學業增值表現指標(中學適用)
Academic value-added Indicator (For Secondary Schools)

立法會教育事務委員會
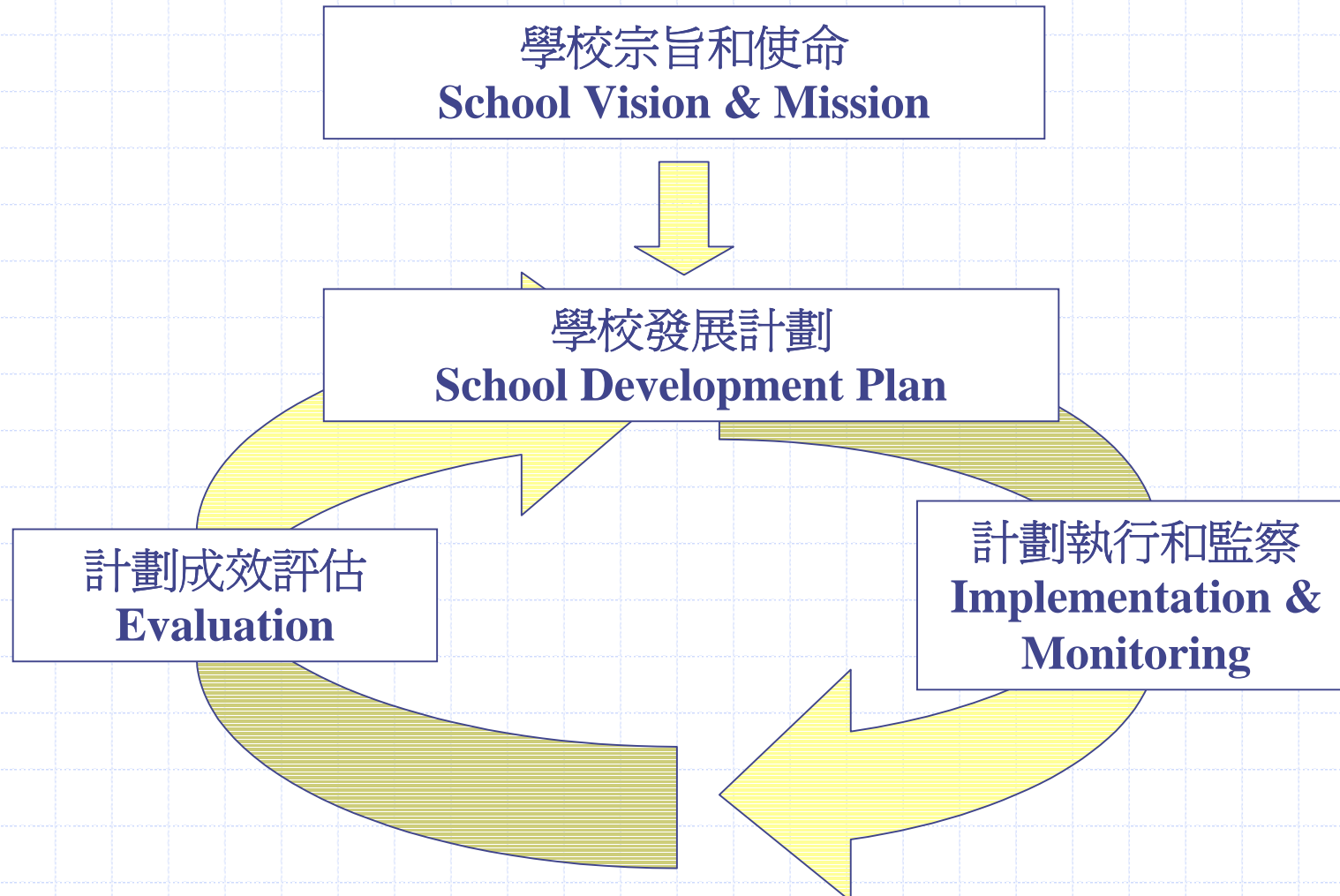
2002年12月16日

LegCo Panel on Education

