Assessment is closely related to learning and teaching. "Assessment for learning" refers to a learning process where teachers collect information about students' learning, diagnose learning difficulties, and provide timely and quality feedback in an ongoing manner to enhance learning and plan for follow-up action.

## *Basic Competency Assessments*

In 2000, the Education Commission released its report titled "*Learning for Life, Learning through Life*" and proposed to implement Basic Competency Assessments (BCA) in the subjects of Chinese Language, English Language and Mathematics at various key stages of learning. Apart from the Territory-wide System Assessment (TSA), BCA also comprises Student Assessment (SA) and Web-based Learning and Teaching Support (WLTS).

In 2001, the Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned by the Education Bureau (EDB) to develop and implement SA and TSA under BCA. SA is an online assessment item bank which provides instant assessment reports on the performance of participating students for teachers' reference through a computer system. All primary and secondary schools can use it any time during the school year on a voluntary basis. The related feedback collected helps teachers review individual students' learning progress and difficulties with reference to the key learning points, and set the learning objectives for the students. SA was upgraded as the Student Assessment Repository (STAR) platform in January 2017. Schools can log in to the platform through the Hong Kong Education City website (https://star.edcity.hk/en) for use.

TSA is a low-stake assessment primarily for understanding the performance of Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3) students in the three subjects of Chinese Language, English Language and Mathematics on a regular basis. TSA data helps schools understand students' overall academic standards in the main key learning areas and as a reference for follow-up action on learning and teaching. TSA was first implemented at P.3 in 2004, and extended to P.6 and S.3 in 2005 and 2006 respectively.

WLTS is an online platform which provides readily available teaching activities and materials to address students' learning difficulties for teachers' reference and use. To facilitate the integration of teaching and learning resources and further enhance service quality, the teaching and learning resources available on the WLTS platform were migrated to the STAR platform in September 2026 for the continued use of teachers and students.

Schools can make use of the data and the above resources provided by BCA to adjust teaching plans and teaching strategies.

## *Review of Basic Competency Assessments*

The Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) conducted a comprehensive review of the P.3 TSA in October 2015. Views collected from different stakeholders, including school sponsoring bodies, school heads, teachers and parents via various channels such as questionnaires, focus groups, seminars and meetings reflected that most stakeholders affirmed the function and importance of TSA in providing feedback to learning and teaching at both the territory-wide and the school levels. The HKEAA continues to collect views on the arrangements for TSA from Focus Group Meetings and questionnaire surveys.

## *Arrangements for Primary 3 Territory-wide System Assessment in 2018 and beyond*

In March 2018, the EDB accepted the Committee's recommendations on handling the arrangements for P.3 TSA in 2018 and beyond at the territory-wide and school levels separately. At the territory-wide level, about 10% of P.3 students from each public sector and Direct Subsidy Scheme school are sampled for the P.3 TSA each year. At the school level, schools that wish all their P.3 students to participate in TSA and obtain school reports may approach the HKEAA directly to make relevant arrangements. The HKEAA will issue school reports to schools directly. The EDB will not obtain school reports of individual schools. These arrangements re-affirm TSA data will not be used to evaluate the performance of schools, and re-establish TSA as a low-stake assessment with its original intent in mind. Among the enhancement measures, the HKEAA is responsible for improving assessment papers and question design and enhancing school reports. The arrangement of the 2026 P.3 TSA was also based on the Committee's aforementioned recommendations.

## *2026 Territory-wide System Assessment Report*

This report introduces the 2026 TSA and describes the overall performance of students participating in the assessments this year. Since 2012, the P.6 TSA has been implemented in odd-numbered years. As schools' participation in P.6 assessments is on a voluntary basis, the HKEAA does not provide information on the performance of P.6 at the territory-wide level. Therefore, the report this year covers only the overall performance of P.3 and S.3 students.

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, introducing the process of TSA on-screen marking, etc.; Chapter 4 elaborating on how to set and maintain standards and reporting on the proportion of students achieving Basic Competencies (BCs) across years; Chapter 5 describing in detail the different types of

reports provided to schools by the HKEAA; Chapters 6 to 8 describing in detail the performance of students of different levels in the three subjects of Chinese Language, English Language and Mathematics, and providing examples which elaborate on the performance of students achieving BCs; and Chapter 9 concluding the experience gained this year.