



全港性系統評估



TERRITORY-WIDE SYSTEM ASSESSMENT, 2004

Report

on the Basic Competencies of Students

in Chinese Language, English Language and Mathematics

Key Stage 1

HONG KONG EXAMINATIONS AND ASSESSMENT AUTHORITY

NOVEMBER 2004

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1. INTRODUCTION

Background to Basic Competency Assessments

In its 2000 report entitled *Learning for Life, Learning Through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments in Chinese Language, English Language and Mathematics. The EC recommended that there be two components: Student Assessment and System Assessment.

Student Assessment was to be implemented as an on-line system to provide instant feedback to students and teachers. This recommendation has been implemented and is fully operational for Primary 3 and Primary 6, with Secondary 3 items coming on stream early in 2005. The web-based Student Assessment system allows teachers to review and improve student progress towards learning objectives and set reasonable expectations for the students.

The Education Commission's proposals for System Assessment were for a low-stakes survey of the performance of students at Primary 3, Primary 6 and Secondary 3 respectively in the three subjects. The main purpose of System Assessment as seen by the EC was to provide the Government and school management with information on school's standards in key learning areas for the purposes of school improvement so that the Government would be able to provide support to those schools in need of assistance. The results would also be useful in monitoring the effectiveness of education policies.

The decision was taken to commence the implementation of the Education Commission's recommendations regarding System Assessment, now renamed Territory-wide System

Assessment (TSA), commencing in 2004 with a survey of the performance of Primary 3 students. This report provides an account of the TSA 2004.

Role of HKEAA

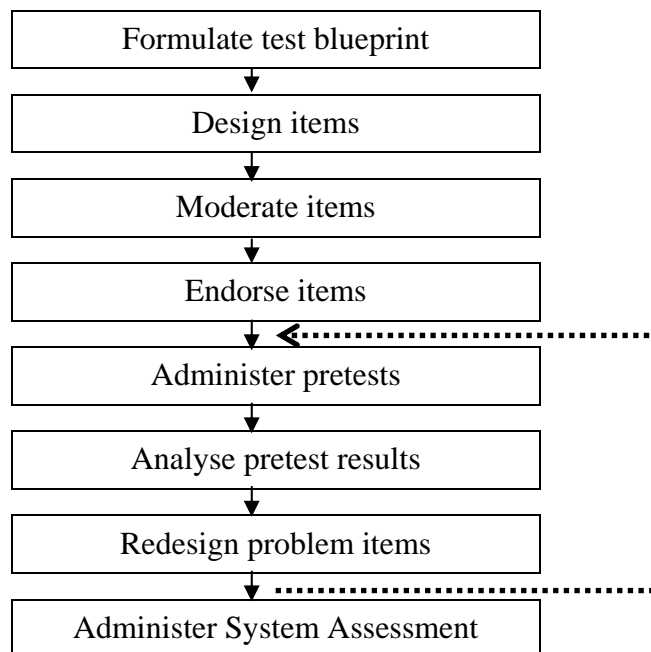
The Hong Kong Examinations & Assessment Authority (HKEAA) was commissioned in 2001 by the then Education Department to develop and implement Basic Competency Assessments in Chinese Language, English Language and Mathematics. The role of the HKEAA has been to work in collaboration with the Curriculum Development Institute (CDI) of the Education and Manpower Bureau (EMB) to develop both the Student Assessment and Territory-wide System Assessment.

2. SURVEY DESIGN

The Development Process

This chapter sets out the process followed in developing the tests used in the TSA. Each of the tests sets out to measure a set of basic competencies. These are set out in the Basic Competency (BC) documents of the CDI. These documents provide descriptors that encompass four skills in the Chinese and English Languages. The descriptors for English Language are organized under three interrelated strands: Knowledge, Interpersonal and Experience. For Mathematics, concepts, knowledge, skills and applications are covered in four dimensions: Number, Measures, Shape & Space and Data Handling.

The process in developing the tests can be summarized as follows:



The Development of the Assessments

Working groups consisting of serving teachers, staff from the HKEAA, and the CDI were established. They drew up ‘test blueprints’ for each subject covering all assessable basic competencies ensuring coverage of different contexts, text types and item types. The working groups also made decisions regarding the number of items and the duration of each question paper. It was decided that a given student be required to attempt only one sub-paper in each subject. Each sub-paper would be of 45 minutes duration (English Language and Mathematics) or 55 minutes (Chinese Language). Full-time and part-time item writers as well as seconded teachers were appointed to assist in the development of necessary items. Meetings were conducted to ensure item quality and to endorse moderated items.

Pretesting was carried out using students who had just commenced Primary 4. All items were pretested to ensure their suitability and to check on matters such as the time allowed and the appropriateness of the marking schemes.

Schools were identified for participation in the pretesting, using a stratified sample to ensure a representative distribution of schools ranked by student ability. A total of 43 schools participated in the pretesting, which took place over a two-week period in late September to early October 2003.

In the pretesting, a large number of items were developed and an adequate sampling size of students answered each item. Overlapping items were compiled to equate each sub-paper. Equating of test scores was used to compare the performance of students taking different sub-papers.

Each student was required to attempt a single sub-paper for any one subject. Sufficient overlapping items were included in each sub-paper to ensure that the test scores could be equated across sub-papers. Items were revised on the basis of the results of the pre-testing and sixteen schools participated in the second pretests of the full live assessment in November 2003.

For speaking items in both Chinese and English Languages, about 10 – 12 students from each school (a total of 10 schools) were randomly selected to take the assessment. Student performances were video-taped and used as exemplars for oral assessors' workshops held in April 2003.

The results of the pretests were provided to the working groups so that they could evaluate the quality of all items and initiate rewriting or re-designing of items where necessary. At the end of the process, a final set of items was assembled into sub-papers for each subject. The number of items on the various sub-papers is summarized in Table 2.1. These numbers include several overlapping items that appeared in more than one sub-paper to enable equating of test scores.

Table 2.1 Number of Items and Score Points

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	12(12)	12(12)	12(12)	--	12(12)
Reading	13(14)	13(14)	13(13)	--	36(38)
Writing	2(14)	2(14)	2(14)	--	5(14)
Total	27(40)	27(40)	27(39)	--	50(64)
Speaking	2(14)	2(14)	2(14)		6(14)
English Language					
Written Paper					
Listening	17(17)	16(16)	20(20)	--	46(46)
Reading	23(23)	26(26)	24(24)	--	53(53)
Writing	11(15)	15(21)	22(28)	--	28(42)
Total	51(55)	57(63)	64(72)	--	127(141)
Speaking	5(16)	5(16)	5(16)		5(16)
Mathematics					
Written Paper					
Number	16(24)	16(25)	18(26)	17(29)	50(75)
Measures	7(11)	9(15)	8(14)	8(16)	24(40)
Shape and Space	6(14)	7(12)	8(16)	8(16)	21(42)
Data Handling	3(8)	2(5)	2(5)	2(5)	7(18)
Total	32(57)	34(57)	36(61)	35(66)	102(175)

* Items that appear in different sub-papers are counted once only.

3. CONDUCT OF THE TSA

Administration of the System Assessment

In April 2004, workshops for oral assessors (Chinese and English Languages) were conducted. Students' oral samples were selected and used to develop exemplars for the training sessions. Approximately 12 to 15 students from each school were randomly selected and assessed by two external oral assessors in one session. The oral assessments for both languages were conducted over a three-week period.

Written assessments in Mathematics, Chinese Language and English Language were held on 2, 5 and 6 July 2004 respectively. The assessments of the TSA 2004 were administered to all Primary 3 students. Approximately 75,000 students from 724 schools undertook the assessments. Invigilation of written assessments was done by school teachers. Hundreds of Assessment Administration Assistants (AAAs) were recruited to facilitate with conducting the written assessments. A summary of the assessments is highlighted in Table 3.1.

Table 3.1 Allocation of Sub-Papers to Students

Chinese Language	
Reading and Writing	Students randomly allocated one of three sub-papers
Listening	All students in all schools allocated the same paper
Speaking	All students in a given school answer one of three sub-papers
English Language	
Reading and Writing	Students randomly allocated one of three sub-papers
Listening	All students in a given school answer one of three sub-papers
Speaking	All students in a given school answer one of three sub-papers
Mathematics	Students randomly allocated one of four sub-papers

Marking of Written Papers

Three meetings for markers of the three subjects were conducted on 7 and 8 July 2004. Approximately 2,300 teachers attended each meeting and a modified version of the marking scheme was later posted on the System Assessment website which incorporated feedback from the marker meetings. Written papers were then marked by teachers, with each teacher marking the scripts of an anonymous class of students.

Check Marking

Check marking was carried out for each subject using a team of forty serving primary teachers with no less than four years of teaching experience. In order to ensure that the panels of judges were aware of the full range of student achievement, care was taken to ensure that the teachers came from a variety of school types and that schools of high, middle and low strata were equally represented. Following training, check marking was completed over a 10-day period in a designated venue supervised by the HKEAA staff members. For the English Language, check markers were required to pass the Language Proficiency Assessment for Teachers (LPAT) in English.

4. STANDARD SETTING

The Standards Setting Process

The standards setting exercise focused on defining for each of the three subjects a basic level of competency. Setting standards is not an exact science. In the final analysis, all standards-setting methods involve making judgments and choices about where to make, what is in essence, an artificial dichotomy on a continuum of performance. For the TSA, a three-step process was adopted that blended technical, professional and policy-oriented considerations.

Step 1: Technical

The first step was largely technical and involved equating the different tests so that it was possible to compare the performance of all students, regardless of which combination of sub-papers they took.

Step 2: Professional

The second step was largely professional and involved panels of judges in making an assessment of the expected scores of students deemed to be minimally competent. Two well-known methodologies were used for this purpose, namely the Angoff method and the Bookmark method. For multiple-choice items and short answer questions, the Angoff method was used. This involves expert judges estimating the probability of a minimally competent student getting each item correct, pooling the results, revising estimates and finally reaching consensus on a cut score in the light of empirical evidence regarding actual performance levels.

For questions that involved a holistic assessment of a single piece of work, the Bookmark method was used. This requires expert judges to rate a sample of scripts or performances. Each judge inserts a metaphorical 'bookmark' in the pile of scripts/performances to separate those deemed as meeting the standard and those not meeting the standard. The results of this exercise are again pooled and a consensus judgment made about the final position of the 'bookmark'.

For each subject, two independent panels of judges were established. Each panel consisted of 24 judges. Twenty of them were experienced primary school teachers of their respective subject, while two were Curriculum Development Officers of the CDI and two were Subject Officers of the HKEAA. The primary school teachers were selected from those who were very familiar with the tests having previously served as check markers.

In order to ensure that the panels of judges were aware of the full range of student achievement, care was taken to ensure that the teachers came from a variety of school types and that schools of high, middle and low strata were equally represented. In addition, there was a minimum requirement of four years teaching experience in relevant subjects.

The judges were asked to imagine a student who just passed the envisaged standard (to be referred to as a 'minimally competent student') and to write down the chance of that imaginary student getting each item correct. In the briefing given to panel judges the 'minimally competent' student was taken to be a student who has only just reached basic competency. Basic competency was taken to represent the minimum

acceptable level of functioning in literacy and numeracy expected of students at the end of Key Stage 1. Therefore, the minimally competent student was deemed to be that student who had mastered sufficient levels of the essential elements of the curriculum to enable them to progress to the next Key Stage without further support.

In the case of Chinese composition, the Bookmark method was used. A total of 36 scripts were selected, with more scripts clustered around the envisaged cut score. Each judge read these scripts and divided them into 'pass' or 'fail'. When completed, judges' ratings were collected for analysis.

Following the completion of the judging process, all judges' ratings were subjected to psychometric analysis to identify unusually harsh or lenient judges as well as judges who demonstrated inconsistency in judging (harsh for some items and lenient for others). The ratings of judges from the two independent panels were then pooled into a combined panel, excluding the lenient and inconsistent judges, to produce a final set of ratings.

Step 3: Policy-Oriented

The third and final step in the process was largely policy-oriented and required a decision on a final set of cut scores benchmarked against international standards. Internationally benchmarked standards are desirable to ensure that those set in Hong Kong are competitive with those of other countries.

The methodology adopted was to seek to benchmark Mathematics and set a pass rate for that subject. (Chinese Language and English Language were seen as problematic

subjects to benchmark against other countries.) Having established the passing rate for Mathematics, the next step was to find the function that when multiplied by the ratings given by the judges in Mathematics yielded the intended passing rate. This function was then used to generate cut-scores for all three subjects.

In seeking relevant countries with which to benchmark standards, it was found that the two most relevant nations were Australia and England, since both conduct basic competency-style testing at the end of Key Stage 1. In the latest report on national standards in Australia, which reports results for 2001, standards were set that yielded a pass rate of 93.9 percent in Mathematics. In England, where a similar system-wide assessment has been administered since 1995, a standard has been set that in 2004 led to 90 percent of students achieving Mathematics Level 2. Level 2 is deemed as the minimum standard at the end of Key Stage 1.

Hong Kong is among the leading countries/regions in the PISA international survey of student achievement with particularly strong results in Mathematics. To maintain this position and remain internationally competitive, it is important that the standard for Hong Kong be set at a high level, which in turn implies initially lower percentages meeting the standard. Working within the range of expected scores of the judges and using the results of the international benchmarking as a guide, a standard for Hong Kong students was thus set that yielded an overall pass rate of 84.9 percent. This standard was deemed to be challenging and internationally competitive, but nonetheless realistic. It also takes into account the likelihood of improvement in the percentage meeting the standard over the next three or four years.

Having found the function necessary to convert this standard to cut scores on the Mathematics papers, the same function was then used to compute cut scores for Chinese Language and English Language. In this way, the relativities among subjects as established by the panels of judges were preserved. The final result in Territory-wide percentages of students achieving Basic Competency is summarized in Table 4.1.

Table 4.1 Territory-wide Percentages
Students Achieving Basic Competency, 2004

Subject	Percent Achieving Basic Competency
Chinese Language	82.7
English Language	75.9
Mathematics	84.9

5. REPORTING OF RESULTS

As set out in the Territory-wide System Assessment Quick Guide, published earlier in 2004, school reports are to be provided to all participating schools to help them understand the performance of their students and to facilitate the development of plans to improve learning and teaching.

These reports do not identify the performance of individual students. The reports are confidential and access to the reports is restricted to the school management.

There are two major categories of reports: school reports and item analyses. The original intention behind the school reports was to provide for each dimension/skill the number and percentage of students who attained Basic Competency. In Mathematics, the dimensions included Number, Measures, Shape & Space and Data Handling. In the Chinese and English Languages the skills include reading, writing, listening and speaking.

