

Assessment Reports

Assessment reports are provided to all schools participating in the Territory-wide System Assessment 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.

In April 2014, the EDB announced that no Basic Competency attainment rates in the three subjects will be provided to primary schools starting from that year. Therefore, primary school reports mainly provide students' overall data for each learning dimension (skill) by sub-paper in Chinese Language, English Language and Mathematics. However, the content of the school reports for secondary schools remains unchanged and the same as that of previous years. In the two language subjects, the learning dimensions (skills) include reading, writing, listening and speaking. In Mathematics, the dimensions include Number, Measures, Shape & Space and Data Handling in P.3, with the addition of Algebra in S.3. Two Territory-wide System Assessment 'Supplementary Reports' have also been made available for schools. These exclude the 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.

Simultaneously, item analysis reports, 'sorted by sub-papers' and 'sorted by Basic Competencies', are also provided to schools, with detailed data on the strengths and weaknesses of students indicating the percentages of student responses to each item. Starting from 2014, an Interactive Online Item Analysis Report has been developed. Teachers can login to the system to view the item data, items of each sub-paper and marking scheme at the same time, which facilitates teachers' rapid analysis of students' performances. Besides viewing the sub-papers and marking schemes using 'click-on' functions on the item analysis interface, teachers can view each individual item paired with its model answer. The HKEAA has also 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.

In addition, in order to enable schools to make better use of the assessment data as feedback for learning and teaching, starting from 2015, schools with five or more non-Chinese speaking (NCS) students participating in the Territory-wide System Assessment on Chinese Language will receive an additional report providing information on NCS

students' performance. Schools are expected to improve their teaching plans to facilitate students' learning with reference to relevant reports.

Primary 3 School Reports under the Tryout Study

Under the 2016 Tryout Study, to facilitate schools in using assessment data to inform learning and teaching, the HKEAA developed four report formats² with different contents to cater for the preferences of individual schools. The reports provide various information on item design, including the corresponding learning objective, BC, question intent and analysis of each multiple choice option, to encourage the use of Territory-wide System Assessment data by schools to improve teaching arrangements. Participating schools of the Tryout Study can choose the reports which they consider best meet their needs in analysing their students' performances. Schools can make use of the data from these reports, together with the descriptions and examples of students' performance from Chapters 6 to 8, to understand their students' learning status.

² Four report formats: 1) Existing version; (2) Simplified version (only school data is provided, without the data of participating schools); (3) Integrated version – Basic Competency Report by Item Groups (with exemplars on students' overall performance); and (4) Information Analysis Report – each item is paired with its corresponding learning objective, basic competency and testing focus as well as analysis for each option in multiple choice items.