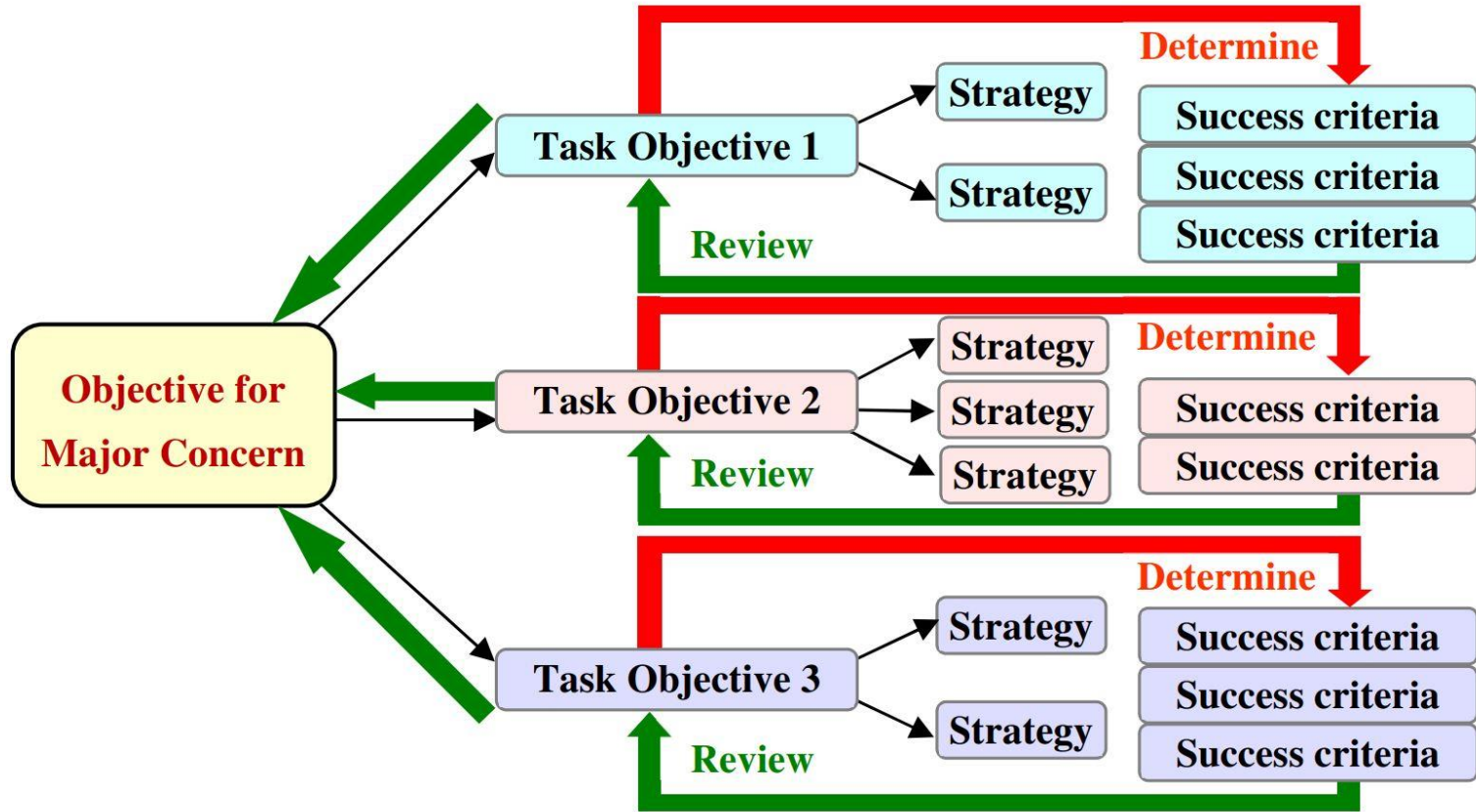
EDB (2022). School Development Plan Template (Updated in Nov 2022)

https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/SDP_template_en_2022.pdf

School Development Plan (20xx/xx - 20xx/xx)

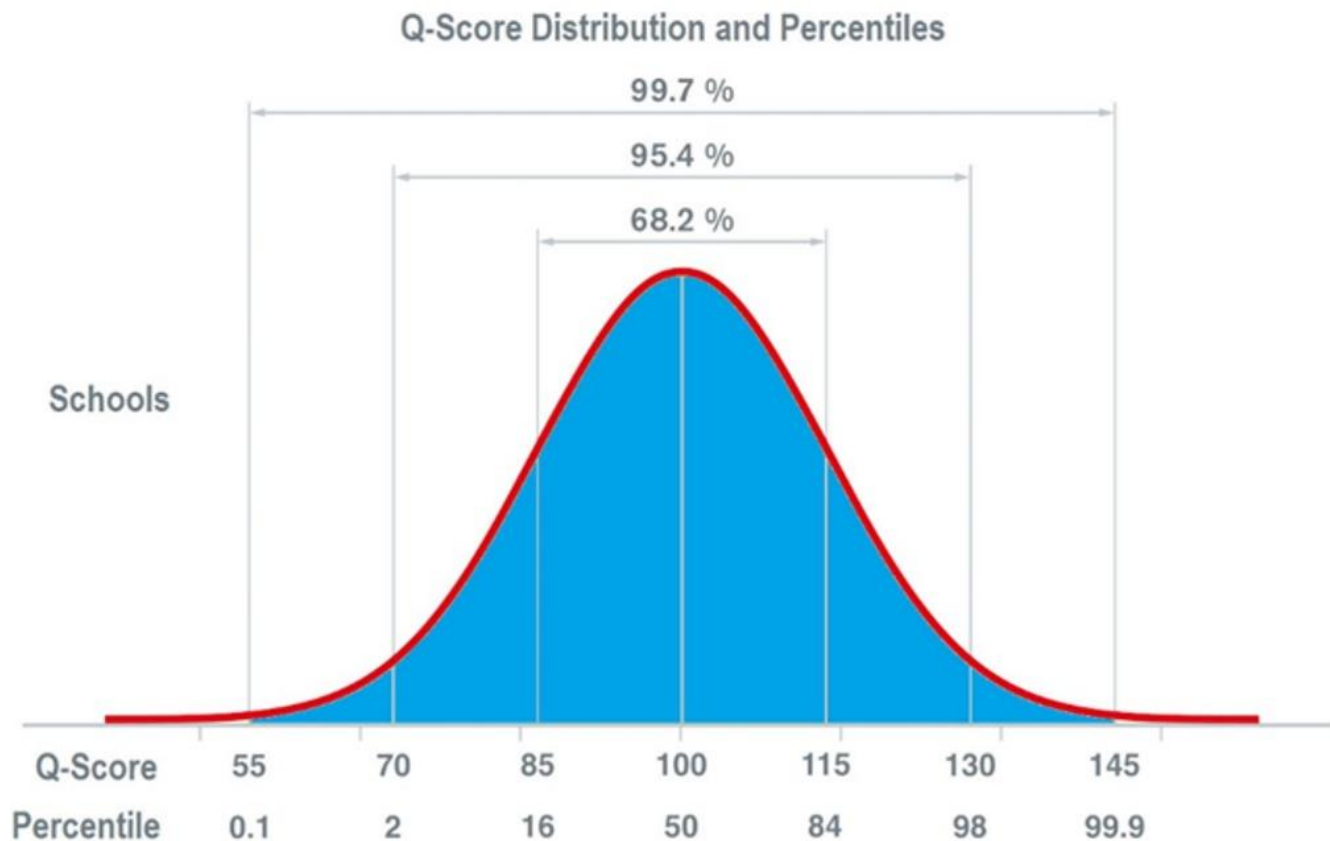
Major Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals (Related Learning Goals of Primary Education/ Secondary Education*) ¹¹
		Year 1	Year 2	Year 3		
1.	•				•	
2.	•				•	
3.	•				•	

