

December 6, 2016

Dear LegCo Education Panel members,

Act Truly for Children – No Re-launch of P.3 TSA in 2017

We would like to express our deepest disappointment with how EDB handles the student data collected from TSA and request your support in stopping the EDB from re-launching the P.3 TSA in full swing in 2017.

Ever since the public hearing of the P.3 TSA issue in late November 2015, there has been numerous academic and professional bodies researching into the matter and making clear statements of their views.

1. According to an 2015/16 investigation result released by 循道衛理楊震社會服務處 among P.3 to P.6 students in October 2016, the overall anxiety level of P.3 students is of the highest among all years. TSA is one of the main sources of anxiety, as commented by the teachers. (Appendix I)
2. The Hong Kong Paediatrics Society announced its Position Statement on Territory-wide System Assessment (TSA) in the website in February 2016. “The appropriateness for TSA assessment at Primary 3 should be critically reviewed based on the developmental needs and core learning values at this young age. TSA for Primary 3 students should be suspended before a well thought out consensus on a revised format can be implemented.” (Appendix II)
3. 智經研究中心 wrote an article in October 2016 stating clearly that TSA has created a viscous cycle making schools competing among themselves. “TSA 被許多學校認定與跨校評比相關，實質上就與「水平參照」的精神——避免同儕間惡性競爭——相違背，於是最終還是回到零和遊戲的惡性循環，只是單位從「學生」變成「學校」。” (Appendix III)
4. 教育評議會 supports stopping the TSA forever, according to their public statement in mid November 2016. “現行操作模式的 TSA，於教學回饋及改善學生表現的成效存疑，且公開試的評核亦必然對師生及家長構成壓力，建議應該取消”。 (Appendix IV)

The TSA Concern Group and another parents group ***The Hong Kong Parents League of Education Renovation*** met the EDB officials together with Mr Henry Tong on November 10, 2016 to discuss the possible resolutions over the TSA issue. We stated clearly a re-launch of the P.3 TSA in full swing is inappropriate in 2017. We raised a few suggestions including a Hong Kong territory-wide survey with parents and teachers on their opinions on P.3 TSA and a choice for parents and schools to choose whether letting the children to take the TSA or not. (Appendix V) To date, the EDB has only acknowledged our suggestions but not giving us any firm response.

Lately, Professor Hau Kit Tai announced his research results on the relationship between breakfast habit and academic results, as well as the relationship between family socio-economic status and children academic performance based on the P.3, P.6 and S.3 TSA data. We parents are stunned to know that EDB and EAA actually are keeping all students information in the TSA exercise, including student name for identification. Even worse, our children's information can be made known to a third party without having our consent.

Who could speak up for our children and us? Last year, we did not receive the support from many LegCo members and we were extremely disappointed and angry. Now that we have professionals (doctors, social workers, educators, researchers) speaking up for us, we sincerely hope our dear LegCo members would read into their advice and act truly for our children.

Although a re-launch of the TSA is not yet confirmed and the Review Committee said the questions have been made more manageable, many schools have forced students to purchase drilling exercises at the beginning of school year and lately has started after school extra lessons. That means drilling is still going on irrespective of what the Review Committee has reported.

Children are at risk! Policy can be reviewed and changed for the sake of children's well-being. We hope we would get all your support this year.

Regards
TSA Concern Group

Appendix I : A Survey conducted by 循道衛理楊震社會服務處 on Students' Anxiety Level

Apple Daily

2016 年 10 月 09 日

TSA 壓力大 小三生最焦慮

【本報訊】港童壓力爆煲，循道衛理楊震社會服務處調查發現，受訪小學生焦慮指數有上升趨勢，指數由 12/13 學年 30.4，增至 15/16 學年 32.3，升幅逾 6%。其中小三生焦慮指數最高，或與應付 TSA（全港性系統評估）有關，建議家長多留意子女有否驚返學、難集中精神等焦慮症狀。

該服務處轄下家庭健康教育及輔導中心，第 4 年進行香港小學生焦慮指數調查，4 年間訪問 5,819 名小三至小六學生，包括學童有否焦慮症狀等，從而計算得分。最新 15/16 年度訪問 1,359 人，整體焦慮指數為 32.3，小三生焦慮指數最高達 34.5。相比 12/13 年，當時焦慮指數最高為小四生，顯示學童焦慮年輕化；港童焦慮指數也高於內地、日本及荷蘭。

