

Territory-wide System Assessment 2011 (Primary Schools)

Guidelines on Selecting Special Arrangements

The purpose of the Territory-wide System Assessment (TSA) is to provide school management with accurate and comprehensive information on performance of students of their own schools and also overall performance of students at territory-wide level. Based on the principle of equal opportunities, some students may require special arrangements to be made by schools to enable them to reveal their achievements in learning in examinations. Schools should make corresponding arrangements for these students in TSA provided that the content and objectives of the assessment are not compromised. Besides, based on the nature and degree of disabilities, schools should confirm if these students should be completely or partially exempted from the TSA.

A. Selection Principles

Schools should report cases of students requiring special assessment arrangements to the Hong Kong Examinations and Assessment Authority (HKEAA) and select special arrangements WS0 to WS7 for such students during the specified period as indicated below. The HKEAA will make corresponding arrangements in assessment administration and reporting of results:

Date	Action by Schools
23 November 2010 to 7 December 2010	Select special arrangements for students on the “Participating Students Information” webpage in the “TSA Centre” at TSA Website
24 March 2011	Deadline for updating student information (including special arrangements) at TSA Website for Oral & CAV Assessments
13 May 2011	Deadline for updating student information (including special arrangements) at TSA Website for Written Assessments

Schools should follow the existing policies and guidelines of the Education Bureau (EDB) in selecting special arrangements WS0, WS3 to WS7 for their students with special educational needs (SEN). For SEN students requiring special arrangements in TSA, schools must ensure the availability of all supporting documents specified below:

1. **Reports provided by relevant professionals** (e.g. speech therapists, doctors, educational psychologists, clinical psychologists, audiologists, etc.), and
2. **Approval of the Principal / Records of support and assessment adaptation provided by school**

Where necessary, schools will be informed to get ready the above documents at school for on-site review of the HKEAA and EDB staff.

All Academically Low Achievers (ALAs) should participate in TSA without any special arrangements.

Also, schools should take note the following when selecting special arrangements for students:

1. Get the consent of the parents in advance;
2. Make reference to the advice of professionals, teachers, parents and recent special arrangements in internal examinations (including time extension);
3. Extend assessment time no more than 25% of the total time for SEN students, if necessary.

Students with severe visual impairment or physical disability may have a longer extended time according to the advice of professionals; and

4. Not necessary to inform the HKEAA of any special seating arrangements in the same classroom (for SEN or non-SEN students).

B. Selection Guidelines

1. Schools may select more than one special arrangement for each student.
2. **All WS0, WS3 to WS7 students will not be included in the *Student Sample List of Oral & CAV Assessments*. Schools may request in writing to enable any WS0, WS4 to WS7 students to be selected at random for Oral and/or CAV Assessments. If selected, no special arrangements will be provided and their results will be included in the School Report for Oral & CAV Assessments.**
3. The HKEAA will process the results of students requiring special arrangements separately (refer to “Part D – Release of School Reports” for details).

C. Categories for Selection

WS0 Exempt from the Oral Assessments <i>(for students with Speech and Language Impairments)</i>
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Relevant Arrangement

Students will be exempted from the Oral Assessments only (they should still take part in the Written Assessments)

WS1 Non-Chinese Speaking (NCS) Students
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In principle, all NCS students **should take part in the whole assessment**. Where necessary, schools may select WS1 for these NCS students.

Separately, depending on individual circumstances, schools may apply for exemption of the students from participating in the Chinese Language assessments. Principals concerned should submit their application in writing with relevant supporting documents to the HKEAA on or before 7 December 2010 for consideration by the Education Bureau (EDB).

Relevant Arrangements

<u>CAV Assessment</u>

If WS1 students are selected for the CAV Assessment, schools may choose to use special VCD, with all questions and options read aloud to the students. If they choose to do so, the WS1 students will have to take the assessment separately in another classroom. A bilingual instruction sheet and 2 special VCDs will be provided to schools with WS1 students.
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<u>Written Assessments</u>

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| 1. HKEAA will provide WS1 students the following extra materials: |
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- a. If the class of the student is using Chinese Mathematics paper, the HKEAA will provide an additional set of English Mathematics paper for these students. Schools may opt for Mathematics in either language for these students according to their learning needs
 - b. Separate bilingual instruction sheets for Chinese Listening, Writing and Reading Assessments
 - c. 2 special CDs for P.6 ^{Note 1} Chinese Listening Assessment, with all questions and options read aloud. These students should be arranged to take the assessment separately
2. In Chinese Writing Assessment, schools may read aloud the writing topic to the NCS students, but they should be arranged to take the assessment separately. In P.6 ^{Note 2} Chinese Writing Assessment, schools may use the extra package provided with only one sub-paper for reading the writing topics to WS1 students.
 3. All the above extra assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

Note 1 In existing P.3 Chinese Listening Assessment, all questions and options are read in the CD used by the schools

Note 2 All P.3 students in the same school will use only 1 sub-paper in the Chinese Writing Assessment

WS2 Newly-arrived Children (NAC)

All students following the local curriculum, disregarding the length of stay in Hong Kong, **should take part in the whole assessment** (including the Chinese Language, English Language and Mathematics assessments).

