

The relationship between assessment, learning and teaching has all along been a major concern and focus of teachers, scholars and educators. The most important function of assessment is the provision of feedback, which is closely related to curriculum as well as learning and teaching. With a view to realising ‘assessment for learning’ in classrooms, schools are expected to incorporate various types of assessment information (including Territory-wide System Assessment data) in their curriculum planning and daily teaching in order to understand students’ learning performance and provide timely and effective feedback to promote learning and teaching.

### ***2016 Territory-wide System Assessment***

In 2016, the overall Basic Competency attainment rates of P.3 students in Chinese Language, English Language and Mathematics were 85.8%, 81.1% and 89.9% respectively. For S.3 students, the overall attainment rates for Basic Competency standards in Chinese Language, English Language and Mathematics were 77.4%, 69.6% and 80.0% respectively. The trend of performances of P.3 and S.3 students was found to be steady across the years. In addition to analysing the overall result, the EDB encourages effective use of school reports to provide feedback on learning and teaching and adapt school-based curriculum plans. Therefore, the HKEAA has arranged for seminars to be given for each subject at each level after the release of results. Presentations on student performance to be given by the subject managers and senior officers from the HKEAA will be supported with exemplars showing students’ strengths and weaknesses. It is hoped that through participating in the seminars, teachers can get a better understanding of student performance. The seminars will also introduce and familiarise teachers with the newly developed online item analysis report, so that schools can conveniently analyse students’ performance and thus apply the concept of ‘assessment for learning’.

Furthermore, as aforementioned, as part of the Tryout Study as recommended by the Committee, the HKEAA has enhanced the assessment arrangements and continues to maintain close communication with various stakeholders.

According to the directions, principles and specific recommendations of the review proposed by the Committee, assessment papers and question design of P.3 Territory-wide System Assessment were modified. Further enhancements on moderation were implemented by means of various working groups (e.g. item development and moderation

working groups and paper review focus groups) and a rigorous mechanism of item development (See Chapter 2 for details).

In response to feedback from stakeholders and recommendations of the Committee, HKEAA has enhanced the P.3 assessment reports for schools. On top of the existing report, various new types of school reports were developed. Participating schools are provided with the flexibility to choose the reports which they consider best meet their needs. In particular, the newly introduced reports provide schools with enriched information on item analysis and provision of exemplars. It is expected that relevant information would enhance schools' understanding of students' overall performance and students' strategies for attempting items, and thus facilitates the analysis of students' learning progress.

In order to review relevant question papers and item designs, since mid-June 2016, the Education Assessment Services Division of the HKEAA organised 9 focus group meetings (FGMs) (3 FGMs for each subject). Teachers of Chinese Language, English Language and Mathematics from over 30 schools participating in the Tryout Study attended the FGMs to give their views. Other attendees included members of the Committee, as well as representatives from the EDB and HKEAA. Separate FGMs were also organised for markers of the three subjects so as to understand their views and suggestions. It is hoped that the views collected can facilitate the Committee's discussion on the medium and long term proposals for the Territory-wide System Assessment.

### ***The Way Forward***

In the future, the EDB and HKEAA will continue to collect views from schools on revised question papers and item designs as well as various report formats. This will enable the HKEAA to further enhance the report formats and choices so as to provide more information to facilitate schools in analysing students' performance and understanding students' learning progress. The HKEAA will also continue to organise various training activities or workshops with the EDB so that 'assessment for learning' can be realised in daily classroom practice. In addition, the HKEAA will continue to communicate with various stakeholders and summarise the experience gained from the Tryout Study. Views and recommendations will be consolidated for the Committee's reference in its discussions on planning for the medium and long term development of the Territory-wide System Assessment.

Furthermore, with the development of information technology, the Student Assessment system will be upgraded to the STAR platform on 1 January 2017. The STAR platform comprises a number of new features to promote ‘assessment for learning’ and facilitate teachers in using assessment information to enhance students’ learning. This new platform can be accessed by various computing devices including tablets, notebooks and desktops. Teachers can make use of this platform to set various parameters to create assessment tasks based on teaching topics and item focuses for individual students or classes. In addition to receiving instant assessment information upon submission of completed tasks to monitor students’ learning progress, teachers can also acquire related ready-made learning and teaching packages through the EDB’s Web-based Learning and Teaching Support (WLTS) platform to provide feedback on learning and teaching. The STAR platform can be accessed through the website of Hong Kong Education City (<http://star.hkedcity.net>).