4. STANDARD MAINTENANCE

Following past practices, a Research Test with common items was administered to a sample of students sitting for the TSA in the current year, and to a sample of students sitting for the TSA in the previous year, i.e. 2010. The purpose of the Research Test was to equate students' scores across years in order to compare the TSA scores of the current year with TSA scores of the previous year. This allowed the set standards to be maintained. The equating method is shown diagrammatically below.

	Research Test	**2010 TSA**	**2011 TSA**
2010 Equating Sample			
2011 Equating Sample			

Note: Different shadings indicate different sets of items.

Having equated the 2011 TSA with scores on earlier TSA tests, the same cut score from previous years was used to calculate percentages of students achieving basic competency.

The final result in the territory-wide percentages of students achieving basic competency in 2011 is summarised in Table 4.1.

Table 4.1   Territory-wide Percentages of Students Achieving Basic Competency

Subject and Level		Percent Achieving Basic Competency							
		2004	2005	2006	2007	2008	2009	2010	2011
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7	85.2	84.9	85.4	#	85.9	86.4
	P.6	--	75.8	76.5	76.7	76.4	#	77.0	77.2
	S.3*	--	--	75.6	76.2	76.5	76.5	76.8	76.7
English Language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8
	P.6	--	70.5	71.3	71.3	71.5	#	71.6	71.7
	S.3	--	--	68.6	69.2	68.9	68.8	69.2	69.2
Mathematics	P.3	84.9	86.8	86.9	86.9	86.9	#	87.0	87.0
	P.6	--	83.0	83.8	83.8	84.1	#	84.2	84.1
	S.3	--	--	78.4	79.9	79.8	80.0	80.1	80.1

Note: *   Chinese Audio-visual component included in the calculation of the cut score at the S.3 level since 2007.
      #   Due to Human Swine Influenza causing the suspension of primary schools, the TSA was cancelled and no data has been provided.

On the whole, the proportion of students achieving basic competency was highest in Mathematics followed by Chinese Language and English Language. Table 4.1 shows the proportion of students achieving basic competency decreases over the Key Stages. Examining the performance of P.3, P.6 and S.3 students, it is possible to discern overall trends, which are shown graphically in Figures 4.1, 4.2 and 4.3.

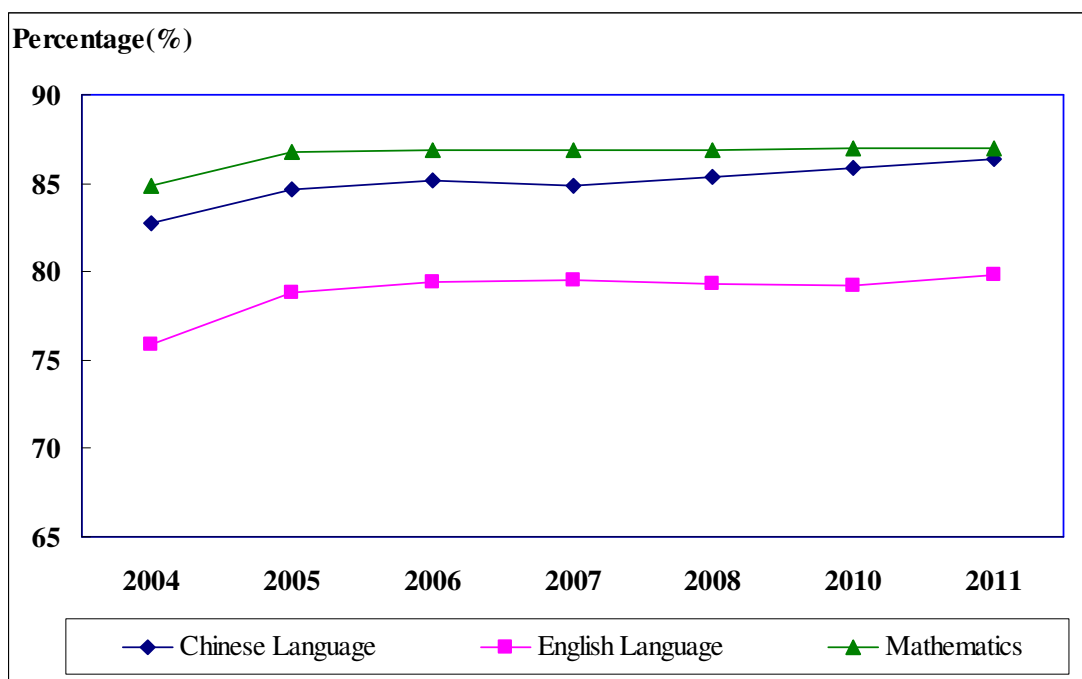**Figure 4.1   P.3 Territory-wide percentages of students achieving basic competency**

