



## 2 Reach out your hand, not to point out the fault, but to offer support.

Escola Tamagnini Barbosa's Sharing of the Practice of the Reformed Quality Assessment

Under the pressure of preparing students for school examinations, meeting the different capacity of the pupils and their low learning motives, as well as the tight teaching schedule, etc. many teachers could still find no way to solve their long term professional perplexity all these years. Being the headteacher of a school, should I evade and not delve hard into the situation to search for a way to help it out? After a period of investigation and reflection a wonderful chance came. At the beginning of the Jubilee Year of 2000, Escola Tamagnini Barbosa was enlisted to be the first participant in "Research on Assessment System for Multi-talent learning in School". Thus Multi-Talent Theory" has become the guideline for teaching and learning as well as knitting together this aim of education and its future development into our teaching practice.

Respecting the difference of each individual student is a feature of our school culture and is also one of the four main Multi-talent Education Theories. This greatly enlightens the Assessment Process of the students' performance. First of all, Multi-talent Theory holds the view of: every individual person does possess eight types of potentials, they are the different modes, levels and combinations of language usage, logic of teaching, behavioural space, body language, musical rhythm, interpersonal relationship, self reflection and nature observation. Because of all these differences everybody is gifted with various specialities. Therefore we may come to understand that, in schools, there should not be the existence of intelligent, ignorant or "poor" students. Every student is unique, owning his/her own talents and we should treat every student with enthusiasm and eagerness, being willing to appraise, observe and accept his/her performances while trying our best to seek, discover and support his/her innate spark so as to stimulate it to glow into its fullness. Secondly, Multi-talent also stresses that the essence of talent may most probably mean the individual ability of problem solving and the



power of creativity to meet the requirements of the society. All these capabilities surpass the focus of traditional teaching and assessment. Thus, we can see that as teachers, besides caring for the students' academic performances, we have to lay much concern on their holistic development, putting much weight to nourish their manifestation and creativeness. For this reason, incorporating the life experience into the practical social situation of the students, we try to take up Multi-Assessment to allow them to have the chance to manifest their ability of analyzing and solving problems. Furthermore, Multi-talent Theory points out that every individual person possesses some superior talents and inferior points. While performing the superiority the weak talents are converted to give place for the development of the strong sagacity. At this, we practise the education of appreciation trusting every student is an able person. We are ready to enlighten his/her superiority offering positive support and encouragement to establish self-esteem and confidence. At the same time, we try to set up relevant individual teaching plans to suit the different innate abilities and to guide them along their path. Finally Multi-talent Theory insists every student has his/her own target, desire, method and pace of learning. Through observing a student' classroom and outdoor activities, through their manifestation of "knowledge, affection and good will", motivation and attitude of learning, as well as expectation, we give acknowledgement and support. We try our best to offer concern and care for the intellectual and sentimental needs to establish Multi-educational activities to help the student to exert his/her best.

Being inspired by the Multi-talent Theory, for three years we have been adopting the Harvard Project Zero's Arts Propel" as the referential guide and adjusting it to our actual situation as an experiment to assess the performances of our students. We had designed two evaluation models "Self-elevation Project" and "Excellent Student Passport" to offer our positive view on the students' full exertion within the space of the eight types of talents. [Continuing on P.8](#)







The "Self-elevation Project" holds the theory of respecting the differences of every student while motivating his/her initiative to stimulate him/her to crave for advancement. To carry out the project, we set a few principles for assessing the academic performances:

1. The principle of distinctiveness: Respecting the individual distinctiveness is one of the four educational principles of the Multi-talent Theory. At this, to assess the students' academic performances, we have to take into account the different aspects of talents and their speciality, so as to adopt different modes and requirements to help the students to manifest their superiority, to experience accomplishment. As for the covered talents, the students may consult with the teacher to arrange a plan to tackle the problem and to lessen the learning difficulties in an adjusted teaching process so as to work mutually for a common goal.
2. The principle of synthesis: The aim of assessing a student is to see if he/she has acquired the knowledge, has the ability to put it into practice and has the power to quench the multi-talent needs of the society with the innate qualities after being enlightened. Thus, when we evaluate the learning capacity of the students, we have to consider the acquirement, the substantiality and the applicability of the subject, while combining with the different situations of life to assist them to utilize their superiority to solve problems and to nourish their creativity to stimulate the improvement of the hidden talents.
3. The principle of holistic performance: The main policy of the assessment of our school is based on a process of continuous assessment. The Multi-talent Theory also puts great attention on the students' performances during the procedure of learning. Therefore we insist to give equal importance to the daily exertion, tests, examinations, oral as well as written work, including project experiments and question answering. We take into account the holistic performances and record every act of improvement for award, to diminish the students' fear and rejection of being appraised. This helps to brighten up their different radiance and allows them to experience their own success so as to manifest and develop their adaptability.
4. The principle of encouragement: Multi-talent assessment is the policy of "Search for the superiority, look for the speciality" and grading it accordingly. It offers to the students chances to manifest their creativity so that they can exert and develop their various potentials to eliminate the inferior feeling of "always being the least". It also awards the students who can perform successfully their self-planned schedule so as to let them be conscious of their strong points to compensate their humiliated self-assurance. Thus they will be progressive to conquer their shortcomings and to strive for more encouragement, nourishing the interest to learn.

