

Assessment is an integral part of curriculum and cannot be separated from learning. The idea of assessment for learning is not new. Assessments similar to TSA are conducted in other countries like the National Assessment Program Literacy and Numeracy (NAPLAN) in Australia, National Assessment of Educational Progress (NAEP) in the U.S., Core Competency Assessment in England and the Pan-Canadian Assessment Program in Canada.

The Education Commission (EC) in 2000 recommended a system of Basic Competency Assessments in Chinese, English and Mathematics at various stages of compulsory education in the Education Commission Report (2000) entitled *Learning for Life, Learning through Life*. It was anticipated that the data provided by these assessments would be used in planning curriculum, designing teaching methods and providing assistance to schools and students so as to enhance the effectiveness of learning and teaching.

In 2001, the Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned by the Education Bureau (EDB) to develop and implement Basic Competency Assessments in three subjects: Chinese Language, English Language and Mathematics. As recommended by the EC, the Basic Competency Assessments programme has two components: Student Assessment (SA) and Territory-wide System Assessment. Student Assessment is an online system which provides instant feedback to students and teachers. School participation is on a voluntary basis and schools can use the SA at their own discretion throughout the school year. The web-based SA system allows teachers to make use of the data to review and improve student progress towards learning objectives and set targets for students.

Territory-wide System Assessment (TSA) is a low-stakes assessment used mainly to gauge P.3, P.6 and S.3 students' performance in three subjects, Chinese Language, English Language and Mathematics. The main purpose of the TSA is to provide the Government and school management with information on students' standards in key learning areas for the purposes of school improvement in learning and teaching and to provide more targeted support to schools which are in need of assistance. The TSA began at the P.3 level in 2004, P.6 level in 2005 and S.3 level in 2006. Since 2006, all students at P.3, P.6 and S.3 take part in the TSA.

Enhancement Measures for the TSA

In 2014, the EDB announced the implementation of a series of enhancement measures for the TSA in response to the views from various stakeholders. These measures include non-disclosure of BC attainment rates of the three subjects for individual primary schools; removal of the TSA from the Key Performance Measures (KPM) for primary schools; extension of the alternate-year arrangement for the P.6 TSA and Pre-S1 Hong Kong Attainment Test (HKAT); and provision of an interactive online reporting platform to be implemented in phases.

The provision of new enhancement measures will continue in 2015. These new measures include Phase 2 of the interactive online reports for schools. Teachers can view each individual item paired with its model answer on a single interface for item analysis. Moreover, charts are provided showing student performance over the past three years on each BC / question intent / learning unit so as to enable schools to better understand their students' learning. The TSA frameworks have been further enhanced. Appropriate revisions were made to some subject levels including changes to the number of items and assessment time for each sub-paper. It is believed that the aforementioned enhancement measures can maximize the effectiveness of the TSA in providing feedback.

This report provides a summary of the TSA results for 2015, covering P.3, P.6 and S.3 students' overall performance. The contents of this report include: Chapter 2 outlining the design of the TSA and the development of the assessments; Chapter 3 reporting on the conduct of the TSA and on-screen marking of TSA scripts, etc.; Chapter 4 setting out how the standards were set and maintained as well as reporting on the proportion of students meeting these standards across years; Chapter 5 describing the different types of TSA reports made available to schools; Chapters 6 to 8 reporting in detail on the performance of students based on the questions in the Chinese Language, English Language and Mathematics assessments. The basic competency level and examples of capable performances in each subject and at each level are also discussed in these chapters; and Chapter 9 concluding with lessons to be learnt from the TSA data and suggesting some future development for the TSA.