

**Reflect**

*In relation to the first feature of task-based assessment listed on the previous page, i.e. elicit performances that relate to specific learning targets and objectives, a teacher wanting to develop a task for assessment purposes must refer to key documents such as **CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 3) 2002** and **CDC Syllabus for English Language (Secondary 1 - 5) 1999**.*

*Match the following assessment tasks to the Dimension Targets for Key Stage 3 (see **CDC Syllabus for English Language (Secondary 1 - 5) 1999**, pp.161-164).*

*Task 1*

*Leave a message on the answering machine of an English friend saying that you cannot come to his / her party the following day.*

*Task 2*

*Write a 'Get Well' card to your NET who is sick.*

*Task 3*

*Your aunt in the U.S. has sent you some money for Chinese New Year. Write her an email thanking her for the money and telling her how you spent it.*

## **1.4 The place of assessment within the school-based curriculum**

The move towards school-based curriculum development in Hong Kong is an exciting one, because it gives greater responsibility (and therefore power) to teachers in areas of the curriculum that were closed to them in the past. Teachers now have to:

- identify and act on learner needs;
- select, modify and adapt goals and objectives;
- select, modify and adapt materials and other learning resources;
- implement their own teaching procedures; and
- develop their own assessment instruments and procedures.

**Reflect**

*In which areas of the curriculum would you like greater involvement? What skills do you have? What skills would you like to have?*

*Think about the area of assessment. What do you see as the major challenges of developing your own task-based assessment resources? What do you see as the advantages of doing so?*

Assessment has a number of important roles in any educational endeavour. A sometimes neglected role is that of improving learning outcomes. We believe that perhaps the greatest advantage of locating assessment practices within the locus of school-based curriculum development is the potential it has for bringing teaching and

assessment into greater harmony. This, in turn, will have a powerful influence on learning outcomes.

### 1.5 Purposes for assessment

There are a number of different reasons for assessing learners' performance. These range from providing information for learner placement purposes through to providing data for accountability purposes.

Brindley (1989; 2001) identifies six main purposes for assessment. These are:

- Certification: e.g. to provide learners with a record of their achievement
- Selection: e.g. to place learners in class
- Accountability: e.g. to provide information to funding authorities
- Diagnosis: e.g. to provide feedback on progress
- Instructional decision-making: e.g. to provide information on learners' strengths and weaknesses for course planning
- Motivation: e.g. to encourage learners to take responsibility for their own learning

#### **Reflect**

*With reference to your own teaching situation, rank order these reasons from most important (1) to least important (6).*

<b>Reasons for assessment</b>	<b>Ranking</b>
Place learners in classes	
Provide feedback on progress	
Provide information on learners' strengths and weaknesses for course planning	
Provide information to funding authorities for accountability purposes	
Encourage learners to take responsibility for their own learning	
Provide learners with a record of their achievement	

*If possible, compare your rankings with a number of other teachers. Do you agree on the most / least important reasons? Can you think of any others?*

The major purpose of this package is to promote the idea of assessment for learning, i.e. using assessment to provide useful feedback to learners and teachers to facilitate more effective learning outcomes.