



# Different interpretations, different uses: Assessment criteria and school-based assessment reform in HKCEE 2007

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## **Abstract:**

This presentation reports on a study of teachers' use of criteria in the HKCE English examination school-based assessment component in Hong Kong. Although criterion-referenced assessment has long been promoted as a more valid and reliable approach to the assessment of productive language skills within large-scale tests such as IELTS, TOEFL, and the Cambridge Suite, only recently has it been applied to the assessment of learners' language performances \*within\* educational contexts, that is, in school-based assessment.

In this study we have drawn on (a) qualitative and quantitative data in which teachers have evaluated the introduction of a criteria-based assessment of speaking in their own classrooms; (b) the first cycle of qualitative data from a longitudinal study of a small set of teachers in schools participating in this innovation; and (c) students' views of how the move to school-based and criteria-based assessment of their speaking proficiency has affected their language learning, their measured performance, and their educational opportunities. We discuss the data from the viewpoints of (a) whether and how teachers' beliefs about language and about language teaching and learning have been affected by the innovation; (b) whether and how teachers are using and taking ownership over the traits and scales of the innovation in their own classroom assessments; (c) the issues and problems of moving teachers from a traditional norm-referenced system controlled outside the classroom to a criteria/standards-based system with responsibility within the classroom; (d) the factors beyond the classroom that affect teachers' willingness and ability to alter their assessment practice.

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Room 205 Runme Shaw Building, Faculty of Education  
The University of Hong Kong, Pokfulam Road

Chair: Dr Fiona Hyland

**All are welcome! Enquiries: Cathy Cheung at 2241 5391, Email:  
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