

**Contrasting Teacher's Espoused and Enacted Classroom Assessment:
Exploring Hong Kong Chinese Teachers' Conceptions of Assessment¹**

Sammy King Fai HUI

Gavin T. L. BROWN

The Hong Kong Institute of Education

Paper presented at The International Association for Educational Assessment (IAEA) 36th Annual Conference, "Assessment for the Future Generations", Bangkok, Thailand, August 22 – 27, 2010.

¹ We gratefully acknowledge that the work reported here has drawn on the data from the project: *Teachers' Conceptions and Practices of Assessment in Chinese Contexts*, which is funded by the Development Blueprint Budget of The Hong Kong Institute of Education.

**Contrasting Teacher's Espoused and Enacted Classroom Assessment:
Exploring Hong Kong Chinese Teachers' Conceptions of Assessment**

ABSTRACT

A new survey instrument on Teachers Conceptions of Assessment in Chinese contexts has been developed and validated with confirmatory factor analysis of responses from Hong Kong and South China primary and secondary school teachers. The factor model identifies four main conceptions (i.e., “irrelevant”, “accountability”, “improvement”, and “examination”) with the latter three being multifaceted. This paper reports an exploratory study designed to explain the purposes and uses for a self-selected sample of classroom assessment tasks of four primary school curriculum leaders in Hong Kong Chinese medium schools. A combination of methods – qualitative interviewing and self-scoring of their confidence to the use of these assessment tasks in achieving different conceptions – was used. Results indicated although “improvement” was often quoted as the reason to why the selected assessment tasks facilitate students’ learning, their thought of having the tasks to meet the functions of “accountability” and “examination” is still unyielding. The work reported here will contribute to gaining an understanding of the relationship between assessment policy and practice in the Chinese context and how Hong Kong’s “assessment for learning” policy is conveyed to the classrooms in such a context.

(185 words)

KEYWORDS: conceptions of assessment/ classroom assessment/ assessment for learning/ curriculum leaders/ Hong Kong teachers

INTRODUCTION

Recent assessment reform in Hong Kong suggests change in assessment policy and practice at school and classroom level to support students' learning. Teachers are recommended to use assessment, as simple as effective verbal questioning and observation of student behaviour, to provide immediate feedback to students and to enhance their learning in everyday classrooms. The idea is simple and straightforward that it's about assessment for learning, to make sure teachers conduct classroom assessment for the benefit of student learning. As stated in the official *Basic education curriculum guide*:

All schools should review their current assessment practices and put more emphasis on assessment for learning. The latter is a process in which teachers seek to identify and diagnose student learning problems, and provide quality feedback for students on how to improve their work. Different modes of assessment are to be used whenever appropriate for a more comprehensive understanding of student learning in various aspects. (Curriculum Development Council, 2002, Booklet 5, p. 1)

Teachers are recommended to focus on how students learn and to employ strategies to improve what they are learning and what they should be learning. In other words, success of this reform relies heavily on how teachers put forth the idea of assessment for learning and utilize it in their everyday classroom practice.

The idea of the assessment reform is unquestionable, however, recent studies in Hong Kong indicated that examinations remain an important part of assessment cultures and their influence needs to be taken into account when assessment reforms are discussed (Kennedy, 2007). For example, Yu *et al.* (2006) on the one hand suggested the effect of tests and examinations in directing teaching and learning has been weakened in Hong Kong, and on

the other hand highlighted the centrally administered territory-wide assessment system, Basic Competency Assessments (BCA) for example, have threatened many schools. Also, based on case studies of six local primary schools and a total of twenty-four interviews, Chan (2007) made the claim that Hong Kong teachers do not consider change in assessment policy and practice as equally important as they see the need to prepare students for high-stake examinations. Obviously, the link between assessment policy and practice, at least in the Hong Kong school context, is not as strong as government officials assume and thus demands close investigation and forms the focus of this study which is to contrast Hong Kong teachers' espoused and enacted classroom assessment. In more details, the research questions to be answered in this study are:

1. What classroom assessment practices are being thought by teachers as facilitating students' learning (i.e., assessment for learning) and why?
2. What purposes do classroom assessment practices serve and how do they facilitate students' learning?
3. What teachers' conceptions do classroom assessment practices correspond to and what is the relationship between "improvement" and other two conceptions of assessment (i.e., "accountability" and "examination") that identified in the Chinese Teachers Conceptions of Assessment (C-TCoA) questionnaire?

