



中華人民共和國香港特別行政區政府總部教育局
Education Bureau
Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

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15 June 2018

Ms Angel WONG
Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong

Dear Ms WONG,

Panel on Education
Follow-up to the motions passed under the agenda item
“Review of Basic Competency Assessment”
at the meeting on 13 April 2018

Thank you for your letter dated 19 April 2018. With regard to the four motions passed under the agenda item “Review of Basic Competency Assessment” at the meeting on 13 April 2018, we submit our reply attached at the Annex. Grateful for your follow-up.

Yours sincerely,

(Ms Jenny CHAN)
for Secretary for Education

Encl.

**Follow-up by the Education Bureau
to the motions passed under the agenda item
“Review of Basic Competency Assessment”
at the meeting of the Panel on Education of the Legislative Council
on 13 April 2018**

Wording of the Motions

Given that the Education Bureau will conduct the Primary 3 Territory-wide System Assessment (“P3 TSA”) on a sampling basis and allow individual schools to apply to the Hong Kong Examinations and Assessment Authority for participation in P3 TSA by all P3 students with the provision of a number of detailed school performance reports, this Panel urges the Administration to establish a specific monitoring mechanism for P3 TSA, such as setting up a review committee, conducting questionnaire surveys with teachers and parents, etc. to follow up the implementation of TSA, in order to ensure that or to take follow-up actions to ensure that P3 TSA will not result in unnecessary drilling by schools, which will distort the primary school curriculum.

(Moved by Hon IP Kin-yuen)

This Panel urges that if there are excessive drilling for and irregularities in the Primary 3 (“P3”) Territory-wide System Assessment, the Administration should, premised on the well-being of students, make decisive changes, including abolishing the arrangements for schools to apply for participation of all P3 students in order to obtain schools reports.

(Moved by Dr Hon Fernando CHEUNG Chiu-hung)

This Panel urges the Administration to establish a mechanism under which schools are required to notify parents of their relevant decisions before applying for participation in Primary 3 (“P3”) TSA by all P3 students and allow parents to choose on their own whether or not to participate in it so as to ensure that parents and students have the rights to opt out of TSA for all P3 students.

(Moved by Hon SHIU Ka-chun)

This Panel urges the Administration to ensure that schools must, prior to submitting an application for participation in Primary 3 (“P3”) Territory-wide System Assessment by all P3 students, conduct democratic consultation exercises systematically within schools, respect the views of stakeholders such as teachers, parents, incorporated management committees, etc, and guarantee that teachers can freely express their views.

(Moved by Dr Helena WONG Pik-wan)

Response

In March 2018, the Education Bureau (EDB) accepted the report and recommendations of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee), including the new arrangements for Primary 3 Territory-wide System Assessment (TSA) in 2018 and beyond. Under the new arrangements, the arrangements for the territory-wide and school levels of Primary 3 TSA will be handled separately.

At the territory-wide level, the Government will sample about 10% of students from each public sector and Direct Subsidy Scheme school to participate in the annual Primary 3 TSA. In addition, to understand the overall learning performance of non-Chinese speaking students and students with special educational needs so as to provide appropriate support, a certain number of students from these two student groups have to be separately sampled to meet the statistical requirements. Students’ assessment results will only be counted as territory-wide data. Since only a small number of students in each school will participate in the assessment and the situation of individual schools cannot be reflected, school reports will not be provided.

Schools which would like to obtain school-level reports to improve learning and teaching may approach the Hong Kong Examinations and Assessment Authority (HKEAA) to arrange participation of all of their Primary 3 students. In addition, in the light of school-based and subject-based needs, schools may choose to obtain different assessment information, including four different types of reports, reports on overall performance of students with special educational needs and/or non-Chinese speaking students, and school reports for the questionnaire survey on learning attitude and motivation. The HKEAA will issue reports of their choice to schools directly (for schools’ direct downloading from the online system). The EDB will not obtain school reports of individual schools from the HKEAA.

Regarding the monitoring of drilling, the new arrangements and the enhancement measures have greatly reduced the incentives for drilling, and drilling problem before the 2016 Tryout Study (Primary 3) and 2017 Basic Competency Assessment Research Study was not observed, while the EDB will closely monitor the situation. In the previous two years, the EDB adopted questionnaire surveys to collect and gauge views of more than 23 000 parents of students participating in Primary 3 TSA, and more than 50 focus group meetings for teachers were conducted to understand how schools take forward and implement the arrangements for Primary 3 TSA, including whether there were additional exercises for TSA. The EDB will continue to collect and gauge views of parents and teachers of students participating in Primary 3 TSA through questionnaire surveys and focus group meetings.

In addition, the EDB will keep in view the implementation of school-based assessment through various channels, including inspections, school visits and daily contact. It is worth noting that Primary 3 TSA is an assessment on Basic Competencies which form part of the curriculum, and are the core requirements of the curriculum that students are expected to acquire upon completion of the learning stage. We should not simply categorise the exercises that schools or teachers give to students for consolidating their Basic Competencies as drilling for the purpose of Primary 3 TSA or simply equate Primary 3 TSA with drilling.

For schools that opt for full cohort participation of Primary 3 students in the assessment, under the spirit of school-based management, there have been effective mechanisms in place for both school management committees of government schools and incorporated management committees of other public sector schools to communicate with and gauge views of stakeholders (including parents, teachers and school managers), and to make decisions on school matters and operational arrangements in students' best interests.

In fact, the community's extensive discussion and concern about TSA issues have significantly enhanced the transparency about schools' taking forward and implementation of the new arrangements for Primary 3 TSA. Primary 3 TSA in 2018 has just been completed smoothly. The EDB will continue to closely monitor the implementation of the new arrangements and maintain communication with schools and related stakeholders to explore room for continued enhancement and follow-up arrangements. If related complaints are received, the Bureau will investigate and take follow-up actions.