16 December 2002

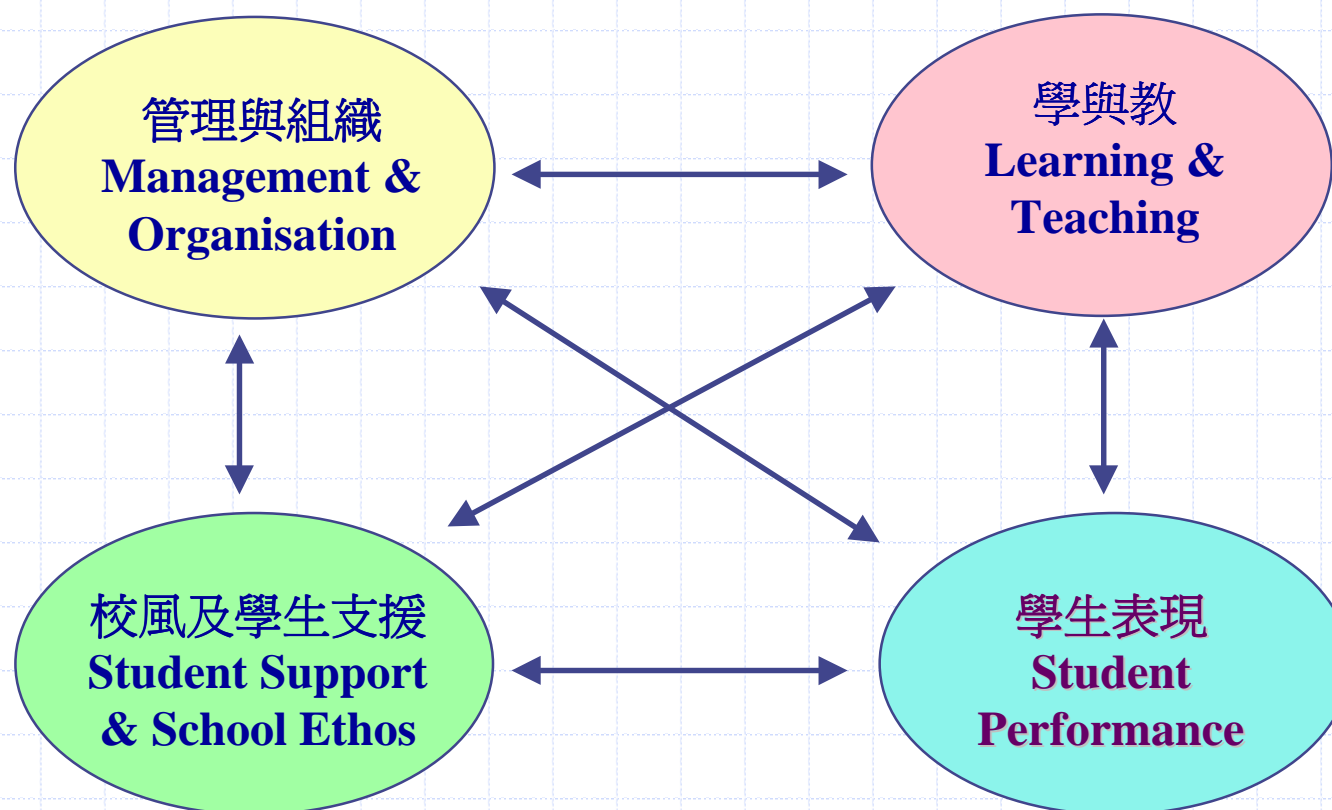# 學校自我評估 – 有效幫助學校自我完善和發展
School self-evaluation - Effective means for school improvement and development