The work reported here contributes to gaining an understanding of the relationship between assessment policy and practice in the Chinese context and how the idea of assessment for learning is conveyed to classrooms in such a context.

CHINESE TEACHERS' CONCEPTIONS OF ASSESSMENT

The study of teachers' conceptions of assessment is illuminating in understanding the gap between assessment policy and practice. This is so because it informs the ground on which

teachers instruct their students and conduct classroom assessment (see for example, Tittle, 1994; d'Ydewalle, 2000; Brown, 2003). As Brown (2003) states, "all pedagogical acts, including teachers' perceptions and evaluations of student behaviour and performance (i.e., assessment), are affected by the conceptions teachers have about many educational artefacts, such as teaching, learning, assessment, curriculum, and teacher efficacy" (p. 303). With an attempt to extend the research scope to comprehend more the thinking of Chinese teachers, a new 31-item survey instrument has been developed by a group of researchers in The Hong Kong Institute of Education, including Dr. Gavin T. L. Brown, the original writer of the Teachers' Conceptions of Assessment (TCoA) questionnaire. This new Chinese Teachers Conceptions of Assessment (C-TCoA) questionnaire has also been validated with confirmatory factor analysis of responses from Hong Kong and South China primary and secondary school teachers. The factor model suggests Chinese teachers basically hold four main conceptions of assessment, which are "irrelevant", "accountability", "improvement", and "examination", with the latter three being multi-faceted (Hui *et al.*, 2010; Brown *et al.*, 2010). To elaborate, "irrelevant" means assessment serves no legitimate role within teaching and learning, and "accountability" means assessment holds teachers, schools, and systems accountable for achieving societal goals and expectations. "Improvement" means assessment is a means of improving the quality of both students' learning and teachers' instruction, and "examination" means assessment makes students to perform well in high-stakes examinations or tests.

The association between "accountability", "improvement", and "examination" is somewhat unique in the Chinese context, and the two studies which first attempted to explain the influence of the broader Chinese cultural norms have already confirmed this distinctiveness. For example, Li & Hui (2007) found, the 103 college lecturers in the Mainland China, being surveyed with the long version of the 50-item TCoA questionnaire, were holding a very

different perception from what we commonly agreed to as identifying students' strengths and weaknesses and facilitating their learning. They on the one hand concerned if they have done well the required task of training their students to excel in examinations, and on the other hand looked into the assessment results and evaluate if they have revealed what they intended to measure. Brown *et al.* (2009) surveyed nearly 300 Hong Kong primary and secondary school teachers and found these teachers do believe learning outcomes are improved by using assessments to make students accountable and by preparing them for examinations. These two studies highlighted examinations are part of the assessment culture and which have not only weaken the policy-practice link but also set barriers for the assessment reform agenda in Hong Kong. In other words, the intertwining feature of these conceptions of assessment needs to be re-examined within the context of putting assessment policy into practice (i.e., classroom assessment) in order to propose plans for improvement.

METHODS

Participants

Participants of this study were a cohort of four primary school curriculum leaders, three females and one male, of different local Chinese medium schools. They had been in the teaching profession for more or less 10 years. They were newly appointed curriculum leaders who enrolled in an initial training programme entitled "Training Programmes for Primary School Curriculum Leaders 2009/10" organized for them.² The selection criterion for these four participants was that they have been active in implementing different measures of assessment reform in their schools and have become leaders in the area.

