

Territory-wide System Assessment 2019 (Secondary Schools)

Guidelines on Selecting Special Arrangements

The purpose of the Territory-wide System Assessment (the Assessment) is to provide school management with accurate and comprehensive information on the performance of the students of their own schools. Based on the principle of equal opportunities, some students may require special arrangements to be made by schools to enable them to display their achievements in learning in examinations. Schools should make corresponding arrangements for these students in the Assessment provided that the content and objectives of the assessment are not compromised. Besides, before exempting any student from the whole or part(s) of the assessment, schools must make sure that it is due to the student's disability/ disabilities that s/he is unable to participate in the assessment.

A. Selection Principles

Schools should report cases of students requiring special assessment arrangements to the Hong Kong Examinations and Assessment Authority (HKEAA) and select special arrangements WS0 to WS7 for such students during the specified period as indicated below. The HKEAA will make corresponding arrangements in assessment administration and reporting of results:

Date	Action by Schools
4 December 2018	Deadline for selecting special arrangements for all S.3 students on the "Participating Students Information" webpage in the "TSA Centre" at TSA Website
4 March 2019	Deadline for updating student information (including special arrangements) at TSA Website for Oral Assessments
10 May 2019	Deadline for updating student information (including special arrangements) at TSA Website for Written Assessments

Schools should follow the existing policies and guidelines of the Education Bureau (EDB) in selecting special arrangements WS0, WS3 to WS7 (see Part C and Appendix I) for their students with special educational needs (SEN). For SEN students requiring special arrangements in the Assessment, schools must ensure the availability of all supporting documents specified below:

1. **Reports provided by relevant professionals** (see Appendix II, e.g. speech therapists, doctors, educational psychologists, clinical psychologists, audiologists, etc.),
2. **Approval of the Principal**, and
3. **Records of support and assessment adaptation provided by school**

Where necessary, schools will be informed one week in advance to get ready the above documents for on-site review of the HKEAA and EDB representatives.

All Academically Low Achievers (ALAs) should participate in the Assessment without any special arrangements.

Also, schools should take note of the following when selecting special arrangements for students:

1. Obtain the consent of the parents in advance; and
2. Make reference to the advice of professionals, teachers, parents and recent special arrangements in internal examinations (including time extension); and
3. Extend assessment time to no more than 25% of the original total time for SEN students, if

necessary. Students with severe visual impairment or physical disability may have a longer extended time according to the advice of related professionals.

Please also note that it is not necessary to inform the HKEAA of any special seating arrangements in the classroom (for SEN or non-SEN students).

B. Selection Guidelines

1. Schools may select more than one special arrangement for each student.
2. **All students receiving WS0, WS3 to WS7 will not be included in the *Student Sample List of the Oral Assessments*. Schools may request in writing to put any students receiving WS4 to WS7 in the pool for random selection for the Oral Assessments. If selected, no special arrangements will be provided and their results will be included in the School Report for Oral Assessments.**
3. The HKEAA will process the results of students requiring special arrangements separately (refer to “Part D – Release of School Reports” for details).
4. Depending on the actual circumstances, schools may apply for special assessment arrangements other than WS0 to WS7 for students with other special needs. The requested arrangements should be practicable in a public assessment setting and without contributing to any unfair advantage over other students. The Principals concerned should submit their application in writing **on or before 4 December 2018** (Note: Late application will not be accepted) with relevant supporting documents to the HKEAA for consideration.

C. Categories for Selection

WS0 Exemption from the Oral Assessments <i>(for students with Severe Speech and Language Impairments)</i>
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Relevant Arrangement

Students will be exempted from the Oral Assessments only (they should still take part in the Written Assessments)

WS1 Non-Chinese Speaking (NCS) Students
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In principle, schools **should arrange all NCS students to take part in the whole assessment** (including the Chinese Language, English Language and Mathematics Assessments). Schools may select WS1 for these NCS students.

Relevant Arrangements

<u>Oral Assessment</u>

If WS1 students are selected for the Chinese Oral Assessment, they will be provided a bilingual instruction sheet

<u>Written Assessments</u>

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| <ol style="list-style-type: none">1. HKEAA will provide the following extra materials for schools with WS1 students:<ol style="list-style-type: none">a. If the class of the student is using Chinese Mathematics paper, the HKEAA will provide an |
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- additional set of English Mathematics papers for these students. Schools may opt for Mathematics in either language for these students according to their learning needs
- b. Separate bilingual instruction sheets for the Chinese Listening, Audio-visual, Writing and Reading Assessments
 - c. 2 special CDs/VCDs for the Chinese Listening and Audio-visual Assessments, with all questions and options read aloud. It should be arranged for these students to take the assessments separately
 - d. Enhanced instructions on answering questions for the Chinese Reading Assessment. If schools decide to read aloud the enhanced instructions on answering questions to the WS1 students in the Chinese Reading Assessment, they should arrange for the concerned WS1 students to take the assessment separately. For the convenience of these schools, an extra package containing only one sub-paper together with the enhanced instructions will be provided.
2. In the Chinese Writing Assessment, schools may read aloud the writing topic to the WS1 students, but they should arrange for the students to take the assessment separately. Schools may use the extra package provided with only one sub-paper for reading the writing topic to WS1 students.
 3. All the above extra assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

WS2 Newly-arrived Children (NAC)

All students following the local curriculum, disregarding the length of stay in Hong Kong, **should take part in the whole assessment** (including the Chinese Language, English Language and Mathematics Assessments).

In view of the fact that it does take time for NAC students to adapt to the local curriculum and pace of learning, schools may select WS2 for these students.

