



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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10 March 2017

Ms Angel WONG
Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road
Central, Hong Kong
(Fax Line : 3152 7052)

Dear Ms WONG,

Panel on Education
Follow-up to meeting on 12 December 2016 and
the Policy Briefing on 24 January 2017

We refer to the follow-up to the captioned meeting and policy briefing. Attached please find a copy of parent's consent form for "2015 Students' Academic Attitude and Motivation Questionnaire Survey" and a paper on the arrangements of "Basic Competency Assessment Research Study" to be implemented in 2017, in Annexes 1 and 2 respectively for your follow-up please. Thank you.

Yours sincerely,


(Ms Jenny CHAN)
for Secretary for Education

Encl.

**A copy of parent’s consent form for
“2015 Students’ Academic Attitude and Motivation Questionnaire Survey”**



Professor Kit-Tai Hau
Choh-Ming Li Professor of Educational Psychology

侯傑泰教授
教育心理學中級講座教授

**Education Bureau
Students’ Academic Attitude and Motivation Questionnaire Survey
Invitation Letter and Consent Form for Parents**

May 28, 2015

Dear Parent or Guardian,

Each year, the Education Bureau of the HKSAR administers the Territory-wide System Assessment (全港性系統評估) to all Primary 3, Primary 6 and Secondary 3 students. It helps schools in providing an objective assessment reference so that schools can understand the overall percentage of passing the “basic competence” level of their whole student population. It serves as a feedback to our teaching, enhances our curriculum design, and improves our teaching strategies. TSA is a low stake assessment, will not assess individual students’ performance, and will not be used for ranking or selection purposes.

This year our research team is commissioned by the Educational Bureau to administer a questionnaire on various aspects of learning (e.g., their interest, study attitude). It is hoped that this research will help the schools, the Education Bureau, and the public, understand more on the critical factors on students’ learning. Thus, we are writing to invite you and your child to participate in this survey. Upon your agreement, your child will answer a questionnaire in the school. Please also help to fill out the enclosed questionnaire and return to the school.

The participation in this questionnaire survey is totally voluntary and it will not affect in any way your child’s performance or record in the school. Please feel free to call 39439363 (or email to QTSA@fed.cuhk.edu.hk) for any question that you may have. Your help is gratefully acknowledged.

Yours sincerely,
Kit-Tai Hau, PhD
Choh-Ming Li Professor of Educational Psychology
Research Team Principal Investigator

I understand the participation in this survey is totally voluntary and individual students’ information will be kept strictly confidential.

I agree/ disagree (please “✓” in the box) my child to participate in the survey.

Parent’s Name : _____ Signature: _____

Name of Student: _____ Class: _____ Number: _____

Date: _____

Basic Competency Assessment Research Study

Background

In response to the community's concerns on the Territory-wide System Assessment (TSA), the Secretary for Education announced in late October 2015 that the Coordinating Committee on Basic Competency Assessment and Assessment Literacy (the Committee) would conduct a comprehensive review on the arrangements of TSA. The preliminary recommendations submitted by the Committee in February 2016 reaffirmed the intent and value of the establishment of TSA, recognised the functional use of TSA data to provide feedback to learning and teaching and facilitated the formulation of measures to support learning. After examining various administrative arrangements and reporting formats (including conducting TSA in alternate years, on a sampling basis, etc.), the Committee considers that modifications to administrative arrangement of TSA are unable to effectively address the various concerns in the community.

2. For TSA at Primary 3 level, the Committee considered that the assessment papers and question design should be adjusted, and that the reports distributed to schools could adopt different formats to reflect the low-stakes nature of TSA and facilitate the refinement of school-based curriculum and teaching arrangements. The Committee considered that such initiatives should be implemented as a tryout arrangement in 2016.

3. The 2016 Tryout Study (Primary 3) mainly consisted of four new initiatives:

- (i) Improving assessment papers and question design;
- (ii) Enhancing school reports;
- (iii) Strengthening professional support measures; and
- (iv) Including a questionnaire survey on students' learning attitude and motivation.

The above basket of initiatives was intended to eliminate the incentives for over-drilling induced by TSA; provide targeted service to enhance the overall effectiveness of the cycle of Learning-Teaching-Assessment as an integral part

to benefit students; and improve communication and deepen mutual trust with schools and parents.

4. The Committee collected views and suggestions in the following ways, with a view to providing feedback and facilitating the review of related measures:

(i) Quantitative approach

- Questionnaire surveys/opinion surveys: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.

(ii) Qualitative approach

- Focus groups/interviews: The targets include principals, curriculum leaders, teachers and parents. The main purpose is to collect stakeholders' views and suggestions on assessment items, reports, various support measures and stakes involved.
- Case studies: Schools are invited to participate in the case studies, which aim to take a more in-depth look at the support measures, the processes and stakes involved, in a bid to examine the effectiveness and factors affecting the implementation of the Tryout Study at schools, and look into the solutions or views and suggestions.

5. The feedback and views collected from the 2016 Tryout Study (Primary 3) (Tryout Study) and experience of participating schools showed that the four new initiatives under the Tryout Study could effectively address the public concerns, including eliminating the incentives for over-drilling induced by TSA, alleviating stakeholders' concerns about the stakes involved, reflecting the "low stakes, no drilling" design of TSA and the original purpose of providing feedback on learning and teaching, deepening the mutual trust among schools, parents and various stakeholders, as well as enhancing assessment literacy so as to put TSA back on the right track. With reference to the Committee's recommendations, the EDB announced on 23 January 2017 the introduction of the 2017 Primary 3 "Basic Competency Assessment Research Study" (Research Study), extending the new initiatives for enhancement under the Tryout Study to all primary schools in the territory in 2017.