² For the details of this training programme, please visit: http://www2.ied.edu.hk/ci/psmcd_0910.htm.

Procedures

Participants were accessed first by telephone, asking them to prepare three classroom assessment tasks which they thought as facilitating students' learning (i.e., assessment for learning). Participants were then being interviewed with reference to the major theme of what they see as meaningful classroom assessment practices and the conceptions that associated with them. This qualitative method of interviewing helps to capture viewpoints of a particular group of people. It facilitates participants to express their views and add inner perspectives to particular outward behaviour. The information collected thus gives researchers more room to make precise interpretations (Fontana and Frey, 1994; Mason, 2002). The precise interview questions asked by the researcher were: (i) why do they bring along these assessment tasks; (ii) how do they conduct the tasks in classroom and why do they think they are for student learning; (iii) what outcomes do they expect to obtain from the tasks; and (iv) in general, how do they understand "assessment for learning".

Interviews were conducted in participants' schools during May and June 2010. They were in the local Chinese dialect (Cantonese) and each interview lasted for about an hour. Each participant was given a code for anonymity: PtcptC, PtcptH, PtcptM (male), and PtcptY. All interviews were audio-tape recorded, transcribed, and translated into English as necessary. Written transcripts were analyzed through a process of identifying significant categories underlying their views (Bryman & Burgess, 1993; Miles & Huberman, 1994). In the following discussion, an interpretative summary, supported with illustrative quotes, will be provided. This intends to help readers to understand the way in which participants answered the questions and the meanings of the significant categories.

At the end of the interviews, participants were asked to indicate in a questionnaire, in a 5-point Likert scale, how confident they are with the assessment tasks in achieving each of the

three conceptions that identified in the C-TCOA questionnaire (i.e., “accountability”, “improvement”, and “examination”). The possible responses ranged from “no confidence” through “limited confidence”, “moderately confident”, “very confident” to “extremely confident”.

RESULTS AND DISCUSSION

All four curriculum leaders were supportive to bring with them classroom assessment tasks as requested. Both PtcptC and PtcptH could introduce three assessment tasks, while PtcptM and PtcptY were only manage to find two. Therefore, there are in total ten classroom assessment tasks collected. All four curriculum leaders believed that these tasks could demonstrate the proper use of assessment to support students' learning in their school, and they elaborated the purposes and uses for the tasks. To answer the research questions in this study, the following sub-sections will discuss more: (i) why the four curriculum leaders introduced these classroom assessment tasks in the interviews and how they understand the concept “assessment for learning”; (ii) what purposes these classroom assessment tasks serve and how they facilitate students' learning; and (iii) what teachers' conceptions these classroom assessment practices correspond to?

Why these Classroom Assessment Tasks?

The four curriculum leaders introduced these classroom assessment tasks in the interviews because they thought the tasks helped to: “identifying students' weaknesses” (PtcptC), “nurturing students' development and improve their learning” (PtcptH), “catering for individual differences” (PtcptM), and “arousing students' learning interest” (PtcptY). Thus, as if an assessment task focuses on how students learn and helps to improve accordingly, the four curriculum leaders thought it is “for learning”. This “for learning” belief matches well

with Black and Wiliam's (1998) simple definition of assessment for learning as "all those activities undertaken by teachers and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 7).

The view is further justified when the four curriculum leaders were asked to elaborate how they understand the concept "assessment for learning". For example, PtcptC stated, "we do observe how students learn in class and ask them questions, and this is also a kind of assessment because we provide them instant response and feedback [on their weaknesses]". PtcptH and PtcptM focused more precisely on assessing if students are learning well and they said, "in general, we teach students something and we want to make sure if they have learned and so we assess [...] that allows us to reflect if there are areas that we need to reinforce" and "teachers have to check on students' learning progress and so after every 3 to 4 lessons, we have to assess if students are learning well and if so, we could then speed up the teaching". PtcptY's responses was inspiring to the impact of assessment on teachers and she said, "assessment is not simply testing students, it aims to facilitate students' learning and reflect on our teaching [...] it must stimulate teachers to reflect on their teaching and to motivate them to change". Having a proper understanding of what assessment for learning means is important to realize the idea of the assessment reform and to utilize different assessment practices to support more students' learning in the classroom.

