Engaging students in assessing their own learning

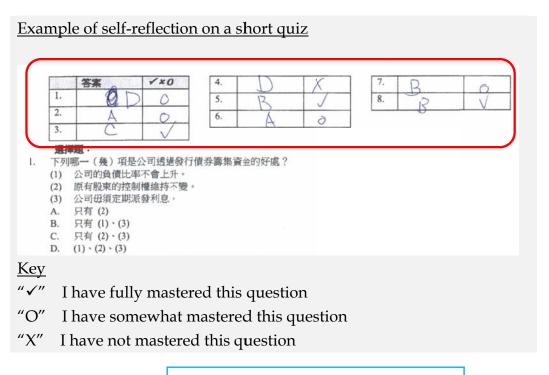
Teachers at Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School use Assessment as Learning to design pedagogical and assessment practices for their Secondary 4 Economics classes. These practices have the following characteristics.

- Providing clear targets and assessment activities to enhance self-directed learning and learning motivation
 - The teachers use software to create multimedia learning materials to enable students to understand the various learning targets shown in the following table before the start of the unit.

Learning Attainment Levels	Types of Learning Targets
Core Target: Level 3	 Knowledge: using definitions to make judgements Skills: drawing conclusions through analysing graphs Skills: using formulae to make deductions Skills: using formulae to calculate answers
Extension Target: Level 4	5. Analysis: selecting and applying concepts/theories to make deductions6. Analysis: selecting and applying concepts/theories to explain phenomena
Challenge Target: Level 5	7. Application: applying concepts/theories to answer new types of questions that have never appeared in daily classroom teaching or on previous examinations

- A short test, usually in the form of multiple-choice questions, is given to students after the completion of each sub-unit to assess what and how well the students have learned.
- Different from the subject's previous practice, the test paper contains a self-assessment part for students to evaluate the extent to which they have mastered the concepts, knowledge or skills assessed by the test. Extra time is given to students to complete this self-assessment.

- Upon receipt of their marked test papers, students can better understand how well they have mastered what they should have learned by comparing their actual scores obtained on the test and their scores obtained on self-assessment.



Example of self-reflection on a short quiz.

- Providing ongoing feedback on students' performance to enable them to master their learning process
 - The teacher prepares an overall progress report for students based on their performance in different assessment activities throughout their senior secondary studies to provide them with a better picture of what they have achieved and what their next learning targets should be.



Example of a student's overall progress report.

If you are interested in assessment, read also Examples 36, 38-42.