

香港特別行政區政府
教育局
The Education Bureau
of
The Hong Kong SAR Government

2024 年全港性系統評估[◆](小學)

Territory-wide System Assessment 2024 (Primary Schools)

便覽 Quick Guide



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[◆]2024 年小六全港性系統評估暫停舉行。此評估是學校以自願形式參與，而非全體小六學生參與的全港性系統評估。
The 2024 P6 TSA has been suspended. Participation in the 2024 P6 TSA is on a voluntary basis. As a result, this is a TSA in which not all P6 students will participate.

Assessment Time-tables

A. Oral and Chinese Audio-visual Assessments

Primary 3

Date	Assessment	Remark
7 or 8 May 2024	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	Students from each school will be randomly selected. Each school will participate in one session on either one of the two assessment dates.
	English Language – Oral Assessment	

In case of bad weather or emergency, the assessment would be rescheduled to 10 May 2024.

Primary 6

Date	Assessment	Remark
14 or 16 May 2024	Chinese Audio-visual Assessment	A screen and a VCD player or a computer are required.
	Chinese Language – Oral Assessment	12 or 24 students (depending on the school size) from each school will be randomly selected. Each school will participate in one session on either one of the two assessment dates.
	English Language – Oral Assessment	

In case of bad weather or emergency, the assessment would be rescheduled to 20 May 2024.

B. Written Assessments

Primary 3

Date	Session	Subject	Duration (in minutes)	Remark
12 June 2024	1	Chinese Language – Reading	25	
	2	Chinese Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Chinese Language – Writing	40	
13 June 2024	1	English Language – Reading and Writing	30	
	2	English Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Mathematics	40	

In case of bad weather or emergency, the assessment would be rescheduled to 17 June 2024.

Primary 6

Date	Session	Subject	Duration (in minutes)	Remark
12 June 2024	1	Chinese Language – Reading	30	
	2	Chinese Language – Listening	20	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Chinese Language – Writing	55	
13 June 2024	1	English Language – Reading and Writing	50	
	2	English Language – Listening	30	A CD player or a computer with speakers is required
		(Break)	15-35	
	3	Mathematics	50	

In case of bad weather or emergency, the assessment would be rescheduled to 17 June 2024.

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2024 年全港性系統評估[◆](小學) 便覽

Territory-wide System Assessment 2024[◆] (Primary Schools) Quick Guide

第一部分 Part 1

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Part 1

Territory-wide System Assessment 2024

Preamble

The Hong Kong Examinations and Assessment Authority (HKEAA) has been entrusted by the Education Bureau (EDB) to develop and implement Territory-wide System Assessment (TSA). For that purpose the HKEAA provides this *Quick Guide* to all primary schools. This *Quick Guide* provides implementation details of the TSA 2024. The Principals and teachers concerned please study this *Quick Guide* carefully to ensure that the TSA will be conducted smoothly.

The Origin and Development of the TSA

In its 2000 report entitled *Learning for Life, Learning through Life*, the Education Commission (EC) set out detailed proposals for Basic Competency Assessments (BCA) in Chinese Language, English Language and Mathematics. The Hong Kong Examinations and Assessment Authority (HKEAA) was commissioned in 2001 by the Education Bureau (former Education and Manpower Bureau) to develop and implement Basic Competency Assessments. The EC recommended that there be two components of the BCA: Student Assessment and System Assessment.

System Assessment, which was later renamed “Territory-wide System Assessment” (TSA) in 2004, was conceived of as a low-stakes survey of the performance of students at Primary 3, Primary 6 and Secondary 3 levels in the three subjects. The main purpose is for school improvement and to provide the Government and schools with information on school standards in Chinese Language, English Language and Mathematics. The Government will provide support to schools in need of assistance.

The TSA was first commenced at P.3 level in 2004. In 2005, both P.3 and P.6 students took part in the TSA. In 2006, the TSA was extended to the Secondary 3 level.

