

# Assessment for Learning

- Internal Assessment (i.e. sample papers not available)
- PDP(s) on Public Assessment to be organised by HKEAA
- Duration 3 hrs
- 100% attendance (15 minutes tolerance)
- Coursework

# Part 1

## Roles of Assessment in BAFS Curriculum

BAFS

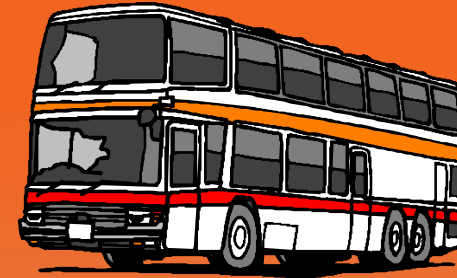
# Scenario



Mid-term exam



3 students were late by 1 hour



They reported that the bus they were taking had a flat tire on the highway



They asked the teacher to let them seat for the exam again a few days later



The teacher thought for a while and agreed

SAFE

# A Few Days Later

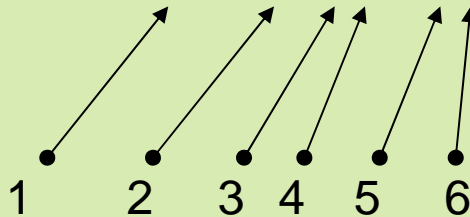
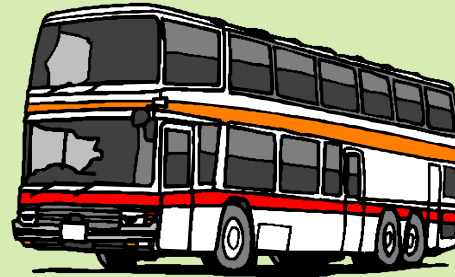


Student A



Student B

Question 1: (100%)



Refer to last week when you were late to the mid-term exam, please circle which wheel(s) [1 - 6] of your bus had the flat tire(s)?

Student C



BAE  
B

# Why do we need assessment?

BSAFS

# Why do we assess our students?



Quality Control



Reinforce Learning

## Administrative Needs



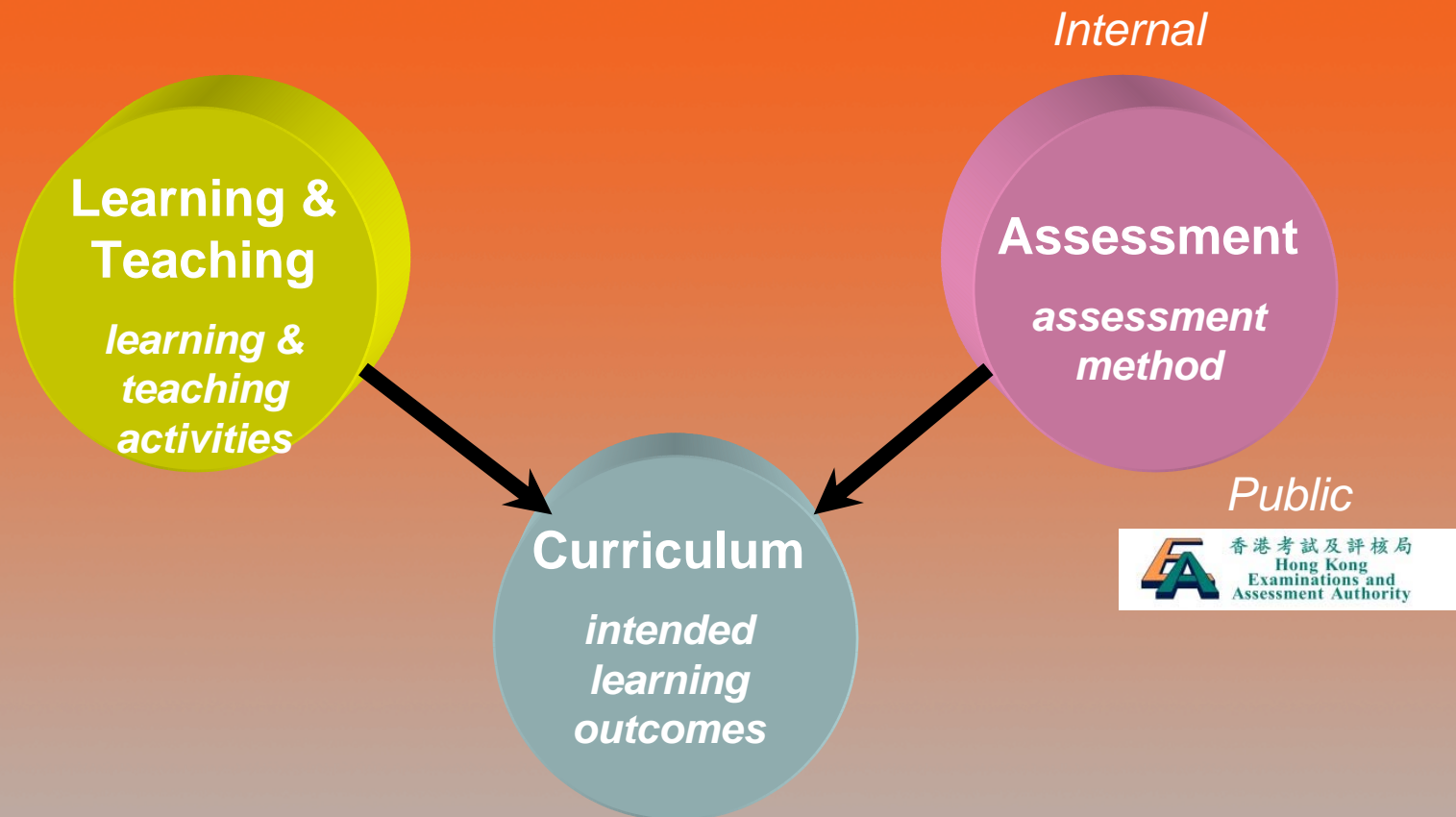
Hong Kong Institute of  
Certified Public Accountants  
香港會計師公會



