

## 5. REPORTING OF RESULTS

As set out in the *Territory-wide System Assessment Quick Guide*, TSA reports are provided to all participating schools to help them evaluate the performance of their students and to facilitate the development of plans to improve learning and teaching. There are two categories of reports: school reports and item analysis reports. This year, two TSA ‘Supplementary Reports’ were made available for schools that exclude the performance of students with mild intellectual disabilities and students with different and/or special educational needs. No reports identify the performance of individual students and all are strictly confidential to the school.

School reports provide the number and percentage of students who attain Basic Competency for each dimension/skill. In S3 Mathematics, the dimensions include Number, Measures, Shape & Space and Data Handling. In the Chinese Language and English Language, the skills include reading, writing, listening and speaking.

In view of the relatively small number of items answered by each student with the TSA, a decision was taken not to report the number and percentage attaining Basic Competency for each dimension/skill because of concerns regarding the unreliability of results when broken down to the level of separate dimensions/skills. Instead, the overall numbers and percentages for all three subjects are provided as these are much more reliable. In addition, there are reports setting out the school average scores and school average versus territory-wide average (as percentages of maximum scores) for each dimension/skill.

Item analysis reports provide detailed data on the strengths and weaknesses of students and indicate the percentages of student responses in each item. There are two types of reports. The first type lists the items in the sequence in which they appear in each of the sub-papers. The second type lists the items sorted by Basic Competencies.