*delete where inappropriate



Data Analysis (1) - Distribution

Normal Distribution and Relations between Quotient and Percentile Scores

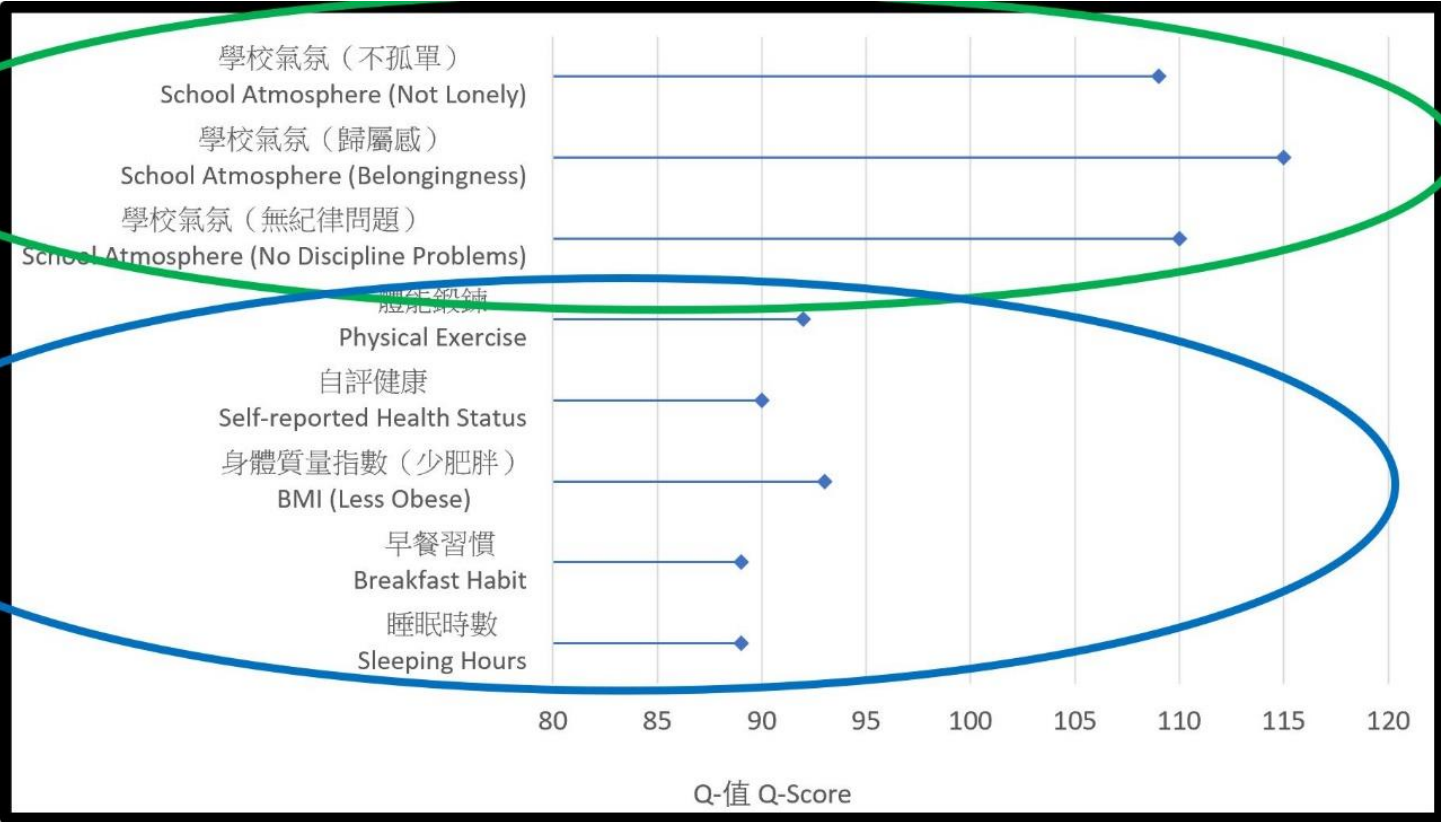


Conversion between Quotient (Q)-Scores and Percentile (P)-Scores

Q	P	Q	P
85	15.9	101	52.7
86	17.5	102	55.3
87	19.3	103	57.9
88	21.2	104	60.5
89	23.2	105	63.1
90	25.2	106	65.5
91	27.4	107	68.0
92	29.7	108	70.3
93	32.0	109	72.6
94	34.5	110	74.8
95	36.9	111	76.8
96	39.5	112	78.8
97	42.1	113	80.7
98	44.7	114	82.5
99	47.3	115	84.1
100	50.0	116	85.7

1. The first quartile:
25th percentile, Q: 89-90
2. The second quartile:
50th percentile, Q=100
3. The third quartile:
75th percentile, Q: 110-111

Look For Clusters of Strong/Weak Subscales (Scales)