Figure 4.2   P.6 Territory-wide percentages of students achieving basic competency
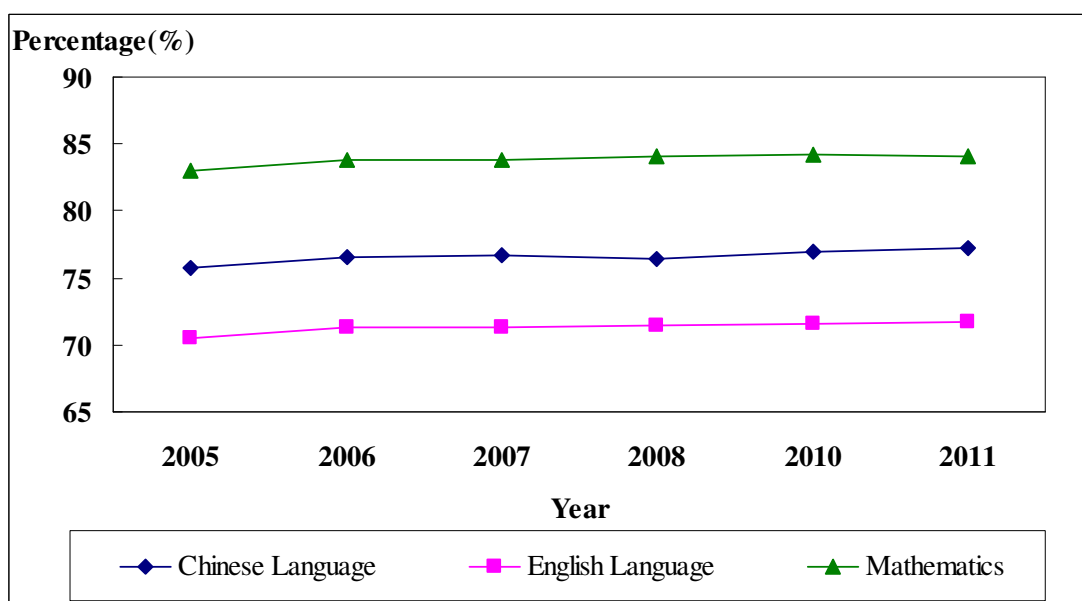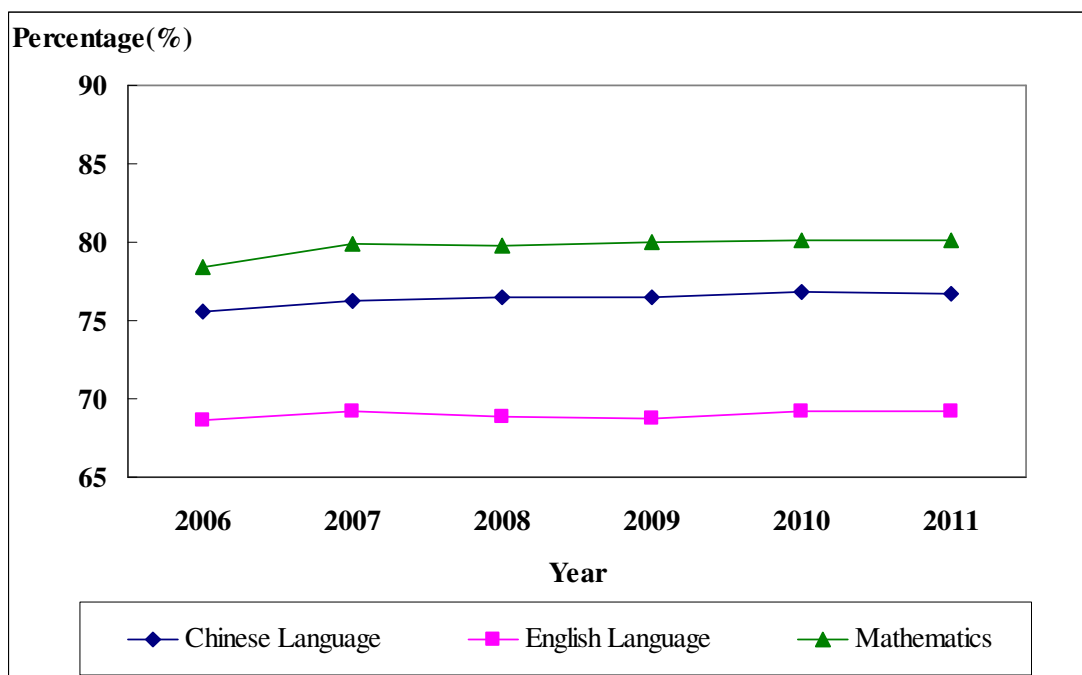
Figure 4.3   S.3 Territory-wide percentages of students achieving basic competency

