Basic Competency Assessment in Hong Kong

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This article presents an overview of assessment reform in terms of the Basic Competency Assessment (BCA) in Hong Kong. The BCA has two components, namely, the BCA Student Assessment and the Territory-wide System Assessment (TSA). Items used in the TSA are put back into the BCA Student Assessment item bank the following year, so essentially the two components have identical item type and level. The former is designed to provide Hong Kong schools a strong platform of assessment for learning and is to be used by teachers for their daily teaching and the later is to give schools and the government system level data on student performance at Key Stages One to Three. The BCA has received very favourable support from schools and teachers. The development of the BCA is grounded on recent research findings that the feedback is one of the most important factor contributing to learning. The BCA system aims to provide quality feedback in order to help teachers to better align teaching with students’ levels and to support schools and the government in formulating evidence based policymaking. This paper gives the theoretical underpinning of the BCA, a description of its components, designs, and reporting features.

Keywords: basic competency assessment, feedback, assessment for learning, assessment reform, Hong Kong

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