**Master list of items and factors:** *Chinese Students Conceptions of Assessment* Inventory.

These items were assembled into a questionnaire which was developed by Gavin T L Brown and Zhenlin Wang at the Hong Kong Institute of Education from 2010-2011. The items were developed from a focus group study (Brown & Wang, 2013; Wang & Brown, 2014), previous SCoA studies (Brown, 2011), and previous work on Chinese teachers’ conceptions of assessment (Brown, Hui, Yu, & Kennedy, 2011). The items in this list were selected after administration of the survey in China and Hong Kong (Brown & Wang, 2016). The questionnaire has been used subsequently with different factor structure results (Chen & Brown, 2016).

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| Source | | Code | | | Statement | |
| --- | --- | --- | --- | --- | --- | --- |
| *Selection & Societal* | | | | | | | |
| B&W | | Q10 | | | Assessment is used to select the best people for job and education opportunities. 評估是用來挑選最優秀的人才，給予他們工作或受教育的機會 | |
| B&W | | Q18 | | | Resources are limited so assessments have to be highly selective. 由於資源有限，所以評估必須具嚴格篩選的功用 | |
| B&W | | Q26 | | | Assessment is a competition to select the best. 評估是一項競賽，用以挑選最優秀的人材 | |
| B&W | | Q47 | | | Success in society depends on doing well on assessments. 在社會上成功取決於優異的評估結果 | |
| B&W | | Q49 | | | Assessments are how society meets its needs. 社會通過評估來滿足它的需求 | |
| B&W | | Q43 | | | Society keeps an eye on learners through assessment. 社會通過評估監視學習者 | |
| B&W | | Q28 | | | Assessments are used to determine people’s place and role in society. 評估決定人在社會上的角色與定位 | |
| *Gaming Strategies* | | | | | | |
| B&W | | | Q9 | | | Assessment is a game which needs to be played strategically. 評估是一個需要有策略地應付的遊戲。 |
| B&W | | | Q17 | | | Taking short-cuts is a smart way to prepare for assessments. 為評估作準備時，懂得走捷徑是聰明的方法 |
| B&W | | | Q25 | | | Going to the right tutorial school or teacher leads to higher grades on assessment. 上好的補習班或找好的補習老師會幫助學生在評估中獲得更好成績 |
| B&W | | | Q40 | | | Any technique for getting higher grades is fair when preparing for assessments. 為評估作準備時，採用任何可以帶來更好成績的技巧都是公平的 |
| *Family Obligation* | | | | | | |
| B&W | | | Q3 | | | It is my obligation to my parents to do well on assessments. 在評估上做得好，是我對父母的責任 |
| B&W | | | Q19 | | | My poor performance reflects badly on my family. 我的評估表現欠佳會令家人蒙羞 |
| B&W | | | Q27 | | | I show respect to my family by doing well when assessed. 在評估上做得好，表達出我對家人的尊重 |
| B&W | | | Q35 | | | My family’s reputation depends on my performance on assessments. 我家庭的聲譽取決於我在評估上的表現 |
| B&W | | | Q42 | | | A high rank in school is how I please my family. 我取悅家人的方法是在學校取得高的名次 |
| B&W | | | Q48 | | | My family is very much affected by my assessment results. 我的評估結果在很大程度上影響我的家人 |
| *Useful for Teachers* | | | | | | |
| SCoA-VI | | | Q5 | | | Assessment provides information on how well schools are doing. 評估能夠提供衡量學校優劣的資料 |
| TCoA-C | | | Q13 | | | Assessment results contribute to teachers’ appraisals. 對學生進行評估所得到的結果有助於評價教師的表現 |
| TCoA-C | | | Q21 | | | Assessment is an accurate indicator of a school’s quality. 評估是顯示學校質素的準確指標 |
| SCoA-VI | | | Q29 | | | Assessment measures the worth or quality of schools. 評估量度學校的價值和質素。 |
| TCoA-C | | | Q37 | | | Assessment indicates how good a teacher is. 對學生進行評估所得到的結果可顯示教師有多稱職 |
| *Improvement* | | | | | | |
| SCoA-VI | | | Q38 | | | Assessment is checking off my progress against achievement objectives or standards. 評估核對我達成學業目標或標準上的進度 |