How these Classroom Assessment Tasks Facilitate Students' Learning?

There were altogether ten classroom assessment tasks that being discussed between the curriculum leaders and the researcher. They were of different formats and styles and being used for different subjects, including Chinese Language, English Language, Math, and General Studies. Some were regular tasks and some were just ad-hoc activities, but none of

them was summative in nature. Table 1 summarizes the descriptions of how these assessment tasks are being implemented in the classroom.

Classroom Assessment Tasks	Descriptions
PtcptC-T1: Quick Calculate (Math)	This Quick Calculate is for P.6 students. It includes three parts: individual calculation, team work and IQ questions. Individual calculation refers to independently finishing the fast calculation, while team work means several students solving the problems together and they will be awarded with prizes if they win the competition. IQ questions are a kind of homework which require students to finish at home. Every week, teachers will announce the results.
PtcptC-T2: Mini-Quiz (Math)	This Mini-Quiz is for P.6 students to independently finish in class. Students who get high scores are asked to help those with lower scores, and teachers will provide further guidance too. After several weeks, those “weak” students have to take another Mini-Quiz which is of similar content. The Quizzes are not formal exam and thus will not be graded.
PtcptC-T3: Peer- and Self- Assessment (General Studies)	This Peer- and Self-Assessment is for P.6 students. Students are divided into groups and everyone in the group has to do a PowerPoint. They are asked to assess each others' work and give suggestions of how to improve.
PtcptH-T1: Small Story Booklet (English Language)	This Small Story Booklet is for P.4 students. Teachers first tell students a simple story, and students are asked to use their imagination to draw pictures and colour them in the booklet. They are then asked to come out one by one to tell in class their own story. When going back home, students are further asked to tell their parents the story they have in the Booklet.
PtcptH-T2: Small Book (English Language)	This Small Book is for P.4 students. Students in groups are asked to make stories by using five learned preposition words of when a little mouse is hiding at home. They were asked too to draw pictures of the little mouse and write down the sentences (e.g., “The mouse is behind the cupboard.”). At last, each group has to assess if all sentences are correct and present the Small Book in class.
PtcptH-T3: Dream Town Activity (English Language)	This Dream Town Activity is for P.4 students. Students are paired up and given with many “paper buildings”. They are asked to think of and write down what the buildings are (e.g., “cinema”, “school”, etc.), and then work together to build up their own Dream Town. The pairs have to make sentences using “there is” or “there are” to describe their Dream Town (e.g., “There are two schools.”), and finally assess one another's work.

PtcptM-T1: Pre-Homework (Chinese Language)	This Pre-Homework is for P.5 students. Students are asked to first preview the textbook before class and then finish the pre-homework at home. The Pre-Homework will not be graded.
PtcptM-T2: Follow-up Homework (Math)	This Follow-up Homework is for P.4 students. Students are asked to do it after each teaching unit. There are two types of questions: basic and challenging questions. Students are required to finish all basic questions and take the motive to try the challenging questions.
PtcptY-T1: Self-Learn Report Book (Chinese Language)	This Self-Learn Report Book is for P.1 students. Each week, the school will give students a learning theme (e.g., food). Students will then have to collect relevant Chinese words on their own, and draw pictures and write down the words in the Report Book.
PtcptY-T2: Pre-Dictation (Chinese Language)	This Pre-Dictation is for P.1 non-Chinese students. Students are given a chance to do the Dictation before the actual one. However, the format is different that, for some difficult Chinese words, they are required to dictate half of the word.

Table 1.