**PISA 2006**



# Roles of Assessment in BAFS



# Assessment of Learning vs Assessment for Learning



Assessment  
of Learning

Assessment  
for Learning

Internal  
Assessment or  
Public  
Assessment ?



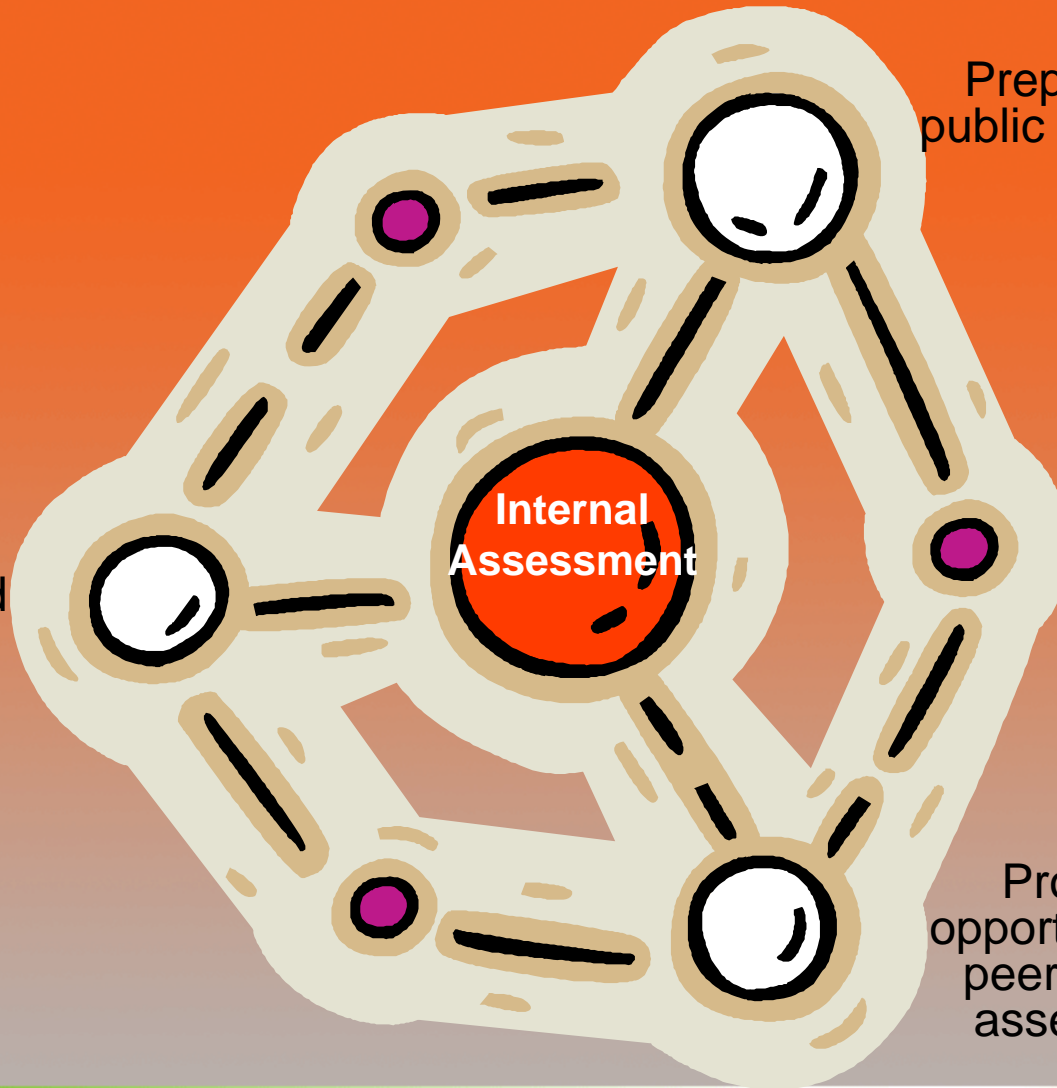
# Internal Assessment



BSA  
B

# To enhance learning through Internal Assessment

Assessing  
values and  
attitudes



Preparation for  
public assessment

Providing  
opportunities for  
peer and self  
assessment

BSA  
B

# Preparation for Public Assessment

Public Exam

Paper 1:  
Compulsory Part

Weighting (? %)

Duration (?)

24%, 32%,  
34% or 44%

1:15, 1:30, 1:45  
or 2:00 hrs

Public Exam

Paper 2:

Elective Part

Weighting (? %)

Duration (?)

51%, 55%,  
56% or  
63%

1:45, 2:00, 2:15  
or 2:30 hrs

SBA (? %)

10%, 15%,  
20% or  
30%



# Remember the amendment of HKCE Commerce Exam papers in 2004 ?

S  
E  
A  
B

# Areas need Improvements

S  
E  
A  
B

- Questions dealing with discussions
- Fail to demonstrate awareness of the background knowledge
- Uncertain about the questions and failed to apply their knowledge to the answers
- Unable to communicate factual knowledge clearly