In view of the small number of questions answered by each student, a decision was taken not to report the number and percent attaining Basic Competency for each dimension/skill, because of concerns about the unreliability of such results. Instead, the HKEAA now provides overall numbers and percentages for all three subjects as these are much more reliable. In addition, there are reports setting out the school *average* scores versus Territory-wide average scores for each dimension/skill.

The other kind of report provided to schools is an item-by-item analysis of the performance of students in the school. These reports indicate the percent choosing each response in the case of multiple-choice questions. One set of reports lists the items in sequence as they appear in each of the sub-papers. Another lists the items sorted by Basic Competencies. The item analyses provide fine-grained information on the strengths and weaknesses of students and are especially useful as a guide in making decisions to enhance learning and teaching.

6. 中國語文科

評估設計

評估範疇

- 中國語文科的評估範疇包括閱讀、寫作、聆聽及說話，題目是依據中國語文科課程第一學習階段基本能力（第二試用稿）及參照小學中國語文科課程綱要（1990）、目標為本中國語文學習綱要（1995）等課程文件擬訂。

評估卷別

- 為了解學生在各學習範疇的能力表現，本科按各學習範疇劃分不同的卷別，重點評估學生在該學習範疇的能力。
- 由於在閱讀和聆聽範疇的「基本能力」中均有「能明白視聽資訊中簡單的信息」一項，因此本評估另設一卷以評核學生在這方面的能力。

表 6.1 各學習範疇的試卷編排

學習範疇	分卷編號	題數	評估時限
閱讀	C1	13	25 分鐘（聆聽及閱讀）
	C2	13	
	C3	13	
聆聽*	C1/C2/C3	12	
寫作	C1W	2	30 分鐘
	C2W	2	30 分鐘
	C3W	2	30 分鐘
說話#	CS	3（看圖說故事） （每名學生只需作答 其中一題）	每名學生有 3 分鐘時間準備，1 分鐘時間作答。
		3（小組交談） （每名學生只需作答 其中一題）	每組學生在教師引導下， 有兩分鐘交談時間。
視聽資訊#	CAV	9（3 段短片）	10 分鐘

* 各分卷的聆聽話語內容及題目相同

說話和視聽資訊評估是以隨機抽樣形式進行

評估方式

閱讀範疇

- 閱讀評估主要評核學生理解篇章內容和實用文的能力，設有三張分卷(C1、C2、C3)，每名學生只需作答其中一卷。
- 篇章所附的題目主要評估學生在理解詞語、段落意義和內容大意三方面的能力；實用文的題目主要評估學生辨識格式和理解實用文主要信息的能力。

表 6.2 閱讀評估一分卷安排

分卷編號	篇章類型	篇章數目	題數	題型
C1	短文	1	9	選擇、排序、填空、短答
	書信	1	3	選擇、填空、短答
	賀卡	1	1	選擇
C2	短文	1	7	選擇、排序、填空、短答
	書信	1	3	選擇、填空
	邀請卡	1	3	選擇、填空、短答
C3	短文	1	8	選擇、排序、填空、短答
	書信	1	3	選擇、填空、短答
	邀請卡	1	2	填空、短答

表 6.3 閱讀評估—各卷基本能力/評估重點分布

基本能力	卷別 / 題號			題數
	C1	C2	C3	
BR1.2 能理解所學詞語	20、21	18、19	19、20	6
BR1.3 能理解簡淺敘述性文字的段意及段落關係	13、14、15、16	13、14、15	13、14、15、17	11
BR1.4 能概略理解篇章中簡淺的順敘/倒敘事件	18	16	16	3
BR1.5 能理解簡單的實用文	22、23、24、25	20、21、22、23、24、25	21、22、23、24、25	12*
評估重點	卷別 / 題號			題數
	C1	C2	C3	
理解作者概括出來的事理	17			1
綜合全篇文章內容，找出主題	19		18	2
能理解篇章中內容的主要信息		17		1
題目總數				36

* C1 卷第 22、23、24 題與 C3 卷第 21、22、23 題相同，因此在「能理解簡單的實用文」一項只有 12 題題目。

寫作範疇

- 寫作評估分為兩部分：實用文寫作和短文寫作。
- 實用文寫作包括賀卡、邀請卡和書信，這部分主要評估學生掌握格式和表達信息的能力。
- 短文寫作主要要求學生按提供的情境寫作文章一篇，這部分主要評估學生在內容構思、文句和文字表達方面的能力。
- 評卷員依據評審準則，按學生在實用文和短文寫作方面的表達能力評等，等級分為三個，以第三等為表現優良，第一等為表現遜色。而在短文寫作方面，評卷員會分別從內容、結構、文句、用詞、書寫正確漢字和運用標點符號六方面對學生作出評等。

表 6.4 寫作評估一分卷安排

分卷編號	題目類別	題數
C1W	邀請卡	1
	短文寫作	1
C2W	書信(問候信)	1
	短文寫作	1
C3W	賀卡	1
	短文寫作	1

聆聽範疇

- 聆聽評估主要評核學生在聆聽理解方面的能力，如憶記及理解話語內容，理解話語間的銜接關係和理解說話者所表達的情感。
- 聆聽評估的話語內容分為兩部分，全部題目均為選擇題。

表 6.5 聆聽評估一分卷安排

分卷編號	題數	題型
C1 C2 C3	12	選擇、排序

表 6.6 聆聽評估—基本能力/評估重點分布

基本能力	題號	題數
BL.1.1 能記憶簡單話語中敘說和解說的内容	2、4、10、11	4
BL.1.2 能聽出話語所表達的不同情感	3、9	2
BL.1.3 能概略理解語段間的銜接關係	1、5、8	3
評估重點	題號	題數
能理解話語的内容大要	6、12	2
能辨析話語内容的要點	7	1
題目總數		12

說話範疇

- 說話評估是以隨機抽樣形式進行，抽樣人數視乎學校三年級班別的數目而定，由 12-15 人不等。
- 說話評估分為「看圖說故事」及「小組交談」兩部分，學生完成了「看圖說故事」後，會與兩位同班同學進行「小組交談」。
- 「看圖說故事」旨在評核學生在講述完整故事，順序講述事件的大概，運用詞語表情達意，掌握字詞發音和說話聲音響亮五方面的能力。題目共三題，全部題目均提供圖畫。學生有三分鐘時間準備，一分鐘時間按圖意講述完整故事。
- 「小組交談」的題目共三題，小組成員共三個，話題主要圍繞學生的校園及日常生活情況。評審員會先用兩分鐘時間與學生閒談，打破隔閡，引導學生交談，每組學生的交談時限為兩分鐘。評審員主要從「學生能否就話題和別人交談」及「學生能否運用詞語表情達意」兩方面評估學生與別人溝通的能力。
- 評審方式是由兩位校外評審員按學生在不同部分的表現，根據評審準則評等。等級分三個，以第三等為表現優良，第一等為表現遜色。

表 6.7 說話評估一分卷安排及評審重點

題目編號	方式	題數	基本能力
CS1、CS2、CS3	看圖說故事	3	BS1.1 能清楚講述兒童故事
			BS1.3 能順序講述事件的大概
			BS1.4 能運用日常生活的詞語表情達意
			BS1.5 能掌握所學字詞的發音
			BS1.6 說話聲音響亮
CS4、CS5、CS6	小組交談	3	BS1.2 能就日常生活的話題與別人交談
			BS1.4 能運用日常生活的詞語表情達意

視聽資訊評估

- 視聽資訊評估是以隨機抽樣形式進行，抽樣的學生人數為每所學校 30 人。
- 視聽資訊評估旨在評核學生「明白視聽資訊中簡單的信息」的能力。
- 學生須觀看三段短片，然後回答九題問題，全部題目均為選擇題。三段短片的內容和表達手法均有不同。

表 6.8 視聽資訊評估一卷別安排

試卷編號	題數	題型
CAV	9	選擇

已達基本水平的學生表現

閱讀範疇

篇章內容

- 學生能理解篇章的段落大意。在理解段意方面，如 C1 第 16 題第二段是描述「小胖」和「我」相處的情形，C3 第 14 題第二段記述表哥捉魚媽媽的經過，大部分學生都能準確回答這些題目，可見學生能概括篇章的段落大意。
- 學生能理解篇章內容的表面意義。如 C2 第 14 和 C2 第 15 題，問及海豚減少的成因和海豚的顏色，學生只需從篇章直接擷取文句，複述「水質差和被船隻撞擊致死」以及「灰色和粉紅色」，便能回答問題。又如 C1 第 17 題問哪件事情說明「小胖」喜歡「我」，選項(A)「與『我』一起拍照」，(B)「家中捉老鼠」及(C)「不會抓破『我』家的東西」，只屬「我」與「小胖」的生活片段，並非說明「小胖」喜歡「我」的原因，而選項(D)「『小胖』每天都會在門前迎接『我』」，才是說明「小胖」喜歡「我」的具體例證。
- 學生能理解篇章內容重點的順序關係。如 C1 第 18 題、C2 第 16 題和 C3 第 16 題，都是要求學生根據文章內容，順序排列內容重點。學生必須先理解文章的內容，掌握事件的脈絡，才能分辨內容重點的先後次序，學生在這三題的表現不俗，反映學生已具備「理解篇章中簡淺的順敘事件」的能力。
- 學生具備對簡單事件的推斷能力。這部分題目都是要求學生就文章的內容作出推斷，如 C1 第 13 題要求學生從文本中「愛吃魚」和「老鼠便不再出現」兩個線索中，推斷「我」的寵物是「貓」。又如 C2 第 17 題問「參加了這次活動，使『我』知道什麼」，學生先要理解文章的要點：「我」希望中華白海豚「健康地生活下去」，於是要「好好地保護環境」，以免「再沒有機會見到可愛的中華白海豚」。文章並沒有直接說出「我」知道環境的重要，學生必須根據上文下理來推斷參加這次活動，使「我」知道「保護環境的重要」。

實用文

- 這部分評估主要分兩方面，一、辨識實用文的格式，二、理解實用文的信息。
- 學生能辨識實用文的格式。一般學生能辨識上款、下款、祝頌語等項目的位置和用法。如 C1 第 22 題、C2 第 20 題、C2 第 21 題和 C3 第 24 都是評估學生在掌握格式方面的能力。
- 學生能理解實用文的簡單信息。學生一般能直接從文本中擷取資料作答，如目的、日期、地點等。如 C2 第 22 題佩兒發信的目的，C2 第 24 題「夏日嘉年華」舉行多少天，C2 第 23「夏日嘉年華」舉行的地點，C3 第 25 題畢業典禮舉行的地點等，都是屬於理解實用文簡單信息的題目。

寫作範疇

實用文

- 學生大致能掌握賀卡、邀請卡和書信的格式，包括上款、下款、正文、日期、問候語及祝頌語，學生在格式上經常犯的毛病是漏寫日期。在 C1W 寫邀請卡中，學生能掌握發卡日期必須早於六月二十八日，這反映學生懂得處理日常生活中時間、日期的先後次序，只有小部分學生把發卡日期和出生日期寫成同一天，或把發卡日期寫成遲於六月二十八日。C2W 要求學生寫信問候生病請假的班主任，學生大致能寫出問候語慰問老師，也能依書信格式寫作，只有小部分學生欠寫祝頌語。
- 在三種不同類別的實用文中，表現最理想的是邀請卡和問候信。學生寫邀請卡時，能寫出邀約目的和交代生日會的資料，如日期、時間和地點。學生多以段落形式表達，較少以點列形式臚列資料。學生寫問候信時，一般能夠在信中表達對老師的問候，如「你病得怎樣？」、「你的病好了嗎？」、「你的身體有沒有好轉？」等。同時，學生亦能表達對老師的掛念之情，如「你幾天沒有回校，同學都很掛念你。」在詞句表達方面，大部分學生在書寫書信時，文筆親切自然，寫來很能表現師生的密切關係，這可能是基於學生曾有這類生活的經驗。學生在書寫賀卡方面，只能表達因老師獲獎而感到高興的意思和向老師表示「謝意」，卻沒有「恭賀」老師，未能表達賀卡主要的信息。在問候老師病況之餘，能表達對老師的關懷，如叮囑老師多喝水，多休息等，愛護老師之情，溢於言表。

短文

- C1W 和 C2W 的短文寫作都是要求學生寫假日與家人購物的情形，一般學生都能夠簡略交代到商場購物的資料，如時間、地點、人物和事件。學生也能概述商場的環境，或介紹商店的類別，或描述商場擁擠的情況等。學生也能概述在商場購物時的情況。而在 C3W 寫一件令家人生氣的事情上，學生能簡單寫出使家人生氣的原因，並簡述做錯事的經過。
- 學生大致能把文章劃分為兩段或三段，但分段的技巧尚欠熟練。例如在「商場購物」一文中，學生多把購物的背景及購物的情形合成一個段落，而把感受放在結段。又例如在「使家人生氣」一文中，學生通常在第一段交代使家人生氣的原因及經過，這部分通常佔了整個篇幅的八成，而末段只是簡略交代結果，文章詳略失宜。
- 學生能書寫完整句子。學生多以結構簡單的句子來表達意思，一般學生能夠交代購物的背景，如「星期日，我和爸媽一起到商場購物。」簡單一句，已經交代了時間、地點、人物、事件。
- 學生大致能書寫正確漢字和運用恰當詞語表達，但錯別字的情況偶有出現。大部分錯別字都是音近而誤，如「知道」寫成「知到」，「不過」寫成「不果」，「不肯」寫成「不很」；或筆畫錯漏，如「商場」寫成「商場」、「裙」寫成「𥇑」、「試」寫成「𥇑」等。
- 學生大致能運用書面字詞寫作，只是偶然誤用方言詞句，如「行街」、「唔開心」、「返屋企」、「行先」、「我話比媽媽知」、「我唔知道媽媽𨵼完未」等。
- 學生能正確運用句號、逗號、問號、冒號和引號。學生大都能運用逗號和句號，但偶爾也會出錯。如「我覺得很開心。因為我買了很多東西。」學生在兩句間誤用句號，應改為逗號。大部分學生能掌握問號的用法，犯錯的地方比較少。學生在引用對話時，能運用冒號和引號，只是偶然忘記寫上關引號，或顛倒開、關引號。

聆聽範疇

- 學生一般能憶記話語內容和掌握內容要點的順序。在憶記內容方面，如第 2 題問美怡提及的優惠是什麼，第 4 題找出美怡感到最興奮的事情和第 11 題問美怡曾參觀過的地方，這三題都是學生能直接從對話中找到答案。又如

