

香港特別行政區政府
教育局

The Education Bureau
of
The Hong Kong SAR Government

2025 年全港性系統評估（中學）
Territory-wide System Assessment 2025
(Secondary Schools)

便覽
Quick Guide



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評估時間表

甲. 說話評估

日期	評估	備註
2025 年 4 月 29 日 或 4 月 30 日	中國語文 - 說話評估	1) 每所學校將被安排於兩個評估日期中的其中一日參與中國語文科及英國語文科說話評估。 2) 本局以隨機抽樣方式，在每所學校選取 12 或 24 名學生參與評估。
	英國語文 - 說話評估	

如受惡劣天氣或其他突發事情影響，評估日期將順延至 2025 年 5 月 6 日

乙. 紙筆評估

2025 年 6 月 19 日	2025 年 6 月 20 日
中國語文 - 寫作評估 (75 分鐘)	英國語文 - 寫作評估 (40 分鐘)
(建議休息 15-35 分鐘)	(建議休息 15-35 分鐘)
中國語文 - 閱讀評估 (30 分鐘)	英國語文 - 閱讀評估 (35 分鐘)
	英國語文 - 聆聽評估 (約 35 分鐘) (備註:需 CD 唱機或電腦連揚聲器)
(建議休息 15-35 分鐘)	(建議休息 15-35 分鐘)
中國語文 - 視聽資訊評估 (約 15 分鐘) (備註:需屏幕、VCD 機或電腦連揚聲器)	數學 (65 分鐘)
中國語文 - 聆聽評估 (約 20 分鐘) (備註:需 CD 唱機或電腦連揚聲器)	

如受惡劣天氣或其他突發事情影響，評估日期將順延至 2025 年 6 月 25 日

備註: 學校可因應實際情況，安排學生在禮堂進行評估。聆聽評估須安排每班作答不同的分卷，故必要在教室進行。

Assessment Time-tables

A. Oral Assessments

Date	Assessment	Remark
29 or 30 April 2025	Chinese Language – Oral	1) Each school will be assigned to participate in the Oral Assessments on one of the two assessment dates. 2) 12 or 24 students from each school will be randomly selected to participate in the assessments.
	English Language – Oral	

In case of bad weather or emergency, the assessment would be deferred to 6 May 2025.

B. Written Assessments

19 June 2025	20 June 2025
Chinese Language – Writing (75 minutes)	English Language – Writing (40 minutes)
<i>(Suggested 15-35-minute Break)</i>	<i>(Suggested 15-35-minute Break)</i>
Chinese Language – Reading (30 minutes)	English Language – Reading (35 minutes)
	English Language – Listening (approx. 35 minutes) (Remark: A CD player or a computer with speakers is required)
<i>(Suggested 15-35-minute Break)</i>	<i>(Suggested 15-35-minute Break)</i>
Chinese Language – Audio-visual (approx. 15 minutes) (Remark: A screen and a VCD player or a computer with speakers are required)	Mathematics (65 minutes)
Chinese Language – Listening (approx. 20 minutes) (Remark: A CD player or a computer with speakers is required)	

In case of bad weather or emergency, the assessment would be deferred to 25 June 2025.

Remark: The written assessments can be conducted in the school hall subject to actual situation of the school. However, listening component of the two language subjects must be conducted in a classroom since different classes will do different listening sub-papers.

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2025 年全港性系統評估（中學） 便覽

**Territory-wide System Assessment 2025
(Secondary Schools)
Quick Guide**

第一部分 Part 1

**全港性系統評估簡介
Introduction of the Territory-wide System Assessment**

第一部分

全港性系統評估

前言

香港考試及評核局（以下簡稱「考評局」）受教育局委託，負責策劃、執行全港性系統評估（以下簡稱「系統評估」）。考評局向全港中學提供本《便覽》，目的在闡述 2025 年全港性系統評估的實施安排，請各校長及有關教師細心閱讀，以確保這次評估能順利進行。

