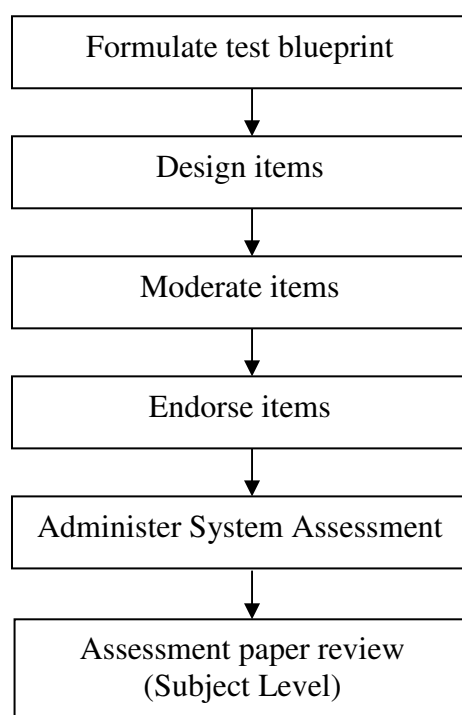


## 2. ASSESSMENT DESIGN

### *The Development Process*

This chapter sets out the process followed in development of the tests employed in the TSA and the review of the TSA. Each of the tests making up the TSA is designed to measure a set of basic competencies. These are set out in the Basic Competency (BC) documents of the Curriculum Development Institute (CDI). These documents provide descriptors that encompass four skills in Chinese Language and English Language.

The process in developing the assessments can be summarized as follows:



## ***The Development of the Assessments***

### **Working Groups**

For each of the three subjects at P.3, P.6 and S.3, a working committee consisting of serving teachers, a school head or a professional staff member of a tertiary institute, subject officers and managers from the Education Bureau (EDB) and the Hong Kong Examinations and Assessment Authority (HKEAA) was established. An academic in the discipline from the tertiary sector or schools (i.e. school head) was appointed as Chief Examiner by the Secretary General (SG) of the HKEAA. In appointing members of the Moderation Group, care was taken to ensure a balance between setting expertise, academic knowledge and teaching experience.

Each group drew up ‘test blueprints’ covering all assessable Basic Competencies ensuring coverage across different contexts, text types and item types. Each group also made decisions regarding the number of items and the duration of each sub-paper. It was decided that a given student be required to attempt only one sub-paper in each subject. For P.3, the duration for Chinese Language was 85 minutes, English Language was 45 minutes and Mathematics was 40 minutes. For P.6, it was 115, 80 and 50 minutes in duration for Chinese Language, English Language and Mathematics. For S.3, it was 140, 95 and 65 minutes in duration for Chinese Language, English Language and Mathematics respectively. Meetings were conducted to ensure item quality and to endorse reviewed items.

At the end of the review process, a final set of items was assembled into sub-papers for each subject. The number of items on the various sub-papers is summarized in Table 2.1. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores.

**Table 2.1a Number of Items and Score Points for P.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>Chinese Language</b>					
Written Paper					
Listening	15(19)	15(19)	--	--	24(30)
Reading	23(29)	23(29)	23(29)	--	52(65)
Writing	2(28)	2(28)	--	--	4(28)
Audio-visual	13(17)	13(17)	--	--	22(29)
Total	53(93)	53(93)	23(29)	--	102(152)
Speaking					
Storytelling	2(21)	2(21)	2(21)	--	6(21)
Group Interaction	2(10)	2(10)	2(10)	--	6(10)
<b>English Language</b>					
Written Paper					
Listening	19(19)	20(20)	18(18)	--	39(39)
Reading	26(26)	25(25)	25(25)	--	51(51)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	46(52)	46(52)	44(50)	--	92(104)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Personal Experiences (short answers)	2(4)	2(4)	2(4)	--	6(4)
Picture Description (short answers and pronunciation)	2(6)	2(6)	2(6)	--	6(6)
<b>Mathematics</b>					
Written Paper					
Number	19(24)	19(25)	19(26)	16(23)	53(75)
Measures	8(17)	10(17)	9½(15)	9(16)	28½(51)
Shape and Space	8(11)	8(10)	8½(17)	8(14)	30½(47)
Data Handling	2(6)	2(6)	2(5)	2(5)	7(20)
Total	37(58)	39(58)	39(63)	35(58)	119(193)

\* Items that appear in different sub-papers are counted once only.

