

1. INTRODUCTION

In its 2000 report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics. The EC recommended that there be two components: Student Assessment and System Assessment.

Student Assessment was to be implemented as an online system to provide instant feedback to students and teachers. This recommendation has been implemented and is fully operational for Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3). The web-based Student Assessment system allows teachers to review and improve student progress towards learning objectives, and set targets for students.

System Assessment, which was later renamed ‘Territory-wide System Assessment’ (TSA), was conceived of as a low-stakes survey of the performance of students at P.3, P.6 and S.3 levels in three subject areas: Chinese Language, English Language and Mathematics. The main purpose of System Assessment as seen by the EC was to provide the Government and school management with information on school standards in key learning areas for the purposes of school improvement so that the Government would be able to provide support to those schools in need of assistance.

The Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned in 2001 by the Education Bureau (EDB) (former Education and Manpower Bureau) to develop and implement Basic Competency Assessments in Chinese Language, English Language and Mathematics. Over the last three years, reports have been published annually on the results of the TSA. These reports provide information on the performance of P.3, P.6 and S.3 students in Chinese Language, English Language and Mathematics.

The TSA began at the P.3 level in 2004, P.6 level in 2005 and S.3 level in 2006. From 2006 onwards, all students at P.3, P.6 and S.3 took part in the TSA.

This report provides an account of the TSA results for 2007. It includes information about the design and administration of the assessment, the standards setting process, and the performance of students at the three levels in Chinese Language, English Language and Mathematics.