Education Bureau Circular Memorandum No. 54/2014

From: Secretary for Education
To: Heads of all Primary and Secondary Schools (excluding ESF and International Schools)

Date: 11 April 2014

Enhancement Measures for Territory-wide System Assessment
effective from 2014

(Note: This circular memorandum should be read by heads of all primary and secondary schools, excluding ESF and International Schools, for necessary action.)

Purpose

The purpose of this circular memorandum is to inform primary and secondary schools of the enhancement measures for the Territory-wide System Assessment (TSA) effective from 2014.

Background

2. The TSA is designed to gauge students’ attainment of basic competencies (BC) at the end of key learning stages for the purpose of improving learning and teaching. A report with the results and analysis of the overall student performances of individual schools in Chinese Language, English Language and Mathematics (CEM) compared against the territory-wide performance is provided to each school every year. In November 2011, when announcing the new arrangements for P6 assessment, the Education Bureau undertook to review the TSA and further examine areas including reporting functions, implementation arrangements and assessment coverage. With a view to striking a balance between preserving the core functions of the TSA and alleviating the
pressure of students and teachers, the Education Bureau has taken into account views of different stakeholders and formulated enhancement measures to maximize the effectiveness of the TSA in providing feedback on learning and teaching.

Enhancement Measures

I. Reporting functions – Not to disclose attainment rates to primary schools

3. From 2014 TSA onwards, we will NOT disclose the number and percentage of students achieving BC of the CEM subjects to individual primary schools. Besides, the data of same cohort of primary school students currently shown on the existing supplementary school report will also be deleted. However, the item analysis reports which serve to help teachers identify students’ strengths and weaknesses in order to improve learning and teaching will be preserved.

4. The entire school level report for secondary schools will remain unchanged. The attainment rates will still be released to secondary schools.

II. Implementation arrangement – To administer P6 TSA in alternate years

5. The current alternate-year arrangement for P6 TSA and Pre-Secondary One Hong Kong Attainment Test (Pre-S1 HKAT) will be continued, i.e. the P6 TSA will be conducted in odd years whereas the Pre-S1 HKAT in even years. The current arrangement for administering P3 and S3 TSA will remain unchanged.

6. Same as the current arrangement, in even years individual schools can opt for voluntary participation in P6 assessment and choose to use The Hong Kong Examinations and Assessment Authority (HKEAA)’s marking and reporting service. It should be noted that this assessment available in even years is not participated by all P6 students on a territory-wide basis, hence no system level data will be provided, i.e. the school report will only contain the overall student performance of P6 students of that school. Also, the HKEAA will provide test papers and marking schemes for interested schools.
III. To remove the TSA from the Key Performance Measures for primary schools

7. The Education Bureau will remove the TSA from the Key Performance Measures for primary schools. The TSA item analysis data could remain to serve as a useful reference in assessing students’ performance when the school conducts self-evaluation.

IV. Other related arrangements

8. The HKEAA will enhance the reporting functions of the TSA by phases and provide a more interactive reporting platform to facilitate further analysis of the assessment data by teachers. Besides, starting from 2015, there will also be enhancement measures for TSA assessment papers (e.g. in regard to assessment time and question types). For details of the above enhancement measures, the HKEAA will inform schools shortly.

Arrangements for Students with Special Needs

9. The current policy of providing adaptive assessment arrangements for students with special needs (including non-Chinese Speaking (NCS) students and students with special educational needs, etc.) will remain unchanged. Based on the principle of equality, some students may need the school to make special assessment arrangements to help them demonstrate learning outcomes.

10. We wish to re-iterate that the TSA serves to provide not only objective territory-wide data on students’ basic competency for the Government but also school level data and information on overall students’ performances by different learning dimensions for schools to feedback learning and teaching. Hence, schools should arrange all students to participate, especially NCS students to take part in TSA Chinese Language assessments, with a view to assisting the Government in conducting related research and reviewing policies.
Enquiries

11. For enquiries, please contact the following persons:

   Enquiry on general policy of TSA:
   Ms Sandy CHEUNG of the Education Bureau at 2123 6074

   Enquiry on administration of the TSA:
   Dr Tenny LAM of the HKEAA at 3628 8100

   Enquiry on Pre-S1 HKAT:
   Mr LEE King-leung of the Education Bureau at 2892 6612
   Ms LAU Mei-kuen of the Education Bureau at 2892 6609

Reminder

12. Schools are reminded to inform parents of the enhancement measures for TSA.
    The Education Bureau will later provide schools with leaflets for distribution to parents.

Ms Jenny CHAN
for Secretary for Education

cc: Heads of Sections – for information