Descriptions of how the assessment tasks are being implemented in the classroom

Although each of the assessment tasks served its distinctive purpose, a comparison of their use in the classroom generated four major purposes, which are exactly the same as the reasons to why they introduced them in the interviews, including: (i) identifying students' weaknesses; (ii) nurturing students' development and improve their learning; (iii) catering for individual differences; and (iv) arousing students' learning interest. It is evidenced from the interviews that any single assessment task could serve more than one purpose, however, they were presumed to serve a major function at their original design. Mini-Quiz (PtcptC-T2) and Pre-Homework (PtcptM-T1) aimed to find out what problems and weaknesses students have in their learning. Peer- and Self-Assessment (PtcptC-T3), Small Book (PtcptH-T2), Dream Town Activity (PtcptH-T3) and Self-Learn Report Book (PtcptY-T1) were strategies to help students to learn more effectively the subject and/or to develop useful generic skills (e.g., presentation and lifelong learning skills). Pre-Dictation (PtcptY-T2) was used to cater for students' diversity in learning. Quick Calculate (PtcptC-T1), Small Story Booklet (PtcptH-

T1), and Follow-up Homework (PtcptM-T2) were activities to arouse more students' learning interest of the subject.

In summary, from the interview data, it is obvious that there is link between what the curriculum leaders thought as the purpose of the assessment tasks and their use in the classroom to facilitating students' learning.

What Teachers' Conceptions these Classroom Assessment Practices Correspond to?

Results of the questionnaire indicated that the four curriculum leaders were having similar levels of confidence with their classroom assessment tasks as to "improving the quality of both students' learning and teachers' instruction (improvement)" as well as "holding teachers, schools, and systems accountable (accountability)" and "making students to perform well in high-stakes examinations or tests (examination)". This again shows the impact of "accountability" and "examination" is still prevailing for teachers to conduct classroom assessment tasks to improve students' learning. Table 2 summarizes the ratings of how confident they are with the classroom assessment tasks in achieving each of the three conceptions that identified in the C-TCoA questionnaire.

Comparing "improvement" and "accountability", it is surprising to find PtcptC thought of Quick Calculate as more for "accountability" than "improvement". Explanation could be found in the words of PtcptC that, "we discovered there are some basic knowledge, like in that of the P.4 and P.5, which P.6 students still could not comprehend [...] and so it's not acceptable". In other words, this would threaten the school and the teachers from holding proper accountability, and so to arouse students' interest to do the Math calculations and IQ questions, there was the function to make the school and the teachers more accountable.

Classroom Assessment Tasks	Chinese Teachers' Conceptions of Assessment (C-TCoA)		
	Accountability	Improvement	Examination
<i>Identifying Students' Weaknesses</i>			
PtcptC-T2: Mini-Quiz	4	4	4
PtcptM-T1: Pre-Homework	3	3	2 (↓)
<i>Nurturing Students' Development and Improve Their Learning</i>			
PtcptC-T3: Peer- and Self-Assessment	4	4	3 (↓)
PtcptH-T2: Small Book	4	4	3 (↓)
PtcptH-T3: Dream Town Activity	4	4	4
PtcptY-T1: Self-Learn Report Book	4	4	4
<i>Catering for Individual Differences</i>			
PtcptY-T2: Pre-Dictation	3	3	3
<i>Arousing Students' Learning Interest</i>			
PtcptC-T1: Quick Calculate	4 (↑)	3	3
PtcptH-T1: Small Story Booklet	4	4	3 (↓)
PtcptM-T2: Follow-up Homework	3	3	4 (↑)

Note: 1 = no confidence, 2 = limited confidence, 3 = moderately confident, 4 = very confident, 5 = extremely confident.

Table 2.

