School-Based Assessment: Policies and Practices in the Asia Pacific

“Tour de table”

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• Who am I?
  – Background expertise
    ▪ Got the PH.D degree from Beijing Normal University in 2009.
    ▪ Became the associate professor in 2011.
    ▪ Became a visiting scholar in Columbia University in New York from 2012-2013.
    ▪ My research interests are international organization and education development, Shanghai’s education and New York’s education.
– Current role and responsibilities

- I’m the vice director of Education Department now, in charge of the teaching of undergraduate.

- I do the research and teaching, and get in touch with some elementary schools in my daily life.
– Professional perspectives/experiences in regard to school-based assessment


- help some schools to make the plan of school development, such as Xianghong primary School.
– How long has your country implemented school-based assessment (SBA)? How is it defined?

- From New century because of the new curriculum reform.

- SBA means that from the school's own situation, school personnel (leadership, teachers, students) are the main body, external personnel (government, experts, parents) participate in a wide range, assess the single or comprehensive work of the school, and gradually form the mechanism of examination, reflection and improvement in order to promote the development of the students, teachers and school.
What is the rationale for SBA in your country?

- The focus of education management down
- Promote the enthusiasm and quality of the school
- Encourage the development of school characteristics
- Provide data for external assessment
- Strengthen the connection with parents and community
- Improve students’ learning quality and the development of personality and potential
China

– Is the concept of SBA reflected in education policy in your country? How so?

• We seldom see the concept directly in education policy, but it is reflected indirectly in education policy. Such as many education policies divided curriculum into three parts: nation, local, school-based and the concept of school-based curriculum is popular in China.

• Some scholars published some articles and monograph, such as the book “the method and examples of school-based assessment” by professor Hu Zhongfeng.
China

- How is SBA integrated into your country’s basic education system, to your current knowledge? Which levels (e.g. primary, lower secondary, upper secondary) and which subjects is it integrated into?

  ▪ SBA is not popular in our country because government and education administrative department implemented the assessment up to down. Some schools in developed areas carried out SBA well.

  ▪ Primary and lower secondary school was well done because upper secondary school faces the college entrance exam. There are exams and ranks in upper secondary school every month. Schools seldom focus specific subject, but concern the whole of school.
Green Index of Academic Quality of Primary and Middle School Students in Shanghai (2010)

- ① Students’ academic level index
- ② Students’ learning dynamics index
- ③ Students’ academic burden index
- ④ Relationship of teacher and student index
- ⑤ Teachers’ teaching style index
- ⑥ Principals' curriculum leadership index
- ⑦ Influence of students' social and economic background on their academic performance index
- ⑧ Moral behavior index
- ⑨ Physical and mental health index
- ⑩ Progress index
China

– What are some of the challenges that your country has faced or is facing in regard to SBA?

• School’s autonomy is limited and schools lack internal driving force.

• The understanding of the SBA is biased.

• Lack of perfect SBA system, including assessment mechanism, organization.

• The role of SBA is not clear and evaluators lack evaluation theory and technical guidance.

• The content of SBA is not reasonable. There are students and teacher assessment, but lack principal and school development assessment.

• Lack of supervision mechanism and the connection with parents and the community.
Thank you!