學校宗旨和使命
School Vision & Mission

學校發展計劃
School Development Plan

計劃成效評估
Evaluation

計劃執行和監察
Implementation & Monitoring

學校工作的四個範疇
The 4 domains of school work

管理與組織
Management & Organisation

學與教
Learning & Teaching

校風及學生支援
Student Support & School Ethos

學生表現
Student Performance
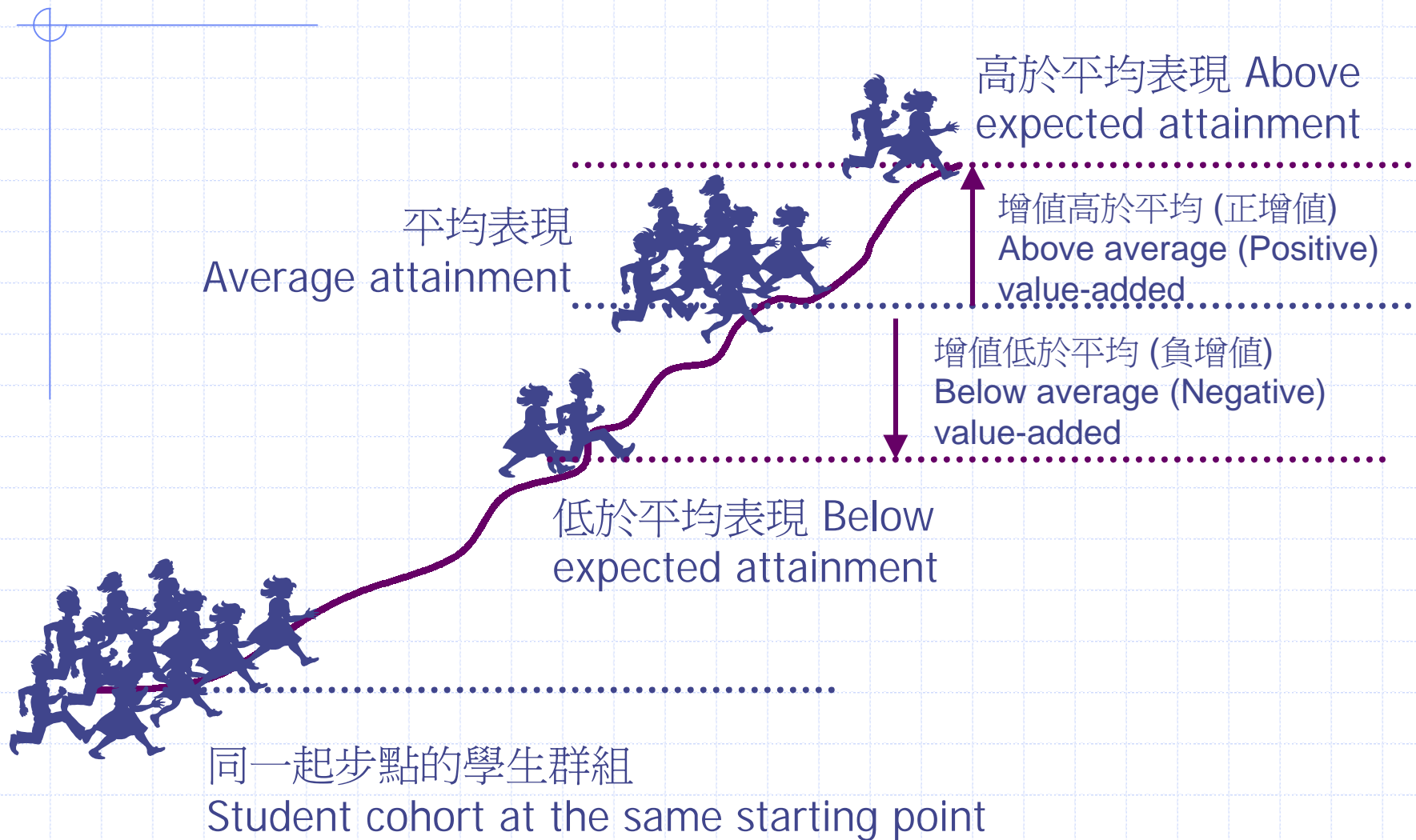
(香港學校表現指標 Performance Indicators for HK Schools)

學業增值
Academic value-added

- 考試成績 (如中學會考) 沒有反映學生入學時的能力和學校本身的特質
Exam results (e.g. HKCEE) do not reflect student' prior attainment and school characteristics

- 學業增值是指學校在某時段內和相對於其他學校的表現而言，對其學生在學習上的貢獻；計算時考慮了學生在入學時的能力和其他特性。
Academic value-added refers to the extent to which a school contributes to student learning over a given period of time and relative to other schools, taking into account student intake & other characteristics