難集中拒返學需注意

中心主任趙依莉指，小三生焦慮指數高於其他級別估計與家長、學校催谷有關，加上小三生要承受 TSA 壓力，不少老師反映小三生焦慮情況比過往明顯。趙建議家長若發現子女難以集中精神、抗拒返學、無故不適如肚痛，但求醫檢查無異常，或有焦慮需留意。

港童焦慮有三大壓力來源，包括成績差時被責罵、功課太多致缺乏休息及擔心父母有婚姻危機。趙提醒家長勿將學業視為子女唯一出路，以致壓力大增。

Appendix II: The Hong Kong Paediatric Society's Position Statement on Territory-wide System Assessment (TSA) (February 13, 2016)

HKPF website

http://www.hkpf.org.hk/tc/about_positionstatement.php

The Territory-wide System Assessment (“TSA”) is a territory-wide test administered by the Education Bureau in Hong Kong since 2004 for assessing Primary 3, Primary 6 and Secondary 3 students for their performances in Chinese Language, English Language and Mathematics. TSA results are intended to provide an overview of students’ performance in each school against the territory-wide basic competency standards and not meant for comparison for individual school or student. However, the TSA for Primary 3 students is currently facing orchestrated wrath of concerned parents and teachers because of the tremendous stress created from excessive TSA homework and drilling.

In response to this ad hoc challenge on child health, a Professional Forum on TSA was organized, by the Hong Kong Paediatric Society and the Hong Kong Paediatric Foundation (HKPF), the professional bodies on child health, at Queen Elizabeth Hospital on 12 January 2016 and chaired by Dr. Chan Chok-Wan, the board Chairman of HKPF and well attended by paediatricians and other child health professionals. Keynote speakers included Professor HAU Kit Tai, Department of Educational Psychology, The Chinese University of Hong Kong, Ms Doreen HO Mei Yee, Convenor for the TSA Concern Group, and the Honourable Mr. IP Kin Yuen, Legislative councillors for the Education constituency and the following conclusions were reached:

1. TSA is just an assessment tool for the overall intellectual ability of Hong Kong students serving as an evaluation reference for future education policy.
2. TSA results should only be used for overall education planning by the Education Bureau (EB) rather than disclosing to individual schools or school operation bodies to avoid unnecessary stress and drilling on students.

3. Education Bureau should be fully accountable for the use of TSA results and the implementation of education policies in Hong Kong.

4. The appropriateness for TSA assessment at Primary 3 should be critically reviewed based on the developmental needs and core learning values at this young age. TSA for Primary 3 students should be suspended before a well thought out consensus on a revised format can be implemented.

5. A focused survey should be conducted on the TSA affected students, their parents and teachers, to assess the impact of the test and its associated drills. Data collected will help the planning for the best courses of action for administering the contended test.

6. Education for young children should cultivate a positive attitude and happy environment towards learning. The current teaching curriculum that is TSA orientated should be revised.

Appendix III: 智經研究中心 on How to improve teaching culture in Hong Kong



國是港事

2016年10月13日

改善教學文化 求學亦可求分數

機構: 智經研究中心

早在2000年，香港的教育統籌委員會便在「香港教育制度改革建議」中提出改革入學機制，減少測驗考試。

教育統籌局在2004年透過電視廣告宣傳「求學不是求分數」的口號，至今相信許多市民仍印象深刻，但亦成為「離地」的代名詞。因為在現行升學制度下，「求學」與「分數」仍然關係密切，家長亦抱怨該口號往往成為子女懶散的藉口。新制度下為了維持學生學習動機，評分機制亦由「常模參照」，即透過「拉曲綫」呈現的相對成績，轉型為「水平參照」，又稱絕對分數。

由於每次考試的試卷深淺不一，如採用絕對分數，對於在不同年份參加考試的考生未盡公平。支持絕對分數優於相對分數的研究，提出了兩點反駁，首先是相對分數只能讓固定比例的考生獲得某個評級，這樣會令部分優秀學生的實際水準無法在評級上反映出來。此外，採用相對分數會製造一個驅使學生互相對抗競爭的環境，甚至傳遞「你成功代表我失敗」的「零和遊戲」信息，催化學生之間的惡性競爭。

TSA 惡性循環 競爭由學生變學校

然而，理想與現實之間終究存在鴻溝，單純的制度轉變未必能完全改變教育文化，這也是教改推行至今面對的樽頸。

讓人記憶猶新的典型案例，正是教育改革的措施之一 TSA，TSA 由2004年開始推行，比文憑試更早採用「水平參照」評分，理論上只是讓校方了解學生基本能力的水平，從而改善教學，但後來卻演變為惡性競爭，成為讓學生競相操練的元兇。箇中原因眾說紛紜，但有一點可能最值得注意，就是 TSA 被許多學校認定與跨校評比相關，實質上就與「水平參照」的精神——避免同儕間惡性競爭——相違背，於是最終還是回到零和遊戲的惡性循環，只是單位從「學生」變成「學

