

Due to the volatility of the COVID-19 epidemic, the TSA was suspended in 2020, 2021 and 2022. In 2023, the TSA resumed normalcy and was conducted smoothly. The 2023 TSA was implemented with full participation at both P.6 and S.3 levels while the P.3 TSA has been implemented in a sampling mode and an opt-in mode on a voluntary basis based on the arrangements since 2018.

The TSA has provided schools with important data for reference so as to review and adjust teaching plans. Except for schools participating in P.3 in a sampling mode, schools with full participation of students at a level could obtain school-level reports for that level and select the four types of reports based on their subject needs. At the same time, if schools with all their P.3 students voluntarily participating in the TSA have five or more than five students with special educational needs (SEN) or non-Chinese speaking (NCS) students, they could also choose the reports for the aforementioned two student groups based on the needs of individual subjects. Provision of all these reports to schools has been applicable to P.6 and S.3 levels starting from 2019. Schools could use the passwords provided by the HKEAA to log in to the system to download their choice of reports. Schools could make reference to the relevant data and information to provide students with appropriate support to enhance learning.

The oral assessments of Chinese Language and English Language, as well as the Chinese audio-visual (CAV) assessments at primary level were conducted on a sampling basis in mid-April (S.3) and in early May (Primary) respectively. The written assessments of Chinese Language, English Language and Mathematics took place in June. After the completion of the assessment, marking commenced immediately. To further study the feasibility of using the Internet-based On-screen Marking system (iOSM), Chief Examiners, Assistant Examiners and some Markers were invited to use the iOSM for marking in schools or at home. It is believed that the iOSM trial experiences in 2023 will provide reference for future planning of the mode of online marking.

As in previous TSA, in order to let schools learn more about students' performance, the HKEAA would organise seminars on students' performance for teachers after the result release. In the seminars, besides explaining the performance of students, exemplars would be shown to illustrate the strengths and weaknesses of students. It is believed that the seminars would not only enable teachers to understand students' performance with the help of the data and information, but also enhance teachers' assessment literacy and their ability to use data.

Moreover, to enable schools to understand the factors affecting students' learning as well as help them find out students' learning needs so as to provide appropriate support, the HKEAA has incorporated the questionnaire survey study on students' learning and living condition as part of the TSA as recommended by the Basic Competency Assessment and Assessment Literacy Coordination Committee in 2018. Participation of schools and parents in the said questionnaire survey study is on a voluntary basis. The research team collects students' non-academic data through questionnaires and analyses the data together with the students' performance data provided by the HKEAA. Each participating school would be provided with an independent analysis report which allows schools to have a more comprehensive understanding of students' learning diversity in various key learning stages, and how students' learning interests, attitudes and habits affect their learning. The research results of the questionnaire survey also help enhance parents' awareness of their children's learning. The results of the questionnaire survey would not affect students' individual results. The responses from individual schools, students or parents would not be made public.

To further enhance the work of data analysis in schools, the HKEAA will continue to organise various training activities and workshops to enable schools to understand the importance of making good use of TSA data. At the same time, schools must combine the assessment data of TSA with other internal and external assessments in order to have a comprehensive understanding of students' learning performance, and review the teaching plans with reference to the assessment results to enhance the overall effectiveness of learning and teaching.