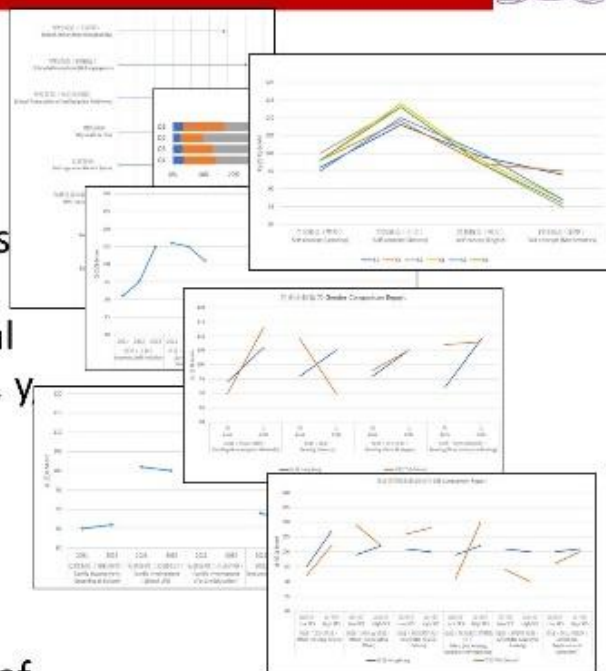


Data for Comparison

6 Example Reports to be Generated

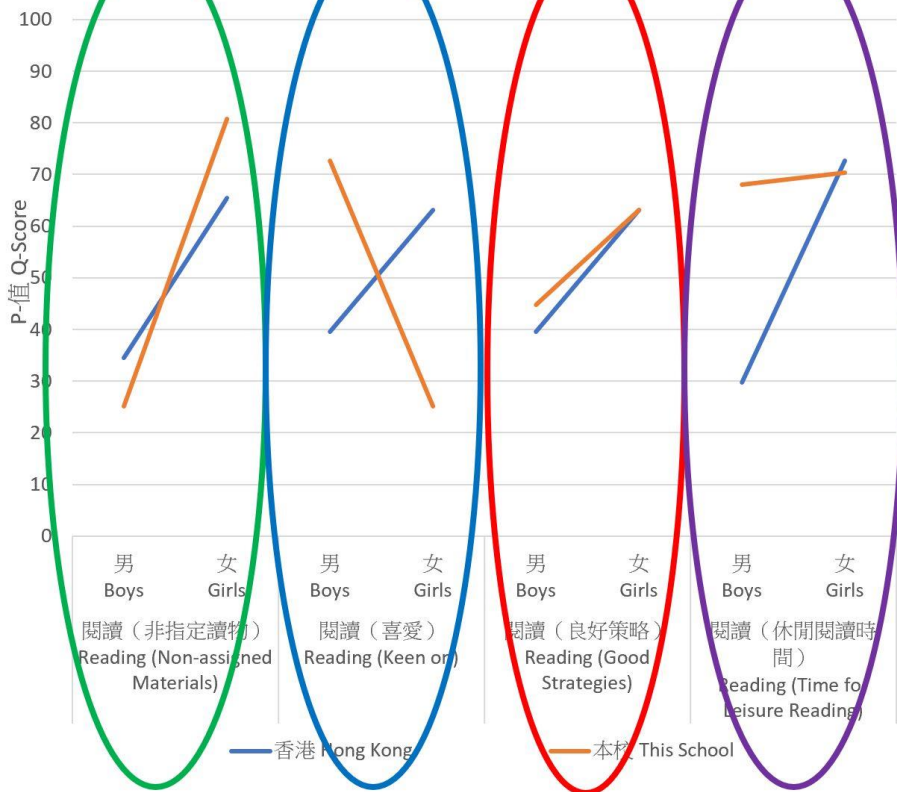


1. **Year Report** [one group (e.g., S.4, 2022), descriptive statistics/frequency]
 - a. on subscales
 - b. on items
2. **Cross Year Report** [one ed level, several years (S.4 in 2022, 2023, 2024)]
3. **Comparison Report** [several ed levels, several subscales (S.1, S.2, S.3 on several subscales x, y, z)]
4. **Same student group Comparison Report** [different year, several subscales]
5. **Gender Comparison Report** [One group of students: Boys vs. Girls]
6. **Others: SES Comparison Report** [One group of students: Low vs. High SES]



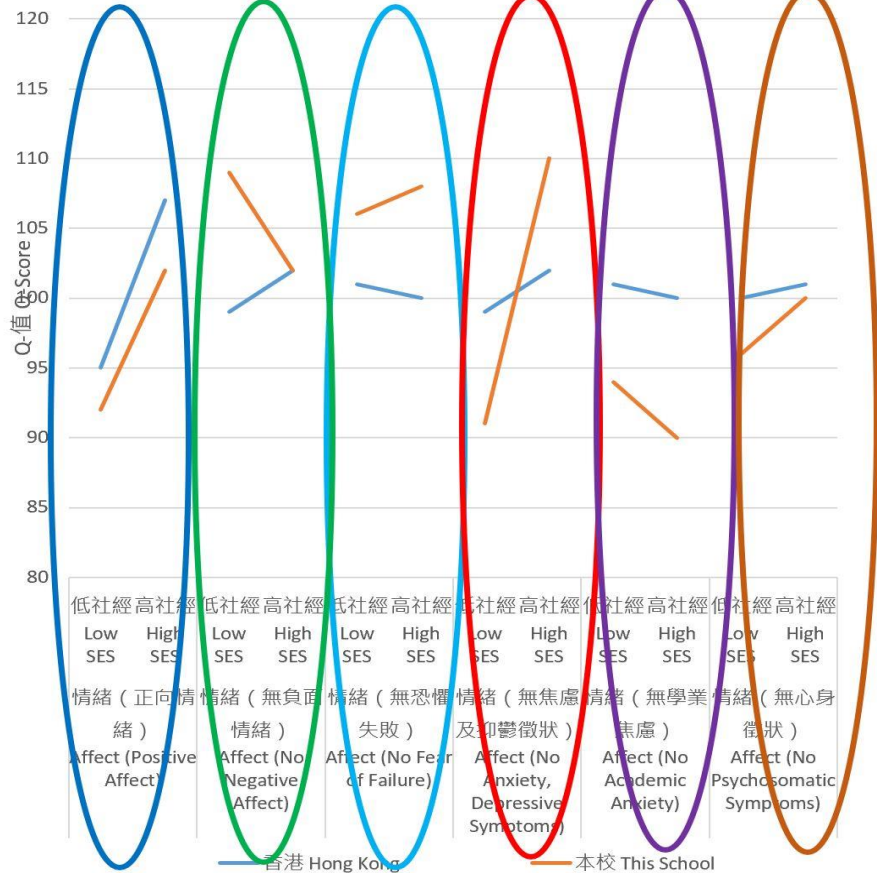
Compare Boys and Girls (Gender-Equity)

性別比較報告 Gender Comparison Report



Compare high/low SES students (Social-Equity)

社會經濟地位比較報告 SES Comparison Report



Follow up Actions (1) – School Self-evaluation

EDB (2022). School Report
Template. (Updated in Nov 2022)

https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/SR_template_en_2022.pdf

Achievements

- ◆ Summarise the progress and achievements of the Major Concern with reference to the set targets in the School Development Plan and the success criteria in the Annual School Plan. (The analysis of key evaluation information and data, for example, Stakeholder Survey findings, Key Performance Measures data and school data, may be included as evidence.)

Reflection

- ◆ Based on the evaluation findings, analyse the facilitating and hindering factors, and consolidate the experience and reflection derived from the process of planning, implementation and evaluation.

