

Practice and challenges of school-based formative assessment

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Formative assessment is regarded as a means to provide teachers and students with information about the strengths and weaknesses of student learning with the ultimate goal of making responsive changes in teaching and learning. In Hong Kong, formative assessment has recently been promoted in schools. Through analyzing a case study, this paper aims to explore: (1) the key strategies employed by the school in assessing and improving students' performance, (2) the effects of these strategies in student learning and (3) the challenges the teachers have encountered in practising formative assessment. The intention is to provide a living example for those teachers and policy makers who favour the use of formative assessment as the major approach to improving students' learning.