The concept of Multi-talents is the concern for the manifestation of the talents of each individual person. The one who is superior in physical motion will never be weaker than the one who is keen on linguistics or mathematical logic if we can help the student to develop that certain excellency. Therefore while executing the "Self-elevation Project" assessment we encourage the teachers to add marks instead of subtracting them from the total score. In other words, we put into account every correct or proper item performed, together with the student's practical ability, his/her good will to learn, as well as the toil exerted in the process of arriving at the target, and give him/her the due appraisal. This evaluation describes the manifestation of "what has been learned". Being psychologically acknowledged, the student is well instigated. We don't mean that the student should lower his/her level of performance or requirement but to face the real situation of his/her strong point and weakness, so as to see the insufficiency. With the timely backup procedure and help from the teachers, the student will surely "be better the next time". We all know that self-esteem and satisfaction come from overcoming challenges as well as from success and failure. These qualities are the consequences, not the reason, and they are the by-product of the "fine performance". Once a student has attained "self-esteem", he/she will find himself/herself well achieved and then will be happier and will have the motivation

of proceeding to a greater improvement. This is also the aim of our "Self-elevation Project". Through practical operation, after every student-participant of this project has received the hard-earned award in the midst of applause, he/she holds a different level of improvement. The student has become more enthusiastic to join in the self-planned scheme of learning, assessment criterion and is able to evaluate his/her own performances. With various aspects of appraisal and methods of support, we hope to help the students to establish their confidence, to stimulate their wish for advancement, enabling them to be elevated after each scholastic year. At this, they will feel the necessity and positiveness of being assessed, enabling them to progress to their own target through their wide-spread network in their process of growth.

As for the "Excellent Student Passport", the theory is based on "to grow into maturity is a one-way journey" and a missed chance in childhood education is missed forever. Therefore, we, as educators, have the responsibility to create for our students an environment of humane concern, harmonious joy and enthusiastic progressiveness. At the same time, encourage the execution of the combined concepts of perception and positive requirement, love and appropriateness, tolerance and not indulgence in family and school education. In this way, we help our students to crave for independence, self-confidence and self-motivation, while offering them the chance to develop self-reflection and interpersonal relationship to become "the healthy new generation of Macau".

The following principles are the assessment guidelines for issuing "Excellent Student Passport" to the worthy students:

1. The principle of target: Set a monthly behavioural assessment collaborating with the educational plan of the scholastic year. This needs the participation of the teachers, the students and the parents. It helps to adjust the students' internal motivation, to help them to make a serious reflection and to step forward with vigour towards the target.
2. The principle of wholeness: The content of the monthly assessment should be closely related with the students' daily life, giving them timely feedback and advice concerning their performances at school, at home, among the peers and their social activities. This offers them the firm belief of the nurturance of holistic conduct which is vital for a joyous, harmonious and beautiful life.





3. The principle of synthesis: The assessment of the theme performance of the month is to be evaluated by the teacher, parents and the student himself/herself and the integrated outcome will be the true result.
4. The principle of continuity: There are ten successive themes to be assessed throughout the whole scholastic year. With the timely feedback and in the assistance of the parents and teachers, the student strives for improvement to accumulate scores eligible for the Passport.
5. The principle of appreciation: See even into the slightest improvement of the students to offer them positive, constructive praises and encouragement, as well as to give them the chance to strengthen their capacity of reflection and to grow in the atmosphere of acknowledgement. Students with fine performance will be given a sticker to be collected in a passbook for award conferment at the end of the scholastic year.

Through the conferment of "Excellent Student Passport", an air of harmonious initiative is nourished. Thus a bridge of affection will be erected, connecting the teachers, the parents and the students, so that the parents may have an early, objective and general comprehension of the performance of their children. This increases the mutual support and cooperation between the parents and the teachers, enabling the students to share with their parents the difficulties they encounter at home or in the process of learning, offering more opportunities for mutual care and consideration between the parents and their children. With this shortcut of communicating with their teachers and the timely guidance and consultation at home as well as in the process of learning, a relationship of affection, expectation and encouragement between the teachers and students is established. The most stimulating fact is that, through the participation of self evaluation of their own performances, all the students in our school are willing to make serious reflection on their thoughts and behaviour and to make their sincere feedback. During the operation, both the parents and teachers find that the students, besides being conscious of the need of improving their insufficiency, are all active in searching for efficient means to communicate and exchange their learning experience in school. Furthermore the practice of "my work is my job, the household chores need my help" is also seen. Students gifted with the capability of deep reflection and interpersonal relationship are more brilliant while the weaker ones are elevated.

The process of the Quality Assessment of teaching and learning holds the function of investigation, enhancement, stimulation and reflection, occupying an important position in education. The traditional educational and behavioural assessment may, in some ways, bear a negative spiritual and psychological effect. Furthermore, being always under the unhealthy practice of passive evaluation, the students may produce the behaviour of uneasiness, evasion, detesting and refusing to learn. Therefore, we designed the policy of "Self-elevation Project" and "Excellent Student Passport" making the system of assessment to be student-oriented, individualized and continuous. The method of assessment is now multi-directioned with specified targets and the content for assessment is substantial and practical, while generating an informative, inclusive and progressive outcome. Through enthusiastic participation, we expect the passive assessment activity will be transformed into a positive, actively self-conscious, self-reflected, self-governed, self-manifested, self-motivated and self-educated process, to help the students to be infected with the love to learn, to acquire space and capability of independence and self-development.

During these three years' project practice, we don't mean to say that the result is very effective. However, we do see the number of award winners keeps increasing and sense the improvement of their learning attitude as well as their performance. After their sharing with us the joy of knowing their manifestation being appreciated, we truly understand the philosophy of: Before reprimanding any student, consider first how much he/she has tried. Why not stretch the palms to applause instead of pointing a finger out to rebuke his/her fault? Why not offer to hold the little hand with our big hand and go forward together?

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