Feedback and Follow-up

- ◆ With reference to the above “Achievements” and “Reflection” of the Major Concern, suggest follow-up measures to further help students achieve the seven learning goals¹, so as to inform the planning of the next Annual School Plan / School Development Plan.

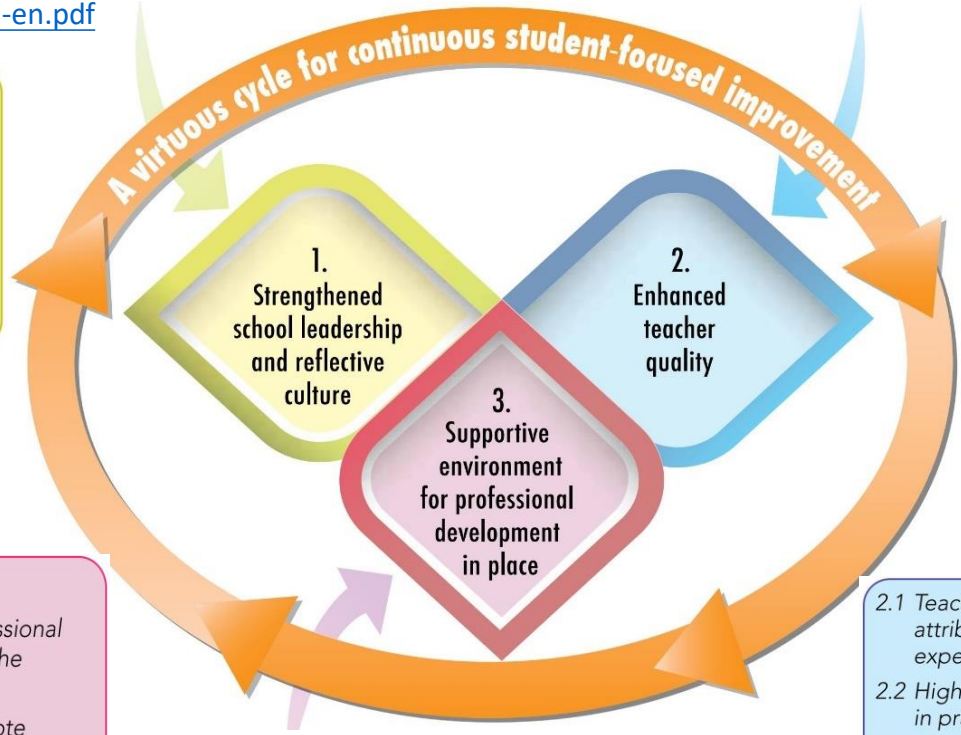
Follow up Actions (2) – Professional Development

Committee on Professional Development of Teachers and Principals Hong Kong (2015). COTAP Progress Report. https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/cotap_progress_report_2015-en.pdf

- 1.1 Schools are accountable, reflective and dynamic professional learning organisations
- 1.2 School leadership is enhanced to take forward school development
- 1.3 Reflective practice, self-improvement and effective CPD planning are realised at individual and organisational levels

- 3.1 More space for CPD is created
- 3.2 Increased opportunities and modes of professional learning are provided to meet the needs of the teaching profession
- 3.3 Professional expertise is maximised to promote excellence in teaching and leadership in and outside schools
- 3.4 Talent is attracted, retained and engaged

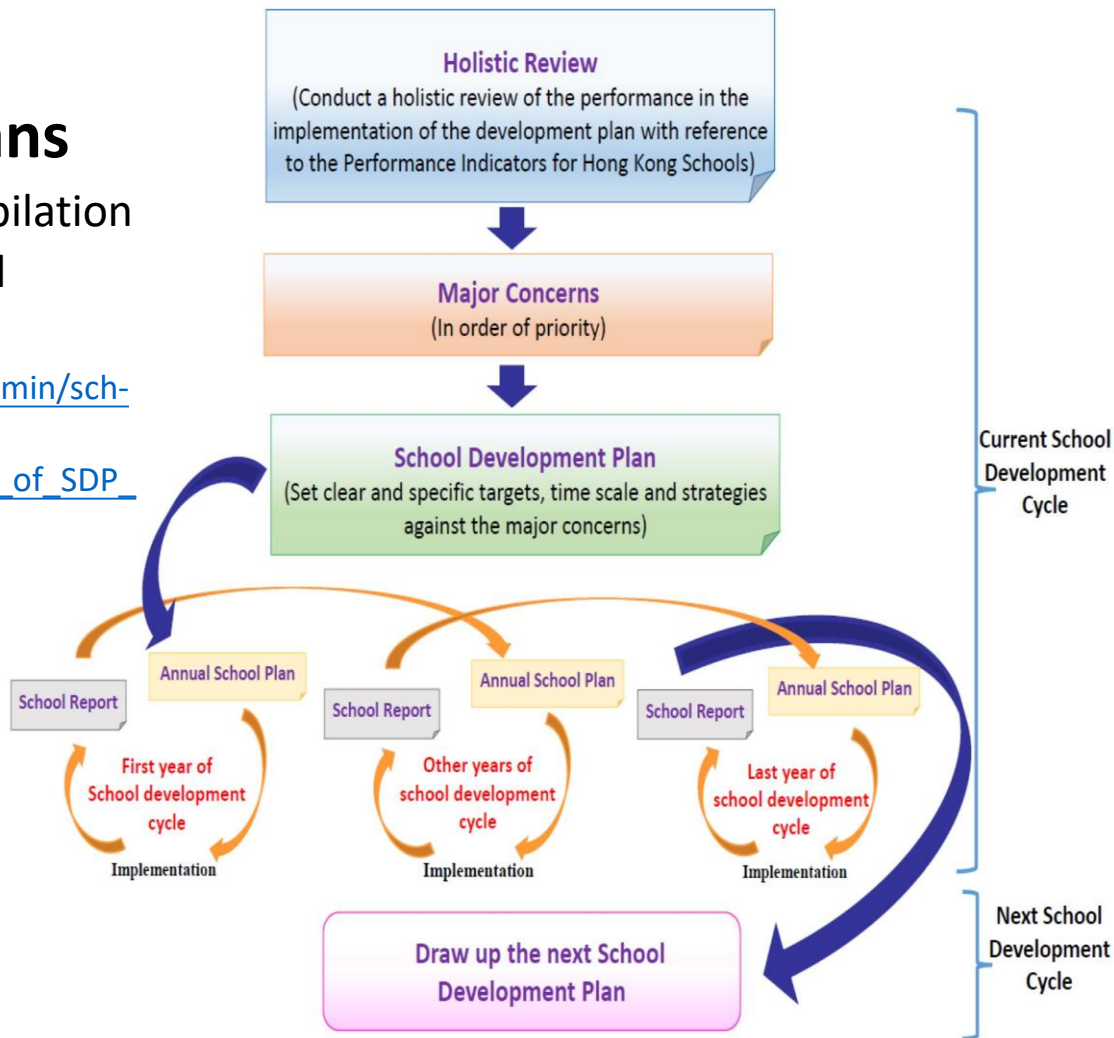
- 2.1 Teachers are equipped with the necessary attributes and capabilities that meet the expectations of schools and society
- 2.2 High importance is attached to practice in practice
- 2.3 The quality of professional development programmes is enhanced