學業增值的理念
The concept of academic value-added

高於平均表現 Above
expected attainment

增值高於平均 (正增值)
Above average (Positive)
value-added

平均表現
Average attainment

增值低於平均 (負增值)
Below average (Negative)
value-added

低於平均表現 Below
expected attainment

同一起步點的學生群組
Student cohort at the same starting point

學業增值計算時所考慮的各種因素
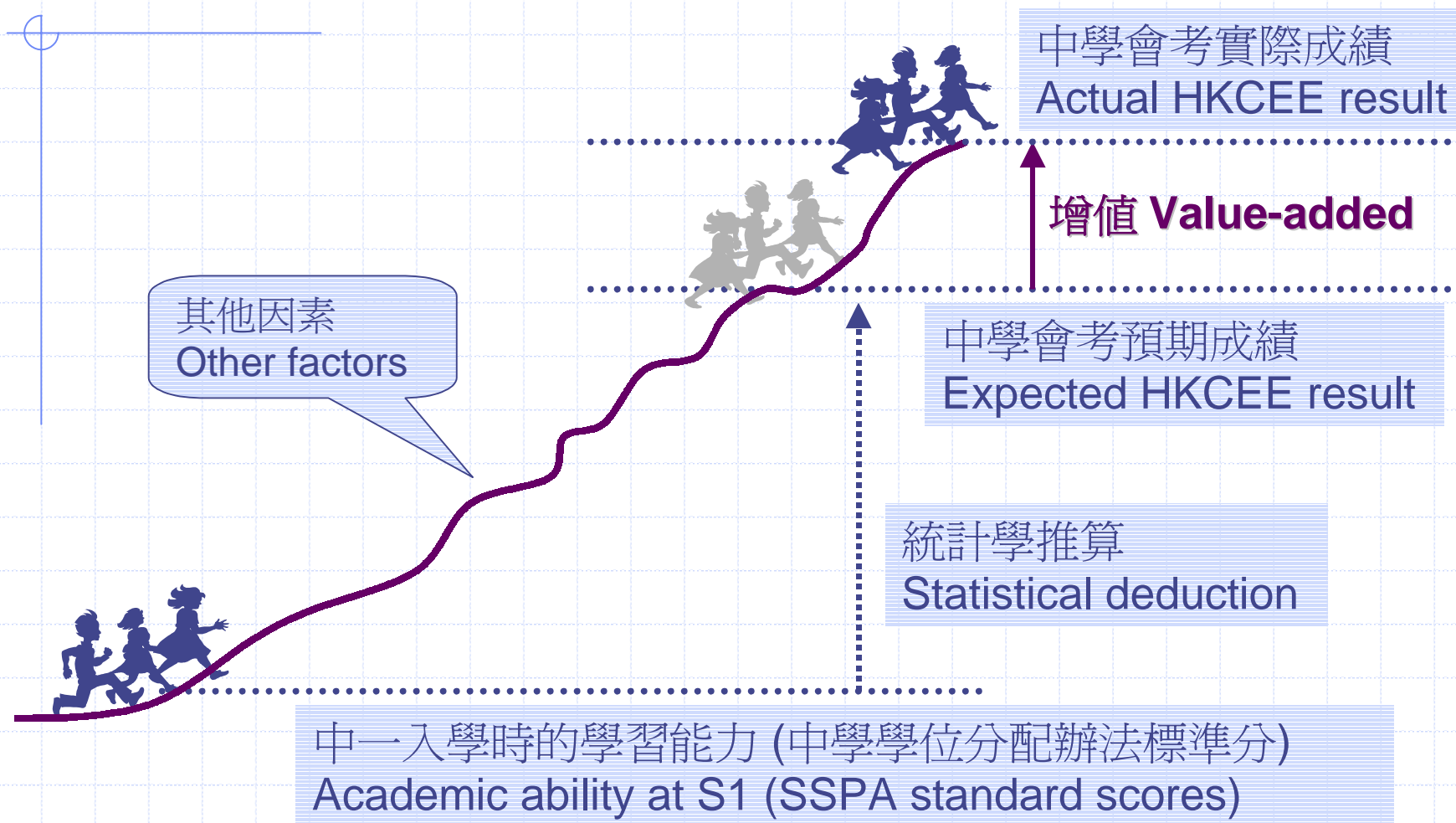## Factors considered in value-added measurement

