<center>**VII. Appendices**</center>

<center>**Using the Hong Kong Attainment Tests for diagnostic purposes**
(taken from the Hong Kong Attainment Tests Series 4
English Teachers' Handbook with adaptation)</center>

A. Introduction

The Hong Kong Attainment Tests are designed for the following purposes:

1. to assess pupils' achievement in the three basic subjects of Chinese, English and Mathematics at each level;
2. to diagnose pupils' areas of strengths and weaknesses in the three basic subjects for guidance and counselling;
3. to identify the less able pupils for remedial treatment; and
4. to monitor the standards of the three basic subjects across years and levels.

B. Testing areas

Questions from Series 4 are set on the following language aspects:

1. Language in Use / Language Functions and Language Forms
2. Reading Comprehension
3. Guided Writing
4. Listening Comprehension

In the latest series, Series 5, questions are set on the following dimensions:

1. Knowledge Dimension
2. Interpersonal Dimension
3. Experience Dimension

(Although the tests in Series 5 have been set, the Teacher's Handbook, which contains the Statistical Information, including the Norm Tables and the Conversion Tables for use with this series, is still under preparation at the time of printing.)

C. Interpretation of test results

After marking the tests, teachers can compare their pupils' scores with those of other pupils of the same level in Hong Kong by referring to the statistical information in the Norm Tables. Teachers should note that the Norm Tables will be updated and distributed to schools annually.

1.   Comparison by mean score

A pupil's raw score can be compared against the mean scores listed by level below:

Level	P.2	P.3
Mean	61.52	54.28

2.   Comparison by percentile

From the Norm Tables, teachers can work out each pupil's percentile and find out the relative standing of each pupil among other pupils of the same level. For example, the percentile of a P.2 pupil who got a raw score of 72 in 2E4 test is 64.9. This means that 64.9% of the P.2 pupils in Hong Kong achieved that particular level of score or a level lower than that. In other words, about 35.1% of the P.2 pupils in Hong Kong scored higher marks than this P.2 pupil in the same test.

3.   Comparison by standardized score

A comparison of the performance of a pupil in different tests can be made on the basis of the standardized score. The mean of the standardized score found in the Norm Tables is 100. Should a pupil get a standardized score of above 100, he has an above average standard. If he gets a standardized score of below 100, his standard is below average. For example, if a P.2 pupil had standardized scores of 97.16, 100.35 and 110.72 in the Mathematics test, the English test and the Chinese test respectively, then his level of achievement in Mathematics was slightly below average, that in English was average, and that in Chinese was above average.

4. Reading test results for diagnostic purposes

To diagnose pupils' weak areas in the language so as to plan for remedial teaching, teachers can look for the appropriate percentile. For example, the results of a P.2 pupil in the 2E4 test listed in the table below reveal that in Language in Use, Reading Comprehension and Guided Writing, the pupil had a standard comparable to that of the average P.2 pupils but he was weak in Listening Comprehension.

Testing areas	Language in Use (Section A)	Reading Comprehension (Section B)	Guided Writing (Section C)	Listening Comprehension (Section D)
Raw Score	27	9	13	12
Percentile	51.6	52.4	51.8	19.7

5. Glossary

(a) Raw score
The score given by a teacher after marking according to the answer key and the marking scheme is called the raw score.

(b) Standardized score
It is inappropriate to draw direct comparison of a pupil's performance in different tests in terms of the raw scores because they have not been standardized. Before valid comparison can be made, it is necessary to use the Norm Tables to convert the raw scores to scores on a common scale. A standardized score is a kind of such common-scale score. Bearing in mind that the standardized score found in the Norm Tables is 100, a pupil whose standardized score in a test is a few marks more than 100 obtains a level of achievement that is slightly above average.

(c) Percentile
The percentile provides information on the relative standing of a score in a distribution. The percentile of a test score is the percentage of scores in the distribution that falls at or below that score. Percentile ranges from 1 to 100. Using the Norm Tables, teachers can work out each pupil's percentile. For example, the percentile of a P.2 raw score of 64 is 51% and indicates that 51% of the P.2 pupils in Hong Kong have a raw score of 64 or less.