Follow up Actions (3) – School Improvement Plans

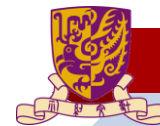
EDB (2022). Guidelines on the Compilation of School Development Plan/Annual School Plan/School Report

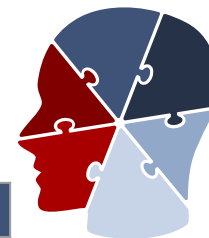
https://www.edb.gov.hk/attachment/en/sch-admin/sch-quality-assurance/sse/Guidelines_on_the_Compilation_of_SDP ASP_SR_en_2022.pdf





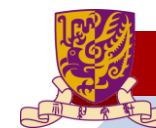
Case Studies





Summary Assessment (Excerpt)

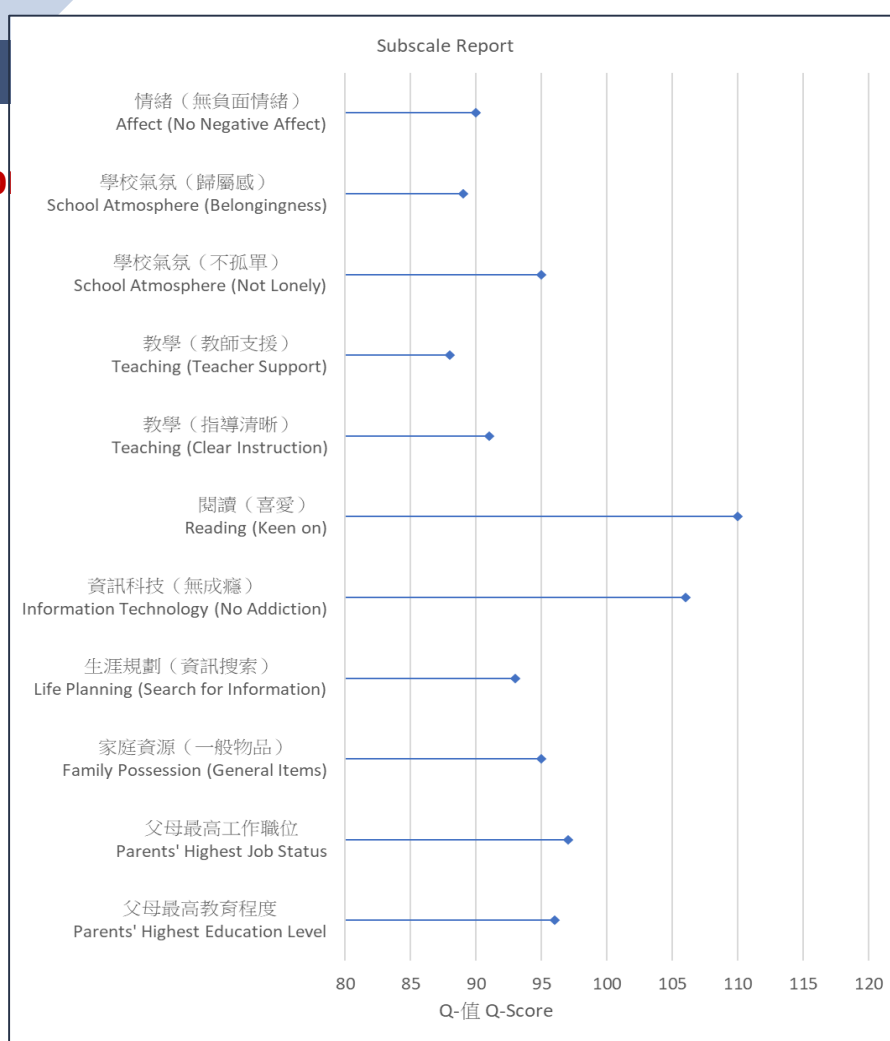
Subscales/academic performance	School A
Academic performance (PISA/TIMSS/HKDSE)	Outstanding
1.2 Affect (No Negative Affect)	Low
3.9 Self-concept (Chinese)	High
3.10 Self-concept (English)	
3.11 Self-concept (Mathematics)	
6.1 School Atmosphere (Not Lonely)	Low
6.2 School Atmosphere (Belongingness)	
7.7 Teaching (Clear Instruction)	Low
7.8 Teaching (Teacher Support)	
9.2 Reading (Keen on)	High
9.4 Reading (Time for Leisure Reading)	
10.3 Information Technology (No Addiction)	High
Supplementary	Good gender equity and SES equity



School A [Fictitious]

Example: Case 1

Q-scores comparison (incomplete)

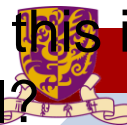


Discussion:

