

9. CONCLUSION

The 2019 TSA was conducted smoothly. The P.6 and S.3 TSA were under a full implementation mode this year. The P.3 TSA written assessment continued to be implemented on a sampling basis and in opt-in mode on a voluntary basis. This was in accordance with the recommendations of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) on handling the arrangements for P.3 TSA in 2018 and beyond.

At the territory-wide level, students are sampled to participate in the P.3 TSA. At the school level, schools can approach the Authority directly if they would like all their P.3 students to participate in the TSA and obtain school reports. These schools can choose any of the four reports as well as school reports for students with special educational needs (SEN) and non-Chinese speaking (NCS) students based on the needs of individual subjects. Reports on SEN and NCS students are given to schools with five students or more in these two student groups participating in the assessment. Provision of aforementioned TSA reports to schools is also applicable to P.6 and S.3 levels starting from 2019.

Marking of TSA scripts started shortly after the completion of written assessment in June. Taking into consideration stakeholders' request over the past years for an earlier result release, the HKEAA will strive to advance the result release in the coming years. It is expected that schools can make good use of the reports to perform data analysis to improve teaching.

As in previous years, seminars on students' performance would be organised for primary and secondary teachers after the result release. The strengths and weaknesses of the students would be reported together with the exemplars so as to enhance teachers' understanding of students' performance. The HKEAA would also organise briefing sessions on the overall performance of NCS and SEN students in various subjects. Schools with five or more students participating in the TSA would receive the reports. It is expected that schools could make reference to the assessment data and information to provide appropriate support to facilitate students' learning.

To continue collecting feedback from school stakeholders to improve TSA assessment design and assessment operations, a series of focus group meetings (FGMs) were held throughout the year. It is expected the feedback collected can continuously improve the TSA to enhance the effectiveness of the assessment operation.

TSA provides information on the performance of students in the three core subjects of

Chinese Language, English Language and Mathematics. TSA gives schools reliable data and valid information to enhance learning and teaching. Schools can combine this with their internal assessment data to get a thorough understanding of their students' learning progress.