



評估素養 **Assessment Literacy**

QA Sections

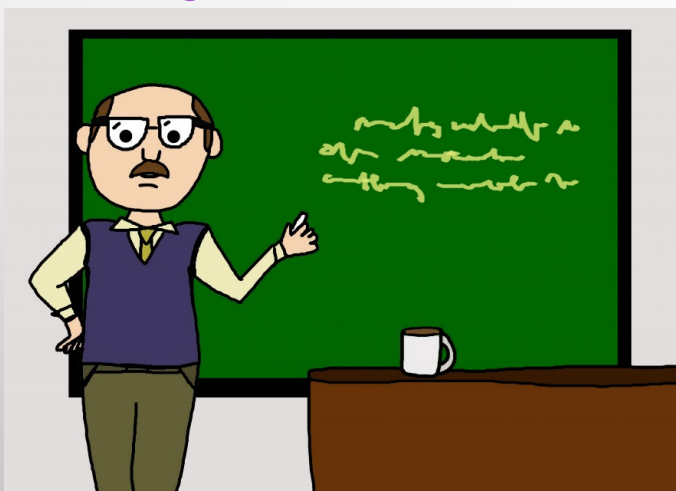
無論我如何努力嘗試，為什麼仍不能答對這類型的題目？

我已經出席學校所有的額外課堂和校外的補習班，但仍未能在測考中獲得合格的成績。我究竟在哪裡出錯了？

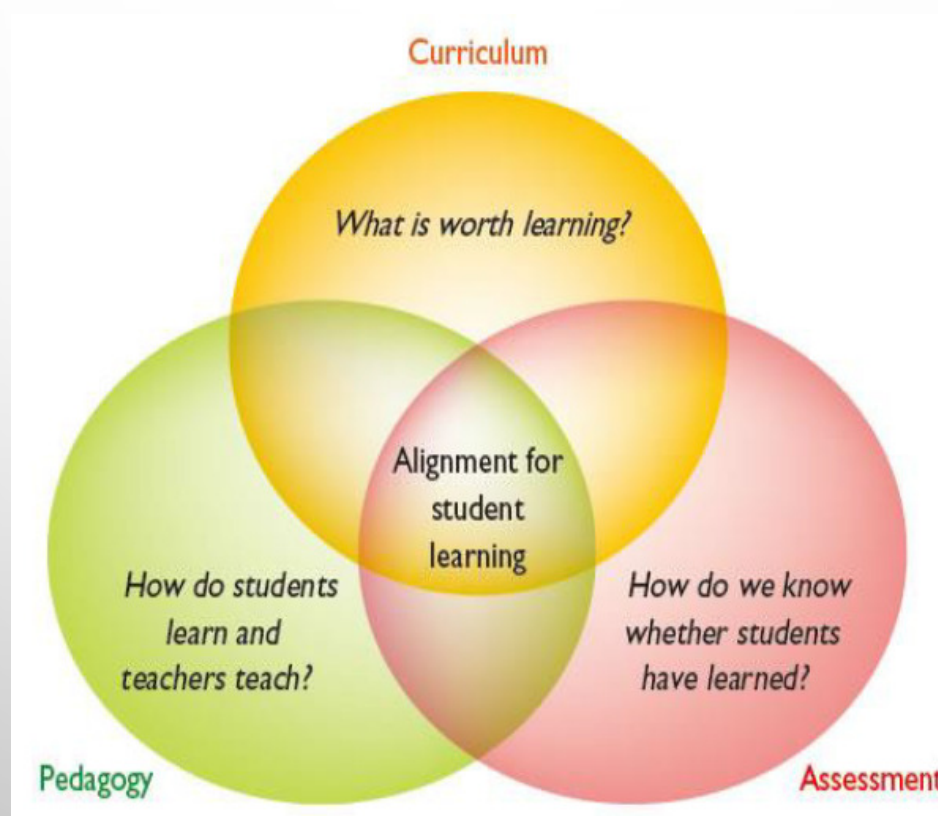


我已經多次教授這些概念，但學生仍然不能答對相關題目。

我已經多次教授這課題，因此我不想再花課時與學生重溫了。



Interlocking relationships between Curriculum, Pedagogy and Assessment



Formative and Summative Assessment

- Summative assessment involves the collection of evidence to demonstrate the outcomes of learning.
 - ✓ **Assessment of Learning** describes the level a **student has attained in learning**.
- Formative assessment serves two major purposes, namely Assessment for Learning and Assessment as Learning
 - ✓ **Assessment for Learning** integrates **assessment into learning and teaching**.
 - ✓ **Assessment as Learning** **engages students in reflecting on and monitoring their progress of learning** through **establishing their roles and responsibilities** in relation to their learning and assessment.

Assessment Literacy

It refers to the **knowledge and skills for designing or selecting appropriate assessment tasks** to achieve assessment purposes, and for **making optimal use of assessment data and information** to adjust teaching strategies for improving student learning.

Roles of Assessment

For students to:

- **understand the objectives** of their learning and their progression towards achieving these objectives;
- **understand their strengths and weaknesses** in learning and how they can **improve and self-regulate** their work so as to move to the next stage of learning; and
- **identify their own learning needs and ways to improve their learning strategies** so that they will eventually become self-directed learners.

Roles of Assessment

For teachers and schools to:

- **understand the strengths and weaknesses** of their students in learning;
- **provide quality feedback** to students on how to improve their learning;
- **evaluate the curriculum design and learning and teaching practices, and make appropriate adjustment** to enhance learning and teaching effectiveness; and
- **understand the needs and abilities of their students** in learning to better cater for diversity and to guide them towards self-directed learning.

Roles of Assessment

For parents to:

- **understand the strengths and weaknesses** of their children;
- **co-operate with schools** to improve the learning of their children; and
- **set reasonable expectations** on their children.

教育局通告第 18/2015號

- 家課的政策、質和量

- 家課的質比量更為重要。
- 家課應有明確的目標及預期的學習成果，形式與內容應切合學生的學習需要和能力，協助他們在現有的學習基礎上，延展和鞏固學習。
- 教師應運用其專業知識，因應學生的需要處理家課問題。
- 至於機械式操練、重複抄寫以及偏重強記的練習，則應避免。

教育局通告第 18/2015號

• 學習與評估

- 評估不應過份着重單以紙筆形式進行的測驗和相應操練，或偏重操練式的家課，窒礙了學生的學習興趣與動機。
- 學校只要把課程目標融入日常適當的學習活動中，瞭解學生的學習需要和難點，從而找出有效學習的方法，幫助學生打穩基礎及有所進步。
- 學校無須單為了應付TSA而改變教學及評估方法，也不應使用着重操練的補充練習及／或應試練習。