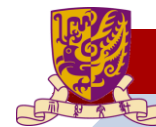
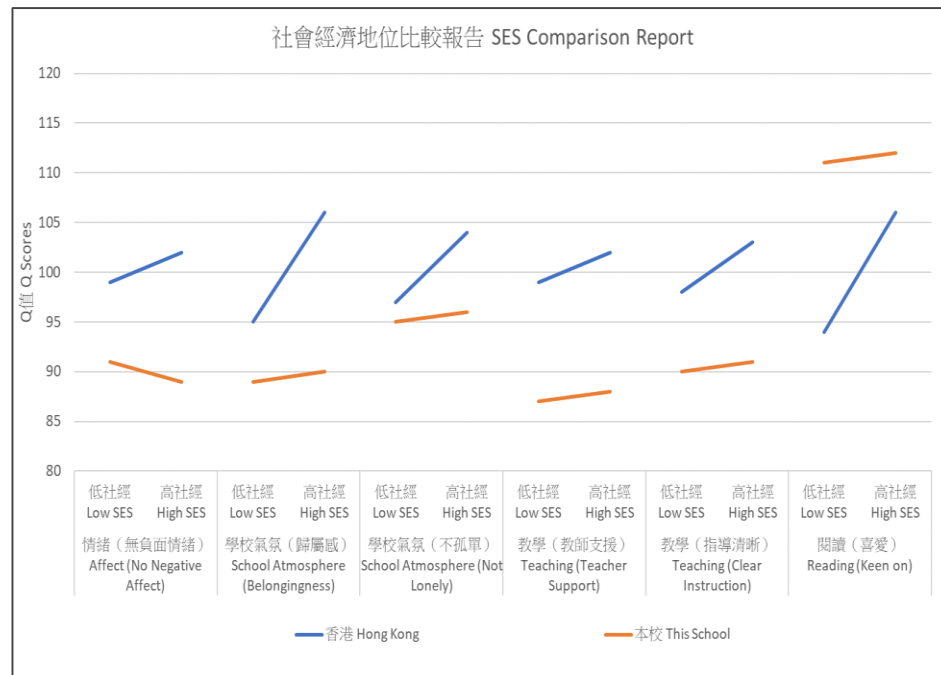
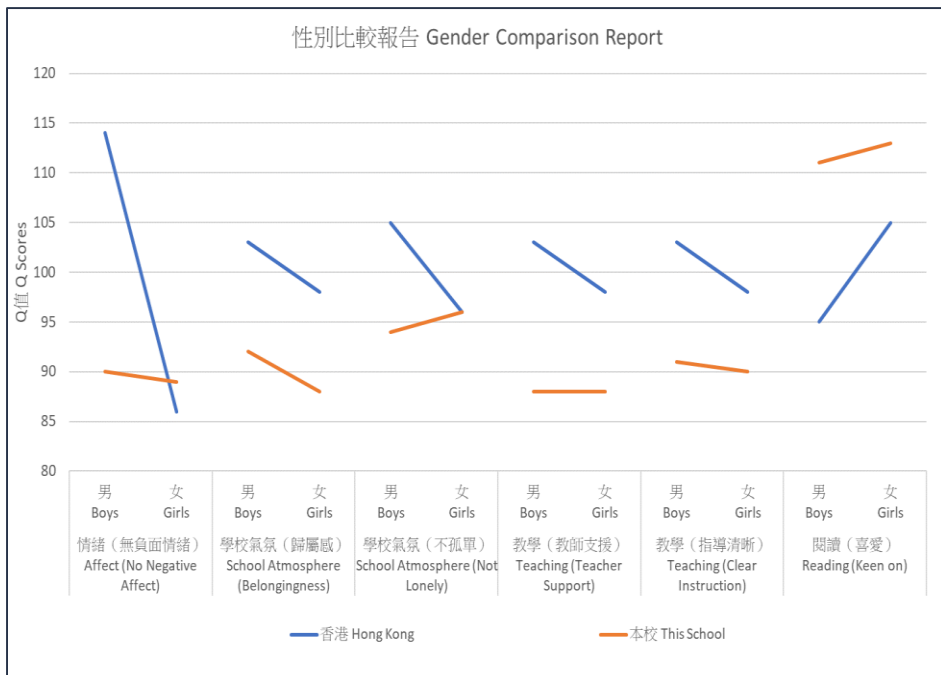
1) Describe the characteristic of this school

2) What follow-up data you would like to see (from the list of scales and subscales)?

3) What follow-up action you would like to take if this is your school?



Slopes: Gender / SES (incomplete)



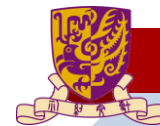
Case analysis

School background-related information:

- ✓ Outstanding academic performance
- ✓ Popular among parents

Results from the questionnaire:

- ❖ Self-concept: High
- ❖ SES: Average
- ❖ Reading (keen on): Good
- ❖ Information Technology (No Addiction): Not internet addicted
- ❖ Gender/SES slopes: Small



Case analysis

Surprising information addressed

- ❖ Affect (No Negative Affect) : Not happy
- ❖ School Atmosphere (Not Lonely): Lonely
- ❖ School Atmosphere (Belongingness) : Low
- ❖ Teaching (Clear Instruction) / (Teacher Support): Low

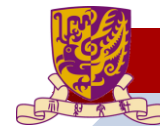
Conclusion:

Despite the good reputation in the community, teaching quality is low.

Case analysis

Suggestions:

- ❖ Take tuition Schools as references to improve teaching quality
- ❖ Evaluations of school management
- ❖ Improvement measures for the student-teacher relationship
- ❖ Examination in next round to assess the generalization of the problems
 - Other psychological health
 - Other learning/teaching issues
 - Homework/cocurricular activities
 - National /global perspectives





Summary Assessment (Excerpt)

Subscales/academic performance	School B
Academic performance (PISA/TIMSS/ HKDSE)	Average
1.2 Affect (No Negative Affect)	High
4.5 Critical Thinking	High
4.10 Leadership	High
5.5 Volunteering Work Frequency	High
6.1 School Atmosphere (Not Lonely)	High
6.2 School Atmosphere (Belongingness)	High
6.3 School Atmosphere (No Discipline Problems)	Low
7.7 Teaching (Clear Instruction)	Extremely high
7.8 Teaching (Teacher Support)	
12.1 Family Involvement (Learning in School)	High
Supplementary	Low gender equity (girls better), Good SES equity

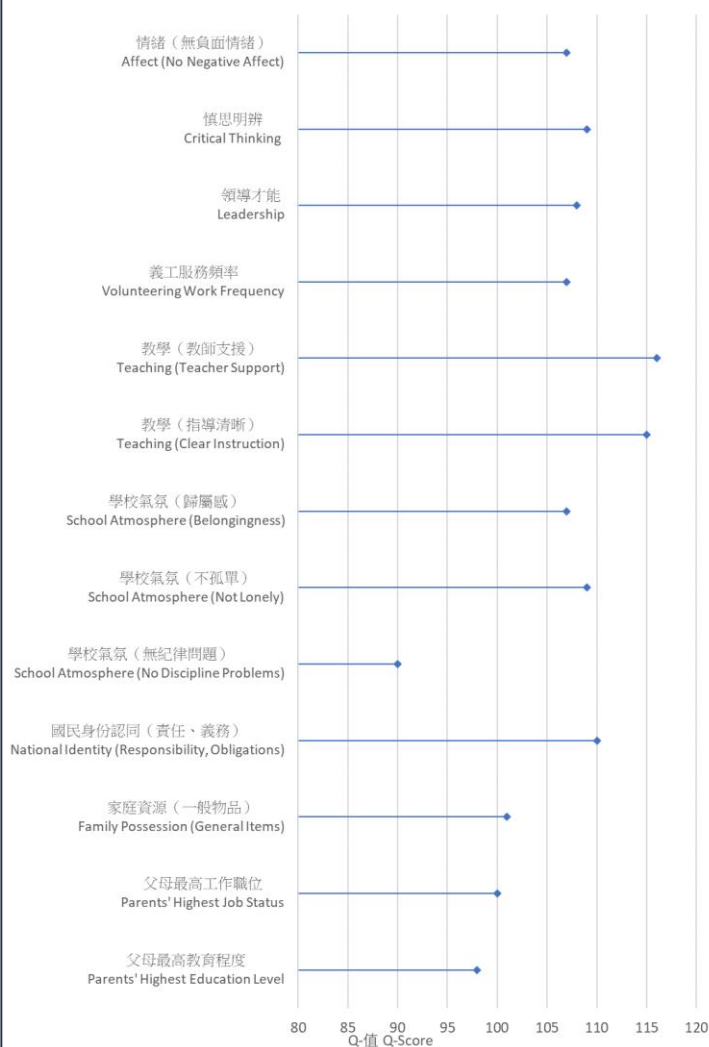


School B [Fictitious]