- 學生入學時的學習能力 (中一或中六)
  Prior academic ability (at S1 or S6)

- 同校學生在入學時的平均學習能力
  Average prior academic ability of peers

- 性別 Gender

- 就讀男校或女校
  Girls school or boys school

- 轉校情況 (中一至中五)
  Change of schools (For S1-5)

中一至中五學業增值計算
Value-added analysis for S1-S5

中學會考實際成績
Actual HKCEE result

增值 **Value-added**

其他因素
Other factors

中學會考預期成績
Expected HKCEE result

統計學推算
Statistical deduction

中一入學時的學習能力 (中學學位分配辦法標準分)
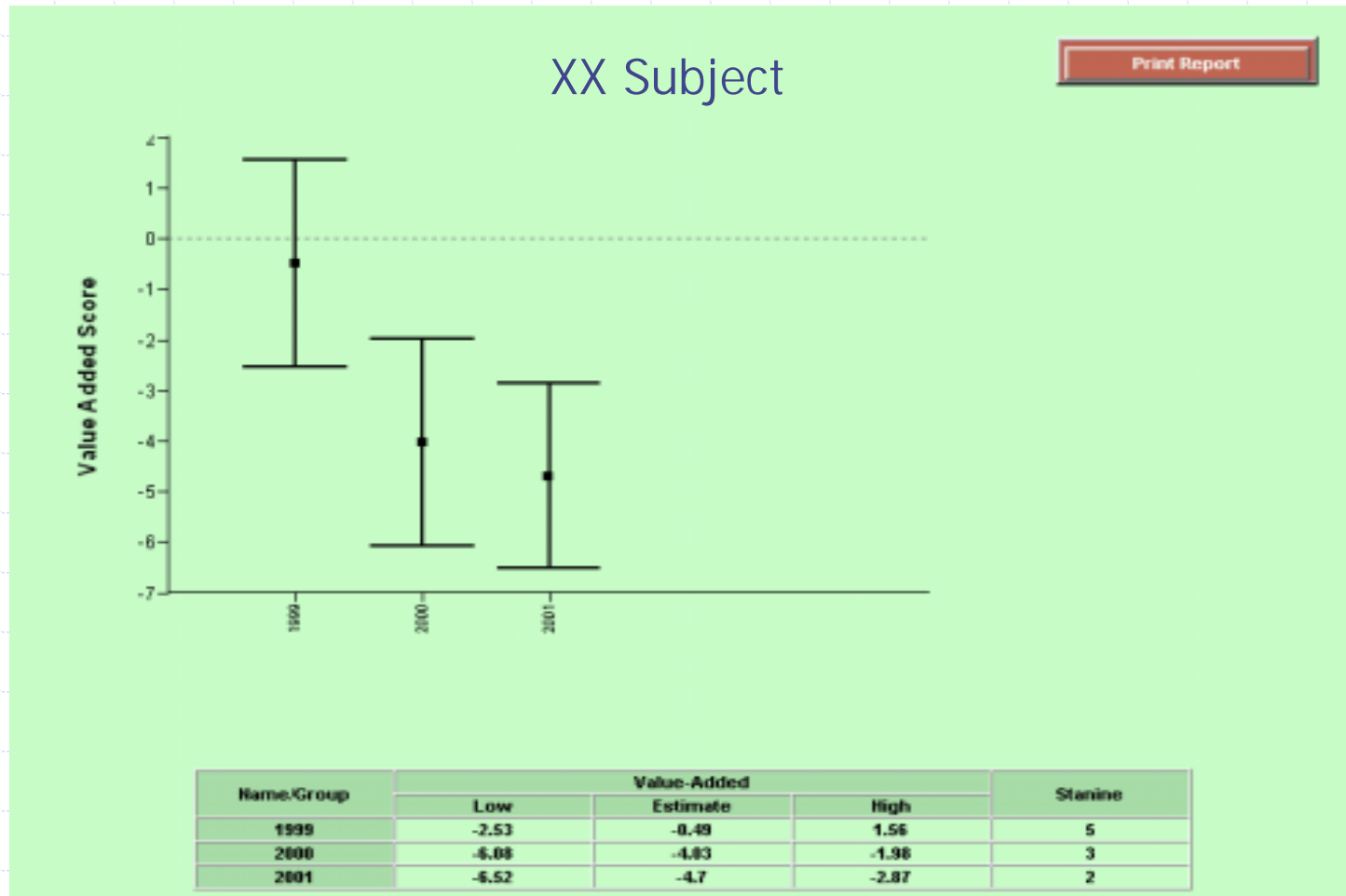Academic ability at S1 (SSPA standard scores)

