

香港特別行政區政府
教育局

The Education Bureau
of
The Hong Kong SAR Government

2015 年全港性系統評估(小學)

Territory-wide System Assessment 2015 (Primary Schools)

便覽 Quick Guide

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Assessment Time-tables

A. Oral and Chinese Audio-visual Assessments

Primary 3

Date	Assessment	Remark
5 or 6 May 2015	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	12 or 24 students (depending on the school size) from each school will be randomly selected. Each school will participate in one of four sessions, either in the morning or afternoon, on one of the two days.
	English Language – Oral Assessment	

In case of bad weather or emergency, the assessment would be rescheduled to 8 May 2015.

Primary 6

Date	Assessment	Remark
12 or 13 May 2015	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	12 or 24 students (depending on the school size) from each school will be randomly selected. Each school will participate in one of four sessions, either in the morning or afternoon, on one of the two days.
	English Language – Oral Assessment	

In case of bad weather or emergency, the assessment would be rescheduled to 15 May 2015.

B. Written Assessments

Primary 3

Date	Session	Subject	Duration (in minutes)	Remark
16 June 2015	1	Chinese Language – Reading	25	A CD player or a computer with speakers is required
	2	Chinese Language – Listening	20	
		(Break)	15-35	
	3	Chinese Language – Writing	40	
17 June 2015	1	English Language – Reading and Writing	30	A CD player or a computer with speakers is required
	2	English Language – Listening	20	
		(Break)	15-35	
	3	Mathematics	40	

Primary 6

Date	Session	Subject	Duration (in minutes)	Remark
16 June 2015	1	Chinese Language – Reading	30	A CD player or a computer with speakers is required
	2	Chinese Language – Listening	20	
		(Break)	15-35	
	3	Chinese Language – Writing	55	
17 June 2015	1	English Language – Reading and Writing	50	A CD player or a computer with speakers is required
	2	English Language – Listening	30	
		(Break)	15-35	
	3	Mathematics	50	

In case of bad weather or emergency, the assessment would be rescheduled to 19 June 2015.

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2015 年全港性系統評估 (小學)

便覽

**Territory-wide System Assessment 2015
(Primary Schools)
Quick Guide**

第一部分

Part 1

全港性系統評估

The Territory-wide System Assessment

Part 1

The Territory-wide System Assessment

Preamble

The Hong Kong Examinations and Assessment Authority (HKEAA) has been entrusted by the Education Bureau (EDB) to develop and implement Territory-wide System Assessment (TSA). For that purpose the HKEAA provides this *Quick Guide* to all primary schools. This *Quick Guide* provides implementation details of the TSA 2015. The Principals and teachers concerned please study this *Quick Guide* carefully to ensure that the TSA will be conducted smoothly.

The Origin and Development of the TSA

In its 2000 report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments (BCA) in Chinese Language, English Language and Mathematics. The Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned in 2001 by the Education Bureau (former Education and Manpower Bureau) to develop and implement Basic Competency Assessments. The EC recommended that there be two components of the BCA: Student Assessment and System Assessment.

System Assessment, which was later renamed “Territory-wide System Assessment” (TSA) in 2004, was conceived of as a low-stakes survey of the performance of students at Primary 3, Primary 6 and Secondary 3 levels in the three subjects. The main purpose is for school improvement and to provide the Government and schools with information on school standards in Chinese Language, English Language and Mathematics. The Government will provide support to schools in need of assistance.

The TSA was first commenced at P.3 level in 2004. In 2005, both P.3 and P.6 students took part in the TSA. In 2006, the TSA was extended to the Secondary 3 level.

The Nature, Design and Implementation of the TSA

(a) Nature of the TSA

The TSA is low-stakes in nature. It provides overall assessment results at territory-wide level and at school level. However, no assessment results for individual students are made available.

(b) Mode of the TSA

The assessment items of the three subjects are set by the subject managers of the HKEAA in collaboration with officers of the Curriculum Development Institute of the EDB and experienced teachers. The items are constructed with reference to the Basic Competency descriptors and the curricula of the three subjects.

The TSA is mainly conducted in pencil and paper mode, except for oral assessments of Chinese Language and English Language.

To cater for the needs of students who use Putonghua as the medium of instruction, a Putonghua version of the listening, oral and audio-visual assessments of Chinese Language is available. For Mathematics, schools may choose either the Chinese or the English version.

