

Assessment Arrangements

The Territory-wide System Assessment this year consisted of written assessments on Chinese Language, English Language and Mathematics, oral assessments of Chinese Language and English Language and Chinese audio-visual (CAV) assessments on Chinese Language respectively under the 2017 Research Study at P.3 level as well as at P.6 level and at S.3 level. A total of 510 primary schools and 447 secondary schools participated, with a total of about 152,000 students taking part.

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 4 or 5 May 2017 and 11 or 12 May 2017 respectively. The S.3 oral assessment was conducted over two days. S.3 took part in one session (either AM or PM), on either 25 or 26 April 2017.

Depending on the number of students of the 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 on the day of the assessment. S.3 students were assessed by two external Oral Examiners (OEs) while P.3 and P.6 students were assessed by one internal and one external OE. To alleviate the workload of school administrative officers and OEs, an Assessment Administration Assistant (AAA) was sent to each school on the day of the oral assessments to provide administrative support and ensure the smooth implementation of the assessments.

Following the practice 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 from February to March (S.3) and in March (P.3 and P.6). Secondary or primary school teachers without prior experience were required to attend the OE Training Workshop conducted in March or April 2017 for primary and secondary OEs respectively. In total, about 4,000 teachers were trained. In order to ensure the quality of OEs, the HKEAA appointed more than 40 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 familiarise themselves with the marking schemes, administrative procedures and skills required to conduct the oral assessments. Once the participants passed the mock assessment and met specific requirements, they were appointed as OEs by the HKEAA.

WRITTEN ASSESSMENT

Written assessments for P.3 and P.6 students took place on 13 and 14 June 2017 followed by students at S.3 level on 20 and 21 June 2017. Invigilation was carried out by teachers at their own schools, supported by AAAs appointed to assist 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	<ul style="list-style-type: none"> • Students at P.3 were randomly allocated one of four sub-papers and P.6 and S.3 one of three sub-papers
Writing	<ul style="list-style-type: none"> • Students at P.3 were randomly allocated one of two sub-papers, P.6 one of four sub-papers and S.3 one of three sub-papers
Listening	<ul style="list-style-type: none"> • Each class was randomly allocated one of two sub-papers
Speaking	<ul style="list-style-type: none"> • Randomly selected P.3 and P.6 students were allocated one of 12 sub-papers and S.3 students one of 16 sub-papers
Chinese Audio-visual (CAV)	<ul style="list-style-type: none"> • Randomly selected P.3 and P.6 students were allocated one of two sub-papers and each class at S.3 was allocated one paper
English Language	
Reading and Writing	<ul style="list-style-type: none"> • P.3, P.6 and S.3 students were randomly allocated one of three sub-papers
Listening	<ul style="list-style-type: none"> • P.3, P.6 and S.3 students were randomly allocated one of three sub-papers
Speaking	<ul style="list-style-type: none"> • Randomly selected P.3 and P.6 students were allocated one of 12 sub-papers and S.3 students one of 16 sub-papers
Mathematics	<ul style="list-style-type: none"> • Students were randomly allocated one of four sub-papers

In order to enable the public and schools to have a better understanding and grasp of the whole idea of the P.3 2017 Research Study, soon after completion of the P.3 assessment, the HKEAA uploaded the question papers of Chinese Language, English Language and Mathematics together with the suggested answers with information on item design (e.g. each item paired with its corresponding learning objective, BC and question intent) as well as the marking schemes to the HKEAA's Basic Competency Assessments website (www.bca.hkeaa.edu.hk).

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

Given that the Territory-wide System Assessment is a low-stakes assessment which serves as an assessment tool for schools to enhance learning and teaching, we strongly encourage all 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 in attempting the Territory-wide System Assessment.

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;
2. Students with visual disabilities could choose Braille scripts or use screen readers to answer questions. For those who used 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 Territory-wide System Assessment 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 were able to 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 learn more about the above measures, the relevant information was uploaded to the Frequently Asked Question (FAQ) section of the HKEAA's Basic Competency Assessments website for their reference.

Marking and Check-marking – Onscreen Marking System

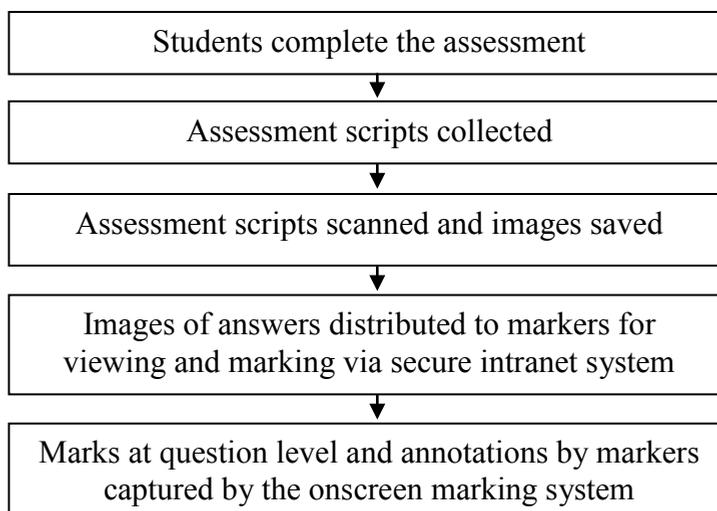
The HKEAA is committed to enhancing the quality of marking in written examinations. Advanced information technologies are used to enhance the marking quality and efficiency as well as the reliability and validity of the assessments. Starting from 2008, Onscreen Marking (OSM) was adopted for the marking of Territory-wide System Assessment papers.

OSM is a computerised 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 secure intranet system delivers electronic images

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of students' scripts to markers at the five assessment centres (Che Kung Temple, Lai King, San Po Kong, Tsuen Wan and Wan Chai.). The workflow of OSM is shown in Table 3.2.

Table 3.2 The Workflow of Onscreen Marking



After the completion of written assessment 2017 in June, the HKEAA recruited about 50 Marking Assistants, 600 Markers and 90 Assistant Examiners to assist with the marking and check-marking at the assessment centres from 17 to 31 July 2017. All the Markers and Assistant Examiners were qualified serving teachers. Attainment of the Language Proficiency Assessment for Teachers in English was one of the requirements for English Language Markers and Assistant Examiners. Markers' Meetings were conducted in July to familiarise Markers with the marking schemes. Additional training workshops were provided for training on the functionality of OSM in order to ensure the smooth implementation of OSM.

OSM not only enhanced the marking quality but also improved the efficiency of the marking process. Distribution of the writing scripts of Chinese Language and English Language for double marking was rapidly achieved through OSM. 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.