9. CONCLUSION

BCs are the essential skills in the three subjects of Chinese Language, English Language and Mathematics acquired by students upon completion of the three key learning stages (i.e. P.3, P.6 and S.3), for proceeding effectively to the next learning stage. Therefore, BCA facilitates schools' understanding of students' learning situations, progresses and needs so as to help students learn more effectively.

According to the percentages of students achieving BCs at P.3, P.6 and S.3 each year and the statistical data of the students in the same cohort (see relevant data from the charts and tables in Chapter 4), it is observed that the BC attainment rates of students in Hong Kong in Chinese Language, English Language and Mathematics at P.3, P.6 and S.3 have been on continuous steady upward trends. This reflects that the Territory-wide System Assessment has provided schools with reliable and valid assessment information that allows schools to, starting from junior primary levels, holistically review their school-based curriculum planning, school-based assessment policy, teaching strategies, etc., and to adjust and formulate teaching plans to enhance student learning and realise 'assessment for learning' in daily classroom practice.

As in previous years, seminars on students' overall performance will be held for each subject at each level by the HKEAA after the release of results. In addition to deliberating the overall performance of students, analysis of various exemplars will also be used to illustrate students' performance in each subject by HKEAA's subject managers and senior officers. The seminars aim to enhance teachers' understanding of students' performance with a view to enhancing learning and teaching through optimal use of assessment data, and allow teachers to share their valuable experiences. The seminars will also introduce the functions and features of each type of reports to enable teachers to deploy related information in a more focused manner.

In addition to understanding students' academic levels, the 2017 Research Study also includes a questionnaire survey on students' learning attitude and motivation. The survey aims to gain a better understanding of the factors affecting student learning and to help schools to analyse students' learning needs from multiple perspectives with a view to supporting students' learning. The study is conducted by means of a questionnaire survey for schools and parents to participate on a voluntary basis to collect students' non-academic data. It is analysed together with the information on students' performance from the HKEAA. Each participating school will be given an individual questionnaire survey analysis report on their students' learning motivation, the relationship between

students' socio-economic status and their academic results, etc. Related information allows schools to have a comprehensive and full consideration of the diversity of students' learning at different learning stages, and the impact of factors including learning interests, attitude, habits, etc., on students' learning. Moreover, research results related to this questionnaire survey can also enhance parents' awareness concerning their children's learning.

The enhancement measures under the 2017 Research Study, including enhanced school reports which provide more detailed item analysis and a questionnaire survey on students' learning attitude and motivation, provide information on students' learning from multiple perspectives, facilitating teachers' complementary use of various tools including other school-based assessment activities or initiatives (such as STAR) with a view to understanding students' learning needs in a comprehensive manner. This enables schools to adjust school-based planning and teaching strategies, and to provide timely and focused follow-up teaching arrangements based on students' learning difficulties by incorporating WLTS. These enhancement measures better set the BCA initiative for realising 'assessment for learning' in a more concrete and comprehensive manner.