Regarding P.3 TSA, the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) on 16 March 2018 submitted to the Education Bureau (EDB) recommendations following the comprehensive review of Territory-wide Assessment (TSA). Related report has been uploaded to the EDB website¹. The Committee points out that from the perspective of the education profession, at the territory-wide level, TSA is an objective tool to provide the Government with territory-wide information for reviewing the effectiveness of education policies and the arrangements for curriculum planning; and at the school level, TSA is a realisation of the concept of “assessment for learning”. TSA school reports provide reliable and valid information to help schools understand the overall performance of students and enable teachers to provide feedback and take follow-up actions in a focused and timely manner for the purpose of enhancing the effectiveness of learning and teaching.

If considered only from the perspective of the education profession, the Committee regards that the enhancement measures have effectively alleviated public’s concerns about drilling and risks induced by TSA. However, the Committee also takes into account the

¹<https://www.edb.gov.hk/attachment/en/curriculum-development/assessment/about-assessment/2015-17-tsa-report-en.pdf>

community's understanding of TSA, the different pace among schools' development in the use of assessment information to improve learning and teaching, and perceptions of some members of the community on the existing arrangements. Therefore, the Committee recommends that the feedback at the territory-wide level and the school level be handled separately. The EDB has accepted the Committee's recommendations. At the territory-wide level, the Primary 3 TSA will be conducted every year on a **sampling basis**, with about 10% of students sampled from each public sector and Direct Subsidy Scheme school. In addition, to understand the overall learning performance of non-Chinese speaking students and students with special educational needs and provide appropriate support, a certain number of students from these two student groups have to be separately sampled to meet the statistical requirements. **Students' performance will only be counted as territory-wide data.** Since only a small number of students in each school will participate in the assessment, **school reports will not be provided.**

At the school level, the education sector generally agrees with the concept of assessment for learning in the review. A considerable number of schools would like their Primary 3 students to participate in TSA and obtain detailed school reports so that they can draw reference from the analysis to improve learning and teaching in a focused manner. **The Hong Kong Examinations and Assessment Authority (HKEAA) will cater for the needs of these schools and make arrangements to enable all Primary 3 students to participate in the assessment and to provide school reports. Schools with such plans may approach the HKEAA directly. The HKEAA will make relevant arrangements and issue school reports to schools directly. The EDB will not obtain school reports of individual schools from the HKEAA.**

Starting from 2012, the P.6 TSA and Pre-S1 Hong Kong Attainment Test (HKAT) have been conducted in alternate years. The P.6 TSA is implemented in odd-numbered years (e.g. 2015); however, schools can opt to take the P.6 assessment in even-numbered years (e.g. 2016) on a voluntary basis.

The Nature, Design and Implementation of the TSA

(a) Nature of the TSA

The TSA is low-stakes in nature. It provides overall assessment results at territory-wide level and at school level. However, no assessment results for individual students are made available.

(b) Mode of the TSA

The assessment items of the three subjects are set by the subject managers of the HKEAA in collaboration with officers of the Curriculum Development Institute of the EDB and experienced teachers. The items are constructed with reference to the Basic Competency descriptors and the curricula of the three subjects.

The TSA is mainly conducted in pencil and paper mode, except for oral assessments of Chinese Language and English Language.

To cater for the needs of students who use Putonghua as the medium of instruction, a Putonghua version of the listening, oral and audio-visual assessments of Chinese Language is available. For Mathematics, schools may choose either the Chinese or the English version.

(c) Design of the TSA

In order to provide schools and the government with sufficient feedback, the coverage of the TSA must be comprehensive. Hence, for each subject, a large number of items are set. If a student is to attempt all the items (referred to as the “Full Paper”), two to three hours will be required. This is not considered desirable for students. Therefore, the “Full Paper” is divided into several “Sub-papers” and each student is only required to attempt one sub-paper. As the TSA is to reflect the overall performance of students at the territory-wide and school levels rather than that of individual students, students are not required to attempt the same paper.

When the assessment is conducted, students will be arranged to attempt different sub-papers. There are common items among the sub-papers. Based on students’ performance in both the common items and the other items in the individual sub-papers, HKEAA can use statistical methods to provide the overall performance of students at the school level.

Please refer to Parts 2 to 4 of the *Quick Guide* for the assessment design of Chinese Language, English Language, and Mathematics respectively.

