

**Integrating assessment of learning and assessment for learning in
Hong Kong public examinations: Rationales and realities of introducing school-
based assessment**

**Ping-Kwan Fok, Kerry John Kennedy, Kin-Sang Jacqueline Chan and Wai-Ming
Flora Yu**

The Hong Kong Institute of Education, Hong Kong SAR

Hong Kong is famous for its examination-dominated culture, which heavily relies on the public examinations. So ingrained has it become that the whole society is sensitive to any change in such an assessment mechanism. In recent years, the Hong Kong Examinations and Assessment Authority has used both external and school-based assessment as part of high stakes end of schooling assessment. Recent reforms have increased this reliance on school based assessment. The objectivity of external assessment is easily accepted by the society and the addition of school-based assessment components is often supported by tertiary institutions. Yet the practice of including school-based assessment results in addition to public examinations has been challenged by practitioners such as teachers in secondary schools as well as by the public.

This paper focuses on understanding the views of teachers concerning school based assessment since such views are likely to add pressure to its implementation. In particular it will examine why teachers and the public appear to have more faith in external assessment rather than the professional judgment of teachers.