系統評估的緣起與發展

教育統籌委員會（教統會）在 2000 年發表的報告書：《終身學習·全人發展》中，建議在中國語文、英國語文、數學三科設立基本能力評估。教育局（前教育統籌局）在 2001 年委託考評局發展與施行中、英、數三科的基本能力評估，其中包括學生評估和系統評估兩部分。

教統會建議的系統評估（已易名為全港性系統評估）屬低風險項目，旨在讓政府及學校了解整體學生在中、英、數三科的基本能力水平，藉此改善學與教，以及讓政府為有需要的學校提供支援。

系統評估在 2004 年首先在小學三年級施行。在 2005 年，小學三年級和小學六年級學生均須參與評估。至 2006 年，系統評估已推展至中學三年級階段。

評估的性質、設計與執行

(a) 評估性質

系統評估屬低風險的評估。評估後的報告，分別提供全港學生整體表現的資料和各學校學生整體表現的資料。至於個別學生的成績，則不予提供。

(b) 評估模式

系統評估的題目，是由各有關科目的專業人士如考評局科目經理、教育局課程主任和資深教師參照各科的課程和「基本能力」文件擬訂的。

除了中國語文科和英國語文科的說話評估以外，各科的評估主要是以紙筆作答的模式進行。

為了照顧以普通話作為學習語言的學生，中國語文科的聆聽、說話和視聽資訊評估，均設有普通話版本的題目。而數學科的題目，亦設有中文及英文兩個版本，供學校選用。

(c) 評估設計

為了向政府及學校提供回饋資料，系統評估涵蓋各科學習範疇臚列的基本能力，故每科的試題數目相應較多。若學生作答某一學習範疇的全部試題（或稱為「全卷」），需時長達三至四小時，對中三學生絕不適宜。因此，考評局把「全卷」分為若干「分卷」，每位學生只須作答其中一份「分卷」。由於系統評估旨在反映全港學生及各學校學生的整體表現水平，而非評估個別學生的能力，所以每一名學生無須作答相同的試卷。

評估時，學生會被安排作答不同的分卷。每一分卷之間，各設有若干相同的題目，考評局根據學生回答這些題目的表現，並結合各分卷的成績，用統計的方法，計算各學校學生的整體表現。

有關中、英、數三科的評估設計，請詳閱《便覽》的第二至第四部分。

(d) 學校的參與

系統評估是為全港學校而設計，旨在為學校提供準確而全面的全港學生和個別學校學生整體表現的資料和數據。

所有學校的中三級學生須參與系統評估。評估分為兩部分，分別在四月及六月進行。第一部分為中國語文科和英國語文科的說話評估。本局以隨機抽樣方式進行，選取部分學生參加。每所學校只須參與兩個評估日期中的其中一節。第二部分為中國語文（包括視聽資訊）、英國語文及數學的紙筆評估，評估為期兩日，全港中三級學生均須在原校參與評估。

學校可為個別有特殊及不同學習需要的學生，選擇 WS0 至 WS7 的特殊安排，有關詳情可參閱「特別安排選擇須知」。

系統評估的實施

系統評估的實施，有賴學校與考評局通力合作，按照統一的方式執行各項工作，務使評估的結果具效度和信度。

各學校校長須委任一位「評估行政主任」(學校亦可委任一位「助理評估行政主任」予以協助)，負責與考評局聯絡和統籌校內有關系統評估的事務。在舉行說話及視聽資訊評估和紙筆評估期間，每所學校將獲派一位由考評局聘請的「評估行政助理」，協助評估行政主任和負責監考的教師執行系統評估的工作。

評估行政主任的角色、工作須知和執行指引，詳列於本《便覽》的第五部分(評估行政主任須知)。

監考工作

各學校的監考工作，須按本《便覽》第五部分(評估行政主任須知)所列的指引執行。如有特殊教育需要參與系統評估，學校可依據一貫為這些學生所採用的校內監考方法，作出合適的安排。