**Table 2.1b Number of Items and Score Points for P.6**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>Chinese Language</b>					
Written Paper					
Listening	20(24)	20(26)	--	--	29(36)
Reading	25(28)	25(31)	25(29)	--	61(69)
Writing	2(28)	2(28)	2(28)	2(28)	6(28)
Audio-visual	14(20)	15(22)	--	--	20(29)
Total	61(100)	62(107)	27(57)	2(28)	116(162)
Speaking					
Storytelling	1(21)	1(21)	1(21)	--	3(21)
Presentation	1(21)	1(21)	1(21)	--	3(21)
Group Discussion	2(10)	2(10)	2(10)	--	6(10)
<b>English Language</b>					
Written Paper					
Listening	29(29)	29(29)	29(29)	--	58(58)
Reading	30(30)	30(30)	30(30)	--	62(62)
Writing	1(7)	1(7)	1(7)	--	2(14)
Total	60(66)	60(66)	60(66)	--	122(134)
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	--	6(4)
Teacher-Student Interaction	2(7)	2(7)	2(7)	--	6(7)
Presentation	2(11)	2(11)	2(11)	--	6(11)
<b>Mathematics</b>					
Written Paper					
Number	20½(28)	23(30)	22(25)	21(25)	61½(77)
Measures	7½(13)	7(11)	7½(15)	6½(15)	21(37)
Shape and Space	5(11)	5(8)	4½(8)	5½(11)	12½(23)
Data Handling	3(6)	3(6)	3(10)	3(8)	9(21)
Algebra	3(5)	4(6)	5(7)	5(7)	10(15)
Total	39(63)	42(61)	42(65)	41(66)	114(173)

\* Items that appear in different sub-papers are counted once only.

**Table 2.1c Number of Items and Score Points for S.3**

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
<b>Chinese Language</b>					
Written Paper					
Listening	15(15)	15(15)	--	--	23(23)
Reading	24(24)	24(24)	24(24)	--	57(57)
Writing	2(30)	2(30)	2(30)	--	6(30)
Audio-visual	13(13)	--	--	--	13(13)
Total	54(82)	41(69)	26(54)	--	99(123)
Speaking					
Presentation	2(16)	2(16)	2(16)	2(16)	8(16)
Group Discussion	2(16)	2(16)	2(16)	2(16)	8(16)
<b>English Language</b>					
Written Paper					
Listening	28(28)	28(28)	29(29)	--	49(49)
Reading	36(36)	36(36)	36(36)	--	72(72)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	65(76)	65(76)	66(77)	--	124(133)
Speaking					
Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)
<b>Mathematics</b>					
Written Paper					
Number and Algebra	25(35)	24(32)	24(32)	24(32)	73(95)
Measures, Shape and Space	20(26)	21(27)	22(29)	20(27)	71(92)
Data Handling	5(7)	5(8)	4(6)	6(8)	18(27)
Total	50(68)	50(67)	50(67)	50(67)	162(214)

\* Items that appear in different sub-papers are counted once only.

## ***Assessment Paper Review (Subject Level)***

### **TSA Paper Review Focus Groups**

After the release of the TSA results, a TSA Paper Review Focus Group in each subject and each level is set up. Each group consists of the Chief Examiner, serving teachers, subject officers and managers from the EDB and HKEAA. To ensure that the paper review is conducted in an objective manner, teacher members should come from different strata of schools and are not drawn from the TSA Moderation Committee. The responsibilities of the group are to review the assessment papers and marking schemes of the current year. Their comments and suggestions are forwarded to the Moderation Committees for the development of the TSA papers in the following year. This mechanism helps to enhance the quality of question papers and marking.