| SCoA-VI | | | Q52 | | | I use assessments to take responsibility for my next learning steps. 我用評估決定我之後的學習步驟 |
| B&W | | | Q64 | | | Assessment improves my ability to control myself. 評估提高自我控制能力 |
| SCoA-VI | | | Q65 | | | Assessment helps teachers track my progress. 評估幫助教師了解我的進度 |
| TCoA-C | | | Q66 | | | Assessment determines if students meet qualification standards. 評估確定學生是否達標 |
| SCoA-VI | | | Q69 | | | Teachers use my assessment results to see what they need to teach me next. 教師用評估結果來决定他們下次教學的內容 |
| *Positive* | | | | | |  |
| SCoA-VI | | | Q53 | | | When we do assessments, there is a good atmosphere in our class. 當我們進行評估的時候，班上瀰漫著良好的氣氛 |
| SCoA-VI | | | Q55 | | | Assessment motivates me and my classmates to help each other. 評估促使我和同班同學互相幫助 |
| SCoA-VI | | | Q57 | | | Assessment makes our class cooperate more with each other. 評估促進同學們互相合作 |
| SCoA-VI | | | Q59 | | | Our class becomes more supportive when we are assessed. 當我們被評估時，同學們會更加互相支持 |
| SCoA-VI | | | Q61 | | | Assessment encourages my class to work together and help each other. 評估鼓勵同學們一起合作，互相幫助 |
| *Negative* | | | | | |  |
| B&W | | | Q16 | | | Even when I have studied, I feel I cannot control my assessment results. 即使我已經溫習，我仍然感到無法掌握自己的評估結果 |
| B&W | | | Q24 | | | Assessments make me doubt my ability. 評估使我懷疑自己的能力 |
| B&W | | | Q32 | | | I have to accept being assessed even if it seems to be bad for me. 即使評估看來對我有害，我仍然需要接受被評估 |
| *High Stakes Consequences* | | | | | | |
| B&W | Q49 | | | Assessments determine my fate and future.  評估決定了我的命運和將來。 | | |
| B&W | Q22 | | | The effect of assessments on students, families, and societies is too much. 評估對學生、家庭和社會的影響過大 | | |
| B&W | Q13 | | | Assessments have a huge impact on my place in society. 評估對我在社會上的崗位有巨大的影響 | | |
| B&W | Q4 | | | Assessments have far too much effect in society. 評估對社會有過大的影響 | | |
| B&W | Q40 | | | The rewards for doing well on assessment are significant. 評估表現好可得到顯著的獎勵。 | | |
| *Effortful Modesty* | | | | | | |
| B&W | Q54 | | | No matter how hard I try, I will never be as good as others on assessments. 無論我如何努力，我在評估上永遠不會像別人一樣好 | | |
| B&W | Q47 | | | My classmates and peers are better at assessments than I am. 我的同學和同輩在評估上的表現都比我好 | | |
| SCoA-VI | Q29 | | | Assessment results show how intelligent I am. 評估結果讓我知道自己有多聰明 | | |
| *Personal Worth* | | | | | | |
| B&W | Q61 | | | I am smart only if I get 100% or am best in class. 唯有當我拿到滿分，或成為班上最優秀的一個，我才算是聰明 | | |
| B&W | Q56 | | | My grades determine my value and worth to my family and society in general. 一般來說，我在家庭和社會中的價值取決於我的成績 | | |
| B&W | Q24 | | | I am useless if I don’t get top in my class. 如果我在班上不是名列前茅，我就一無是處 | | |
| B&W | Q15 | | | My self-worth is a function of my academic performance. 我的自我價值取決於我的學業表現。 | | |
| B&W | Q6 | | | My family values me only if I do really well on assessments. 唯有當我在評估上做得相當好，我的家人才會重視我 | | |
| *Social Mobility* | | | | | | |
| B&W | Q26 | | | A brighter future and more money come to those who get high marks. 在評估上取得優異成績的人，會有光明的前景，並可賺取更多金錢 | | |
| B&W | Q17 | | | Higher social status comes from good academic performance. 較高的社會地位來自優異的學業表現 | | |
| B&W | Q44 | | | Good grades lead to a better career path. 好成績帶來更好的事業前途 | | |
| B&W | Q8 | | | With higher grades, I can gain a better position in society. 有好成績，我就能夠在社會上覓得更好的職位 | | |

Note. B&W=items written by Brown & Wang; SCoA-VI=items from Brown’s Student Conceptions of Assessment inventory version 6; TCOA-C=items taken from Brown et al. Chinese Teachers Conceptions of Assessment inventory