第 10 題要求學生順序排列家文曾參觀過的地方，都是要求學生專注聆聽，憶記話語內容，然後回答問題。

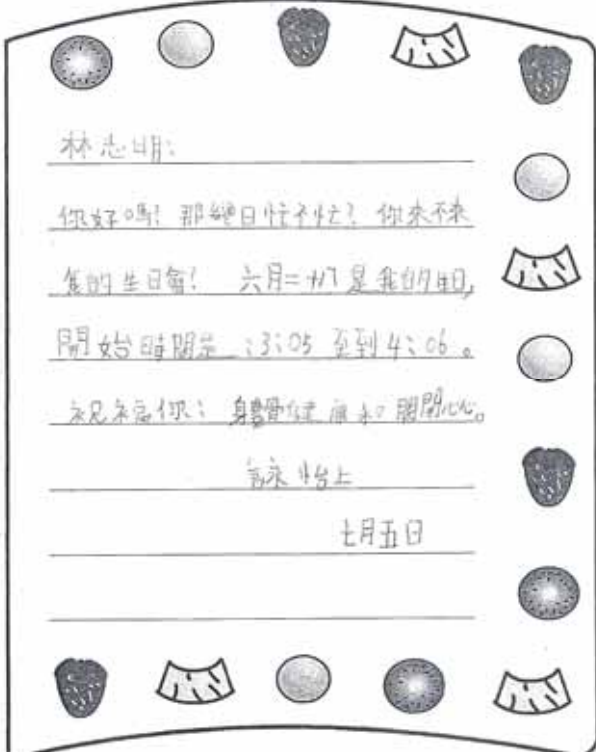
- 學生能聽出說話者所表達的不同情感。例如第 3 題和第 9 題便屬這類性質的題目，同是要求學生聆聽一段話語，然後辨識說話者所表達的情感，學生表現理想。
- 學生能聽出事件的因果關係，如第 1 題問美怡和外公，外婆到機場的原因，第 5 題是問家文想約祖父、祖母到機場去的原因，第 8 題是問家文到海洋公園遊玩的原因，這三題都是要求學生透過聆聽對話，理解話語的銜接關係，從而辨識事件的原因和結果。


說話範疇和視聽資訊評估

- 說話和視聽資訊評估由於只以隨機抽樣形式進行，故釐定水平時，沒有包括這兩部分的成績，學生的整體表現可參閱「一般評論」。

已達基本水平的學生寫作示例——實用文


CIW 六月二十八日是你的生日，請你寫一張邀請卡給林志明同學，請他來參加你的生日會。


 <p>林志明:</p> <p>你好嗎! 那幾日忙不忙? 你來不來我的生日會! 六月二十八日是我的生日, 開始時間是: 3:05 至到 4:06。</p> <p>永記茶館你: 身體健康 開開心心。</p> <p>永記茶館</p> <p>七月五日</p>	<p>邀請卡示例一</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 資料不齊全，只有日期、時間，欠地點。 ● 格式完整，包括：上款、下款、正文及日期。
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 <p>林志明同學:</p> <p>志明同學請你來我的生日會。</p> <p>資料如下:</p> <p>1.地點: 夾家樂 2.日期: 六月二十八日 3.時間: 下午三時五十分</p> <p>同學 李萬成上</p>	<p>邀請卡示例二</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 資料齊全，包括：日期、時間、地點。 ● 格式不完整，欠發卡日期。
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已達基本水平的學生寫作示例——實用文

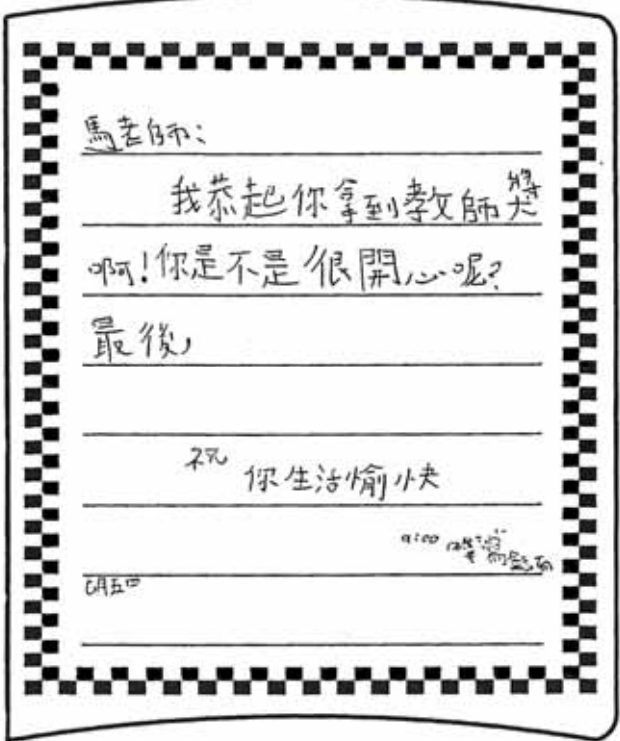
C2W 這幾天你的班主任生病了，不能回學校上課，你十分掛念他。請你寫一封信給他，問候他的病況。

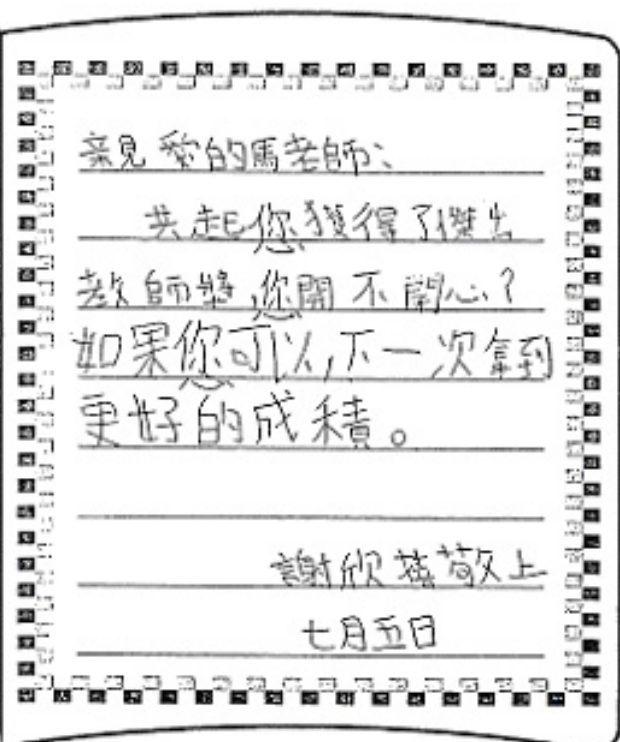
 <p>葉老師： 你生病得怎樣？ 你記着吃藥，如果您健用了的話請您 回來學教我們，因為您生病了我們回學校都很 悶。 祝 身體健康！ 小明 上 七月五日</p>	<p>書信示例一</p> <ul style="list-style-type: none"> ● 能問候老師的病況及表達掛念老師的情感。 ● 能掌握書信的格式，格式完整。上款、下款、祝頌語、發信日期齊備。
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 <p>親愛的班主任： 你身子！你的身體有沒有變好？ 希望你能夠小些康復。 你不能回學校上課，同學們十分 掛念你。但是你的病況如何？ 我們一起到花店去買鮮美的玫瑰 送你。 學生 鍾業芳 上 七月五日</p>	<p>書信示例二</p> <ul style="list-style-type: none"> ● 能問候老師的病況、表達掛念及關懷老師的情感。 ● 格式略欠完整，欠祝頌語。 ● 下款位置應靠右。
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已達基本水平的學生寫作示例——實用文

- C3W 最近，班主任馬老師獲得了傑出教師獎。請你寫一張賀卡送給他，表達你對他的祝賀及謝意。

 <p>馬老師： 我恭喜你拿到教師獎 啊！你是不是很开心呢？ 最後， 祝你生活愉快 陳玉</p>	<p>賀卡示例一</p> <ul style="list-style-type: none"> ● 能向老師表達祝賀的意思。 ● 格式完整，上款、下款及發卡日期齊備。下款名字欠清晰，日期應置右。
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 <p>親愛的馬老師： 恭喜你獲得了傑出 教師獎，你開不开心？ 如果你可以，下一次拿到 更好的成績。 謝欣蕊敬上 七月五日</p>	<p>賀卡示例二</p> <ul style="list-style-type: none"> ● 能向老師表達祝賀的意思。 ● 格式完整，上款、下款及發卡日期齊備。
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已達基本水平的學生寫作示例——短文寫作

C1W/C2W 你和家人在假日前往一個商場購物。請寫出你們在商場內購物的情形。(字數不限)

<div> <p>星 期 天 , 媽 媽 和 爸</p> <p>爸 帶 我 去 商 場 購 物 。 我</p> <p>去 到 了 商 場 , 看 見 很 多</p> <p>美 麗 的 衣 服 等 等 ……</p> <p>然 後 媽 媽 和 爸 爸 帶</p> <p>了 我 去 衣 服 店 購 物 。 我</p> <p>買 了 一 些 我 喜 歡 的 衣 服</p> <p>。 買 完 了 衣 服 , 媽 媽 和</p> <p>爸 爸 就 帶 了 我 很 多 的 地</p> <p>方 購 物 。 那 天 我 開 心 。</p> <p>很</p> </div>									
<p>短文示例一</p> <p>內容</p> <p>文章大致切合題旨，能概略記述商場購物的情況，例如看見什麼，購買了什麼。可是，描述略為簡單。</p> <p>結構</p> <p>具有分段的意識，但未能按內容合理分段，宜另開新段抒發感受。</p> <p>文句</p> <p>大致能使用簡單句子寫作，但偶有文句不通，例如：「……媽媽和爸爸就帶了我很多的地方購物。」</p> <p>字詞(1)</p> <p>大致能寫書正確字詞，偶有錯別字，如「買」和「衣」，錯別字佔全文2%。</p> <p>字詞(2)</p> <p>大致能運用書面字詞寫作，用詞簡單，「美麗」、「喜歡」。也有錯用詞語，如「等等」。間中夾雜方言詞，如「我去到了商場」。</p> <p>標點符號</p> <p>能運用逗號和句號，只是偶爾有錯失，如「等等」後和省略號不應同時出現。第二段「然後」應加上逗號。</p>									

已達基本水平的學生寫作示例——短文寫作

C1W/C2W 你和家人在假日前往一個商場購物。請寫出你們在商場內購物的情形。(字數不限)

<p>今天，爸媽帶我和 妹妹一起去商場購物， 我們一進商場，就 看見這裏很多人。我們 一起上電梯，之後就去 超級市場，一進去就看 見很多人和很多不同的 食物。我們拿一輛購物 車，我們把購物車推到 買水果類就看見很多我 沒賞過的水果，有荔枝</p>	<p>短文示例二</p> <p>內容 文章切合題旨，能記述到商場內的超級市場購物的經過。全文包括：與家人前往購物，商場擁擠的情形，到超級市場購物等，但內容略為薄弱。</p> <p>結構 大致掌握分段的技巧，能按內容合理分段。第一段交代背景，第二段記敘商場購物的情形，第三段以購物結帳作結。</p> <p>文句 大致能使用簡單句子寫作，例如：「今天，爸媽帶我和妹妹一起去商場購物。」「我們一進商場，就看見這裏很多人。」</p> <p>字詞(1) 大致能書寫漢字，但有些字詞的筆劃有錯漏，直鈎經常欠鈎，如「商場」、「購」、「我們」等。另偶有錯別字，或錯寫同音字，或偏旁殘缺。如把「推」寫成「𡗗」，把「嚐」寫成「賞」，把「荔」寫成「荔」，「付錢」寫成「負錢」，「紅毛丹」寫成「紅無」，錯別字佔全文 4%。</p>
<p>、紅無丹等……還有很 多啊！我們再走到雪 糕類看看，有很多雪糕 啊！ 我們一起去負錢啊 ！</p>	

	<p>字詞(2) 大致能運用書面字詞寫作，但詞彙貧乏。「許多」重複出現了六次，「看見」和「看看」合共出現了四次。</p> <p>標點符號 大致能運用標點符號，感歎號運用得宜。全篇誤用率為 37.5%，如「等」和省略號不應同時使用，第二段近乎一逗到底。</p>
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已達基本水平的學生寫作示例——短文寫作

C3W 你曾做過使家人生氣的事情嗎？請你寫出那件事情發生的原因、經過和結果。(字數不限)

<p>我是曾做過使家人 生氣的事。那天，媽媽 上班，我和弟弟留在家 裏。我們很悶。功課做 完了。我們玩星球大戰 ，很激烈，打了很多很多 招式，打破了花瓶。 媽媽放工回來，看見 花瓶碎了，大罵我和 弟弟。結果我們說對不 起。</p>	<p>短文示例一</p> <p>內容 文章大致切合題旨，能記敘使家人生氣的事情，但內容薄弱，只簡略記述了事件的原因和結果。</p> <p>結構 能以段落記述使家人生氣的原因、經過及結果。</p> <p>文句 大致能使用單句和複句寫作，但句子結構欠完整，例如：「我們很悶。功課做完了。」 「我們玩星球大戰，很激烈，打了很多很多招式，打破了花瓶。」</p> <p>字詞(1) 大致能書寫常用字詞，偶有錯別字，如「花瓶」寫成「花」，「激烈」寫成「烈」。錯字佔全文約 2%。</p> <p>字詞(2) 大致能運用書面字詞寫作，但經常重複使用「很」和「很多」。學生能運用恰當的詞語描述使家人生氣的情形，如「大罵」、「對不起」。</p> <p>標點符號 大致能運用逗號和句號。</p>
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已達基本水平的學生寫作示例——短文寫作

C3W 你曾做過使家人生氣的事情嗎？請你寫出那件事情發生的原因、經過和結果。(字數不限)

<p>星期日，我和爸爸 媽媽哥哥弟弟一起去行 街。我們一路行一路看 。我就看見一個模型， 我就叫爸爸買，爸爸話 貴，不買，我就叫媽媽 買，媽媽就好生氣，就 罵我，因為我默書不好 ，又要買玩具。 我們沒買東西，回 家了他們都很生氣。我 就說對不起和溫習功課 。</p>	<p>短文示例二</p> <p>內容 文章切合題旨，能簡略記敘「我」要求父母購買模型而令他們生氣的經過及結果。</p> <p>結構 大致掌握分段的技巧，能按內容作簡單分段。第一段交代「我」要求父母買模型而遭父母拒絕和責罵，第二段寫「我」向家人道歉和溫習功課。</p> <p>文句 大致能使用單句寫作，但文句欠通順，例如：「我就看見一個模型，我就叫爸爸買，爸爸話貴，不買，我就叫媽媽買，媽媽就好生氣，就罵我，因為我默書不好，又要買玩具。」</p> <p>字詞(1) 能書寫正確字詞，沒有錯別字。</p> <p>字詞(2) 大致能運用書面字詞寫作，偶然夾雜方言詞句。例如：「我們一路行一路看。」「……爸爸話貴……」「……媽媽就好生氣……」</p> <p>標點符號 大致能運用逗號和句號。</p>
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表現良好的學生概說