學校增值資料系統
Schools Value-added Information System, SVAIS

- 保密網上增值資料報告系統
  Secure web-based value-added information reporting system

- 方便學校隨時取得各種形式的增值報告
  Enables schools to access different forms of value-added reports at any time

- 系統現存有2000, 2001和2002年增值資料
  SVAIS now contains value-added information of 2000, 2001 and 2002

- 增值資料按各主要科目報道
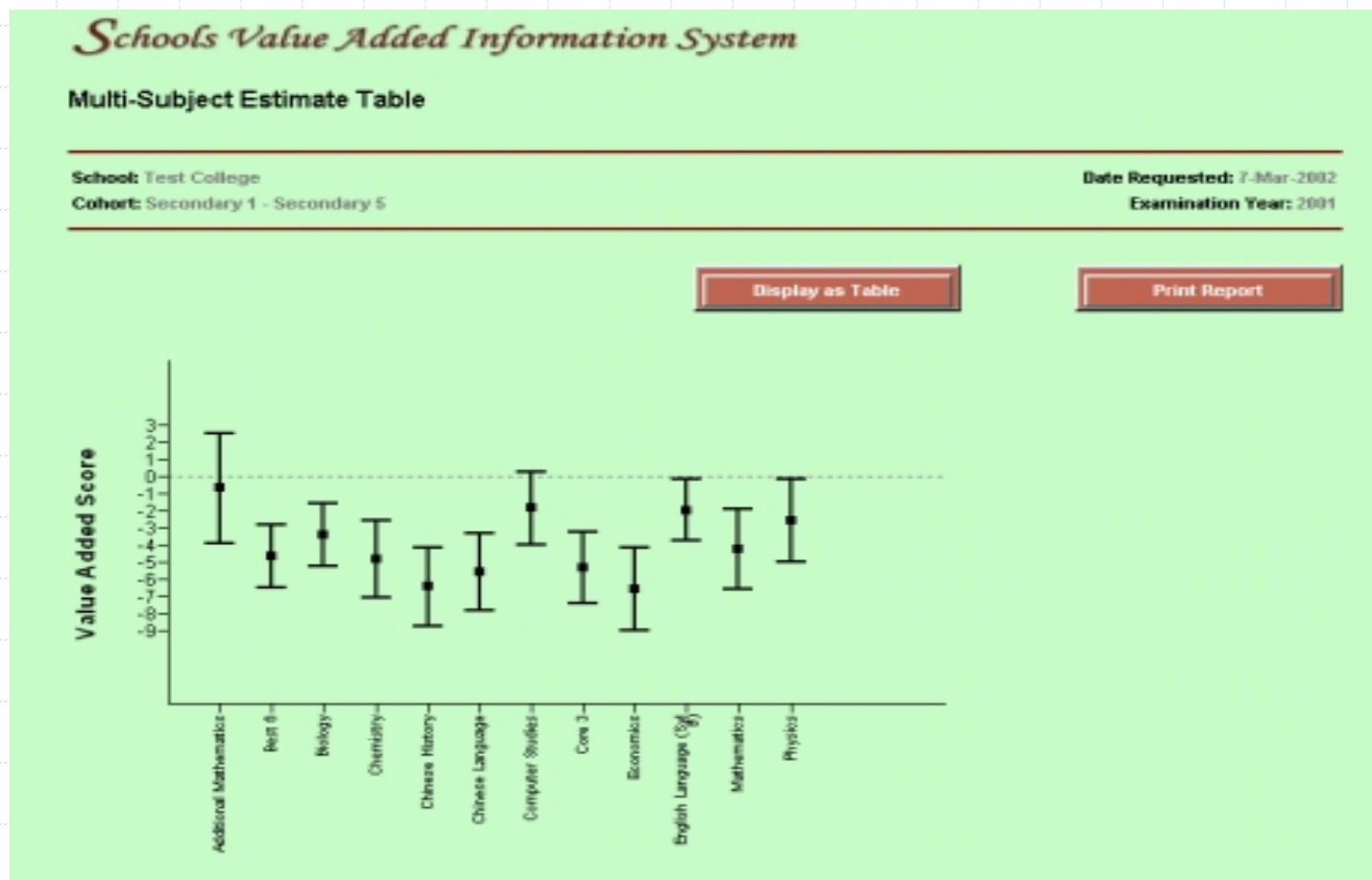 Value-added information are reported according to major subjects