Basic Competency Assessment Research Study

Objectives

6. The Research Study is premised on the three core values of “learning needs of students”, “professionalism” and “mutual trust among stakeholders” to promote quality education. Basic Competencies are the essential skills in the three subjects of Chinese Language, English Language and Mathematics acquired by students upon completion of the three key learning stages (Primary 3, Primary 6 and Secondary 3), in order to learn more effectively at the next learning stage. Hence, the Research Study facilitates schools’ understanding of students’ learning, progress and needs so as to help students learn more effectively. The objectives of implementing the Research Study are to expand the scope of the research in order to allow more schools to participate and understand the new initiatives under the Tryout Study. The EDB and the Committee will receive more comprehensive feedback and richer information from schools and various stakeholders so as to continue to review and enhance related arrangements. The Research Study is therefore not a resumption of the Primary 3 TSA, and the data of the Research Study will not be used to assess the performance of schools.

Assessment and administrative arrangements

7. The assessment part of the Research Study will continue to adopt the improvements in assessment papers and question design under the 2016 Tryout Study, including questions aligning with the requirements of Basic Competencies and tying in with schools’ daily teaching and students’ learning needs, etc., with the aim of alleviating the problem of drilling for schools and students to prepare for the assessment. In addition, in order to enhance transparency and allow the public to grasp and understand the rationale of question design for Primary 3 assessment under the Research Study, Hong Kong Examinations and Assessment Authority (HKEAA) will follow the practice of the 2016 Tryout Study and upload the question papers of Chinese Language, English Language and Mathematics, suggested answers together with the information on item design (e.g. the corresponding key learning objective, Basic Competency and question intent), as well as the marking schemes to the website on Basic Competency Assessments right after the completion of Primary 3 assessment in 2017.

Enhanced school reports

8. Under the Research Study, in addition to the assessment part, a basket of targeted complementary measures and resources is also included for schools

to make good use of assessment data for feedback which can enhance the overall effectiveness of learning, teaching and assessment to benefit students.

9. Regarding the enhancement of school reports, based on the feedback collected from the 2016 Tryout Study, schools considered that the school reports were very useful in enabling them to have an early grasp of students' overall performance in Basic Competency. They also appreciated the provision of different types of school reports for their selection. In this connection, the Research Study will continue to provide four different types of school reports (including existing version, simplified version, integrated version and information analysis report¹). Schools may, in the light of school-based needs and on a subject basis (Chinese Language, English Language and Mathematics), choose the reports that they consider appropriate in helping them analyse the performance of students, with a view to reviewing school-based curriculum planning, school-based assessment policies and teaching strategies to benefit students.

Diversified professional support

10. Under the Research Study, based on schools' different needs in enhancing learning, teaching, assessment and assessment literacy, the EDB will continue to provide diversified professional support measures including different types of workshops, school-based support services, collaboration with tertiary institutions and schools, parent education, etc., as well as Web-based Learning and Teaching Support and central assessment item bank Student Assessment Repository (STAR) platform.

Non-academic data

11. In addition, the Research Study will adopt similar arrangements for the 2016 Tryout Study to include the questionnaire survey on students' learning attitude and habits to collect students' non-academic data (e.g. time spent on extra-curricular activities, learning interests, learning habits and other relevant data) so as to gain a better understanding of the factors affecting learning performance and to provide further assistance for student learning. The EDB, as in previous years, will follow the Government's established procurement procedures to invite quotations from qualified academic institutions. The

¹ Four report formats: (1) Existing version; (2) Simplified version (only school data is provided, without the data of participating schools); (3) Integrated version – 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, basic competency and testing focus as well as analysis for each option in multiple choice items.

academic institution responsible will obtain prior consent from schools and parents before conducting the questionnaire survey.

12. The aforementioned series of arrangements will be implemented in phases from April 2017 to June 2018. The relevant sections of the EDB and HKEAA will inform schools of the arrangements and the mode of participation. Schools may, in the light of school-based situations and subject needs, choose the complementary measures and resources that they consider appropriate.

13. Through the Research Study, we hope to foster and realise mutual trust among stakeholders, and to promote collaboratively quality education that addresses students' learning needs, embodies professionalism and is founded on mutual trust among stakeholders. We hope to bring the functions of Basic Competency Assessments into full play such that school-based curriculum and teaching arrangements could be improved through the use of assessment data, so as to enhance students' learning effectiveness.

Latest situation

14. A briefing session by HKEAA for all primary schools in the territory on the arrangements of the 2017 Research Study was conducted on 15 February 2017. The Research Study is in good progress. All public funded primary schools (i.e. more than 470 schools) have arranged to participate in the Research Study; and more than 20 private primary schools have also opted to join. Should schools encounter any special circumstances or difficulties in participating in the Research Study, the Regional Education Offices of EDB would look into the matter and provide assistance.

15. To facilitate the implementation of the Research Study, seminars for schools in the 18 districts are organised to introduce and share the concept and implementation of "assessment for learning" with school managers, principals, teachers and parent representatives. The EDB is also preparing a resource kit for promoting "assessment for learning" to enhance the understanding of different stakeholders on "assessment for learning" and Basic Competency Assessments.

Review

16. The EDB and the Committee will, through the Research Study, continue to listen to views of various parties regarding the implementation of Basic Competency Assessments. Related recommendations and feedback will be used to review the arrangements for TSA and related support measures.