

3. CONDUCT OF THE ASSESSMENT

Assessment Arrangements

The Territory-wide System Assessment this year consisted of written assessments of the Chinese Language, English Language and Mathematics subjects, oral assessments of the Chinese Language and English Language subjects and Chinese audio-visual (CAV) assessments of the Chinese Language subjects for P.3 and S.3. The P.3 TSA was implemented following the new arrangements introduced in 2018 (details are set out in Chapter 1) and a total of about 50,000 S.3 students from 447 secondary schools participated in the assessments.

Oral Assessment

The oral assessments of the Chinese Language and English Language subjects were conducted over two days. P.3 students took part in one session (either AM or PM) of the oral and CAV assessments on 2 or 3 May 2018. S.3 took part in one session (either AM or PM) on either 24 or 25 April 2018.

For the P.3 2018 TSA, P.3 students from each school were sampled by the HKEAA to take the oral and CAV assessments. For S.3, as in previous years, 12 or 24 students were randomly selected to take part in the oral assessments of the Chinese and English Language subjects, depending on the number of students in each school. The list of students selected for the assessments was not revealed until on 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 OEs. 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 April (P.3). Teachers without prior experience were required to attend the OE Training Workshop for secondary and primary OEs conducted in March and April 2018 respectively. In total, about 2,800 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 OE Training Workshops were conducted through a briefing session and activities in small groups. Through participating in a mock assessment, teachers were able to familiarise themselves with the marking schemes as well as techniques and details required in conducting the oral assessments. The teachers had to pass the mock assessment and meet specific requirements before they were appointed as OEs by the HKEAA.

Written Assessment

Written assessments for P.3 students took place on 12 and 13 June 2018, and those for S.3 students took place on 19 and 20 June 2018. Invigilation was carried out by teachers at their own schools. AAAs were appointed by the HKEAA 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 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 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 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 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 and S.3 students were randomly allocated one of three sub-papers
Listening	<ul style="list-style-type: none"> • P.3 and S.3 students were randomly allocated one of three sub-papers
Speaking	<ul style="list-style-type: none"> • Randomly selected P.3 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 TSA, the HKEAA uploaded the question papers of the Chinese Language, English Language and Mathematics subjects together with the suggested answers, information on item design (e.g. each item paired with its corresponding learning objective, BC and question intent) and the marking schemes to the HKEAA's BCA website (www.bca.hkeaa.edu.hk) soon after completion of the P.3 assessment. Upon the release of S.3 school reports, the question papers of all three subjects will be uploaded to the aforementioned website together with the suggested answers and marking schemes.

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

The EDB and the HKEAA have provided various support measures for SEN students and NCS students.

For the SEN students, the measures include 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 questions. For those who used screen readers, encrypted “WORD” files with the content of the papers of Chinese Language and English Language were delivered to schools by the HKEAA on the days of assessments.

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

1. A bilingual version of “Instructions to Students” was provided in the form of a supplementary sheet for the Reading, Writing, Listening, CAV and Oral assessments to enable NCS students to better understand the requirements in 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 Language Reading assessment was distributed to the invigilators who could read out the requirements to NCS students as needed before the assessment started. This ensured that the NCS students understood the requirements in answering questions.

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 reference.

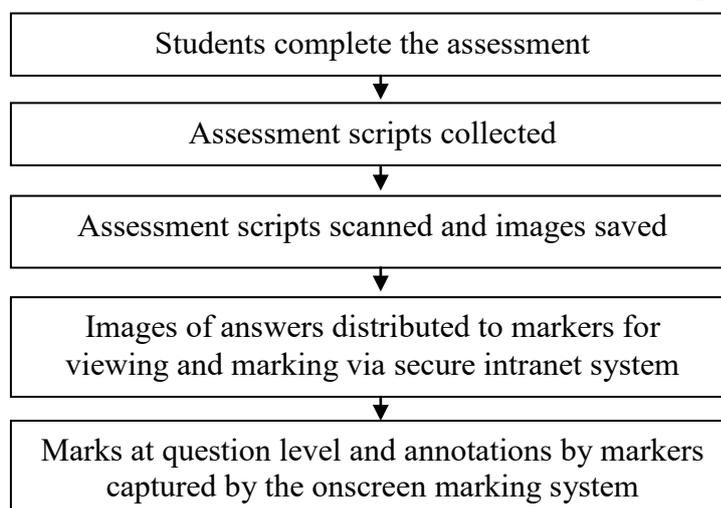
Marking and Check-marking – Onscreen Marking System

The HKEAA is committed to enhancing the quality of marking in written examinations. Advanced information technology is used to enhance the marking quality and efficiency as well as the reliability and validity of the assessments. Starting from 2008, Onscreen Marking (OSM) is adopted for the marking of TSA 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 are captured

and retained for marking and record-keeping. The secure intranet system delivers electronic images 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 assessments in June 2018, the HKEAA recruited 50 Marking Assistants, 450 Markers and 60 Assistant Examiners to assist with marking and check-marking which took place at the assessment centres from 7 to 17 July 2018 for P.3 and from 16 to 30 July 2018 for S.3. 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.