

3. CONDUCT OF THE TSA

Administration

The Territory-wide System Assessment (TSA) consists of Oral, Written and Chinese audio-visual (CAV) assessments at Primary 3 (P.3) level, Primary 6 (P.6) level and Secondary 3 (S.3) level.

ORAL ASSESSMENT

The oral assessments for Chinese Language and English Language were conducted over two days. P.3 and P.6 students took part in one session (either AM or PM) of the oral and CAV assessments on 2 or 3 May 2013 and 9 or 10 May 2013 respectively. For secondary schools, the oral assessment was conducted over two days but in one session (either AM or PM), held on either 24 or 25 April 2013. In total, 522 schools at P.3 and P.6 levels and 452 schools at S.3 level participated in the 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. The list of students selected for the assessment was not revealed until the day of the assessment. Secondary students were assessed by two external Oral Examiners (OEs) while primary students were assessed by one internal and one external OE. An Assessment Administration Assistant (AAA) was sent to each school on the day of the oral assessments to provide administrative support.

Continuing with the practice followed in previous years, training was provided to OEs by the HKEAA. Teachers with prior experience as OEs were invited to take part in the Online Oral Training Workshop held in March 2013. Teachers without prior experience, or not having completed the online training workshop, were required to attend the OE Training Workshop conducted in March or April 2013 for primary and secondary OEs respectively. In order to ensure the quality of OEs, the HKEAA appointed more than ten Assistant Examiners to assist in the training this year.

The format of the OE Training Workshop was a briefing followed by a small group discussion and activity. Through participation in a mock assessment, participants were able to familiarize themselves with the marking schemes, administrative procedures and skills required to conduct the oral assessments. Once the participants passed the mock assessment, they were appointed as OEs by the HKEAA.

WRITTEN ASSESSMENT

Written assessments for P.3 and P.6 students took place on 18 and 19 June 2013 followed by students at S.3 level on 24 and 25 June 2013. A total of 162,158 students took part in TSA 2013. This included 522 schools at P.3 and P.6 levels and 453 schools at S.3 level participating in the written assessments. Invigilation was carried out by teachers at their own schools, supported by Assessment Administration Assistants (AAA) appointed to help in the conduct of the written assessments. The allocation of sub-papers is highlighted in Table 3.1.

Table 3.1 Allocation of Sub-Papers to Students

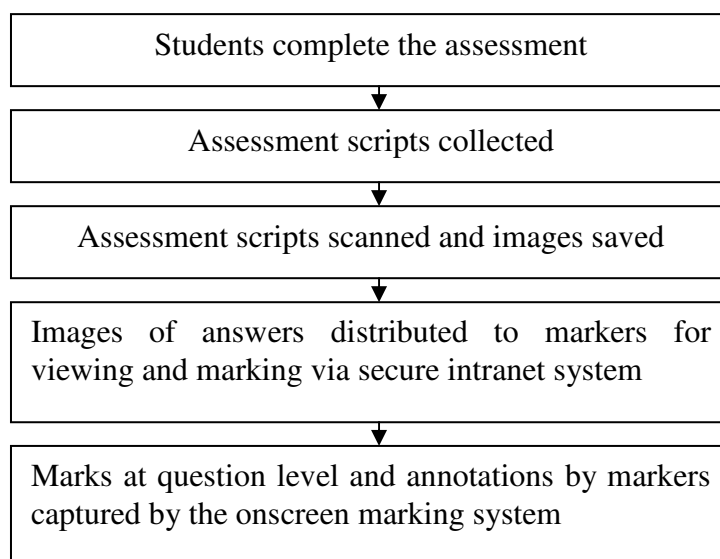
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| <p>Chinese Language</p> <p>Reading</p> <p>Writing</p> <p>Listening</p> <p>Speaking</p> <p>Chinese Audio-visual (CAV)</p> | <ul style="list-style-type: none"> • Students randomly allocated to one of three sub-papers at P.3, P.6 and S.3 • Students 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 • Each class randomly allocated to one of two sub-papers • Randomly selected students allocated to one of 12 sub-papers at primary levels and one of 16 sub-papers at S.3 • Randomly selected students allocated to one of two sub-papers at primary levels while each class at S.3 was allocated to one paper |
| <p>English Language</p> <p>Reading and Writing</p> <p>Listening</p> <p>Speaking</p> | <ul style="list-style-type: none"> • Students randomly allocated to one of three sub-papers at P.3, P.6 and S.3 • Each class randomly allocated to one of three sub-papers at P.3, P.6 and S.3 • Randomly selected students allocated to one of 12 sub-papers at primary levels and one of 16 sub-papers at S.3 |
| <p>Mathematics</p> | <ul style="list-style-type: none"> • Students randomly allocated to one of four sub-papers |

Marking and Check-marking – Onscreen Marking System

The HKEAA is committed to enhancing the quality of marking in written examinations and advanced information technologies were used to enhance the marking quality and efficiency. Starting from 2008, Onscreen Marking was adopted for the marking of TSA papers.

OSM is a computerized marking system. Barcodes are used to track a candidate's identity and his/her assessment script. Each script is scanned into a computer and the images captured and retained for marking and recordkeeping. The system delivers electronic images of students' scripts to markers at the five assessment centres (Fortress Hill, Lai King, San Po Kong, Sheung Shui and Tsuen Wan). The workflow of Onscreen Marking is shown in Table 3.2.

Table 3.2 The workflow of Onscreen Marking



After the completion of TSA 2013 in June, the HKEAA recruited about 70 Marking Assistants, 930 Markers and 120 Assistant Examiners to assist with the marking and check-marking at the five assessment centres from 15 July 2013 to 26 July 2013. All the Markers and Assistant Examiners were qualified serving teachers. For example, attainment of the Language Proficiency Assessment for Teachers (LPAT) in English was one of the requirements for English Language Markers and Assistant Examiners. Markers' Meetings for P.3, P.6 and S.3 were conducted in July to familiarize Markers with the marking schemes. Additional training workshops were provided for training on the functionality of Onscreen Marking in order to ensure the smooth implementation of OSM.

Onscreen Marking not only enhanced the marking quality but also improved the efficiency of the marking process. Distribution of scripts for double marking was rapidly achieved through Onscreen Marking. Consistency in marking was ensured as scripts with discrepancies over the allowed range between two markers' scores were automatically distributed to the Assistant Examiners for third marking. During the marking period, the Assistant Examiners monitored the performance of Markers by check-marking the scripts randomly. Managers and officers of the HKEAA also closely monitored the marking process. If there was any inconsistency in marking, prompt actions were taken to rectify the discrepancies.