

Assessment policy in Hong Kong: Implementation issues for new forms of assessment

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Large-scale curriculum reform initiated 2001 in Hong Kong has set the stage for change in the school curriculum as well as assessment. In the past, Hong Kong education was characterized by its elitist system with highly selective examinations at different levels of learning. The selective examination oriented policy had its influential impact on the schooling of Hong Kong where teaching and learning were inclined towards examinations. Since 1990, there have been changes in the assessment policy in the school curriculum with more emphasis on formative assessment, e.g. Target Oriented Curriculum. The new forms of assessment have therefore posed a different teaching and learning environment for the schools, teachers and students.

By looking at the previous experiences regarding implementation in the local context, this paper will analyze various aspects of implementation of assessment policies adopted by the schools in Hong Kong. Implications will also be drawn to address the possibilities of implementation for the current policy.