

4. STANDARDS 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. 2011. 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	2011 TSA	2012 TSA
2011 Equating Sample			
2012 Equating Sample			

Note: Different shadings indicate different sets of items.

Having equated the 2012 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 2012 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	2012
Chinese Language (Listening, Reading and Writing)	P.3	82.7	84.7	85.2	84.9	85.4	#	85.9	86.4	86.1
	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	76.9
English Language (Listening, Reading and Writing)	P.3	75.9	78.8	79.4	79.5	79.3	#	79.2	79.8	79.7
	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	69.1
Mathematics	P.3	84.9	86.8	86.9	86.9	86.9	#	87.0	87.0	87.3
	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	79.8

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.
 ^ The 2012 P6 TSA was suspended. As participation in the 2012 P6 TSA was on a voluntary basis, not all P6 students were involved and hence no territory-wide data is provided in this report.

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 and S.3 students, it is possible to discern overall trends, which are shown graphically in Figures 4.1 and 4.2.

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

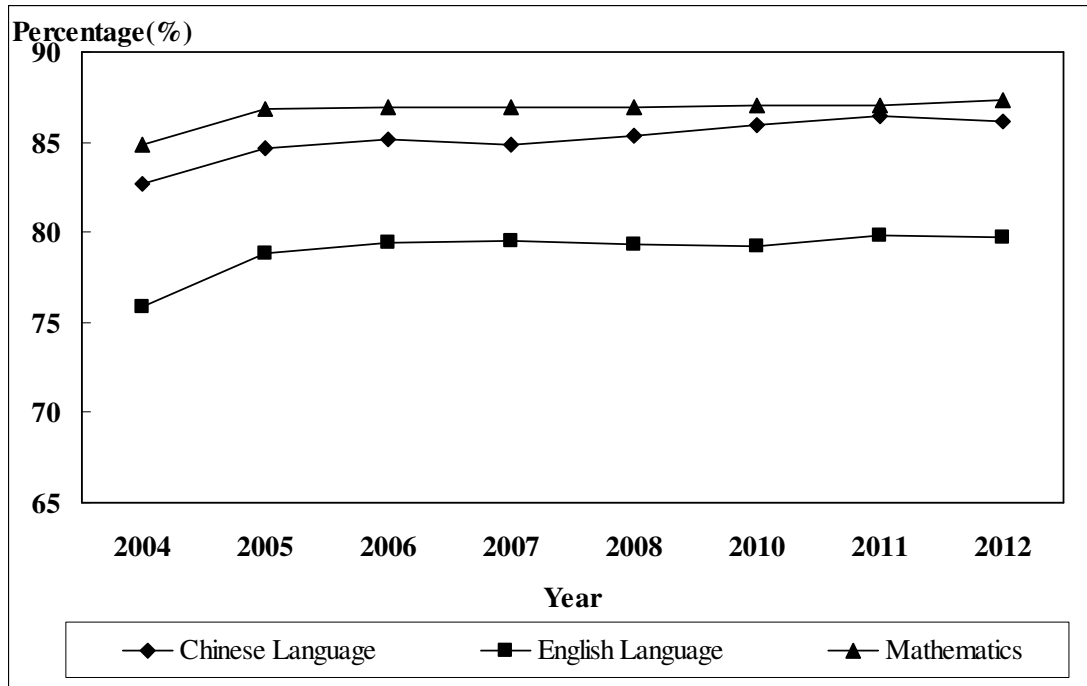


Figure 4.2 S.3 Territory-wide percentages of students achieving basic competency

