

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 on an overall basis and to facilitate the development of plans to improve learning and teaching.

As announced by the EDB in April 2014, no Basic Competency (BC) attainment rates in the three subjects will be provided to primary schools starting from that year. Primary school reports only include the data for each dimension/skill by sub-paper. However, the content of the school reports for secondary schools remains unchanged and the same as that of previous years. There are two categories of reports provided to schools: school reports (no BC attainment data given to primary schools) and item analysis reports. Two TSA ‘Supplementary Reports’ will be made available for schools. These ‘Supplementary Reports’ exclude the performance data of students with different learning needs and those with special educational needs. None of the reports identify the performance of individual students and all reports are strictly confidential, provided only to the school.

Given that each student only responded to certain assessment items in the TSA, it is not appropriate to report the number and percentage attaining BC for each dimension/skill. Instead, the overall numbers and percentages for all three subjects are provided 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. In Mathematics, the dimensions include Number, Measures, Shape & Space and Data Handling in P.3, and in addition to Algebra in P.6 and S.3. In Chinese Language and English Language, the skills include reading, writing, listening and speaking.

Item analysis reports provide detailed data on the strengths and weaknesses of students and indicate the percentages of student responses to each item. There are two types of IA reports. The first type lists the items in the sequence in which they appear in each of the sub-papers. The second type lists the items as sorted by Basic Competencies. In 2014, the HKEAA developed Phase 1 of an Interactive Online Item Analysis Report. Teachers can login to the system and view the item data, items of each sub-paper and marking scheme. This facilitates teachers’ analysis of students’ performances. Phase 2 was launched in 2015, with a view to further facilitating rapid analysis of students’ performances. As well as viewing the sub-papers and marking schemes using ‘click-on’ functions on the item analysis interface, teachers can view each individual item paired

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with its model answer. Moreover, the HKEAA provided student performance figures over the past three years on each BC / question intent / learning unit so as to enable schools to better understand their students' learning. (See illustrations 5.1-5.3.)

Illustration 5.1 Click-on Function for Each Item Number (e.g. English Listening)

The screenshot shows the 'Online Item Analysis Report' for the 2014 Territory-wide System Assessment, School: S999, S3 English. The 'Listening' tab is active. A table lists items with the following columns: 聽力 Skill, 基本能力 Basic Competency, 卷別 Sub-paper, 題號 Item no., 選項 Option, 得分/等級 Score/Grade, 學校百分比 School percentage, and 全港百分比 Territory-wide percentage. A pop-up window titled '9EL1-Part 3 Q6a / 9EL2-Part 3 Q6a (Tapescript)' shows the question: '6. got a computer for his birthday. played games with friends after school.' and a radio host's dialogue.

Illustration 5.2 Click-on Function for Each Item Number (e.g. Mathematics)

The screenshot shows the 'Online Item Analysis Report' for the 2014 Territory-wide System Assessment, School: P999, P6 Mathematics. The 'Number' tab is active. A table lists items with the following columns: 範疇 Dimension, 學習單位: 基本能力 Learning Unit: Basic Competency, 卷別 Sub-paper, 題號 Item no., 選項 Option, 得分/等級 Score/Grade, 學校百分比 School percentage, and 全港百分比 Territory-wide percentage. A pop-up window titled '6ME3-Q1' shows the question: '1. Arrange the following numbers from the smallest to the largest. 26008, 26039, 2651. Answer: 2651 (Smallest), 26008, 26039 (Largest)'. The table also shows performance data for various item numbers and options.

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Illustration 5.3 Student Performance Figures over the Past Three Years