(d) Participation of Schools

The TSA is designed for all schools in Hong Kong. The objective is to produce an accurate and complete set of overall performance data at territory-wide and school levels.

The TSA is divided into two major parts conducted in May and June respectively. The first part is oral assessments of Chinese Language and English Language and the audio-visual assessment of Chinese Language which are conducted on two days at different times. Samples of students will be randomly selected from each school to take the assessments. Each school will participate in one session on either one of the two assessment dates. The second part is written assessments of Chinese Language, English Language and Mathematics. All students are to take part in the assessments in their own schools over a two-day period.

For students requiring different learning needs and SEN students, schools may select special arrangements WS0 to WS7 for them. Details please refer to *Guidelines on Selecting Special Arrangements*.

Administration of the TSA

Support and cooperation from schools is essential for the administration of the TSA such that the TSA will be conducted in accordance with uniform procedures to ensure validity and reliability of the assessment.

Principals shall appoint an Assessment Administration Supervisor (Schools may also appoint a Deputy Assessment Administration Supervisor to provide assistance) to liaise with the HKEAA and to coordinate the administration of the TSA in the school. The HKEAA will deploy an Assessment Administration Assistant to each school on the days of Oral & CAV Assessments and Written Assessments to support the work of the Assessment Administration Supervisor and the teachers taking care of invigilation work.

The role, duties and guidelines for the Assessment Administration Supervisors are set out in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

Invigilation

Schools shall follow the invigilation arrangements as stipulated in Part 5 of this *Quick Guide (Instructions to Assessment Administration Supervisor)*.

For students with special educational needs (SEN) participating in the TSA, schools may follow the usual invigilation arrangements they adopt for these students in the school's internal assessments context.

Standard Setting

The TSA is a standards-referenced assessment. The purpose of the assessment is to see how students have attained the Basic Competency (BC) levels set for Chinese Language, English Language and Mathematics. Through the TSA we can better understand the performances of the students in the different dimensions/skills of the three subjects^{Note}.

Measurement specialists, experienced teachers and curriculum experts are appointed to form expert panels to set cut-scores for the BC levels for the three subjects. From these cut-scores, the HKEAA can find out the percentages of all students having attained the BC. For language subjects, setting of the cut scores only covers listening, reading and writing skills.

Reporting of Results

The HKEAA will provide four school reports¹ with different contents for each participating school (**with ALL students**) to select in the light of school-based needs. From the reports, schools can understand the performance of their students as a whole in each dimension/skill/strand of the three subjects. To enable schools to know more about the strengths and weaknesses of their students, the HKEAA will also provide an item analysis report for each school.

TSA “Supplementary Reports” will be made available for schools. They will exclude the performance of students with different learning needs and/or special educational needs (SEN) (refer to *Guidelines on Selecting Special Arrangements*). In addition, schools with five or more non-Chinese speaking (NCS)/Special Educational Needs (SEN) students participating in the Territory-wide System Assessment will receive an additional report providing information on NCS/SEN students' performance.

^{Note} The dimensions/skills for the subjects of Chinese Language and English Language are i) listening, ii) reading, iii) writing, and iv) speaking. The dimensions of Mathematics are i) number, ii) measures, iii) shape & space, iv) data handling and v) algebra (applicable to P.6 only).

¹ Four report formats: (1) Existing version; (2) Simplified version (only school data is provided, without the data of participating schools); (3) Integrated version, which is a consolidated report on ‘Basic Competency Report’ by Item Groups (with exemplars on students' overall performance); and (4) Information Analysis Report – each item is paired with its corresponding learning objective, BC and testing focus as well as analysis for each option in multiple choice items.

From the reports, schools can address the strengths and weaknesses of students in each dimension/skill/strand of each subject as a whole, which in turn facilitates the formulation of their school plan to enhance learning and teaching.

Since the TSA aims to provide schools with data to enhance the effectiveness of learning and teaching, the assessment results of individual schools will not be ranked or made known to the public. Access to the school report is limited to the school management and the teachers of the school, and schools are reminded to deal with their school data seriously. Schools must follow the protocol strictly to avoid any misuse of information. The data is restricted to schools' internal use and not for promotional purposes.

Enquiries

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