校」。

由此可見，改革評分方式只是教改的第一步，並不代表學習風氣能夠風行草偃地轉變。最近美國賓州大學華頓商學院教授 Adam Grant 撰文，除了主張在教學中應利用「絕對」而非「相對」的評分方式，還身體力行推動學生小組協作，進行一場改變學習風氣的實驗。

培養協作文化 激發自主學習

在 2012 年，Adam Grant 首次在期末考試的設計上動腦筋，在全卷最困難的多項選擇題部分，參考電視遊戲節目《百萬富翁》的做法，讓學生有權在考試期間在他們最不確定答案的一題不作出任何選擇，改為寫下一個他認為最有可能懂得該問題的同學名字。如果被選同學在該題答對了，他們二人都將獲得分數。

在這項制度下，學生之間逐漸形成一種合作文化，更多學生開始嘗試在小組中學習，在小組中互相分享知識，同時了解彼此。讓 Adam Grant 感到驚喜的是，在有關設計實施之後，即使未計入獎勵分數，全班平均成績按年提升了 2%。到了 2014 年期末考前，已經有學生主動提議把班級分為「閱讀」及「摘要寫作」兩組，並隨即就有人表示願意分享他已經完成的學習筆記給全班同學。許多學生主動貢獻自己的獨特見解，亦有人為大家設計了練習測驗。於是，該年度全班平均分又再度提升了 2.4%。

近年亞洲地區，包括香港在內的教育改革運動，多循削減考試的方式來減輕學生考試壓力，這固有助解決部分問題，但如升學制度上「考試」與「收生」的基本模式沒根本變化，則「教」與「學」亦難產生太大改變。

透過改變評分方式，固有利於減少學生、乃至學校陷入惡性競爭，但再進一步改善教學文化，需要如上述例子的培養協作文化，真正激發學生自主學習的動機，才可謂功德圓滿。日後如何深化理念落實，避免如 TSA 異化的問題產生，值得社會深思。

Appendix IV: 教評會倡撤小三 TSA

文匯報 > 教育 > 正文

2016-11-17

香港文匯報訊（記者 高鈺）全港性系統評估（TSA）爭議持續，教育局於今年推出試行版的小三評估，現時正由相關委員會檢討有關操練壓力問題及其未來發展。

教育評議會昨發表聲明，指現行操作模式的 TSA，於教學回饋及改善學生表現的成效存疑，且公開試的評核亦必然對師生及家長構成壓力，建議應該取消，但可參考小三的試行版評估，讓學校自願性質參與，以檢視其校本情況。

教評會又指，如教育局需要知悉全港學生於中英數三科的學習表現，可每三年一次抽樣進行評核，但不要用作監察個別學校的成績數據。

Appendix V: Notes of Meeting with EDB on November 10, 2016

《遏止 TSA 操練，否則反對到底！》

TSA 檢討委員會就 2016 年的小三 TSA 試行報告尚未有任何風聲。2017 年小三 TSA 會全港覆考嗎？只知教育局已通知全港小學於 6 月預留兩天，不安排任何活動。不少小學為迎接可能的全港覆考已作準備，做 TSA 練習、小三課後補課... 操練之風，又再吹至。

TSA 關注組及香港革新教育家長同盟，昨晚就 TSA 檢討委員會將會公布的報告與教育局官員會面。

我們表達了 2016 年試行的小三 TSA 後並未有停止操練 TSA 的情況，教育局需要新的有力措施遏止操練，否則家長將繼續反對推行小三 TSA。

教育局代表指出委員會認同 TSA 異化的存在並引起社會廣泛關注，需盡力處理，並願意跟家長共同尋找新方法改善。

家校合作委員會主席湯修齊先生建議向各辦學團體/學校/家長推動簽署約章，承諾不作 TSA 操練，重建互信。

教育局代表答應把約章建議和家長的下列建議呈交委員會上討論：

1. 透過獨立機構，推行全港家長及老師對小三 TSA 引起的操練和壓力，及全面的功課量評估的調查研究。
2. 如小三 TSA 繼續推行，建議以抽樣形式進行，學校有權以其教育專業並與家長商討後選擇是否參與。
3. 就以上建議提出具體的推行時間表。

很感謝香港革新教育家長同盟對 TSA 的關注，大家互相合作，為孩子及家庭的幸福共同努力。