學年報告
Estimate All Year Report

XX Subject

Print Report

Name/Group	Value-Added			Stanine
	Low	Estimate	High	
1999	-2.53	-0.49	1.56	5
2000	-6.08	-4.03	-1.98	3
2001	-6.52	-4.7	-2.87	2

多項科目報告
Multi-subject Estimate Report

其他學生表現指標 - 情意及社交表現指標
Other student performance indicators - Affective & Social Outcomes Indicator

- 量度學生群組在學業以外的表現，例如：自我觀、價值觀、學習態度、人際關係、對學校的態度等
Measures performance of student cohorts in the non-academic domains, e.g. self-concept, values, attitudes to learning, interpersonal relationship, attitudes to school.

- 利用學生問卷收集數據
Uses student questionnaires to collect data

- 電腦程式「情意及社交表現評估套件」幫助學校整理和分析資料
The computer programme 'Assessment Programme for Affective and Social Outcomes' (APASO) helps schools to manage and analyse the information

情意及社交表現指標的量表
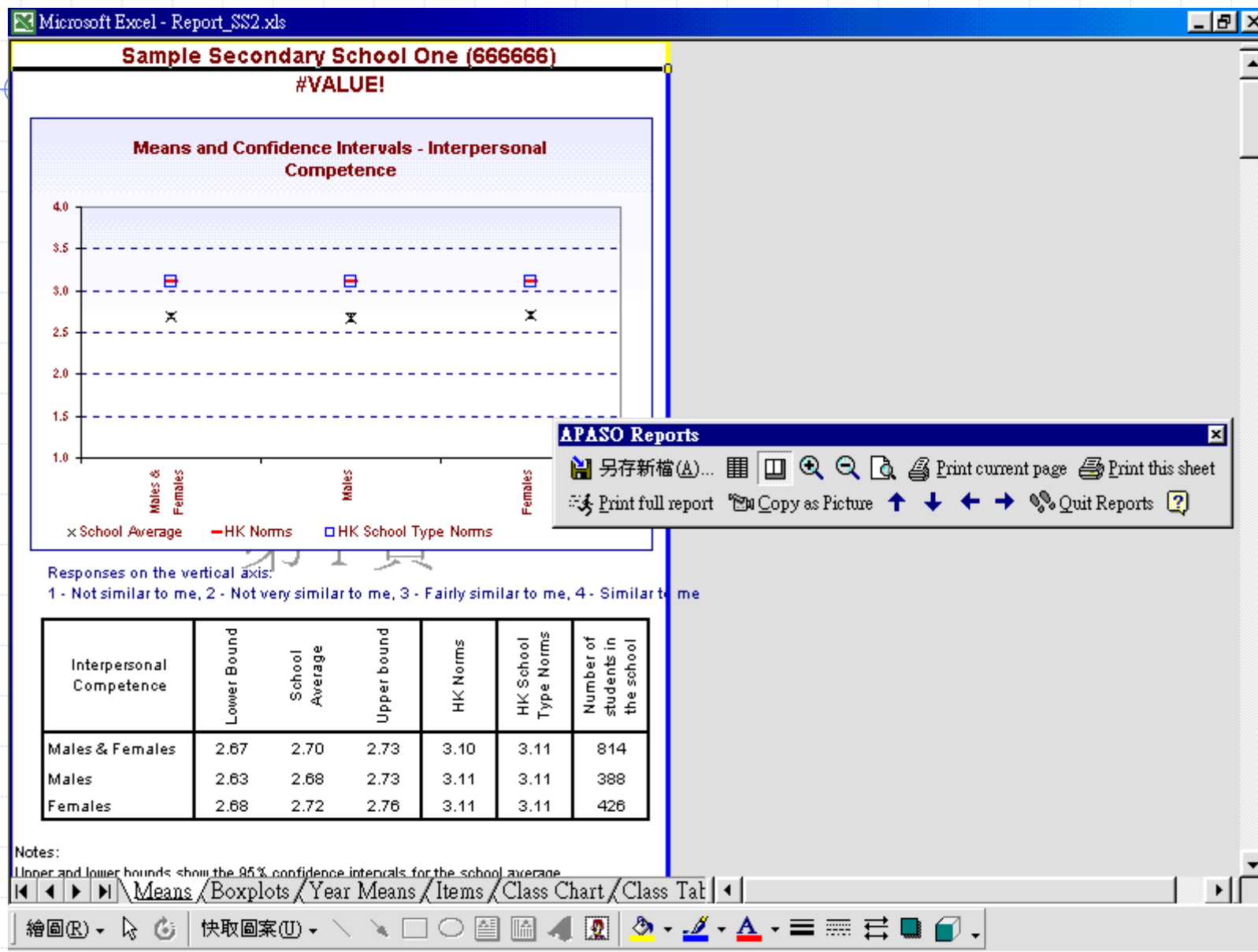## Affective and Social Outcomes Indicators