WS2 Students must satisfy any one of the following criteria:

- i) the period between the date of first arrival in Hong Kong and the first day of attending school is less than one year (i.e. arrival less than one year); or
- ii) have been in Hong Kong for more than one year, but have not attended any local school for more than one year prior to admission to the current school (i.e. schooling less than one year).

Schools are required to keep these students’ records of entering Hong Kong for settlement (e.g. copies of One-way Permits, Passports, or Certificates of Entitlement). They may be asked to submit such documents to the HKEAA within one week of notification when necessary.

WS3 Exemption from the Whole Assessment

(for students with Severe Visual Impairment or Intellectual Disability^{Note 1})

Note 1 This arrangement is not for students with Limited Intelligence

WS4 Exemption from the Listening and CAV Assessments

(for students with Moderately-severe, Severe or Profound Hearing Impairment)

Relevant Arrangement

Students will be exempted from the Chinese and English Listening Assessments, as well as the Chinese Audio-visual Assessment

WS6 Using A3 QA Booklets

(for students with Visual Impairment, Dyslexia, Physical Disability, etc)

Relevant Arrangements

1. The HKEAA will provide A3 question booklets and answer booklets printed on ivory paper with 2 CDs for Chinese Listening, and English Listening Assessments as well as 2 VCDs for Chinese Audio-visual Assessments^{Note 2}
2. All the above assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

Note 2 Students who require enlarged question booklets and answer booklets will be given the same sub-papers for all assessments. During the Chinese and English Listening Assessments, the sub-papers of these students may be different from those of their classmates. Schools should arrange for them *to sit the assessments either with another class using the same sub-paper or separately.*

WS7 Taking Assessments Separately, Time Extension, Supervised Break, and/or Using Auxiliary Equipment

(for students with Dyslexia, Autism Spectrum Disorders, Attention Deficit / Hyperactivity Disorder, Physical Disability, Speech & Language Impairment, Mental Illness, Visual Impairment, Hearing Impairment, etc.)

Relevant Arrangements

1. Schools should make reference to recent special arrangements in internal examinations
2. Reading aloud the questions is only applicable to those students with Dyslexia and having severe reading difficulties sitting for Listening and Writing papers in the Chinese and English Assessments, as well as the Mathematics Assessments. Schools may refer to the guideline “Special Arrangements for Internal Examinations for Students with Special Educational Needs” issued by EDB for details^{Note 3}
3. The HKEAA will provide an additional set of question booklets and answer booklets of one sub-paper only for all WS7 students and 2 CDs on Chinese Listening, Chinese Audio-visual and English Listening Assessments to facilitate the teacher to read aloud the questions to the students mentioned in 2 if necessary
4. All the above assessment materials will be packed separately and indicated “Assessment materials for students requiring special arrangements”

Note 3 “Special Arrangements for Internal Examinations for Students with Special Educational Needs” website: ([http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/sup-porting-resources/SpecialExamArrangement_\(eng\)_29012013.pdf](http://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/special-educational-needs/sup-porting-resources/SpecialExamArrangement_(eng)_29012013.pdf))

D. Release of School Reports

Based on the student information submitted by individual schools, the HKEAA will issue three school-level reports for each school:

School Report:	Results of all students
Supplementary Report 1:	Results of all students except those of WS1 students
Supplementary Report 2:	Results of all students except those of WS1, WS2, WS4, WS6 and WS7 students
Non-Chinese Speaking Students (NCS) / Students with special educational needs (SEN) Report on Chinese Language, English Language and Mathematics Assessments:	Results of NCS/SEN students in the Chinese Language, English Language and Mathematics Assessments (only for schools with 5 or more NCS/SEN students participating in the Chinese Language, English Language and Mathematics Assessments)

Appendix I

	SEN Type	Special Arrangements (for reference only)
1.	Specific Learning Difficulties / Dyslexia	WS6, WS7
2.	Intellectual Disability	WS3
3.	Autism Spectrum Disorders	WS7
4.	Attention Deficit / Hyperactivity Disorder	WS7
5.	Physical Disability	WS6, WS7
6.	Visual Impairment - Mild and Moderate - Severe and Total Blindness	WS6, WS7 WS3, WS7
7.	Hearing Impairment - Mild and Moderate - Moderately-severe, Severe and Profound	WS7 WS4, WS7
8.	Speech & Language Impairment (Articulation, Language, Voice, Fluency and Pragmatic) - Mild and Moderate - Severe	WS7 WS0, WS7
9.	Mental Illness	WS7

Appendix II

	SEN Type	Assessment Centres / Professionals
1.	Specific Learning Difficulties / Dyslexia	Educational psychologists or Clinical psychologists
2.	Intellectual Disability	Educational psychologists, Clinical psychologists or Child Assessment Service operated by the Department of Health / Hospital Authority
3.	Autism Spectrum Disorders	Psychiatrists or Child Assessment Service operated by the Department of Health / Hospital Authority
4.	Attention Deficit / Hyperactivity Disorder	Psychiatrists or Child Assessment Service operated by the Department of Health / Hospital Authority
5.	Physical Disability	Doctors
6.	Visual Impairment - Mild and Moderate - Severe and Total Blindness	Ophthalmologists or General Eye and Low Vision Centre operated by the Hong Kong Society for the Blind
7.	Hearing Impairment - Mild and Moderate - Moderately-severe, Severe and Profound	Audiologists
8.	Speech & Language Impairment (Articulation, Language, Voice, Fluency and Pragmatic)	Speech therapists
9.	Mental Illness	Psychiatrists or Child Assessment Service operated by the Department of Health / Hospital Authority