

Assessment is an integral part of curriculum that cannot be separated from learning. The idea of ‘assessment for learning’ is not new. Assessments similar to the Territory-wide System Assessment are conducted in other countries, such as 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 in 2000 recommended a system of Basic Competency Assessments in Chinese, English and Mathematics at various key learning stages in the Education Commission Report (2000) entitled “*Learning for Life, Learning through Life*”. Schools could make use of the assessment data to adjust teaching plans and improve teaching strategies. The Government could also provide appropriate 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. The Basic Competency Assessments programme has two components: Student Assessment and Territory-wide System Assessment. Student Assessment adopts an online system which provides instant feedback to students and teachers. School participation is on a voluntary basis and schools can use the Student Assessment at their own discretion throughout the school year. The Student Assessment system allows teachers to make use of the data to review student progress towards learning objectives and set learning targets for students.

The Territory-wide System Assessment 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 Territory-wide System Assessment is to provide the Government and schools with information on students’ standards in key learning areas for the purposes of school improvement in learning and teaching and Government provision of targeted support to schools which are in need of assistance. The Territory-wide System Assessment began at the P.3 level in 2004, P.6 level in 2005 and S.3 level in 2006.

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (Committee) was set up by the EDB in October 2014, with the aim of recommending directions for the development of Basic Competency Assessments as

well as the enhancement of assessment literacy among schools. In order to address public concerns, the Committee conducted a comprehensive review of the Territory-wide System Assessment in October 2015. In February 2016, the Committee submitted a report on the review<sup>1</sup>, proposing the implementation of the 2016 Tryout Study (P.3) (Tryout Study).

This report provides an introduction to the Territory-wide System Assessment in 2016 and descriptions of participating students' performance. Since 2012, the P.6 Territory-wide System Assessment has been implemented in odd-numbered years. Therefore, the report this year only covers the overall performance of P.3 and S.3 students. As school participation in the P.6 assessment was on a voluntary basis, the results do not constitute system level data for P.6.

The contents of this report include: Chapter 2 outlining the assessment design and the development of the assessment items; Chapter 3 reporting on the assessment arrangements and introducing on-screen marking of the Territory-wide System Assessment, etc.; Chapter 4 setting out how the standards were set and maintained as well as reporting on the proportion of students achieving Basic Competencies (BCs) across years; Chapter 5 describing the different types of reports made available to schools; Chapters 6 to 8 reporting in detail on the performance of students in the Chinese Language, English Language and Mathematics assessments. Examples of the performance of students achieving BCs are also discussed in these chapters; and Chapter 9 concluding with lessons learnt this year and suggesting future development for the Territory-wide System Assessment.

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<sup>1</sup> 'The Coordinating Committee on Basic Competency Assessment and Assessment Literacy, Report on Review of the Territory-wide System Assessment' (February 2016)  
[www.edb.gov.hk/attachment/en/curriculum-development/tsa/fullreport.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/tsa/fullreport.pdf)