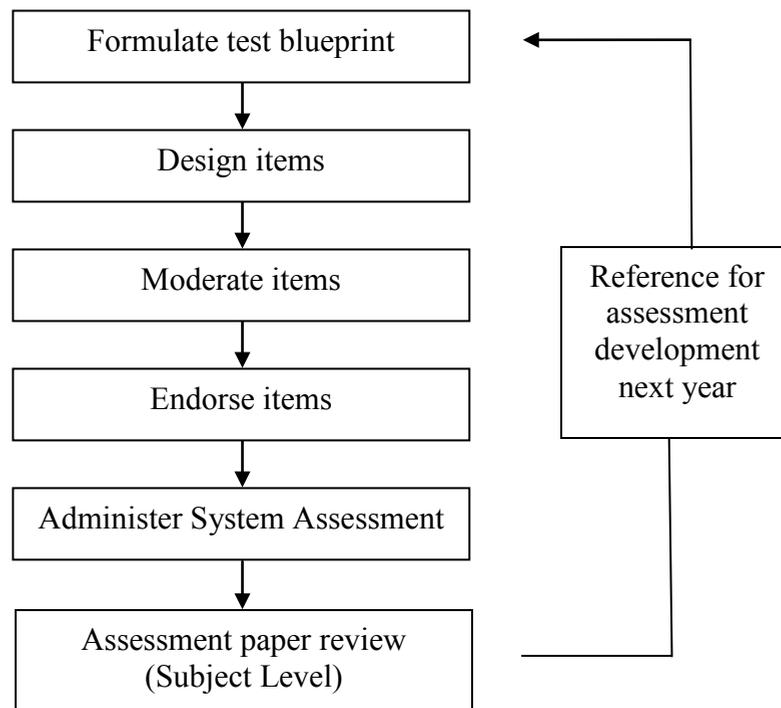


The Development Process

This chapter sets out the process of the Territory-wide System Assessment, including its development and review. The assessments are designed to measure a set of BCs as set out in the BC documents of the Curriculum Development Institute. The BCs are the essential knowledge/skills acquired by students as set out in the curriculum for each key learning stage (only including part of knowledge and ability). In other words, the BCs are only part of the curriculum; they do not represent the full requirements of the curriculum.

The process in developing and reviewing the assessments can be summarised as follows:



Working Groups

A working committee consisting of serving teachers or school heads, a professional staff member of a tertiary institute, subject officers and managers from the EDB and the HKEAA was established for each of the three subjects at each level. An academic in the discipline from the tertiary sector or a school head was appointed as Chief Examiner by the Secretary General of the HKEAA. In appointing members of the Moderation Committee, care was taken to ensure that they have relevant expertise in item setting, subject knowledge and teaching experience.

Each working committee drew up ‘test blueprints’ covering all assessable BCs ensuring coverage across different contexts, text types and item types. Each working committee also made decisions regarding the number of items and the duration of each sub-paper. A few

sub-papers were set for each subject. A student would be required to attempt only one sub-paper in each subject. For P.3, the duration of the assessment for Chinese Language was 85 minutes, English Language was 50 minutes and Mathematics was 40 minutes. For P.6, the duration was 105, 80 and 50 minutes respectively for Chinese Language, English Language and Mathematics. For S.3, the duration was 140, 110 and 65 minutes respectively for Chinese Language, English Language and Mathematics. Items were set by setters and the HKEAA's subject staff. Regular meetings were conducted to endorse and review items so as to ensure item quality.

Under the 2017 Research Study, the items of Chinese Language, English Language and Mathematics at P.3 level were set with reference to the recommendations of the Working Group on Papers and Question Design under the Committee. The modifications aimed at aligning with the spirit of the curriculum and the requirements of BCs of P.3 students, as well as meeting students' learning needs, and maintaining the reliability and validity of the Territory-wide System Assessment. The directions, principles and specific recommendations on the modifications for the relevant question papers and item design can be seen in Chapter 5 of the Committee's report (please refer to Note 1 in Chapter 1).

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 serving as inter-paper links for equating purposes.

Territory-wide System Assessment Paper Review Focus Groups

After the release of the Territory-wide System Assessment results, a Paper Review Focus Group in each subject and each level would be set up. Each group consists of the Chief Examiner, serving teachers, subject officers and managers from the EDB and the HKEAA. To ensure that the paper review is conducted in an objective manner, teacher members come from different strata of schools and are not drawn from the Territory-wide System Assessment 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 assessment papers in the following year. This mechanism helps enhance the quality of question papers and marking.