Ratings of how confident the curriculum leaders are with the classroom assessment tasks in achieving each of the three conceptions that identified in the C-TCoA questionnaire

Comparing “improvement” and “examination”, although four assessment tasks (Pre-Homework, Peer- and Self-Assessment, Small Book, and Small Story Booklet) were being considered a bit less for “examination” than “improvement”, the finding should not be viewed as promising. This is because, take Peer- and Self-Assessment as an example, the task aimed to help students to develop the generic skill of assessing others’ and their own work, and which carried no meaning or context for examination. Therefore, it is unexpected to find PtcptC was still moderately confident to its use as making students to perform well in high-stakes examinations or tests. In other words, if Peer- and Self-Assessment were to

prepare students for examinations, what the Assessment Reform Group (2002) recommended as “assessment for learning develops learners’ capacity for self-assessment so that they can become reflective and self-managing” would not be indefensible.

Also, it is surprising to find PtcptM thought of Follow-up Homework was more for “examination” than “improvement”. This means underlying the thought of arousing students’ interest to take the challenge to go for the difficult questions in homework, there was the function to preparing students for examinations. However, PtcptM’s further comments to the design of this Follow-up Homework revealed another story. He said, “in fact, there’s no point to follow-up after assessment, right? We are doing this because we want to follow the idea of assessment for learning, and I think having more of this kind of training would help students”. In other words, the conception of “improvement” is being understood under the broad conception of training and testing students to excel, and perhaps because “Chinese people have a tradition of changing their lives through examinations” (Dorgan, 2000, p. 15). PtcptY’s remarks to her understanding of “assessment for learning” also added knowledge to the case. She said, “if you ask me three years ago, I could not distinguish between what’s for learning and what’s of learning, because I thought assessment for learning simply meant good and somehow official assessment, with more careful design, but now I’m in the position of curriculum leader doing curriculum development, I have to focus more on students’ learning”. The concern of student learning is the basis for teachers to identify “assessment for learning” from “assessment of learning”, and grasping that “for learning” requires indeed a paradigm shift from the old belief of teaching as transfer and drilling. In other words, the paradigm shift is somewhat determining if “improvement” and “assessment for learning” could get rid of the influence of “examination” and/or “accountability” to shape the focus of assessment practices.

In summary, from the questionnaire data, it is obvious that there is a high degree of correspondence of the classroom assessment tasks in inferring what curriculum leaders' thought as "improvement" and their functions of "accountability" and "examination". Possible explanation to this association is found in the interview data suggesting the formation of the idea of "assessment of learning" is influenced by both the broad belief of "examinations determine" and whether teachers could induce a paradigm shift of their attention of assessment to students' learning.

CONCLUSION

To conclude, this study investigated in-depth the classroom assessment tasks which a cohort of curriculum leaders thought as facilitating students' learning. Results of the interviews indicated these curriculum leaders understood "assessment for learning" as practices which help to identifying students' weaknesses, nurturing students' development and improve their learning, catering for individual differences, and arousing students' learning interest. Such an understanding is consistent with what the literature suggested and also links closely to their use of the assessment practices in the classroom. Thus, this informs higher opportunities to realize the idea of the assessment reform to support more students' learning. However, questionnaire data indicated the curriculum leaders thought of the assessment tasks as corresponding not only to the conception of "improvement" but also "accountability" and "examination". The impact of the latter two conceptions is still prevailing and thus might set limits to putting the "assessment for learning" policy into practice. Further informed by the interview data, the intertwining feature of these three conceptions is deep-rooted in the broader cultural belief toward examinations and the long-established practice of teaching as transfer and drilling.

As a remark, it is evidenced that schools in Hong Kong have been putting a great deal of efforts in making possible a change in assessment practices at the classroom level. The results are noteworthy; however, it is still far from success if the impact of examinations is still prevailing and intertwines with teachers' belief of conducting assessment tasks to support and promote students' learning. As a recommendation, almost ten years of introducing the reform, apart from reinforcing the slogan of "assessment for learning", academics and government officials should concentrate on helping teachers to "demystify" the deep-rooted cultural belief toward examinations and at the same time engaging them more in practices that help a paradigm shift from teaching to student learning.