閱讀範疇

- 學生具備綜合理解的能力。如 C1 第 19 題、C2 第 13 題和 C3 第 18 題雖然都是提問學生理解敘述性文字的內涵，但卻要求學生運用綜合理解的能力來回答問題。如 C1 第 19 題問「文章主要記述」，答案是(D)「『我』和『小胖』一起生活的片段」，又如 C3 第 18 題是要求學生替文章選出一個合適的題目，答案是(A)「一件好事」等，這些題目都是要求學生綜合全篇文章的內容大意才能作答。
- 學生能回答需要較深層理解的題目，如 C3 第 15 題和第 17 題。這兩題是問答題，提問「做了一件好事」和「對不起表哥」的深層意義，學生不能從文本直接擷取文句回答問題，而需要綜合上文下理，分析「做了一件好事」就是「救了魚媽媽」，對不起表哥就是「放走了魚媽媽」，這類題目比只問篇章內容的表面意義，難度較高。
- 學生具備歸納篇章內容的能力，如 C2 第 13 題提問在文章第二段中，記述了哪兩項中華白海豚的資料，答案是(A)和(E)：外形和活動。文中並沒有直接指出中華白海豚的資料，學生需要先理解文句的描述，才能歸納海豚的身體特徵和生活特性。
- 學生能辨識實用文的主要信息，如 C2 第 25 題的邀請卡的目的是「邀請小朋友參加夏日嘉年華」；C1 第 24 題是問文文寫信的目的，兩題題目都是提問實用文的主要信息，學生須先理解內容，然後進一步辨識其中的主要信息，才能回答此題。相對於書信而言，邀請卡內容較簡單，信息明顯，而給楊老師的信中，由於內容涉獵其他事情，因此學生要區別哪些才是主要信息，難度較高，可是這題的答對率接近一半，反映部分學生不僅能理解實用文的表面信息，也能辨識什麼才是主要信息。

寫作範疇

- 學生寫作書信時，除能表達對老師的親切慰問外，亦能表達對老師的真摯關懷，如叮囑老師多喝水、多休息等，愛護老師之情，溢於言表。

- 學生寫作短文時，能夠詳細敘述事件的內容，如寫與家人購物的情況時，能詳述購物的原因、描述商場周圍的環境、並摘取重點，加以具體描述，又如寫令家人生氣的原因、經過和結果時，能把事件的來龍去脈，清楚完整地交代，而又不至於平鋪直敘。在表達技巧方面，學生不只能夠做到表面的敘述，更能適當地加插人物對話，甚至刻劃人物的心理變化，令人物生動傳神。
- 學生能靈活運用感歎號表達情感，頓號羅列事物，省略號表達未盡之意，這反映部分學生已懂得善用標點符號來表達意思和感情。

聆聽範疇

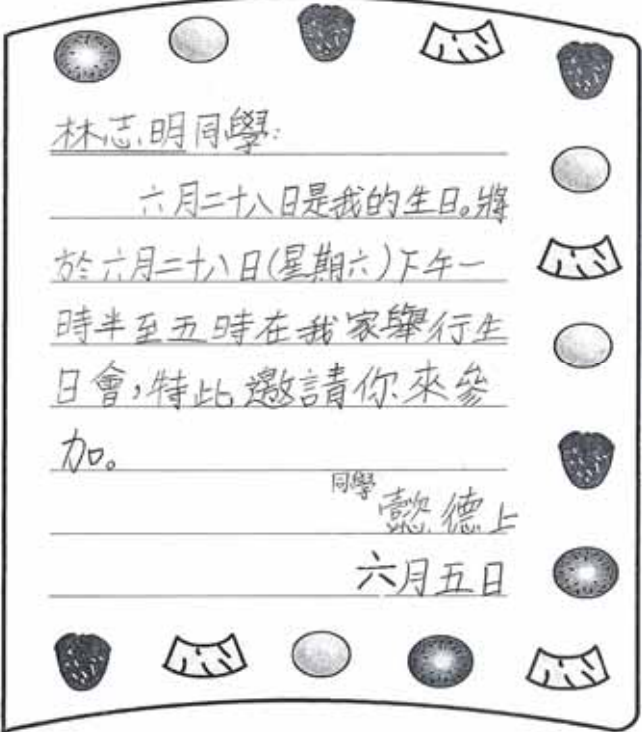
- 超過五成學生能掌握一些綜合性或歸納性理解的題目。所謂綜合性理解或歸納性理解是指學生能概括話語內容的局部信息或細節，如第 6 題及第 12 題，都是從四個選項中，找出符合話語內容的選項；而第 7 題是辨識話語的重點。數據顯示過半數學生能處理一些要求較高層次理解的題目，表現不俗。而第 5 題除了要求學生能憶記話語內容，還要求學生概括該部分話語內容的重點，辨識主要原因，難度較高，但仍有六成學生答對，可見部分學生在聆聽時，對理解較複雜的語段銜接關係，已具備相當強的能力。


說話範疇

- 學生能詳盡講述圖畫的內容，並能發揮想像力及創意，加入不少情節令故事內容豐富生動。
- 接近兩成的學生能運用多變化的詞語講述故事，甚至會以角色扮演的方式來講述故事，非常投入。
- 學生在講述故事時，能適當運用詞語如「首先」、「然後」、「接着」等貫串故事情節，使故事流暢。
- 在小組交談方面，學生能就話題發表自己的意見和看法，滔滔不絕，能與別人溝通。
- 學生在交談過程中語言得體，態度認真投入，表現出色。

表現良好的學生寫作示例——實用文


CIW 六月二十八日是你的生日，請你寫一張邀請卡給林志明同學，請他來參加你的生日會。


 <p>林志明同學：</p> <p>六月二十八日是我的生日。將於六月二十八日(星期六)下午一時半至五時在我家舉行生日會，特此邀請你來參加。</p> <p>同學 懿德上</p> <p>六月五日</p>	<p>邀請卡示例一</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 以段落形式表達，資料齊全，包括：日期、時間、地點。 ● 格式完整、準確，包括：上款、下款、正文及發卡日期。
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 <p>志明同學：</p> <p>六月二十八日便是我的生日，媽媽為我舉行了一個生日會。</p> <p>時間：下午三時至五時</p> <p>日期：六月二十八日(星期日)</p> <p>地點：上水名都麥當勞</p> <p>你來不來參加我的生日會？</p> <p>我十分希望你能多來參加我的生日會，請多致電通知我。</p> <p>同學 曉琳</p> <p>六月二十二日</p>	<p>邀請卡示例二</p> <ul style="list-style-type: none"> ● 能寫出邀約目的。 ● 以點列形式表達，資料齊全，包括：日期、時間及地點。 ● 格式完整、準確，包括：上款、下款、正文及發卡日期。
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表現良好的學生寫作示例——實用文

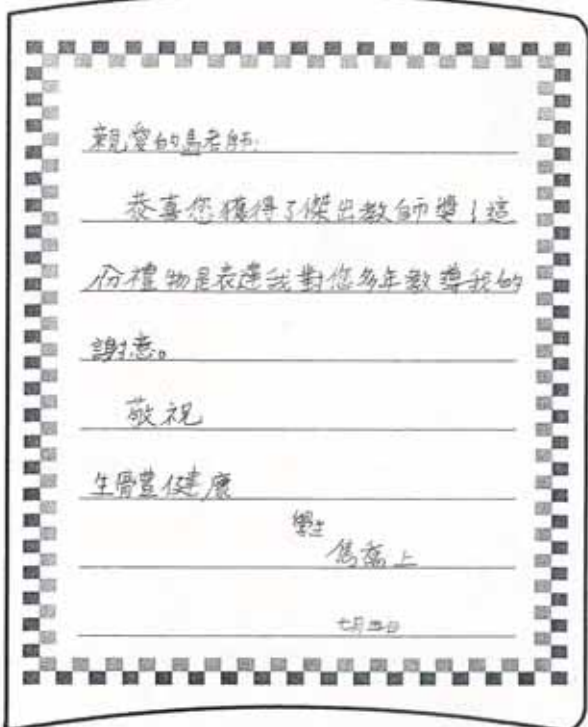
C2W 這幾天你的班主任生病了，不能回學校上課，你十分掛念他。請你寫一封信給他，問候他的病況。

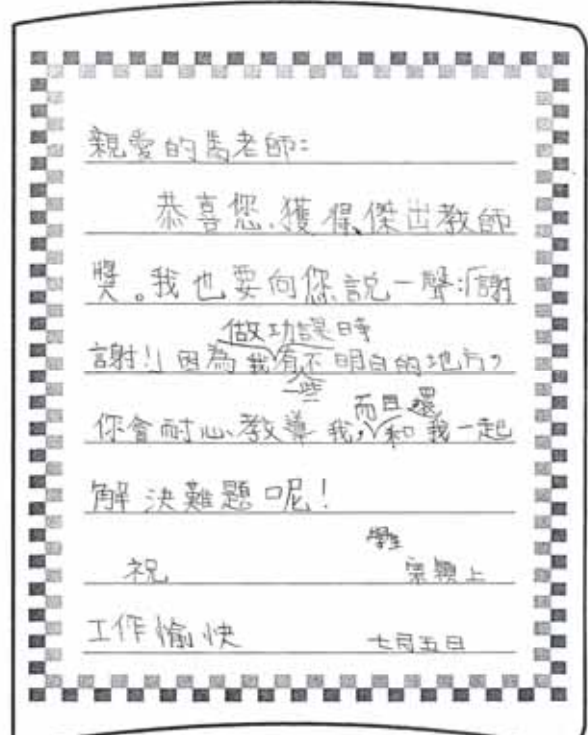
<p>親愛的李老師：</p> <p>您的身體狀況好嗎？</p> <p>我們全班都十分掛念您，我希望您能早日痊癒，回校上課。我們在您不返校的日子裏，都變得很有趣。由於什麼您的老師對我們十分好，所有壞同學都變了好的同學，所以您不用擔心。</p> <p>下星期五，我們全班打算將書來您入院的醫院探望您，您需要甚麼？您想吃甚麼？我們會帶來給您的。</p> <p>祝您 早日康復！</p>  <p>學生 紹輝上 七月五日</p>	<p>書信示例一</p> <ul style="list-style-type: none"> ● 能問候老師的病況和表達掛念老師的情感。 ● 借到醫院探望老師，詢問老師的需要，進一步向老師表達關懷之情。 ● 能掌握書信的格式，格式完整、準確。上款、下款、祝頌語、發信日期齊備。
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<p>親愛的陳老師：</p> <p>你最近是不是病得厲害嗎？我從代課老師口中知道你生病了。希望你儘快康復，說實話，代課老師教課時，真不得不令人打盹呢！</p> <p>你不在的時候，有很多頑皮的同學都靜下來。下課時，他們還寫慰問卡慰問你。</p> <p>不管怎麼說，我們全班都想你康復回來教我們呢！</p> <p>祝 早日康復</p>  <p>學生 靜琪敬上 七月五日</p>	<p>書信示例二</p> <ul style="list-style-type: none"> ● 能問候老師的病況及表達掛念老師的情感。 ● 能描述同學因老師生病而變得安靜，更紛紛寫慰問卡給老師，顯出學生對老師的關懷情誼。 ● 能掌握書信的格式，格式完整。上款、下款、祝頌語、發信日期齊備。
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表現良好的學生寫作示例——實用文

C3W 最近，班主任馬老師獲得了傑出教師獎。請你寫一張賀卡送給他，表達你對他的祝賀及謝意。

	<p>賀卡示例一</p> <ul style="list-style-type: none"> ● 能向老師表達祝賀的意思。 ● 能向老師表達謝意。 ● 格式完整，準確。上款、下款及發卡日期齊備。

	<p>賀卡示例二</p> <ul style="list-style-type: none"> ● 能向老師表達祝賀的意思。 ● 能向老師表達謝意。 ● 格式完整，準確。上款、下款及發卡日期齊備。

表現良好的學生寫作示例——短文寫作

C1W/C2W 你和家人在假日前往一個商場購物。請寫出你們在商場內購物的情形。(字數不限)

<p> 今天 是 星期 天， 我 和 家 人 前 往 一 個 商 場 購 物。 我 們 一 去 到 商 場 就 聽 到 有 一 些 嘈 雜 的 聲 音 ， 十 分 熱 鬧。 妹 妹 一 看 見 美 麗 的 洋 娃 娃， 就 被 它 吸 引 着 ， 於 是 妹 妹 叫 爸 爸 買 給 她。 那 個 洋 娃 娃 十 分 美 麗， 它 的 臉 上 有 一 雙 大 大 的 眼 睛 和 小 小 的 嘴 巴 ， 怪 不 得 妹 妹 被 它 吸 引 着 呢！ 我 很 喜 歡 看 圖 書， 所 以 我 一 到 商 場， 就 到 書 店 裏 買 圖 書。 我 買 了 三 本 圖 書： 三 隻 小 豬、 小 王 子 和 安 徒 生 童 話。 最 後 我 們 買 了 很 多 東 西， 裙 子， 領 帶， 洋 娃 娃 和 圖 書。 我 覺 得 今 天 很 開 心 ， 因 為 到 了 商 場 裏 買 了 很 多 東 西， 但 是 爸 爸 和 媽 媽 的 錢 包 變 得 輕 了 很 多 呢！ </p>	<p>短文示例一</p> <p>內容 文章切合題旨，能具體敘述到商場購物的情景，能選取兩個重點發揮，如妹妹購買洋娃娃的模樣和「我」購買的圖書，最後以幽默的筆調，表達愉快心情。</p> <p>結構 能按內容合理分段，段與段間，脈絡分明。第一段交代購物背景和描述商場環境，第二、三段，重點描寫妹妹和我購物的情形。第四段簡單總結全家購物的成果。最後一段抒發個人對購物的感受。</p> <p>文句 文句通順而富變化。例如：「那個洋娃娃十分美麗……怪不得妹妹被它吸引着呢！」「我買了三本圖書：三隻小豬、小王子和安徒生童話。」</p> <p>字詞(1) 能正確書寫字詞，沒有錯別字。</p> <p>字詞(2) 能運用書面字詞寫作，用詞富豐而準確。例如「嘈雜」、「熱鬧」、「吸引」、「怪不得」、「美麗」、「漂亮」等。</p> <p>標點符號 能運用不同的標點，除逗號、句號、冒號外，還有感歎號、書名號和頓號。標點偶爾有錯失，佔全文 11%。</p>
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表現良好的學生寫作示例——短文寫作