Example: Case 2

Q-scores comparison

(incomplete)

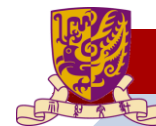


Discussion:

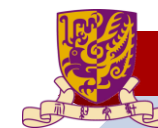
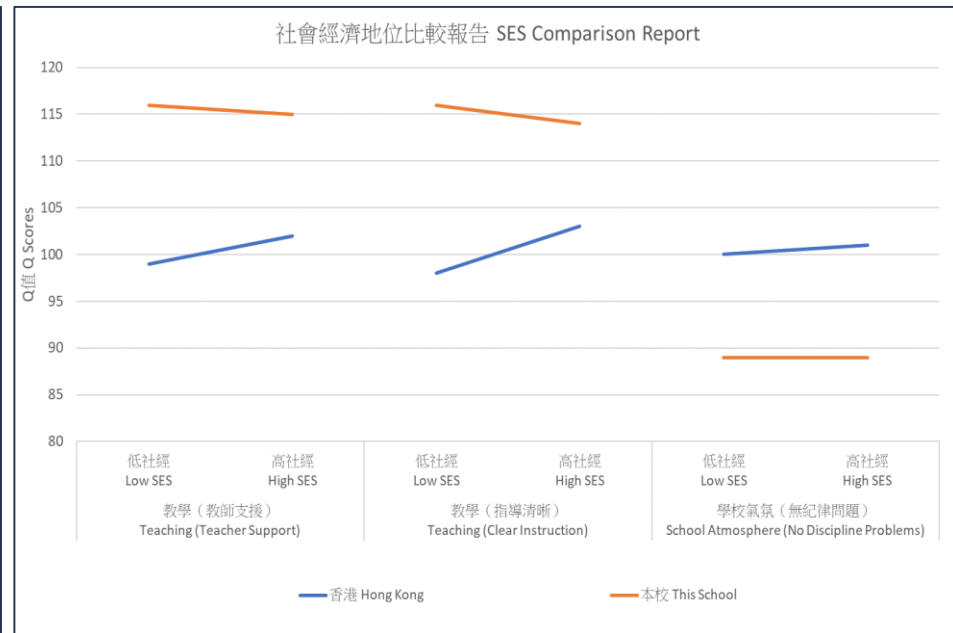
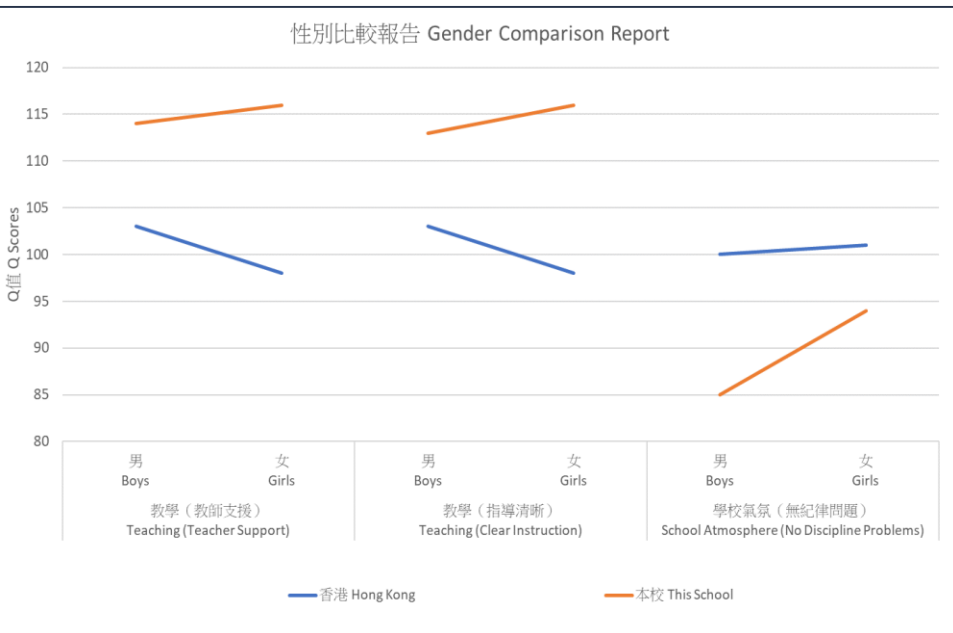
1) Describe the characteristic of this school

2) What follow-up data you would like to see (from the list of scales and subscales)?

3) What follow-up action you would like to take if this is your school?



Slopes: Gender / SES (incomplete)



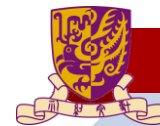
Case analysis

School background-related information:

- Average academic performance
- Average popularity in the region

Results from the questionnaire:

- ❖ Critical thinking / Leadership: High
- ❖ Volunteering Work Frequency: High
- ❖ Teaching (Clear Instruction) / (Teacher Support): High
- ❖ School Atmosphere (Not Lonely): Not Lonely
- ❖ School Atmosphere (Belongingness) : High



Case analysis

Surprising information addressed

- ❖ Average SES backgrounds achieve high performances at school
- ❖ Positive school culture turns into academic achievements
- ❖ School Atmosphere (No Discipline Problems): Low

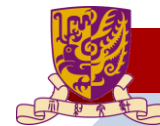
Conclusion:

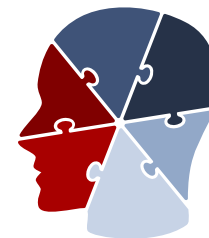
- ❖ Good culture enhances academic performances
- ❖ Teachers provide students with clear instructions and warm support
- ❖ Avoidance of disciplining resulted in loosened school discipline

Case analysis

Suggestions:

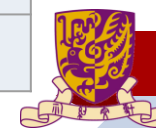
- ❖ Teachers should tighten up school regulations to effectively monitor students' misbehaviours
- ❖ Further assessing students' behaviour by using other subscales:
 - Honesty
 - Sense of morality
 - School atmosphere
 - Homework/co-curricular activities
 - Gender equity





Summary Assessment (Excerpt)

