5. REPORTING OF RESULTS

As set out in the *Territory-wide System Assessment Quick Guide*, TSA reports are provided to all participating schools to help them evaluate the performance of their students and to facilitate the development of plans to improve learning and teaching. There are two categories of reports: school reports and item analysis reports. The reports provide schools with the overall assessment results that include school percentages of students achieving Basic Competency in Chinese Language, English Language and Mathematics. An additional two TSA 2006 reports entitled 'Supplementary Reports' are made available for schools joining *Integrated Education*, one which excludes students with mild intellectual disabilities (SA5) and another which excludes students with special educational needs (SEN). The reports do not identify the performance of individual students and are strictly confidential. Access to the reports is restricted to the school management.

The intention behind the school reports is to provide the number and percentage of students who attained Basic Competency for each dimension/skill. In Mathematics, the dimensions included Number, Measures, Shape & Space and Data Handling in P.3, in addition to Algebra in P.6 and S.3. In the Chinese Language and English Language the skills include reading, writing, listening and speaking.

In view of the relatively small number of items answered by each student with the TSA, a decision was taken not to report the number and percent attaining Basic Competency for each dimension/skill because of concerns regarding unreliability of such results. Instead, the HKEAA 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 and school average versus Territory-wide average (as percentages of maximum scores) for each dimension/skill.

There are two types of item analysis reports. Both provide detailed data on the strengths and weaknesses of students and indicate the percentages of student responses in each item. The first type of report lists the items in the sequence in which they appear in each of the sub-papers. The second type of report lists the items sorted by Basic Competencies.