C1W/C2W 你和家人在假日前往一個商場購物。請寫出你們在商場內購物的情形。(字數不限)

		這	天	，	我	和	家	人	到
商	場	購	物	。					
		妹	妹	好	像	很	喜	歡	那
條	印 ^但	有	花	朵	的	裙	子	，	因
為	她	的	眼	睛	死	死	地	盯	着
那	條	裙	子	。					
		爸	爸	問	她	：「	你	喜	歡
哪	條	裙	子	嗎	？	我	買	給	你
嗎	？	」	妹	妹	忙 ^拿	說	：「		
別	了	，	這	條	裙	子	價	格	昂
貴	，	還	是	別	了	！	」	爸	爸
</									

表現良好的學生寫作示例——短文寫作

C3W 你曾做過使家人生氣的事情嗎？請你寫出那件事情發生的原因、經過和結果。(字數不限)

	短文示例一
<p>昨天，我放學回家，看見地上有一隻小狗。它的脖子上掛着一個銅鈴，銅鈴上刻着「小波」兩個字。</p>	<p>內容 文章切合題旨，能以「使家人生氣」為中心，清楚記述「我」因為與寵物玩耍，馬虎地做功課，而令家人生氣。</p>
<p>我十分奇怪，便問媽媽這隻狗是誰的寵物。媽媽回答說：「今天是你的生日，小波是你的生日禮物。」</p>	<p>結構 能按內容合理分段，第一段描寫小波的特徵，第二段交代小波的來歷，第三段敘述「我」只顧與小波玩耍而馬虎地完成功課。第四段說明媽媽生氣的原因及經過，第五段總結「我」從中得到的教訓。</p>
<p>我非常高興，於是</p>	<p>文句 能運用完整句子寫作，描寫細緻。</p>
<p>我在功課上胡亂地畫了幾下，便跟小波玩耍去了。</p>	<p>例如：「它(牠)的脖子上掛着一個銅鈴，銅鈴上刻着『小波』兩個字。」「我十分奇怪，便問媽媽這隻狗是誰的寵物。」</p>
<p>媽媽十分生氣，她把小波給鄰居飼養。我十分難過，但都開始用功溫習。過了一星期，小波又回來了。</p>	<p>字詞(1) 大致能正確書寫字詞，錯別字不太多，動物「牠」錯寫成死物「它」，「脖子」錯寫成「子」。</p>
<p>這讓我明白一個道理，就是不要沉迷一種東西。</p>	<p>字詞(2) 能運用書面字詞寫作，用詞豐富，如「奇怪」、「高興」、「胡亂」、「生氣」、「難過」、「飼養」等。</p> <p>標點符號 能正確運用逗號、句號、冒號、引號及專名號。</p>

表現良好的學生寫作示例——短文寫作

C3W 你曾做過使家人生氣的事情嗎？請你寫出那件事情發生的原因、經過和結果。(字數不限)

<p>今天，媽媽外出 了，弟弟在家裏看電視， 我在玩籃球。我一下不小 心，打破了媽媽至愛的 花瓶。</p> <p>媽媽回來後，看見 自己最心愛的花瓶破碎 了，心裏很生氣，便問 ：「是誰弄破的？」我 說：「是我。」之後， 媽媽狠狠地痛罵了我一</p>	<p>短文示例二</p> <p>內容 文章切合題旨，能以「使家人生氣」為中心，清楚記敘「我」因為打破家中的花瓶而令媽媽生氣。</p> <p>結構 能按內容合理分段，第一段描寫「我」打破花瓶，第二段交代媽媽生氣的經過，第三段記述「我」向媽媽道歉，媽媽原諒了「我」。</p> <p>文句 能以完整句子寫作，描寫細緻，能適當地加插人物對話。例如：「媽媽回來後，看見自己最愛的花瓶破碎了，心裏很生氣，便問：『是誰弄破的？』我說：『是我。』」「那天，我大哭一場，淚水就(像)雨水般一樣多呢！」</p> <p>字詞(1) 能正確書寫字詞，沒有錯別字。</p> <p>字詞(2) 能運用書面字詞寫作，用詞豐富，如「至愛」、「心愛」、「狠狠」、「痛罵」、「道歉」、「感動」、「花瓶」、「破碎」等。</p> <p>標點符號 能正確運用逗號、句號、冒號、引號、感歎號和問號。</p>
<p>頓。那天，我大哭一場 ，淚水就雨水般一樣多 呢！</p> <p>第二天早上，我向媽 媽道歉，媽媽說：「我 也有錯的，昨天這樣罵 你，不過，你也有錯的 啊！」之後，我感動得 流眼淚，媽媽說：「不 要哭！」</p>	

一般評論

閱讀範疇

- 學生理解詞語的表現一般，六題詞語題的平均答對率是六成多。這些詞語都是學生常見的，提問方式雖然都是要求學生從篇章找出適當詞語填在橫線上，使所提供的句子成為意思完整的句子，但題型分為兩類。第一類是要求學生從文章中找出詞語補充成意思完整的句子，如 C1 的第 20 題，C2 的第 18、19 題和 C3 的第 19 題；第二類是提供完整句子，並在有關詞語畫上雙橫線，要求學生在文章中找出意義相同的詞語替代，如 C1 第 21 題和 C3 第 20 題。學生的表現一般，相信是學校較少以這種方式來評估學生理解詞語的能力，學生對這種題型感到陌生而影響表現。
- 三類不同的實用文中，書信是學生最為熟悉的，其餘兩類實用文：邀請卡和賀卡，學生雖然較少接觸，但在辨識格式和理解主要信息的能力仍有不俗的表現。

寫作範疇

- 在眾多學習範疇中，寫作評估的表現最為遜色。學生表現欠佳，主要原因是寫作是一種綜合性很強的語文活動。學生先要審題清楚，經過思考，構思內容，然後把意念轉化成文字來表達，這是一種高層次的思維活動。學生需要同時具有審題、選材、構思、組織等各種能力，才能完成寫作活動。
- 在短文寫作的六個評估重點中，結構表現最弱，全港五成學生未能按題旨內容重點分段，只有一成多學生能適當地把內容分段表達，表現獲第三等。換言之，一般學生只能按事件發生的先後次序寫作，但未能按題旨內容合理分段；更有五成多學生未能把內容按先後、詳略、輕重作出適當的分段，甚至一段到底，可見學生在內容結構的表現上，差異很大，值得關注。
- 在內容方面，全港接近三成的學生離題或未能緊扣題旨，顯示學生的審題能力稍弱，以致文章內容時有離題。例如部分學生誤把「商場購物」理解成「逛街」，許多學生只是略寫購物的情形，卻花了大量篇幅寫到商場吃東西，到遊樂場玩耍等。有的學生甚至把「商場購物」寫成「商場捉賊」、「商場迷路」、「商場失竊」，未符題目要求。又如學生未能詳述「使家人生氣的經過及結果」。一般學生都是以「媽媽知道了，十分生氣，我們馬上道歉。她最後原諒我。」作結，未能具體描述家人生氣的經過和完整交代結果。部分學生在整篇文章中，只是寫出自己做錯事，擔心令家人生氣，最後家人並沒有生氣，明顯犯了審題不清的毛病。小部分學

生更以第三身描述兄弟、姊妹令家人生氣的原因、經過和結果，學生的審題能力有待改善。

- 小部分未達基本水平的學生，在運用標點符號寫作時，經常會一逗到底。學生在全篇文章中只用了兩種標點符號：逗號和句號，而句號也只是在文章結尾才出現一次，這表示學生未能掌握斷句的方法。
- 在實用文寫作方面，學生大致能掌握實用文的格式，可是上、下款和日期擺放的位置失誤較多，如上款和正文放在同一行，下款和日期錯靠左面。

聆聽範疇

- 相對於閱讀、寫作、說話和視聽資訊評估而言，學生在聆聽方面的表現較為理想，學生一般已具備憶記話語內容的能力，而超過五成的學生能回答較複雜的綜合性理解或歸納性理解的題目，可見學生的聆聽能力並不囿於憶記層面。

說話範疇

- 說話評估是以隨機抽樣形式進行，綜觀全港學生的表現，在「看圖說故事」中，大部分學生具備口語的表達能力。在提供圖畫的情況下，學生能根據圖畫中的景象講述完整故事，而小部分學生能發揮想像力及創意，加入不少情節，令故事內容更豐富生動。
- 大部分學生能按圖畫的順序說出故事的開始、經過和結果，但偶然也會遺漏重要情節而出現說「回頭」的情況，令整個故事欠流暢和連貫，也有不少學生喜歡運用「跟住呢」、「咁呢」、「不過」作為語句的開啟語，或以此作為貫串話語的用語。
- 在「小組交談」中，超過八成的學生具備口語溝通的能力。學生能就提供的話題，樂於與同學交談，發表自己的意見，即使與別人看法不同，也能尊重對方，達到人際溝通與交流的目的。學生在交談過程中語言得體，態度認真投入，表現出色。
- 學生能以準確的詞語描述故事的內容和與別人交談，但鮮有運用略有變化的詞語敘述故事，大多平鋪直敘。在「運用日常生活的詞語表情達意」一項中，無論是「看圖說故事」或「小組交談」，大部分學生能以恰當的言詞表情達意。
- 部分學生羞於啟齒，多在一分鐘內便完成了「看圖說故事」，即使評審員多番鼓勵及引導，學生仍然表現得頗為緊張和拘謹，如低著頭說話，與評審員沒有眼神接觸，或以三言兩語講述整個故事等，由於這些學生比較害羞和被動，在與同學交談時，只能簡單回應，未能表達自己的意見。

- 學生一般發音準確，只有部分學生間中有音系性的錯誤，例如混淆「n」（男）、「l」（藍），「kw」（國）、「k」（角）等的發音及時有懶音的情況出現。

視聽資訊評估

- 學生在視聽資訊評估的表現不俗。這項基本能力——「能明白視聽資訊中簡單的信息」，無論對於教師或學生而言，都是陌生的。學生作答時，必須一邊觀看屏幕的影像，一邊聆聽話語，要同時運用視覺和聽覺回答問題，這種新的評估模式自有一定的難度。然而，學生的表現不俗，八成多的學生具備複述性理解的能力。所謂複述性理解能力是指學生能理解內容的表層、理解局部或細節性的信息、憶記短片的資料和把握主要內容。如第 1-3 題、第 6 題、第 8 及第 9 題便屬於這類性質的題目，這六題題目的平均答對率接近九成，反映學生具備理解視聽資訊信息的能力。
- 學生能回答一些綜合性理解或歸納性理解的題目。如第 4 及第 5 題都是要求學生透過觀看短片二的內容細節及人物的舉動行為，然後綜合該段短片內容作答，接近一半學生能正確回答這些較高層次理解的題目，表現不俗。
- 學生表現理想的題目多是提問表層信息的題目，如第 1 題問及第一套短片中小朋友正進行什麼活動，答案是（B）郊遊，短片一已明顯表達一班學生在老師的帶領下在郊外進行活動；又如第 6 題問短片三是何時的天氣報告，答案是（A）早晨，短片中天文台科學主任在開始報告天氣時便說了一聲「早晨」，除此之外，畫面的右上角亦已顯示當時的時間是「07:16」，因此學生不難選出正確答案。再如第 9 題提問「短片三最後的部分主要是什麼」，答案是（D）播放世界各地的天氣資料，這題主要評估學生能否運用視覺觀察畫面上提供了什麼信息。短片三的結尾部分只有影像而沒有旁述，畫面播放了世界各地的天氣情況，而背景是維港兩岸景色，九成學生答對這題，足見學生具備不弱的觀察能力。

7. ENGLISH LANGUAGE

Assessment Design

The assessment tasks were based on the Basic Competency (BC) Descriptors (Tryout Version) for English Language at the end of Key Stage 1 (Primary 3) and the CDC Syllabus for English Language (Primary 1 – 6) 1997. The tasks covered the four language skills, listening, reading, writing and speaking, as well as learning objectives in three interrelated strands, i.e. Interpersonal (IS), Knowledge (KS) and Experience (ES).

The full paper of the written assessment consisted of three sub-papers, with a total of 127 items covering listening, reading and writing skills. Students were required to attempt one of the sub-papers that was of 45 minutes duration. The composition of the sub-papers was as set out in Table 7.1.

Table 7.1 Composition of Sub-papers

Written (Listening, Reading & Writing)				Speaking			
Sub-paper	E1	E2	E3	Sub-paper	EST1	EST2	EST3
	No. of Items (Score Points)				No. of Items (Score Points)		
Listening				Speaking			
L2-L-1-P3BC (discriminating sounds)	13(13)	0	2(2)	L1-S-3-P3BC (short answers)		2(8)	
L2-L-3-P3BC (listening strategies)	4(4)	16(16)	18(18)	L2-S-5-P3BC (formulaic expressions)		1(2)	
Reading				L3-S-1-P3BC (pronunciation)		1(2)	
L2-R-5-P3BC (reading strategies)	15(15)	18(18)	24(24)	L3-R-3-P3BC (reading aloud)		1(4)	
L2-R-6-P3BC (reference skills)	8(8)	8(8)	0				
Writing							
L2-W-3-P3BC (relevant ideas)	10(13)	15(21)	21(26)				
L2-W-4-P3BC (language)	1(2)	0	1(2)				

Listening Items

Each student attempted one of the three sub-papers (15 minutes each) consisting of two listening tasks. The recording was played twice. Descriptions of the listening assessment tasks are provided in the following Tables 7.2 and 7.3.

Table 7.2 Listening: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-L-1-P3BC	Discriminating between common words with a small range of vowel and consonant sounds	15
L2-L-3-P3BC	Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents	31
	TOTAL	46

Table 7.3 Listening: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-L-1-P3BC L2-L-3-P3BC	Booking form <i>E1A Part 1A</i>	Multiple choice	10(10)
L2-L-1-P3BC L2-L-3-P3BC	Notes <i>E1A Part 1B</i>	Multiple choice, Note taking	7(7)
L2-L-3-P3BC	Talking about a picnic <i>E2A/E3A Part 1A</i>	Multiple choice, Matching	7(7)
L2-L-3-P3BC	Photo description <i>E2A Part 1B</i>	Matching	9(9)
L2-L-1-P3BC L2-L-3-P3BC	Lost Item Report Form <i>E3A Part 1B</i>	Multiple choice, Form filling	13(13)

Reading Items

Each student attempted one of the three sub-papers (30 minutes) that assessed reading and writing skills. 20 minutes were allotted for the reading assessment tasks. Descriptions of the reading tasks are provided in Tables 7.4 and 7.5.