REFERENCES

- Assessment Reform Group (2002). *Assessment for learning: 10 principles*. Assessment Reform Group.
- Black, P., & D. Wiliam (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-68.
- Brown, G.T.L. (2003, November). *Teachers' instructional conceptions: Assessment's relationship to learning, teaching, curriculum, and teacher efficacy*. Paper presented at the Joint Conference of the Australian and New Zealand Associations for Research in Education (AARE/NZARE), University of Auckland, Auckland.
- Brown, G.T.L. (2004). Teachers' conceptions of assessment: Implications for policy and professional development. *Assessment in Education: Principles, Policy and Practice*, 11(3), 301-318.
- Brown, G.T.L., Hui, S.K.F., & Yu, W.M. (2010, July). *Teachers' conceptions of assessment: Developing a model for teachers in Hong Kong*. Paper presented at The 7th Conference of the International Test Commission, "Challenges and Opportunities in Testing and Assessment in a Globalized Economy", The Chinese University of Hong Kong, Hong Kong.
- Brown, G.T.L., Kennedy, K.J., Fok, P.K., Chan, J.K.S., & Yu, W.M. (2009). Assessment for student improvement: Understanding Hong Kong teachers' conceptions and practices of assessment. *Assessment in Education: Principles, Policy and Practice*, 16(3), 347-363.
- Bryman, A., & Burgess, R. (1993). *Analyzing qualitative data*. London: Routledge.

- Chan, J.K.S. (2007, May). *We have various forms of assessments but only summative assessments count: Case studies of the implementation of an innovative assessment policy in Hong Kong*. Paper presented at the “Redesigning Pedagogy: Culture, Knowledge & Understanding Conference 2007”, National Institute of Education, Singapore.
- Curriculum Development Council (2002). *Basic education curriculum guide: Building on strengths (primary 1 – secondary 3)*. Hong Kong: Curriculum Development Council.
- d’Ydewalle, G. (2000). Sensation/Perception, information processing, attention. In K. Pawlik & M.R. Rosenzweig (Eds.), *International handbook of psychology* (pp. 79-99). London: Sage.
- Dorgan, M. (2000, July 9). In China, examinations determine fate. *Chicago Tribune*, Section 1, p. 15.
- Fontana, A., & Frey, J.H. (1994). Interviewing: The art of science. In N.K. Denzin, & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 361-376). Thousand Oaks, CA: Sage.
- Hui, S.K.F., Yu, W.M., & Brown, G.T.L. (2010, January). *Teachers' conceptions of assessment: Developing a model for teachers in Hong Kong*. Paper presented at Comparative Education Society of Hong Kong (CESHK) Annual Conference 2010, “Globalization within Regionalization: Identity, Understanding and Interactions”, South China Normal University, Guangzhou, People Republic of China.
- Kennedy, K.J. (2007, May). *Barriers to innovative school practice: A socio-cultural framework for understanding assessment practices in Asia*. Paper presented at the

“Redesigning Pedagogy: Culture, Knowledge & Understanding Conference 2007”,
National Institute of Education, Singapore.

Li, W.S., & Hui, S.K.F. (2007). Conceptions of assessment of Mainland China college lecturers: A technical paper analyzing the Chinese version of COA-III. *The Asia-Pacific Education Researcher*, 16(2), 185-198.

Mason, J. (2002). *Qualitative researching*. Thousand Oaks, CA: Sage.

Miles, M.B., & Huberman, M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Tittle, C.K. (1994). Toward an educational psychology of assessment for teaching and learning: Theories, contexts, and validation arguments. *Educational Psychologist*, 29, 149-162.

Yu, W.M., Kennedy, K.J., Fok, P.K., & Chan, K.S. (2006, May). *Assessment reform in basic education in Hong Kong: The emergence of assessment for learning*. Paper presented at the 32nd Annual Conference of the International Association for Educational Assessment (IAEA), “Assessment in an Era of Rapid Change: Innovations and Best Practices”, Singapore.