Tables 4.2 and 4.3 summarise some key statistics for those TSA 2011 students who also took the TSA three years ago.

Table 4.2   Number and Percentages of Cohort Students Achieving or Not Achieving Basic Competency in 2008 P3 and 2011 P6

Subject	Chinese Language	English Language	Mathematics
Achieved both P3 BC in 2008 and P6 BC in 2011	37,718 (75.1%)	34,970 (69.5%)	40,985 (81.5%)
Achieved P3 BC in 2008 but not P6 BC in 2011	6,042 (12.0%)	5,537 (11.0%)	3,539 (7.0%)
Achieved P6 BC in 2011 but not P3 in 2008	1,401 (2.8%)	1, 896 (3.8%)	1,762 (3.5%)
Number of students sitting both P3 TSA in 2008 and P6 TSA in 2011	50,237	50,287	50,313

Table 4.3   Number and Percentages of Cohort Students Achieving or Not Achieving Basic Competency in 2008 P6 and 2011 S3

Subject	Chinese Language	English Language	Mathematics
Achieved both P6 BC in 2008 and S3 BC in 2011	43,305 (70.3%)	41,344 (66.8%)	48,436 (78.3%)
Achieved P6 BC in 2008 but not S3 BC in 2011	5,580 (9.1%)	4,444 (7.2%)	5,258 (8.5%)
Achieved S3 BC in 2011 but not P6 in 2008	5,237 (8.5%)	3,441 (5.6%)	2,527 (4.1%)
Number of students sitting both P6 TSA in 2008 and S3 TSA in 2011	61,591	61,846	61,825

To generate the above tables, it was necessary to link the data for 2008 and 2011. After matching the student records, approximately 50,000 students sat the P.3 TSA in 2008 and the P.6 TSA in 2011 and approximately 61,000 students sat the P.6 TSA in 2008 and the S.3 TSA in 2011. As anticipated, most students who achieved basic competency in 2008 also achieved basic competency in 2011. These results indicate that having a solid learning foundation in junior levels is beneficial to learning in the next key stage. In addition, teachers' early acquisition of solid assessment data is most useful in enhancing students' learning.