Table 7.4 Reading: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-R-5-BC	Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues	45
L2-R-6-P3BC	Applying a small range of simple reference skills	8
	TOTAL	53

Table 7.5 Reading: Item Description and Question Types

Basic Competency	Item Description	Question Type	No. of Items (Score Points)
L2-R-5-P3BC	An invitation <i>E1B Part 2A</i>	Multiple Choice	8(8)
L2-R-6-P3BC	Book covers <i>E1B/E2B Part 2C</i>	Matching, Multiple Choice	6(6)
L2-R-6-P3BC	Contents page <i>E1B/E2B Part 2D</i>	Gap filling	2(2)
L2-R-5-P3BC	Story <i>E1B Part 3A</i> <i>E2B/E3B Part 3A-3B</i>	Multiple Choice, Note taking and Open-ended	26(26)
L2-R-5-P3BC	Weather reports <i>E2B/E3B Part 2A</i>	Multiple Choice, Matching	5(5)
L2-R-5-P3BC	Order form <i>E3B Part 2C</i>	Form filling	6(6)

Writing Items

Each student attempted one of the three sub-papers (30 minutes each). About 10 minutes were allotted for the writing assessment tasks. Descriptions of the writing tasks are provided in the Tables 7.6 and 7.7.

Table 7.6 Writing: Distribution of Items

Basic Competency	Descriptor	No. of Items
L2-W-3-P3BC	Writing and/or responding to short and simple texts with relevant information and ideas with the help of cues	27
L2-W-4-P3BC	Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes	1
	TOTAL	28

Table 7.7 Writing: Item Description and Question Types

Basic Competency	Item Description	No. of Items (Score Points)
L2-W-3-P3BC	Describing one more animal	1(2)
L2-W-4-P3BC	<i>E1B Part 2B/E3B Part 2D Section 2</i>	1(2)
L2-W-3-P3BC	Giving three wishes <i>E1B Part 3B</i>	1(3)
L2-W-3-P3BC	Describing my good friend <i>E2B Part 3C</i>	1(3)
L2-W-3-P3BC	Completing a poem <i>E2B Part 3D</i>	4(8)
L2-W-3-P3BC	Responding to the three rabbits <i>E3B Part 3A No. 4</i>	1(3)
L2-W-3-P3BC	Providing an ending of a story <i>E3B Part 3C</i>	1(3)
L2-W-3-P3BC	Naming personal objects and animals <i>E2B/E3B Part 2B</i>	10(10)
L2-W-3-P3BC	Describing animals <i>E1B Part 2B/E3B Part 2D Section 1</i>	8(8)

Speaking Tasks

Each student attempted one of the three sub-papers (about 8 minutes each). Each sub-paper has its own topic, i.e. school, birthday party and beach. Descriptions of the speaking tasks are provided in Table 7.8.

Table 7.8 Speaking: Distribution of Tasks

Basic Competency	Task Description	Descriptor
L2-S-5-P3BC	Spontaneous language use in given situations	Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues.
L2-R-3-P3BC	Reading aloud	Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly.
L3-S-1-P3BC	Picture descriptions	Pronouncing simple and familiar words comprehensibly.
L1-S-3-P3BC		Providing short answers to short and simple questions.
L1-S-3-P3BC	Expression of personal experiences	Providing short answers to short and simple questions.

Performance of Students with Minimally Acceptable Levels of Basic Competence

Listening

In listening, students at the basic level of competency were able to identify key words with given cues, and basic differences in intonation (questions, statements and commands) as well as to discriminate between a small range of vowel and consonant sounds when spoken slowly with a clear accent.

Key words

- Most students could identify key words, including numbers (for example, E1A Part 1A 'Booking form' No. 5) or letters (for example, E3A Part 1B 'Lost item report form' No. 2), with given cues or options (E3A Part 1B Nos. 6 – 8 & 10 – 12). They demonstrated skills in identifying people with verbal cues together with the characteristics of the objects given, (i.e. E2A Part 1B 'Photo description') and when the task required matching (i.e. E2A/E3A Part 1A 'Picnic places' Nos. 2, 3A & 3B).

Intonation

- Most students understood intonation in common expressions about feelings, i.e. E2A/E3A Part 1A, No.1 ('Talking about a picnic' – How do the children feel? Hurrah! That's great! (students with happy faces)).

Vowel and consonant sounds

- Most students could correctly distinguish a wider range of mid-vowels in identifying /o/ (pots), /e/ (pets) and /ɪ/ (pits), and some initial consonants like /m/ (Molly), /b/ (bells), /w/ (wells) and /ʃ/ (shells).

Reading

Reading skills at the basic level of competency included identifying the main idea in a sentence. Students could understand connections between ideas by interpreting a small number of cohesive devices. They could also predict content using the book covers with pictorial cues.

Key words

- Students at this level demonstrated their ability in matching the key words with the given pictorial cues. Items identified included E1B/E2B Part 2C ‘Book covers’ and E2B/E3B Part 2A ‘Weather report’.
- Students were able to identify key words in a sentence when reading a passage; especially when pictorial or written cues were given in options (E2B/E3B Part 3A No. 2 & E3B Part 3B No. 4).

Main ideas

- Students performed well in identifying main ideas in one sentence, for example, E3B Part 2C Nos. 1 & 3A in ‘Order form’.

Predicting content

- Students could predict content using pictures on the book covers. For example, E1B/E2B Part 2C in ‘Book covers’, students were also capable of matching titles with the pictures from the book covers.

Connection between ideas

- Students could understand the connection between ideas in a sentence by interpreting some cohesive devices, for example, E2B/E3B Part 3A Nos. 3A and 3C.

Writing

Writing skills at this level included writing simple sentences based on given information. Students could express themselves when writing about some personal experiences and complete short, simple poems. They could express themselves with limited ideas when completing a story.

Relevant content

- For guided writing tasks (e.g. E2B/E3B Part 2B), students demonstrated their ability in providing appropriate information in given contexts. They were able to write one word to name some personal objects and animals given in pictorial prompts.
- Students could write three wishes when given a short writing task (i.e. E1B Part 3B).

Student exemplar 1

You are Bunny. What do you want to ask for? Give your three wishes.

I want all of things.
I want one big books.
I want eat cheese cake.

Writing about an animal

- In E1B Part 2B/E3B Part 2D Section 2, students were able to provide a rather clear description of an animal despite some grammatical or spelling mistakes. Students used simple and appropriate words to show control of simple sentence patterns.

- The following exemplars
 - provide relevant details or information;
 - use limited sentence patterns;
 - show limited use of vocabulary with some grammatical and spelling mistakes.

Student exemplar 2

Write about one more animal in your own words.

It is cat .
 It has bigs eyes .
 It is yellow .
 It eat cat food .

Student exemplar 3

Write about one more animal in your own words.

It is dog .
 It has are legs .
 It is back .
 It eats ments and pet food .

Writing about a good friend

- For open-ended writing, students were required to write short, simple texts with the help of cues. Students at this level are capable of providing a description of 'My good friend' (i.e. E2B Part 3C) with limited ideas.
- The following exemplars
 - provide limited information;
 - show grammatical and spelling mistakes.

Student exemplar 4

My Good Friend

My friend is very beutful
Her eyes is big.
Her ears is samll.
She has long hear.

Student exemplar 5

My Good Friend

My good friend is Charlene. She is kind.
She hair is long. She eyes is big. She like
red Glowl like Charlene. I think I and
She is "Twins".

Completing a story

- Students could express themselves with limited ideas in completing a story (i.e. E3B Part 3D).
- The following exemplar
 - shows very few imaginative ideas;
 - uses limited sentence patterns and vocabulary.

Student exemplar 6

Bunny opens the door of the house. She see
some animals. They are beautiful
and they teay with her.

Completing short, simple poems

- Students were able to complete a short, simple poem 'My favourite season' (i.e. E2B Part 3D) by filling in appropriate words, naming any kind of animal for a pet e.g. 'dog' and an object with a given verb e.g. turn off the 'fan'.

Speaking

In speaking, about 12 – 15 students of each school participated in the assessment. No cut score was determined for setting the standard of student performance at the basic level of competency. However, the general speaking performance of students is referred to in the 'General Comments' section.

Performance of the Best Students

Listening

Students with good listening skills demonstrated their ability by achieving the following:

Key words

- Students at this level were capable of identifying key words in nearly all the tasks and answered correctly even with tasks that required simple note taking, i.e. E1A Part 1B Nos. 6 and 7.

Stressed and unstressed sounds

- Students were able to distinguish the stressed sounds, for example, E1A Part 1A 'Booking form' Nos. 2, 6 and 7, '70' (initial syllable) versus '17' (end syllable), the number '13th' using a distracter such as '30th', and '9:15' using '9:50'.

Vowel and consonant sounds

- Students were competent in discriminating between a small range of vowel sounds, such as /u:/ (boot), /əʊ / (boat), /i:/ (bead) and / eɪ/ (Jane), / u:/ (June) and /əʊ / (Joan).
Students were also able to identify consonant sounds such as /p/ (Peter), /r/ (Rita) and /v/ (Victor).

Intonation

- Students correctly answered tasks involving basic differences in intonation, for example, E2A/E3A Part 1A No. 5 ('Picnic places' – 'Oh! What a pity!' spoken in a sad tone).

Reading

Students with good reading skills demonstrated their ability by achieving the following:

Unfamiliar words

- A small number of students could show their ability when questions required comprehending unfamiliar structures, for example, E2B Part 3B No. 1. Other challenging questions included interpreting unfamiliar words by using contextual cues, for example, E3B Part 3B No. 2.

Reference skills

- A small number of students were able to understand the layout and identify titles of the stories under 'Contents' (i.e. E1B/E2B Part 2D). In addition, a small percentage of them could only identify the title of the book and the number of stories it contained. In the 'Book Covers' task (i.e. E1B/E2B Part 2C), they could correctly identify the writer from the book cover with no difficulty. They were able to understand the word 'drew' in order to identify the 'pictures', i.e. 'Who drew the book cover?'

Inference skills

- Some students showed good ability in interpreting ideas from two texts of different text types (i.e. a letter and a diary), i.e. E1B Part 2A 'An invitation'. In Question 7 of this part, a small percentage of students could apply inference skills when required.
- Some students could interpret relationships between ideas which were not clearly marked, for example, E2B Part 3B No. 5.

Responding to descriptions of characters

- A small number of students were able to understand and respond to the descriptions of characters in a reading passage where strong analyzing skills were required (i.e. E3B Part 3A No. 4).

Writing

Students with good writing skills demonstrated their ability by achieving the following:

Relevant content

- For the task naming the personal objects and animals (i.e. E2B/E3B Part 2B), markers adhered to a strict marking scheme where correct spelling was required, except for singular or plural forms. Students who showed good performance in writing had no difficulty in spelling words which were difficult to most students, e.g. ‘sandwich(es)’ and ‘tiger(s)’.
- For describing animals (i.e. E1B Part 2B/E3B Part 2D Section 1), markers also adhered to a strict marking scheme that only accepted identifiable words. However, students at this level showed their writing ability in naming ‘colour’ and ‘food’ items. They could produce adjectives, such as ‘small’, ‘big’ and ‘white’ to describe the features of an animal (Nos. 2 and 6) instead of providing basic information, i.e. ‘two eyes’ or ‘two teeth’.

Writing about an animal

- For writing ideas in describing ‘One more animal’ (i.e. E1B Part 2B/E3B Part 2D Section 2), students were able to provide a name and at least three pieces of information about an animal. For the use of language, they were able to provide a clear description of an animal a range of sentence patterns with very few grammatical or spelling mistakes.

- The following exemplars
 - provide relevant details or information;
 - use different sentence patterns;
 - show appropriate use of connections;
 - demonstrate good choice of vocabulary.

Student exemplar 7

It is a dog. It has a lot of soft fur on its body. It has two small ears. It is brown and white. It eats bones and meats.

Student exemplar 8

It is an eagle. It has two big wings. It has a big tail. It is brown. It can fly. It eats fish, snake, bird and small animals.

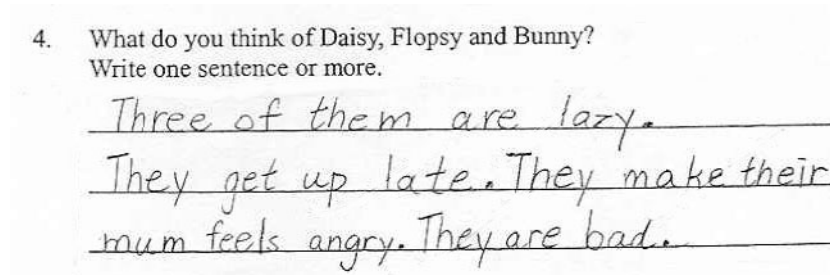
Student exemplar 9

It is a cat. It has a long tail. It is yellow and black. It eats fish and it drinks milk. It likes play balls. It lives in the house. It can't swim but it can climb the tree.

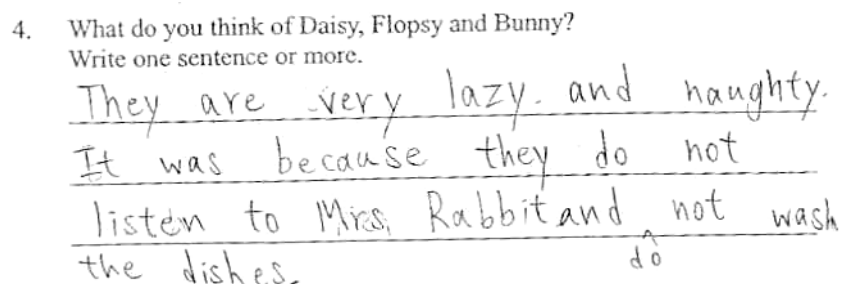
Responding to characters in a reading passage

- Students were capable of describing characters and providing further details in their responses (i.e. E3B Part 3A No. 4).
- The following exemplars express opinions on the three rabbits with justifications.