(c) Design of the TSA

In order to provide schools and the government with sufficient feedback, the coverage of the TSA must be comprehensive. Hence, for each subject, a large number of items are set. If a student is to attempt all the items (referred to as the “Full Paper”), two to three hours will be required. This is not considered desirable for P.3 or P.6 students. Therefore, the “Full Paper” is divided into several “Sub-papers” and each student is only required to attempt one sub-paper. As the TSA is to reflect the overall performance of students at the territory-wide and school levels rather than that of individual students, students are not required to attempt the same paper.

When the assessment is conducted, students will be arranged to attempt different sub-papers. There are common items among the sub-papers. Based on students’ performance in both the common items and the other items in the individual sub-papers, HKEAA can use statistical methods to provide the overall performance of students at the school level.

Please refer to Parts 2 to 4 of the *Quick Guide* for the assessment design of Chinese Language, English Language, and Mathematics respectively.

(d) Participation of Schools

The TSA is designed for all schools in Hong Kong. The objective is to produce an accurate and complete set of overall performance data at territory-wide and school levels.

All P.3 and P.6 students are to participate in the TSA. The TSA is divided into two major parts conducted in May and June respectively. The first part is oral assessments of Chinese Language and English Language and the audio-visual assessment of Chinese Language which are conducted on two days at different times at P.3 and P.6 levels. Samples of students will be randomly selected from each school to take the assessments. Students at each level will participate in one of four sessions, either in the morning or afternoon. The second part is written assessments of Chinese Language, English Language and Mathematics. All P.3 and P.6 students are to take part in the assessments in their own schools in a two-day period.

For students requiring different learning needs and SEN students, schools may select special arrangements WS0 to WS7 for them. Details please refer to *Guidelines on Selecting Special Arrangements*.

Administration of the TSA

Support and cooperation from schools is essential for the administration of the TSA such that the TSA will be conducted in accordance with uniform procedures to ensure validity and reliability of the assessment.

Principals shall appoint an Assessment Administration Supervisor (Schools may also appoint a Deputy Assessment Administration Supervisor to provide assistance) to liaise with the HKEAA and to coordinate the administration of the TSA in the school. The HKEAA will deploy an Assessment Administration Assistant to each school on the days of Oral & CAV Assessments and Written Assessments to support the work of the Assessment Administration Supervisor and the teachers taking care of invigilation work.

The role, duties and guidelines for the Assessment Administration Supervisors are set out in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

Invigilation

Schools shall follow the invigilation arrangements as stipulated in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

For students with special educational needs (SEN) and those with mild intellectual disability participating in the TSA, schools may follow the usual invigilation arrangements they adopt for these students in the school's internal assessments context.

Standard Setting

The TSA is a standards-referenced assessment. The purpose of the assessment is to see how students have attained the Basic Competency (BC) levels set for Chinese Language, English Language and Mathematics. Through the TSA we can better understand the performances of the students in the different dimensions/skills of the three subjects (Note).

Measurement specialists, experienced teachers and curriculum experts are appointed to form expert panels to set cut-scores for the BC levels for the three subjects. From these cut-scores, the HKEAA can find out the percentages of all students having attained the BC. For language subjects, setting of the cut scores only covers listening, reading and writing skills.

Reporting of Results

The HKEAA will provide school reports for each participating school. From the report, a school will understand the performance of its students as a whole in each dimension/skill of the three subjects. To enable a school to know more about the strengths and weaknesses of its students, the HKEAA will also provide an item analysis report for each school.

Note: The dimensions/skills for the subjects of Chinese Language and English Language are i) listening, ii) reading, iii) writing, and iv) speaking. The dimensions of Mathematics are i) number, ii) measures, iii) shape & space, iv) data handling and v) algebra (applicable to P.6 only).

TSA “Supplementary Reports” will be made available for schools. They will exclude the performance of students with mild intellectual disabilities and students with different learning needs and/or special educational needs (SEN) (refer to *Guidelines on Selecting Special Arrangements*). From the reports, a school may better understand the strengths and weaknesses of its students as a whole, which in turn facilitates the development of a school plan to enhance learning and teaching.

Since the TSA aims to provide schools with data to enhance the effectiveness of learning and teaching, the assessment results of individual schools will not be ranked or made known to the public. Access to the school report is limited to the school management and the teachers of the school, and schools are reminded to deal with their school data seriously. Schools must follow the protocol strictly to avoid any misuse of information. The data is restricted to schools’ internal use and not for promotional purposes.

The Territory-wide System Assessment Report with territory-wide data will be made available to the general public through the HKEAA. The territory-wide report will not make reference to any specific schools.

Enquiries

For any enquiries please contact us.

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