

About QSIP-CEAL

The Quality School Improvement Project: Tracking Students' Learning through Comprehensive Enhancement of Assessment Literacy (QSIP-CEAL) is a school-based professional support programme that endeavours to enhance English language teachers' assessment literacy and assist them in developing effective assessment practices in Key Stage 2 (upper primary level) and Key Stage 3 (junior secondary level).

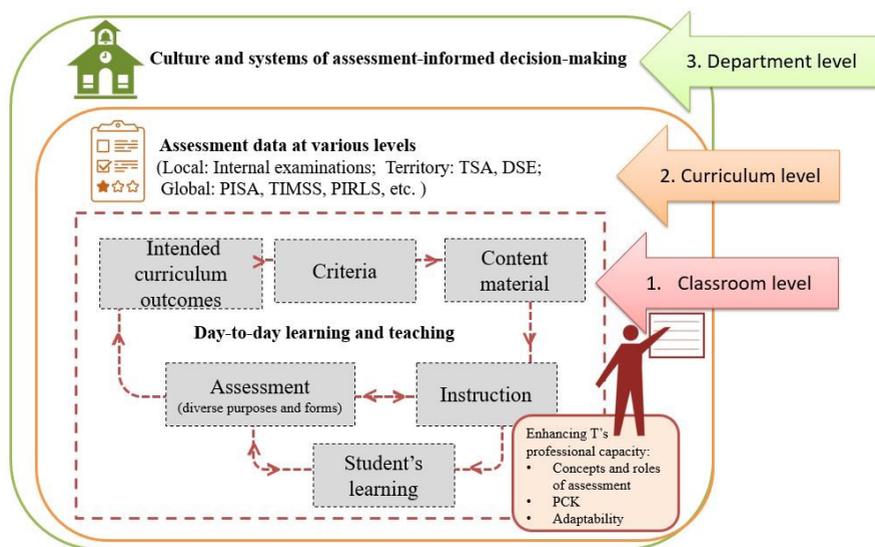
QSIP-CEAL is one of the initiatives implemented by the Quality School Improvement Project (QSIP), an organisation established by the Hong Kong Institute of Educational Research of the Chinese University of Hong Kong, which aims to build professional capacity for comprehensive school improvement. The project is a university-school support programme, which was commissioned by the School-Based Professional Support Section of the Education Bureau and financed by the Education Development Fund in September 2017. It has operated under the Quality Education Fund Thematic Networks-Tertiary Institutes (QTN-T) programme since September 2019.

Objectives of the Project

In the 2021/22 school year, QSIP-CEAL provided professional school-based support to three primary schools and three secondary schools with the following goals:

- equipping English teachers, along with the entire teaching staff of schools, with knowledge, skills and attitudes for building effective assessment practices to inform their instruction;
- strengthening the capacity of school leaders, curriculum leaders and instructional leaders to lead assessment-informed improvement activities;
- developing school-based practices of effective assessment in English language at both classroom and curriculum levels;
- empowering students to engage in self-assessment practices to monitor and regulate their own individual learning.

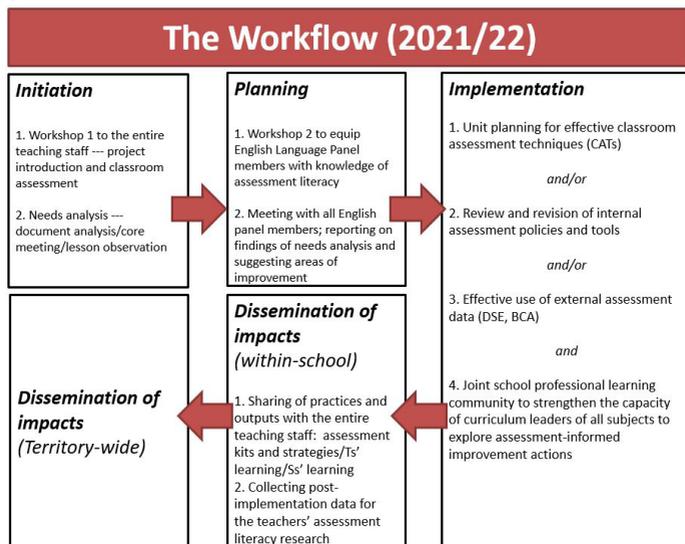
Adhering to the philosophy of comprehensive school improvement, the project led curriculum and instructional leaders through change. Tailor-made on-site professional support for assessment design and implementation was provided based on a needs analysis and progress review, delivering a multi-level focus on (1) the classroom level, (2) the curriculum level and (3) the department level.



Professional Training Activities

The professional support was delivered in various forms, which included (1) teacher development workshops, (2) seminar, (3) collaborative lesson planning meeting, (4) assessment design, (5) classroom teaching, (6) lesson observation and post-lesson discussion, (7) assessment data analysis, (8) joint-school professional learning community and (9) dissemination activities.

The Project Workflow



During the project, two designated school-based workshops – (1) Assessment Literacy for ALL Teachers and (2) Analysis of Assessment Tools: The What, Why and How for English Teachers – were conducted at individual schools to align teachers with the concepts and principles of effective assessment. The School Development Officers of QSIP-CEAL collaborated with English teachers to facilitate the development and implementation of curriculum, teaching and assessment strategies based on the school context and needs analysis. Moreover, to enhance opportunities for professional exchange, QSIP-CEAL established a joint school professional learning community for both current and former participating schools. Three networking activities were organised, featuring the role of curriculum leadership in enhancing assessment literacy. At the end of the school year, the participating schools took part in both internal and territory-wide dissemination activities to share the good practices and insights gained from the project with educators inside and outside the schools, respectively.

Participating Schools for 2021/22

Choi Wan St. Joseph's Primary School
 St. Antonius Primary School
 Tin Shui Wai Methodist Primary School
 Carmel Alison Lam Foundation Secondary School
 ELCHK Lutheran Secondary School
 Lok Sin Tong Leung Chik Wai Memorial School