# Assessing Values and Attitudes

## Public Assessment

Values & Attitudes



Knowledge & Understanding

Skills

## Internal Assessment

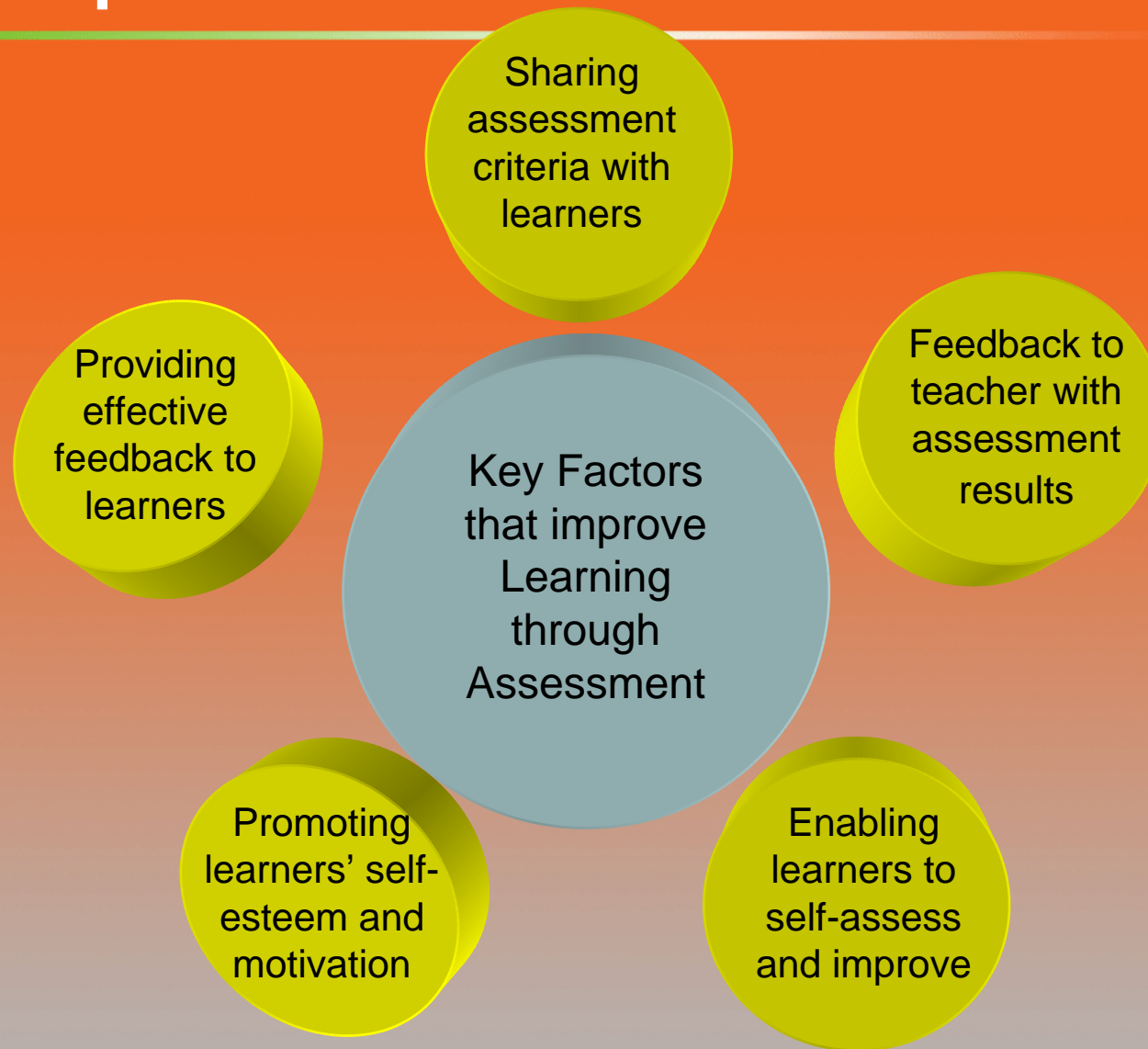
Knowledge & Understanding

Skills

Values & Attitudes



# Providing opportunities for peer and self-assessment



# Guiding Principles for BAFS Internal Assessment Strategies

Alignment with the learning objectives



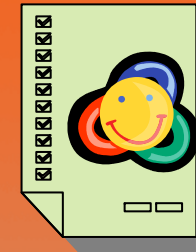
Catering for the range of student ability



Tracking progress over time



Timely and encouraging feedback



Making reference to the school's context



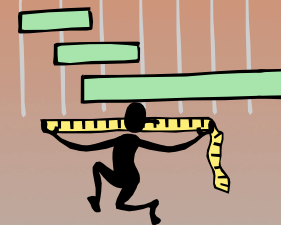
Making reference to current progress in student learning



Feedback from peers and from the students themselves



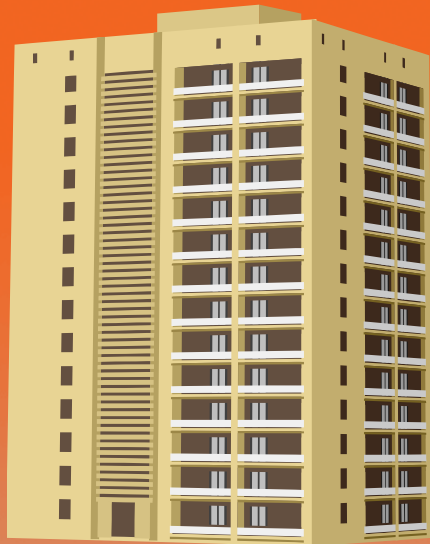
Appropriate use of assessment information to provide feedback





However, some of the suggested internal assessment tools require effective strategies to assess their open-ended outcomes ?

# Open-ended Solution



A person lives on 13<sup>th</sup> floor

He walks up one floor to get home



In the morning, he takes elevator from 13<sup>th</sup> floor to the ground

In the evening, he goes straight home after work

But he often gets out the elevator at 12<sup>th</sup> instead of 13<sup>th</sup> floor in the evening



SAFE

# Part 2

## Effective Internal Assessment to Enhance Student Learning

BSA

# Tools for Internal Assessment

Essays

Open book  
tests

Case studies

Group  
discussion



Fieldwork

Portfolio

Projects

Oral  
presentation

BSA  
BSA  
BSA

# End of Part 1

BSAFS