小三至小六
- 自我概念 Self-concept
- 人際關係 Interpersonal relationships
- 對學校的觀感 Attitudes to school
- 學習態度 Attitudes to learning
- 價值觀 Values

中一至中七
- 自我概念 Self-concept
- 心理健康 Emotional well-being
- 人際關係 Interpersonal relationships
- 對學校的觀感 Attitudes to schools
- 學習態度 Attitudes to learning
- 價值觀 Values
- 領導才能 Leadership (中六及中七學生適用)
- 人生目標 Goals of life (中六及中七學生適用)
- 對事業的期望 Expectation about career (中六及中七學生適用)

學校如何應用學生表現資料
How schools could use the student performance information

- ◆ 自我評估 Self-evaluation
  - ■ 檢視教學和學生支援工作的成效 Review the work on teaching and student support services
  - ■ 制訂和推行改善計劃 Plan and implement improvement actions
  - ■ 訂立具挑戰性而可行的目標 Formulate challenging and attainable targets
- ◆ 與家長分享自評結果，促進家校合作
  Share self-evaluation findings with parents and promote home-school cooperation
- ◆ 避免將學生表現資料作宣傳之用
  Avoid using the student performance information for publicity purpose

教育署如何應用學生表現資料
How ED would use the student performance information

◆ 在評估學校表現時作為參考（例如質素保證視學、學校發展探訪）
As reference in the evaluation of school performance (e.g. QAI, School Development Visits)

◆ 辨知學校的良好經驗或需要支援的地方
Identify schools' good practices or areas that need supports

◆ 分析數據作為政策制訂的參考
Analyse the data to inform policy

學生表現指標和工具的推出
The release of the indicators and tools

- 學校簡介研討會 (2002年12月)
  Briefing seminars for school (December 2002)

- 派發學校增值資料系統用戶資料和密碼 (2003年1月)
  Distribution of SVAIS user account and password (January 2003)

- 學校增值資料系統訓練研討會 (2003年1月)
  Training seminar on SVAIS (January 2003)

- 情意及社交評估套件訓練研討會和套件派發 (2003年 2-4月)
  Training seminar on APASO and distribution of APASO (February - April 2003)