

Administration

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

ORAL ASSESSMENT

The oral assessments for Chinese Language and English Language were conducted over two days. P.3 students took part in one session (either AM or PM) of the oral and CAV assessments on 7 or 8 May 2014. For secondary schools, the oral assessment was conducted over two days but in one session (either AM or PM), held on either 28 or 30 April 2014. In total, 513 schools at P.3 level and 451 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. S.3 students were assessed by two external Oral Examiners (OEs) while P.3 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. 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 2014 for primary and secondary OEs respectively. This year, more than 2,800 teachers were trained. In order to ensure the quality of OEs, the HKEAA appointed about 30 Assistant Examiners to assist in the training.

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 students took place on 17 and 18 June 2014 followed by students at S.3 level on 24 and 25 June 2014. A total of approximately 106,000 students took part in the TSA 2014. This included 513 schools at P.3 level and 452 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 (AAAs) 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

Chinese Language	
Reading	• Students randomly allocated to one of three sub-papers at P.3 and S.3
Writing	• Students randomly allocated to one of two sub-papers at P.3 and one of three sub-papers at S.3
Listening	• Each class randomly allocated to one of two sub-papers
Speaking	• Randomly selected students allocated to one of 12 sub-papers at P.3 and one of 16 sub-papers at S.3
Chinese Audio-visual (CAV)	• Randomly selected students allocated to one of two sub-papers at P.3 while each class at S.3 was allocated to one paper
English Language	
Reading and Writing	• Students randomly allocated to one of three sub-papers at P.3 and S.3
Listening	• Each class randomly allocated to one of three sub-papers at P.3 and S.3
Speaking	• Randomly selected students allocated to one of 12 sub-papers at P.3 and one of 16 sub-papers at S.3
Mathematics	• Students randomly allocated to one of four sub-papers

Support Measures for Students with Special Educational Needs (SEN) and Non-Chinese Speaking (NCS) Students

Given that the TSA is a low-stakes assessment which serves as an assessment tool for schools to enhance learning and teaching, we strongly encourage students to take part in it. Therefore, the EDB and the HKEAA have provided various support measures to accommodate the needs of students with special educational needs (SEN) and non-Chinese speaking (NCS) students attempting the TSA.

For the SEN students, the measures included the following:

1. Use of coloured paper (i.e. green) and single-paged printing of question papers for the SEN students upon request from schools; and
2. Students with visual disabilities could choose Braille scripts or use screen readers to answer: for use in screen readers, encrypted 'WORD' files in Chinese Language and English Language were delivered to schools by the HKEAA on the days of assessment.

For the NCS students, measures for their participation in the Chinese Language component of TSA were as follows:

1. A bilingual version of 'Instructions to Students' was provided in the form of a supplementary sheet in Reading, Writing, Listening and CAV assessments to enable NCS students to better understand the requirements for answering questions;
2. For the Listening assessment, schools could use a special version of the CD (with all the questions and answer options read aloud) for NCS students as needed; and
3. An instruction sheet with further information specifying the answering requirements for the Chinese Reading assessment was distributed to the invigilators who could read out the answering requirements to NCS students as needed before the assessment started. This ensured the NCS students understood the answering requirements.

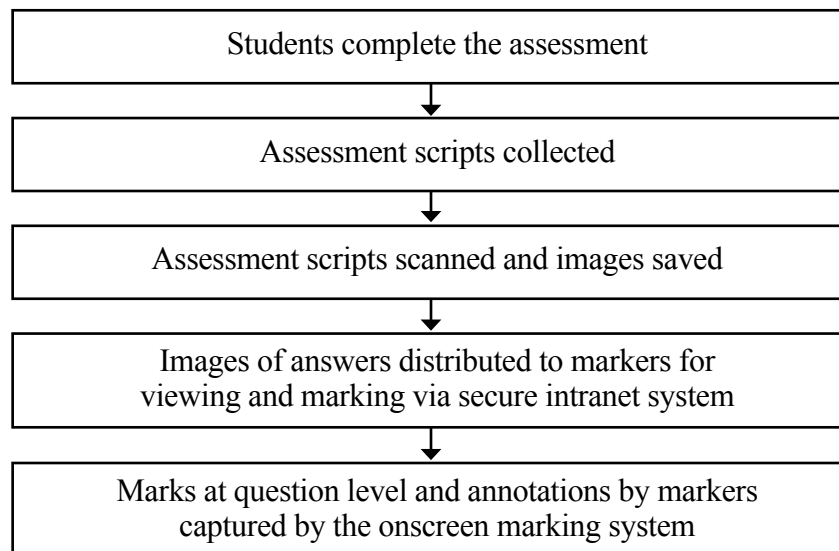
In order to allow schools and the public to know more about the above measures, the relevant information was uploaded to the Frequently Asked Question (FAQ) of the HKEAA's BCA website for their reference.

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 (OSM) was adopted for the marking of TSA papers.

OSM is a computerized marking system. Barcodes are used to track a student’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 four assessment centres (Fortress Hill, Lai King, San Po Kong 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 2014 in June, the HKEAA recruited about 70 Marking Assistants, 500 Markers and 60 Assistant Examiners to assist with the marking and check-marking at the four assessment centres from 16 July 2014 to 30 July 2014. 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 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. Subject 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.