As a low-stake assessment, the TSA has always been built upon a standardised design and rigorous implementation procedures. Assessment items are professionally developed and reviewed to ensure their validity, fairness and alignment with the curriculum objectives. Standardised administration arrangements and a centralised marking system are adopted to ensure that the student performance data collected are reliable and valid, thereby fully serving the purpose of "Assessment for Learning".

The 2026 TSA was smoothly conducted, and the relevant data have been processed and analysed. As in previous years, the P.3 TSA was conducted on a sampling basis. Schools wishing to obtain a school report could participate on a voluntary basis, provided that all P.3 students in the school took part in the assessment. As this is an even-numbered year, no P.6 TSA was conducted. Nevertheless, schools could choose to participate voluntarily. Marking services were provided by the HKEAA, and participating schools received a school report. As no territory-wide data were available, the P.6 school report presented only school-level performance data. As for the S.3 TSA, the assessment continued to be administered on a full-cohort basis. All schools with full cohort participation received a school report.

In addition to providing an overview of students' overall performance, school reports offer detailed analyses to facilitate a more comprehensive review of school-based curriculum planning, teaching strategies and assessment practices. At the same time, the student exemplars and performance analyses presented in Chapters 6 to 8 of this report serve as valuable references for teachers in analysing students' learning performance and reflecting on teaching practices. These materials help schools identify students' learning needs and formulate appropriate follow-up strategies.

To further support schools in making effective use of assessment data to enhance learning and teaching, the HKEAA will continue to organise a series of thematic seminars. These seminars will help teachers better understand students' strengths and weaknesses across different learning domains, strengthen their capacity to interpret assessment data, and make use of such information in conjunction with classroom observations and school-based evidence to provide more appropriate support for students. Schools and teachers are also encouraged to make good use of the information provided in the TSA reports, together with other internal and external assessment data,

to gain a more comprehensive understanding of students' learning performance and needs, thereby enhancing the effectiveness of learning and teaching.

Assessment, learning and teaching are closely intertwined. Through effective use of the data and analyses provided by the TSA, together with school-based evidence and other relevant assessment information, schools and teachers can better understand students' learning needs, provide timely and targeted feedback, and continuously enhance curriculum planning, learning and teaching strategies, and assessment practices, thereby promoting student learning and further improving the quality of education.