Student exemplar 10



Student exemplar 11



Writing about a good friend

- Students with good writing skills were able to provide a clear, varied and coherent description of a good friend with supporting details or examples.
- The following exemplars
 - provide relevant details (i.e. appearance, likes and character, etc) about their good friends;
 - provide information about doing things together;
 - give adequate reasons why they are good friends.

Student exemplar 12

My Good Friend

My good friend's name is Rafael. He wears glasses, thin and tall. He has a round face and big eyes, good at English, Computer, General Studies, Maths and Chinese, but the best subject was Computer, he always make things on it. I always play with him at school. Sometimes he ask me to go to his house to play. I wish he was in the same class with me next year. I'm glad I have a very good friend, in the class.

Student exemplar 13

My good friend is Joanne. She is nine years old. She studies in my class. She is clever and always got one hundred marks in the tests or exams. We always play together and we do activities together. We are happy at all the time. She always teach me. She is very kind. She always help ^{the} teachers. The teachers like her very much.

Student exemplar 14

I have a good friend. Her name is Jane. She is my classmate too. She wears a pair of glasses. She is kind. She is good at English, General Studies and music. She always plays with me. I like playing with her. I feel lucky when I think of her.

Providing the ending of short, simple stories

- For ending the story of E3B Part 3B, students were able to use imaginative ideas. Students were also able to provide a reasonable and coherent ending to the story by providing relevant details. The endings were interesting and exemplified students' imagination and originality.
- The following exemplars
 - provide relevant details;
 - provide a reasonable and coherent ending;
 - show an interesting ending;
 - demonstrate imagination and originality.

Student exemplar 15

Bunny opens the door of the house. She sees a lot of candy. Also, she sees a big cake on the table. Bunny says "Oh! It is very beautiful. It is a candy house. Daisy and Flopsy come here. It is very beautiful." Then they eat the candies and the big cake. They are very happy because they can eat many food. At noon, they go home. Their mum says "Where are you go?" Bunny says "Sorry mum, we see a big house. I open the door and see many food. We eat many candy and cake. My dum is full. I wants to sleep." Mum says "OK! Goodnight."

Student exemplar 16

Bunny opens the door of the house. She see many snacks
there, such as: candies, chocolates, chips and
jellies etc. So, Bunny eats a lot. In the
evening, Flopsy and Darcy cannot find
Bunny, so they go home and tell their
mother. The three ^{nasty} witches come back and
they know Bunny is at their home. Bunny is
afraid. because the ^{nasty} witches want to ^{nasty}
eat Bunny. At that very moment, Supermum helps Bunny and ^{kill the witches}
Bunny and her family live.
happy forever.

Student exemplar 17

Bunny opens the door of the house. She sees a lot of
flowers in the house. When she goes
inside, the door changes into stone.
A wizard come out and he want
to eat Bunny. Bunny is afraid,
she see a open window. She
jump through it. The house
changes into flower and Bunny is
happy.

Completing short, simple poems and rhymes

- Students were able to complete a short, simple poem 'My favourite season' (i.e. E2B Part 3D) by filling in appropriate rhyming words, naming any kind of animal that rhymes with 'hat', the kind of clothes that rhymes with 'rocks', etc. Students who performed well in this task showed an understanding of how to rhyme words, e.g. hat and cat, rocks and socks, sea and tree, etc.

Speaking

Students with good speaking skills demonstrated their ability by achieving the following:

- Students performed very well in using formulaic expressions to respond to simple situations, such as “Would you speak louder, please?” or “Do you have a pencil?” They responded readily and spoke audibly.
- Students read the text fluently and clearly with appropriate pausing and intonation. They made no or very few mistakes in pronunciation.
- Students were able to describe what they saw in the pictures and spoke clearly with very few mistakes in pronunciation. They provided relevant answers to all of the questions naturally and readily, even elaborating on some responses they gave.
- In teacher-student interactions, students provided relevant answers to almost all the questions naturally and readily to different topics. They could elaborate on some of the questions as well, providing interesting details in their response.

General Comments

Listening

- In note-taking items for listening, the performance of students varied even though the testing points (identifying key words) were similar. However, listening items requiring students to write answers could be targeted for students with high ability.
- Students performed better with fewer written prompts and more pictorial cues. It helped them comprehend the task required and they generally performed well. Identifying key words through pictorial cues tend to be a better substitution for these items as an option.

Reading

- In reading skills, most students' performance indicates they were capable of identifying key words and interpreting ideas in single sentences. Their abilities did not extend to interpreting details that supported the main idea and predicting the meaning of unfamiliar words by using contextual cues.
- Students showed difficulty in comprehending WH questions, e.g. 'which day(s) is misinterpreted as 'when', 'how long' (the time span) as the exact time and 'where' as 'when'.
- Students at this Key Stage can benefit when exposed to different information texts including forms, labels, lists, menus, signs and timetables.

Writing

- Students wrote well when writing about their own likes as well as some personal experiences, such as good friends and school activities.
- Some students could produce a piece of writing where use of imagination is required.
- Although students might make mistakes in spelling words correctly, in many cases, it did not always interfere with the communication of ideas.
- Some students showed difficulty with sentence structures and verb forms.
- Most students required more support on how to sequence their ideas and give more details.

Speaking

- In speaking, students' performance varied slightly according to the topic. Students perform well in sub-paper 2 (Birthday party) as it is a familiar topic to them. Many students found sub-paper 3 (Beach) challenging. They were capable of discussing things about school and the topic in sub-paper 1.
- Students responded quite well to formulaic expressions in simple situations, such as "Would you speak louder, please?" or "Do you have a pencil?" They responded readily and speak audibly. Some students misinterpreted 'How are you?' as 'How old are you?'

- Students read the text aloud quite clearly. They made a good effort to read although unfamiliar words caused some hesitation. Some words were mispronounced, e.g. ‘cut (cute)’, ‘king (kind)’, and many students dropped the end consonant, e.g. ‘kin (kind)’, ‘love (loves)’. Students showed difficulty with some blends i.e. /fr/ and /gr/ as in ‘friends’ and ‘grandfather’.
- When talking about the pictures, students were capable of using simple and familiar words to describe what they saw. Some students provided brief answers, such as ‘birthday cake’, ‘many presents’, ‘very happy’, etc with little prompting. Some activities in the pictures could not be identified. Most students did not know ‘skipping’, ‘table tennis’, ‘build sand castle’, ‘crabs’, ‘starfish’ and ‘shells’.
- Students could provide brief answers in their conversation to a topic they were familiar. They lacked vocabulary to provide more details. Students needed prompting to help continue their responses. They showed difficulty in providing a reason when a ‘why’ question was asked, e.g. ‘Why do you like your school?’ Some students were hesitant or gave no response.

Concluding Comments

Students lacked vocabulary and sentence structures when producing a piece of writing. Students would benefit from reading more extensively about the world to widen their experiences. This would help them develop their vocabulary and use sentence structures to express their ideas when writing. Students should be encouraged to write more and to use expressions and grammar to an extent that does not inhibit communication of ideas.

Most students are generally eager to express themselves at this Key Stage and greater use of the language helps develop their speaking skills. The development of spoken English is essential to enhance vocabulary and the reinforcement of grammar skills. Students benefit from extensive pronunciation practice as well as simple classroom instructions given in English to help improve skills in communication.

8. MATHEMATICS

Assessment Design

The Assessment was based on the *Basic Competency at the end of KS1 for the Mathematics Curriculum (Trial Version, 2004)*, the *Mathematics Curriculum Guide (P1-P6), 2000*, and the *TOC Programme of Study for Mathematics – Key Stage 1 (P1 – P3), 1995*. It covered the four Dimensions in Mathematics, i.e. Number, Measures, Shape & Space and Data Handling.

The Assessment focussed on the basic and important areas of the curriculum, testing the concepts, knowledge, skills and applications in these areas.

A number of item types were adopted, including fill in the blanks, question & answer and multiple choice, depending on the contexts of the items. Besides finding the correct answers, students were also tested on the ability to present the solution to problems.

The Assessment consisted of 102 test items with 175 score points covering the four Dimensions. These items were grouped into three parallel sub-papers, each of 45-minute duration, and each covering all four Dimensions. Drawing items from these three sub-papers, a fourth sub-paper of 45-minute duration was formed to provide the inter-paper link. Each student was required to attempt only one of the sub-papers.

The composition of the sub-papers was as follows:

Table 8.1 Composition of the Sub-papers

Sub-paper	No. of Items (Score Points)				
	Number Dimension	Measures Dimension	Shape & Space Dimension	Data Handling Dimension	Total*
M1	16(24)	7(11)	6(14)	3(8)	32(57)
M2	16(25)	9(15)	7(12)	2(5)	34(57)
M3	18(26)	8(14)	8(16)	2(5)	36(61)
M4	17(29)	8(16)	8(16)	2(5)	35(66)
Total*	50(75)	24(40)	21(42)	7(18)	102(175)

* Items that appear in two different sub- papers are counted once only.

Performance of Students with Minimally Acceptable Levels of Basic Competence

Number Dimension

Students at this level performed well in this Dimension. Comments on their performance are given below with examples from different sub-papers quoted in brackets.

Knowledge of whole numbers

- Students' performance was good in this area. They did well in recognizing the place values of whole numbers (e.g. Q1/M3). They had no problem in reading, writing and ordering whole numbers, including writing them in words (e.g. Q7/M2 & Q2/M3).

The four operations

- Students did well in addition and multiplication sums, including those involving the process of carrying (e.g. Q2/M1, Q1/M2, Q3/M3, Q1/M1, Q8/M2 & Q5/M3). Their performance in subtraction was fairly good, though quite a number of them made computational mistakes in items which involved the process of decomposition (e.g. Q3/M1, Q3/M2 & Q4/M3).
- Among the four operations, students were weaker in division. Their general performance was only satisfactory. Computational errors were frequently found, particularly in items involving remainder or zero as a place holder. (e.g. Q10/M1, Q11/M1, Q10/M2 & Q8/M3).
- One common mistake in mixed operation was overlooking the rule of performing multiplication/division before addition/subtraction (e.g. Q13/M1, Q12/M2 & Q15/M3). Apart from this, the general performance was satisfactory (e.g. Q8/M1, Q11/M2 & Q13/M3).

Fractions

- Students did well in routine problems involving the concept of fractions (e.g. Q15/M2 & Q18/M3).
- They recognized the relationship between fractions and the whole and could compare fractions with the same denominator (e.g. Q15/M1 & Q16/M3).

Application problems

- Students did quite well in solving routine application problems though there were many cases of misreading the questions. They could show the expressions/working steps as required, except that some would miss out the units in the answers (e.g. Q5/M1, Q14/M1 & Q12/M3). A common mistake in subtraction problems was that some would put the number to be subtracted at the beginning instead of at the end of the expression (e.g. Q14/M2 & Q17/M3).

Measures Dimension

The performance of students at this level was fair. Comments on their performance are given below with examples from different sub-papers quoted in brackets.

Hong Kong money

- Students could read price tags and identify Hong Kong money (e.g. Q23/M2 & Q25/M3).
- They had no problem exchanging money of close denominations but they did less well when asked to exchange a large note for notes of small denominations (e.g. Q23/M2).

Length and distance

- Students did very well in choosing suitable tools to measure lengths. They had little problem using appropriate units to record lengths and distances, although some confused cm with mm and some mistook 100m for 1km (e.g. Q17/M1, Q18/M2, Q19/M3 & Q16(b)/M1).

Time

- Students could tell time from a clock face or a digital watch and could find the time taken in simple problems related to daily life activities (e.g. Q20/M3, Q21/M3 & Q20/M2). They could also draw the hour and minute hands on a clock face to indicate a given time (e.g. Q23/M3).
- Students only had a limited knowledge of the calendar (e.g. Q22(a)/M2).

Weight

- Students only had a limited knowledge of the units of weight (e.g. Q21/M1).
- They could only read simple weighing scales (e.g. Q24/M2).

Capacity

- Students did well in comparing the capacity of containers using improvised units (e.g. Q24/M3).
- They knew the unit litre of capacity but had difficulty reading the scale on a measuring cylinder (e.g. Q24/M1 & Q21/M2).

Shape and Space Dimension

The performance of students at this level was fair. Comments on their performance are given below with examples from different sub-papers quoted in brackets.

Shapes

- Students could identify or draw various 2-D shapes including triangles with special properties, given the names of these shapes. They could also name the 2-D shapes when these shapes were given (e.g. Q27/M1, Q26/M2, Q31/M2 & Q32/M3).
- Students could only identify circular cylinders and had difficulty with other 3-D shapes (e.g. Q34(a)/M3).

Lines and angles

- Students could identify lines and curves and draw parallel lines (e.g. Q26/M1, Q27/M2 & Q29/M3).
- They could compare angles of different sizes and recognize right angles (e.g. Q19/M1, Q29/M2 & Q32(b)/M3).

Space and directions

- Students could recognize the four directions. They were able to describe the relative positions of objects using ‘in front of’, ‘behind’, ‘above’ and ‘under’ but would confuse ‘left’ and ‘right’ (e.g. Q28/M1, Q32/M2 & Q33/M3).

Data Handling Dimension

Students at this level performed well in this Dimension. Comments on their performance are given below with examples from different sub-papers quoted in brackets.

- Students did very well in constructing pictograms and block graphs from given data (e.g. Q30/M1, Q32/M1 & Q35/M3).

- In attempting questions on graph reading, they had no problem where the answers could be read directly from the graphs (e.g. Q33/M2 & Q36(a),(b),(c)/M3).

Performance of the Best Students

The best students performed very well across the four Dimensions. Comments on their strengths are given below with examples from different sub-papers quoted in brackets.

Concept

- The best performing students had a good understanding of the concepts of fractions and parallel lines. They could apply these concepts in daily life problems (e.g. Q16/M2, Q17/M2 & Q28/M3).

Knowledge and understanding

- They showed a good understanding of 3-D shapes. They could distinguish between prisms and pyramids (e.g. Q29(a),(b)/M1 & Q30/M2).
- They were familiar with the properties of various 2-D shapes and could recognize them even if they were drawn in non-standard positions (e.g. Q28/M2, Q25(b)/M1 & Q31/M3).
- They still had a good knowledge of the topics on calendar and weight taught in P1/P2 and could apply the knowledge in daily life problems (e.g. Q23/M1, Q22/M2 & Q26/M3).

Problem solving skills

- They could solve problems that were of a non-routine nature or that involved daily life contexts with which they were not so familiar (e.g. Q18/M1, Q31/M1, Q9/M3 & Q28/M3).
- They were able to tackle problems that required thinking/reflection (e.g. Q9/M1, Q25/M2 & Q36(d)/M3).
- They could handle problems that involved more than one step and could present the solution properly (e.g. Q11/M3 & Q31(b)/M1).

