

### **3. CONDUCT OF THE TSA**

#### ***Administration***

The Territory-wide System Assessment (TSA) consists of Oral, Written and Chinese audio-visual (CAV) assessments at Primary (P3, P6) and Secondary schools (S3) throughout the territory.

#### **ORAL ASSESSMENT**

The oral assessments for Primary Chinese and English language were conducted over two days, holding one morning and one afternoon session each day. Primary 3 and Primary 6 students took part in the oral and CAV assessments on 6 or 7 May 2008 and 14 or 15 May 2008 respectively. For Secondary schools, the oral assessment was conducted over two days but in one session held on either 22 or 23 April 2008. In total, 546 schools at Primary 3 level, 587 schools at Primary 6 level and 455 schools at Secondary 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. Secondary students were assessed by two external examiners while primary students were assessed by one internal examiner (a teacher at that school) and one external oral examiner. An Assessment Administration Assistant (AAA), whose function was to provide administrative support, was sent to each school on the day of the oral assessments.

In line with the practice of previous years, training was provided to Oral Examiners (OE) by the HKEAA. Teachers with prior experience as OEs were invited to take part in the Online Oral Training Workshop held in March 2008. Teachers without prior experience, or not having completed the online training workshop, were required to attend the OE Training Workshop conducted in April 2008. In order to ensure the quality of OEs, the Authority appointed more than ten 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 participants passed the mock assessment, they were appointed as OEs.

## WRITTEN ASSESSMENT

Written assessments for P.3 and P.6 took place on 18 and 19 June 2008 followed by S.3 written assessments on 24 and 25 June 2008. A total of approximately 210,000 students at P.3, P.6 and S.3 levels from 623 primary schools and 456 secondary schools took part in TSA 2008. Invigilation was carried out by teachers of their own schools, supported by Assessment Administration Assistants (AAA) appointed to help in the conduct of the written assessments. A summary of the assessments is highlighted in Table 3.1.

**Table 3.1 Allocation of Sub-Papers to Students**

<b>Chinese Language</b>	
Reading	<ul style="list-style-type: none"><li>• Students randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3</li></ul>
Writing	<ul style="list-style-type: none"><li>• Students randomly allocated to one of two sub-papers at P.3, one of four sub-papers at P.6 and one of three sub-papers at S.3</li></ul>
Listening	<ul style="list-style-type: none"><li>• Each class randomly allocated to one of two sub-papers</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Randomly selected students allocated to one of 16 sub-papers</li></ul>
Chinese Audio-visual (CAV)	<ul style="list-style-type: none"><li>• Randomly selected students allocated to one of two sub-papers at primary levels while each class at S.3 allocated to one paper</li></ul>
<b>English Language</b>	
Reading and Writing	<ul style="list-style-type: none"><li>• Students randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3</li></ul>
Listening	<ul style="list-style-type: none"><li>• Each class randomly allocated to one of four sub-papers at primary levels and one of three sub-papers at S.3</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Randomly selected students allocated to one of 16 sub-papers</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students randomly allocated to one of four sub-papers</li></ul>

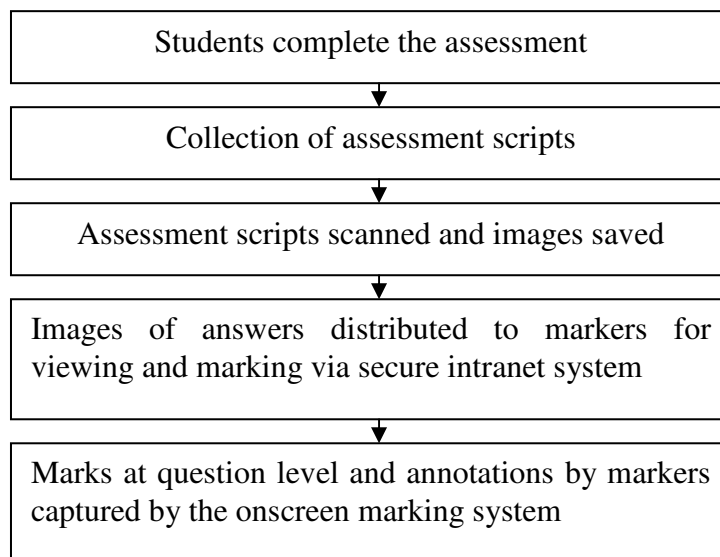
### ***Marking and Check-marking – Onscreen Marking System***

The HKEAA is committed to enhancing the quality of marking in written examinations. Advanced information technologies were used to enhance marking quality and efficiency to provide a valid and reliable assessment. Onscreen Marking (OSM) was first adopted in 2007 for the marking of HKCEE Chinese Language and English Language papers. In 2008, OSM was also adopted for the marking of TSA 2008 papers.

Onscreen Marking is a computerized marking system. Barcodes are used to track a candidate'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 three assessment centres (Tsuen Wan, Lai King and Wan Chai). The workflow of Onscreen Marking is shown in Table 3.2.

**Table 3.2 The workflow of Onscreen Marking**



To launch OSM in TSA, the HKEAA first introduced the new marking system and respective arrangements to school heads in September. A pilot scheme for Onscreen Marking in December was then launched for all primary and secondary schools in Hong Kong, which included a set of mock papers to familiarize teachers and students with the new answer formats. The data collected from the pilot scheme indicated that a majority of students were able to handle the new answer format and could complete the mock papers without much difficulty. This provided the confidence to use OSM in the marking of TSA 2008.

After the completion of TSA 2008 in June, the HKEAA recruited about 1,000 Markers and 110 Assistant Examiners to assist marking and check-marking at the three assessment centres from 16 July 2008 to 5 August 2008. 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, P.6 and S.3 were conducted in early July to familiarize Markers with the marking schemes. Additional training workshops were provided for training in 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 checkmarking the scripts randomly. Managers and officers of the HKEAA also closely monitored the marking process. If there was any inconsistency in marking, prompt action was taken to rectify the problem.