達標水平的訂定

系統評估是一水平參照的評估，目的在了解學生是否達到中、英、數三科所訂立的基本能力水平。通過這次評估，政府和學校可以更了解學生在三科不同能力／範疇^註的學習表現。

考評局委任評核專家、資深教師、課程專家等有關人士組成的專家小組，釐定各科的達標水平。根據他們所訂定的達標水平，考評局能計算全港學生在中、英、數三科達到基本水平的百分率。訂定語文的達標水平只計算聽、讀、寫範疇(包括中文科視聽資訊)。

評估報告

考評局會提供四款不同內容的學校報告¹供每一所參加評估的學校配合校本需要選取。學校根據報告的資料，可了解學生在中、英、數三科不同能力／範疇的整體表現。報告會列出學校在上述三科達到基本能力水平學生的百分率，亦會提供全港的百分率，以供參考。

^註 中國語文科及英國語文科的學習能力／範疇為 i)閱讀、ii)寫作、iii)聆聽和 iv)說話。數學科的學習範疇為 i)數與代數、ii)度量、圖形與空間和 iii)數據處理。

1 四款評估報告分別為(1)現行版；(2)精簡版 - 只提供學校本身數據，剔除用作參照的整體數據；(3)整合版 - 基本能力題組綜合報告，附有整體學生表現示例；以及(4)資料分析報告 - 提供各道題目相對應的學習重點、基本能力、評估重點以及選擇題選項的分析。

為協助學校了解學生的強項與弱項，考評局亦將為每一所學校提供題目分析報告。

本局亦會提供不同的補充報告予學校參考。補充報告內容剔除有「不同學習需要」或／及有「特殊教育需要」(SEN)的學生的數據(請參閱「特別安排選擇須知」)。此外，凡學校有五名或以上的非華語／有特殊教育需要學生參加全港性系統評估，將獲發一份額外報告，提供非華語／有特殊教育需要學生的表現數據供學校參考。

學校可根據不同報告的資料，針對整體學生在各科不同能力／範疇的強弱項，從而訂定學校計劃，改善學與教。

上述報告均從「學校層面」方面提供數據和資料，旨在幫助學校改善學與教，故政府不會為學校評級，亦不會以任何形式向外界公布個別學校的情況。學校只可把報告的內容，向學校管理層和教師交代，並應慎重處理報告的內容。學校亦須承諾遵守評估數據使用守則，將有關評估數據作內部參考，不可作推廣用途。

考評局只會向公眾發布不涉及個別學校資料的「全港層面」的報告。

查詢

如有任何查詢，請與我們聯絡。

香港考試及評核局 教育評核服務部

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Part 1

The Territory-wide System Assessment

Preamble

The Hong Kong Examinations and Assessment Authority (HKEAA) has been entrusted by the Education Bureau (EDB) to develop and implement the Territory-wide System Assessment (TSA). For that purpose the HKEAA provides this *Quick Guide* to all secondary schools. This *Quick Guide* provides implementation details of the TSA 2025. 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), 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 Primary 3 level in 2004. In 2005, both Primary 3 and Primary 6 students took part in the TSA. In 2006, the TSA was extended to the Secondary 3 level.

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”), three to four hours will be required. This is not considered desirable for S.3 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, the 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.

All S.3 students are to participate in the TSA. The TSA is divided into two major parts which are conducted in April and June respectively. The first part is oral assessments of Chinese Language and English Language. Each school will participate in one session on either one of the two assessment dates. Samples of students will be randomly selected from each school to take the assessments. The second part is written assessments of Chinese Language (including its audio-visual component), English Language and Mathematics. All S.3 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 assessment days 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 levels. For language subjects, setting the cut scores only covers listening, reading and writing skills (including Chinese audio-visual component).

Reporting of Results

The HKEAA will provide four school reports¹ with different contents for each participating school 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. For each subject, the report will show the number and percentage of students who have attained the BC level. Alongside, the corresponding percentages of the entire cohort of students in Hong Kong will also be provided for reference.

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

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.

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.

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.

The territory-wide assessment report with territory-wide data will be made available to the general public through the HKEAA. The territory-wide report will not make reference to any specific schools.

Enquiries

For any enquiries please contact us.

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