Skills in reading scales

- They were good at reading scales of weight and capacity (e.g. Q22/M1 & Q21/M2).

General Comments

The general performance of the population of students was good. They did not do as well, however, in the Measures and Shape & Space Dimensions compared to the Number and Data Handling Dimensions. The following common weaknesses were apparent.

Carelessness in answering questions

- Many computational mistakes were made, particularly in performing subtraction which involved decomposition or division which involved zero as a place holder.
- Many students did not read the questions carefully and gave irrelevant answers.
- In answering questions that involved more than one step, some students hastily gave the intermediate answer as the final answer.

Inadequate understanding of mathematical concepts

- Many students did not have a good understanding of the basic concept of fractions and were unable to apply it to solve problems.
- Many could not recognize common 2-D shapes like parallelograms and right-angled triangles when these were drawn in a non-standard position.
- Many mistook a triangular prism for a pyramid.
- Some mistook an object oval in shape for a sphere.

Inadequate problem solving skills

- Students generally had little difficulty with routine problems. When they came across problems that were less familiar, some failed to understand the problem itself. For example, some would mistake an addition problem for a subtraction problem.
- In tackling problems that required thinking/reflection, many students could not make use of the given data to deduce the answer.

Exemplars of Students' Work

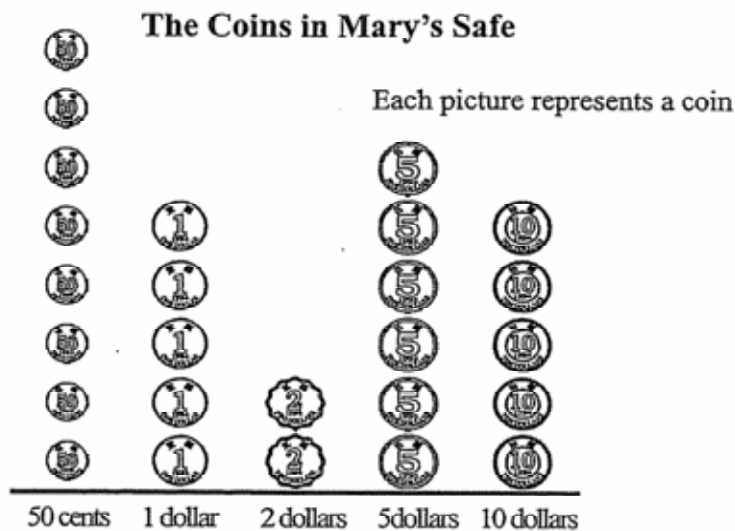
Some exemplars of students' work are reproduced here to illustrate the performance of students in some open-ended items. Some bad answers are also included for comparison.

Q31 of M1

Parts (a) and (c) were answered correctly.

In part (b), the student could give a satisfactory explanation.

31. Read the graph below and answer the questions.



- (a) In Mary's safe, which two kinds of coins have the same total value?

Answer : The 2 dollars coins and the 50 cents coins have the same total value.

- (b) Is the total value of the 5-dollar coins greater than the total value of the 10-dollar coins in Mary's safe? Explain why.

No. Because ^{the} 5 dollars coins only can make 30 dollars, but in ^{in the} the graph \$10 can be made 50 dollars.

- (c) What is the total value of the coins in Mary's safe?

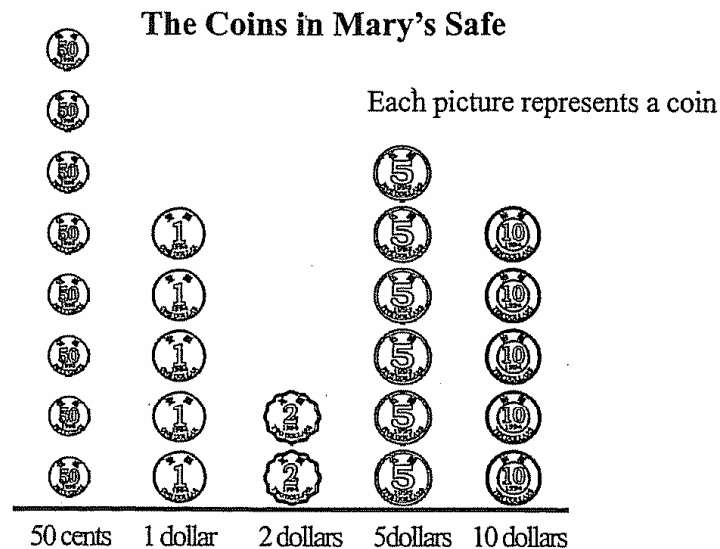
Answer : The total value is \$ 93 .

Q31 of M1

Parts (a) and (c) were wrongly answered.

In part (b), the student misinterpreted the question.

31. Read the graph below and answer the questions.



(a) In Mary's safe, which two kinds of coins have the same total value?

Answer : The \$11 coins and the \$10 coins have the same total value.

(b) Is the total value of the 5-dollar coins greater than the total value of the 10-dollar coins in Mary's safe? Explain why.

She safe
 10 dollar X 5 dollar
 = 55 dollar

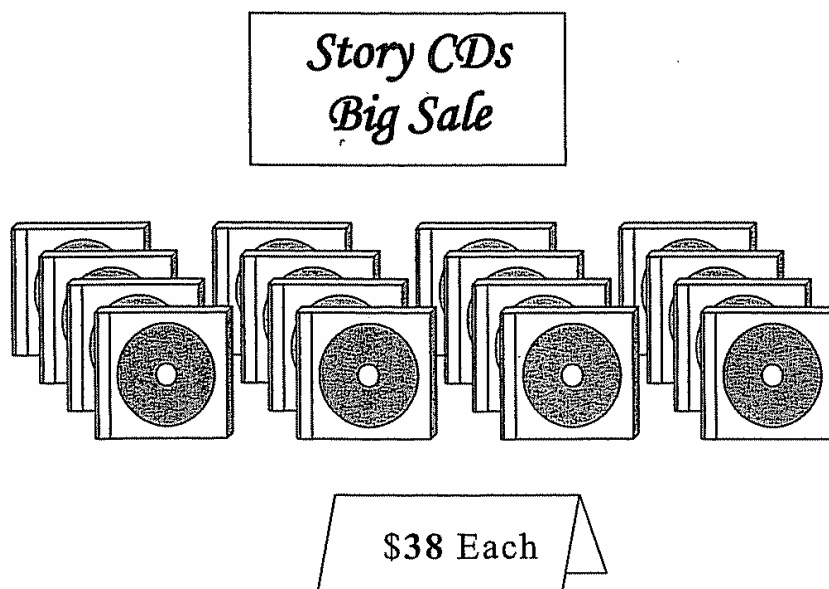
(c) What is the total value of the coins in Mary's safe?

Answer : The total value is \$ 55 .

Q14(a) of M2

The student presented the solution well.

14.



- (a) My sister would like to buy 6 story CDs but she only had \$150. How much did she still need?
(Show your working.)

$$\begin{aligned} &\text{She still need:} \\ &(\$38 \times 6) - \$150 \\ &= \$228 - \$150 \\ &= \underline{\underline{\$78}} \end{aligned}$$

Q14(a) of M2

The student misinterpreted the question.

14.



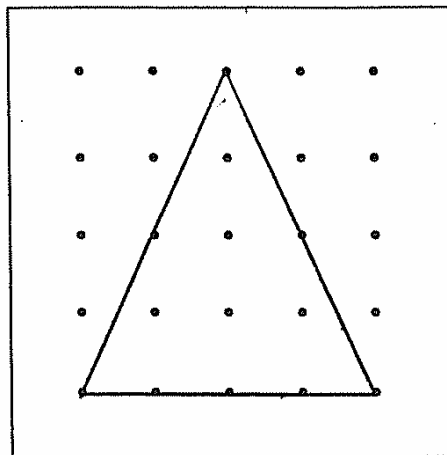
- (a) My sister would like to buy 6 story CDs but she only had \$150. How much did she still need?
(Show your working.)

$$\begin{aligned} & (\$150 - \$38) \times 6 \\ &= 22 \times 6 \\ &= 132 \\ & \text{She still needs 132 dollars.} \end{aligned}$$

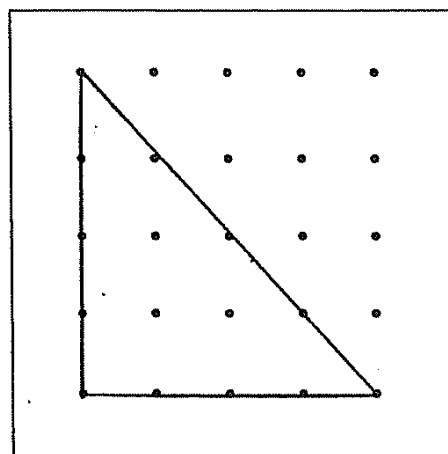
Q32 of M3

Both diagrams were neatly drawn.

32. (a) Draw an isosceles triangle in the box below.



- (b) Draw a right-angled triangle in the box below.

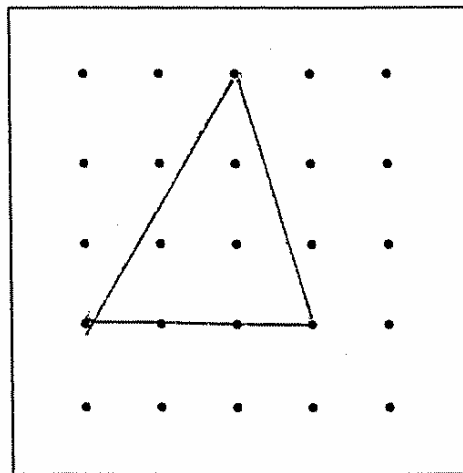


Q32 of M3

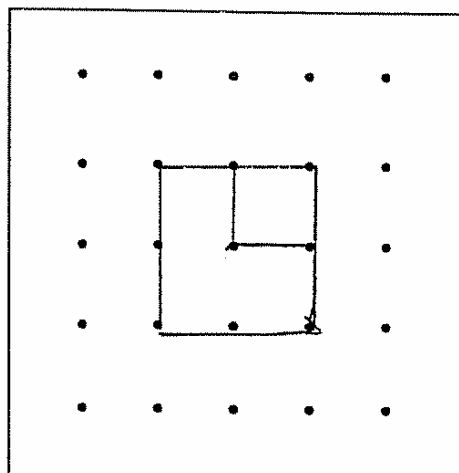
In part (a) only a scalene triangle was drawn.

In part (b) the student only drew a square and marked a right angle on it.

32. (a) Draw an isosceles triangle in the box below.



(b) Draw a right-angled triangle in the box below.



9. CONCLUSION

How can TSA 2005 be improved?

Being the first administration of the Territory-wide System Assessment, there was much to learn about how to ensure that everything ran smoothly in what was a massive logistical exercise. In the light of feedback from schools a number of improvements are proposed for future years.

The first improvement is not to have all teachers involved in marking scripts, as this generates unwelcome work pressures for teachers and leads to issues about supervision of the quality of the marking that are not easy to resolve. Instead, it is proposed that in 2005 there be central marking of all scripts by a team of carefully selected and paid markers. This will reduce marking time as well as enable for careful monitoring of the marking.

A second improvement concerns the assessment of the Chinese and English Language speaking tasks. These were administered in 2004 over a three-week period. Early on, the contents of the assessment tasks were revealed to the media, giving students in schools that were assessed later on a potential advantage. Subsequent analysis revealed that there was indeed a slight improvement in scores during the second and third week of testing suggesting that some schools had indeed prepared their students on what they understood to be the contents of the speaking tasks. To overcome this problem, it is proposed that in 2005 speaking will be assessed over a three-day period, with a different assessment task used on each of the three days. This will provide a fairer picture of the speaking abilities of students and avoid the potential to obtain an unfair advantage.

What has been learnt from TSA 2004?

As 2004 was the first year in which information about the basic competencies of Hong Kong students was obtained, it is *not* possible to make conclusions on the basis of these survey results as to whether standards have gone up or down. The results of

TSA 2004 provide baseline data about the performance of Primary 3 students that will be useful in analyzing trends in subsequent years.

It is possible to make a tentative conclusion about relative standards across the three subjects assessed, namely Chinese Language, English Language and Mathematics. While international benchmarking was used to peg standards in Mathematics, the relative positioning of the cut scores for all three subjects was done on the basis of the judgments of experienced teachers and curriculum and assessment officers. When measured against the standards set by the professionals, it is clear that in 2004, Hong Kong students in Primary 3 performed best in Mathematics (85%) and at a slightly lower level in Chinese Language (83%). The subject with the lowest number of students meeting the standards was English Language (76%), for which almost one in four students were performing below the minimum standards set for basic competency in this subject.

These findings confirm what is generally known about strengths and weaknesses in academic standards in Hong Kong schools. In particular, there will be little surprise regarding the relatively weaker performance of students in English Language as there is widespread concern about the status and effectiveness of English teaching in schools at the current time and the matter is under active review at a policy level.

For the system, the most useful information provided by TSA 2004 is the detailed information provided in chapters 6 – 8 of this report on performance against specific competencies in specific skills or dimensions. These analyses point to areas that are either not being addressed adequately in classes or where better support is needed.

For schools, there is much to learn from TSA 2004. This will be the first time that schools have had an indication of the proportion of their students that are performing below what is deemed to be the minimum level required of students completing Key Stage 1. In future, schools will be able to better plan to find ways of addressing the weaknesses of these students so that they are able to successfully engage in the more demanding curriculum they will encounter in Key Stage 2.

More importantly, TSA 2004 will not only raise awareness of these students and their needs, but also awareness within schools of the standards themselves and of the

meaning of basic competency. Achieving a thorough familiarity with each of the competencies and with the standards will take time, but will lead over time to more focused efforts to ensure that all students are ready to proceed to the next Key Stage of schooling.

The value to schools of the results that they receive will be proportional to the amount of time spent in detailed analysis of the data so that there is a thorough understanding of where students experience the most difficulty and where they need the most help. Support to schools in interpreting their data is essential and arrangements have been made to make sure that it is available. Having analyzed the data, the next step involves deciding on appropriate action and implementing that action. This is a matter for the principal and the leadership team within each school.

It can be expected that it will take two or three years before the Territory-wide System Assessment is fully understood by all concerned and before schools are able to obtain maximum benefit from the information generated by the surveys of student performances. An important milestone has been reached, however, in implementing the Education Commission's proposals for a system that will provide the Government and school management with information on school's standards in key learning areas for the purposes of school improvement.