

Territory-wide System Assessment 2019 (Primary 3)
Assessment Design
English Language (Speaking Assessment)

Design Rationale

- The speaking assessment tasks for the Territory-wide System Assessment 2019 (Primary 3) were designed with reference to the prevailing curriculum documents and in alignment with the requirements of the basic competencies of Key Stage 1 students.
- Based on the recommendations of the Working Group on Papers and Question Design of the Coordinating Committee on Basic Competency Assessment and Assessment Literacy, the principles for modifications include relating assessment items to students' life experiences and tying in with their cognitive development, serving to lessen students' burden of learning, aligning with the spirit of the curriculum and reflecting the standards of basic competencies.

Details of the Assessment Papers

- There are two components in P3 oral assessment. Students are assigned to attempt one component only. There are six papers in each component.
- The first component is 'Reading Aloud and Expression of Personal Experiences'. Students will be asked to read a text of about 35 – 40 words in length aloud and then answer a set of questions based on the theme of the text. They are assessed on their ability to
 - show a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly and
 - provide short answers to short and simple questions.
- The second component is 'Picture Description'. Oral Examiners will ask students questions based on picture(s). They are assessed on their ability to
 - pronounce simple and familiar words comprehensibly and
 - provide short answers to short and simple questions.
- A variety of topics were included in the oral assessment (e.g. Going to School, My Toy Car). The topics are familiar to P3 students and are related to their daily life experiences.