

Assessment is an integral part of curriculum and cannot be separated from learning. The idea of assessment for learning is not new. Assessments similar to TSA are conducted in other countries like the National Assessment Program Literacy and Numeracy (NAPLAN) in Australia, National Assessment of Educational Progress (NAEP) in the U.S., Core Competency Assessment in England and the Pan-Canadian Assessment Program in Canada.

In Hong Kong, the Education Commission (EC) in 2000 recommended a system of Basic Competency Assessments in Chinese, English and Mathematics at various stages of compulsory education in the Education Commission Report (2000) entitled *Learning for Life, Learning through Life*. It was anticipated that the data provided by these assessments would be used in planning curriculum, designing teaching methods and providing assistance to schools and students so as to enhance the effectiveness of learning and teaching.

In 2001, the Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned by the Education Bureau (EDB) to develop and implement Basic Competency Assessments in three subject areas: Chinese Language, English Language and Mathematics. As recommended by the EC, the Basic Competency Assessments programme has two components: Student Assessment (SA) and Territory-wide System Assessment. Student Assessment is an online system which provides instant feedback to students and teachers. School participation is on a voluntary basis and schools can use the SA at their own discretion throughout the school year. The web-based Student Assessment system allows teachers to review and improve student progress towards learning objectives and set targets for students.

Territory-wide System Assessment (TSA) is a low-stakes assessment mainly to gauge P.3, P.6 and S.3 students' performance in three subject areas. The main purpose of the TSA is to provide the Government and school management with information on school standards in key learning areas for the purposes of school improvement and to provide more targeted support to those schools in need of assistance. The TSA began at the P.3 level in 2004, P.6 level in 2005 and S.3 level in 2006. Since 2006, all students at P.3, P.6 and S.3 take part in the TSA.

Enhancement Measures for the TSA

Understanding the schools' concerns about the stress and workload, the EDB previously conducted a review on the TSA. After consulting various stakeholders and considering the feedback, in April 2014, the EDB announced the implementation of the following major enhancement measures for the TSA starting from 2014:

INTRODUCTION

1. Not disclosing BC attainment rates of Chinese Language, English Language and Mathematics for individual primary schools;
2. Removing the TSA from the Key Performance Measures (KPM) for primary schools;
3. Extending the alternate-year arrangement for the P.6 TSA and Pre-S1 Hong Kong Attainment Test (HKAT), i.e. the P.6 TSA will be implemented in odd-numbered years whereas the Pre-S1 HKAT in even-numbered years. The arrangement for administering P.3 and S.3 TSA will remain unchanged; and
4. Optimizing TSA reporting functions in a phased manner, with the provision of a more interactive reporting platform for teachers to access the system to view the students' overall performance.

It is believed that the aforementioned measures can alleviate the stress felt by teachers and students as well as ensure continued benefits of the TSA on learning and teaching.

This report provides a summary of the TSA results for 2014. Since 2012, the P.6 TSA has been implemented in odd-numbered years. Therefore, the report for this year only covers P.3 and S.3 students' overall performance. For the P.6 Assessment in 2014, school participation was on a voluntary basis and the results involved do not constitute system level data. The contents of this report include the following. Chapter 2 of this report outlines the design of the TSA and the development of the assessments. Chapter 3 reports on the conduct of the TSA and on-screen marking of TSA scripts, etc., while Chapter 4 explains how the standards were set and maintained and reports on the proportion of students meeting these standards across years. Chapter 5 describes the different types of TSA reports made available to schools. Chapters 6 to 8 report in detail on the performance of students based on the questions in the Chinese Language, English Language and Mathematics tests. The basic competency level and examples of capable performances in each subject and at each level are discussed in these chapters. Chapter 9 concludes with lessons to be learnt from the TSA data and suggests some future development for the TSA.