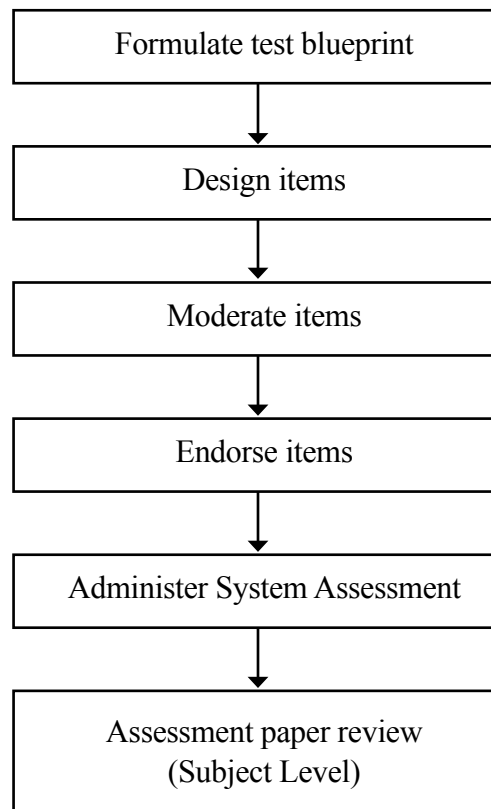


### ***The Development Process***

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 (BCs). These are set out in the Basic Competency documents of the Curriculum Development Institute (CDI). The BCs are used to determine whether a student has already attained the minimum requirements of the curriculum at the end of a key learning stage (only including part of knowledge and ability). In other words, the BCs are only part of the curriculum requirements; they do not represent the full requirements of the curriculum. The aforementioned 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 subject at each level, 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 they have relevant expertise in item setting, subject knowledge and teaching.

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 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. Some items appeared in different sub-papers acting as inter-paper links for equating purposes.

### ***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.