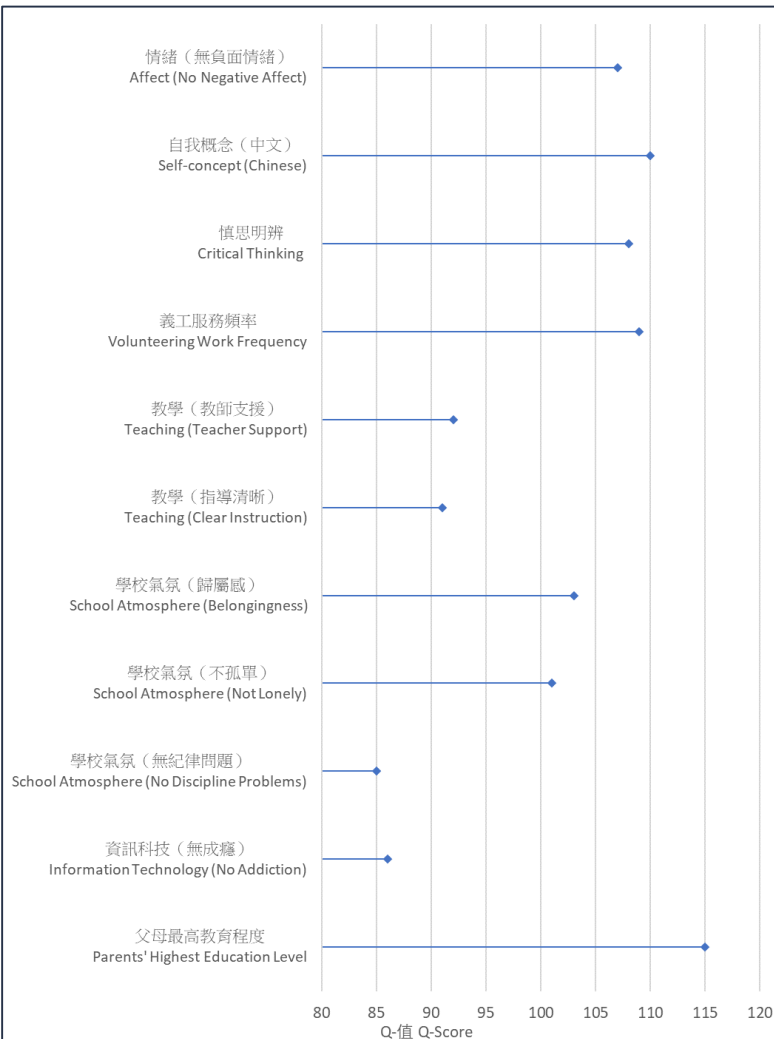
Subscales/academic performance	School C
Academic performance (PISA/TIMSS/ HKDSE)	Average
1.2 Affect (No Negative Affect)	High
3.9 Self-concept (Chinese)	High
3.10 Self-concept (English)	
3.11 Self-concept (Mathematics)	
4.5 Critical Thinking	High
4.10 Leadership	
5.5 Volunteering Work Frequency	High
6.1 School Atmosphere (Not Lonely)	Average
6.2 School Atmosphere (Belongingness)	
6.3 School Atmosphere (No Discipline Problems)	Extremely low
7.7 Teaching (Clear Instruction)	Low
7.8 Teaching (Teacher Support)	
10.3 Information Technology (No Addiction)	Very Low
Supplementary	Low gender equity (girls better) Low SES equity (high SES better)



School C [Fictitious]

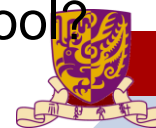
Example: Case 3

Q-scores comparison (incomplete)



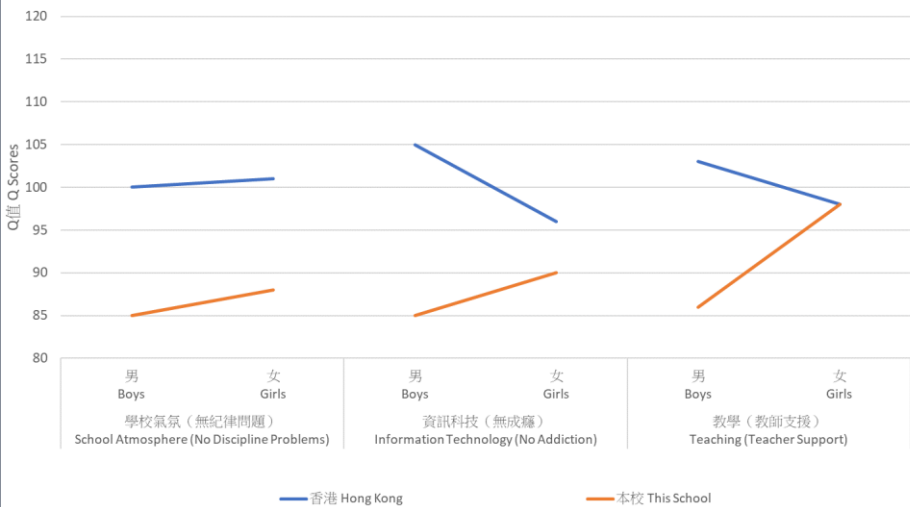
Discussion:

- 1) Describe the characteristic of this school
- 2) What follow-up data you would like to see (from the list of scales and subscales)?
- 3) What follow-up action you would like to take if this is your school?

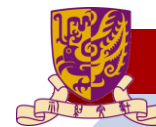


Slopes: Gender / SES (incomplete)

性別比較報告 Gender Comparison Report



社會經濟地位比較報告 SES Comparison Report



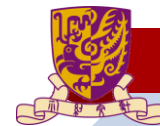
Case analysis

School background-related information:

- Students come from high SES background
- Average academic performance

Results from the questionnaire:

- ❖ Self-concept: High
- ❖ Affect (No Negative Affect): High
- ❖ Volunteering Work Frequency: High
- ❖ Critical thinking/ Leadership: High



Case analysis

Surprising information addressed

- ❖ School Atmosphere (Not Lonely) / (Belongingness): Average
- ❖ School Atmosphere (No Discipline Problems): Extremely low
- ❖ Information Technology (No Addiction) : Very low
- ❖ Teaching (Clear Instruction) / (Teacher Support): Low
- ❖ Gender/SES slope: large differences

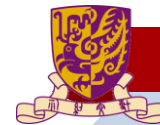
Conclusion:

- ❖ Good volunteering culture
- ❖ Able to cultivate students' abilities in critical thinking and leadership
- ❖ Too much freedom with inadequate teacher support and disciplinary guidance

Case analysis

Suggestions:

- ❖ Teacher quality: teacher training, supporting teams, effective evaluation meetings
- ❖ School atmosphere: promotion of school regulations, adjust disciplinary demands
- ❖ School atmosphere: class-based or school-based activities enhance school belongingness
- ❖ Learning: Challenging tasks
- ❖ Further assessing students' behaviour by using other subscales:
 - School Atmosphere (misbehaviour-related scales)
 - Student: Honesty/ Sense of Morality
 - School: Learning and Teaching
 - School: Homework, Co-curricular activities





Self-reflection

1. Why do schools need to conduct APASO?
2. How can school leaders and teachers make the best use of APASO III?
3. What can we learn from our discussion on the three case studies?

Thank you

Q & A