In view of the fact that it does take time for NAC students to get adapted to the local curriculum and pace of learning, schools may select WS2 for these students.

WS2 Students must satisfy any one of the following criteria:

- i) the period between the date of first arrival in Hong Kong and the first day of attending school is less than one year (i.e. arrival less than one year); or
- ii) having arrived in Hong Kong for more than one year, but have not attended any local school for more than one year prior to admission to the current school (i.e. schooling less than one year).

Schools are required to keep these students’ records of entering Hong Kong for settlement (e.g. copies of One-way Permits, Passports, or Certificates of Entitlement). They may be asked to submit such documents in one week to the HKEAA when necessary.

WS3 Exempt from the Whole Assessment *(for students with Severe Visual Impairment)*

WS4 Exempt from the Listening and CAV Assessments *(for students with Moderately-severe, Severe or Profound Hearing Impairment)*

Relevant Arrangement

Students will be exempted from the Chinese and English Listening Assessments, as well as the Chinese Audio-visual Assessment

WS5 Students with Intellectual Disability

Students with intellectual disability **should take part in the whole assessment**. Schools may select other special arrangements simultaneously for WS5 students if necessary. Results of students with intellectual disability will not be shown in the Supplementary Report 2.

WS6 Using A3 QA Booklets

(for students with Visual Impairment, Dyslexia, Intellectual Disability, Physical Disability, etc)

Relevant Arrangements

1. The HKEAA will provide A3 Question-answer booklets printed on ivory paper with 2 CDs for the Chinese Listening Assessment and 2 CDs for the English Listening Assessment^{Note 3}
2. All the above assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

Note 3 Students who require enlarged Question-answer booklets will be given the same sub-papers for all assessments. During the Chinese and English Listening Assessments, the sub-papers of these students may be different from that of their classmates. Schools should arrange for them *to sit the assessment either with another class using the same sub-paper or separately.*

WS7 Taking Assessments Separately, Time Extension and/or Using Auxiliary Equipment

(for students with Dyslexia, Intellectual Disability, Autism Spectrum Disorders, Attention Deficit / Hyperactivity Disorder, Physical Disability, Language Difficulty, Hearing Impairment, etc.)

Relevant Arrangements

1. Schools should make reference to recent special arrangements in internal examinations
2. Reading aloud is only applicable to those students with Severe Reading Difficulties in Chinese and English Writing, Listening and Mathematics assessments. Schools may refer to the guideline “Internal Examination Special Arrangements for SEN (2009)” issued by EDB at <http://www.edb.gov.hk/index.aspx?nodeid=3261&langno=2> (Chinese version only) for detailed arrangement.
3. The HKEAA will provide an additional set of Question-answer booklets with one sub-paper only, 2 CDs for the Chinese Listening Assessment and 2 CDs for the English Listening Assessment, to facilitate the teacher to read aloud the questions if necessary
4. All the above assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

D. Release of School Reports

Based on the student information submitted by individual schools, the HKEAA will issue three school-level reports for each school:

School Report:	Results of all students
Supplementary Report 1:	Results of all students except those of WS1 students
Supplementary Report 2:	Results of all students except those of WS1, WS2, WS4, WS5, WS6 and WS7 students

Appendix

	SEN Type	Special Arrangements can be selected
1.	Specific Learning Difficulties / Dyslexia	WS6, WS7
2.	Intellectual Disability	WS5, WS6, WS7
3.	Autism Spectrum Disorders	WS7
4.	Attention Deficit / Hyperactivity Disorder	WS7
5.	Physical Disability	WS6, WS7
6.	Visual Impairment - Mild and Moderate - Severe and Total Blindness	WS6, WS7 WS3
7.	Hearing Impairment - Mild and Moderate - Moderately-severe, Severe and Profound	WS7 WS4
8.	Speech & Language Impairment - Articulation, Voice and Fluency Difficulties - Language Difficulty	WS0 WS0, WS7