

3. CONDUCT OF THE TSA

Administration

The Territory-wide System Assessment (TSA) consists of oral, written and Chinese audio-visual (CAV) assessments.

Oral assessors were required to receive training before they were appointed. Experienced oral assessors could serve as assessors after receiving online training in March 2007 and after passing the recruitment test. In March and April 2007, workshops for oral assessors (Chinese Language and English Language, secondary and primary levels) were conducted for new nominees and those experienced oral assessors who did not opt for online training.

The oral assessments for both languages were conducted over two days in morning and afternoon sessions. Secondary schools participated in one session on either 24 or 25 April 2007, while primary schools took part in the oral and CAV assessments in one session on 8 or 9 May 2007 for P.3 and 15 or 16 May 2007 for P.6. In total, 453 schools participated in the S.3 oral assessments, 578 schools in the P.3 oral assessments and 619 schools in P.6 oral assessments. Depending on the size of the secondary or primary school, 12 or 24 students were randomly selected to take part in the oral assessments for each language. They were only informed that they had been selected on the day of the assessments. Secondary students were assessed by two external assessors and primary students were assessed by one internal and one external oral assessor. An Assessment Administration Assistant (AAA) was sent to each school to facilitate the conduct of the oral assessments.

Written assessments took place on 21 and 22 June 2007 for the P.3 and P.6. A total of approximately 220,000 students at P.3, P.6 and S.3 levels from 665 primary schools and 454 secondary schools took part in TSA 2007. Invigilation was carried out by school teachers. The S.3 written assessments in Chinese, English and Mathematics were held on 27 and 28 June 2007. An Assessment Administration Assistant (AAA) was sent to each school to facilitate the conduct of the written assessments. A summary of the assessments is highlighted in Table 3.1.

Table 3.1 Allocation of Sub-Papers to Students

Chinese Language	
Reading	<ul style="list-style-type: none"> • Students randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3
Writing	<ul style="list-style-type: none"> • Students randomly allocated to one of two sub-papers at P.3, one of four sub-papers at P.6 and one of three sub-papers at S.3
Listening	<ul style="list-style-type: none"> • Each class randomly allocated to one of two sub-papers
Speaking	<ul style="list-style-type: none"> • Randomly selected students allocated to one of 16 sub-papers
Chinese Audio-visual (CAV)	<ul style="list-style-type: none"> • Randomly selected students allocated to one of two sub-papers at primary levels while each class at S.3 allocated to one paper
English Language	
Reading and Writing	<ul style="list-style-type: none"> • Students randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3
Listening	<ul style="list-style-type: none"> • Each class randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3
Speaking	<ul style="list-style-type: none"> • Randomly selected students allocated to one of 16 sub-papers
Mathematics	<ul style="list-style-type: none"> • Students randomly allocated to one of four sub-papers

Marking and Check-marking of Written Papers

Centralised marking of TSA 2007 written papers for all three subjects was conducted from 18 to 31 July 2007 at five secondary school venues. Chief Examiners were appointed to oversee the marking process. Approximately 1,000 markers and 180 Assistant Examiners (AEs) were recruited for the three subjects. For English Language, teacher markers and Assistant Markers were required to have obtained the Language Proficiency Assessment for Teachers (LPAT) qualification in English. Markers' meetings for the three subjects at P.3, P.6 and S.3 were conducted in early July 2007 to familiarise markers with the marking schemes. For the two languages, writing papers were double marked. A ratio of one AE to 4 markers (for single marking) and at least a ratio of one AE to 6 markers (for double marking) was adopted to monitor the quality of marking. The entire process was supervised by the HKEAA staff.