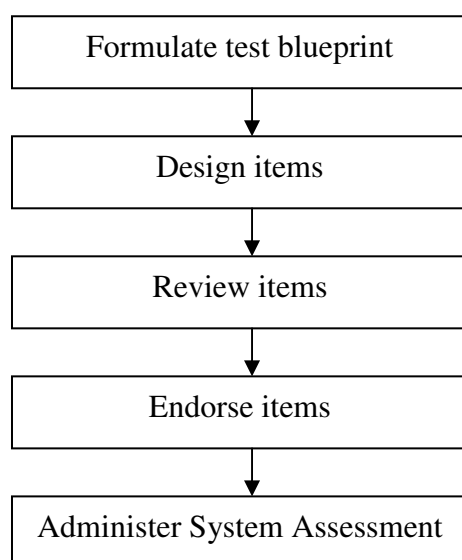# 2. ASSESSMENT DESIGN

The Development Process

This chapter sets out the process followed in development of the tests employed in the TSA. Each of the tests making up the TSA is designed to measure a set of basic competencies. These are set out in the Basic Competency (BC) documents of the Curriculum Development Institute (CDI). These documents provide descriptors that encompass four skills in Chinese Language and English Language.

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

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┌─────────────────────────────────┐
│     Formulate test blueprint    │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Design items           │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Review items           │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│          Endorse items          │
└─────────────────────────────────┘
                 │
                 ▼
┌─────────────────────────────────┐
│   Administer System Assessment  │
└─────────────────────────────────┘
```

The Development of the Assessments

Working Groups

For each of the three subjects at P.3, P.6 and S.3, a working committee consisting of serving teachers, a school head or a professional staff member of a tertiary institute, staff from the Hong Kong Examinations and Assessment Authority (HKEAA) and the Education Bureau (EDB) was established.   An academic in the discipline from the tertiary sector or schools (i.e. school head) was appointed as Chief Examiner by the Secretary General (SG) of the HKEAA. In appointing members of the Moderation Group, care was taken to ensure a balance between setting expertise, academic knowledge and teaching experience.

Each group drew up 'test blueprints' covering all assessable Basic Competencies ensuring coverage across different contexts, text types and item types. Each group also made decisions regarding the number of items and the duration of each sub-paper. It was decided that a given student be required to attempt only one sub-paper in each subject. For this year, each sub-paper of S.3 was 140, 95 and 65 minutes in duration for Chinese Language, English Language and Mathematics respectively. Meetings were conducted to ensure item quality and to endorse reviewed items.

At the end of the review process, a final set of items was assembled into sub-papers for each subject. The number of items on the various sub-papers is summarised in Table 2.1. These numbers include several overlapping items that appear in more than one sub-paper to enable the equating of test scores.

Table 2.1a　Number of Items and Score Points for P.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	--	--	--	--	--
Reading	--	--	--	--	--
Writing	--	--	--	--	--
Audio-visual	12(14)	12(14)	--	--	18(20)
Total	12(14)	12(14)	--	--	18(20)
Speaking					
Storytelling	2(21)	2(21)	2(21)	2(21)	8(21)
Group Interaction	2(10)	2(10)	2(10)	2(10)	8(10)
English Language					
Written Paper					
Listening	--	--	--	--	--
Reading	--	--	--	--	--
Writing	--	--	--	--	--
Total	--	--	--	--	--
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	2(4)	8(4)
Personal Experiences (short answers)	2(4)	2(4)	2(4)	2(4)	8(4)
Picture Description (short answers and pronunciation)	2(6)	2(6)	2(6)	2(6)	8(6)
Mathematics					
Written Paper					
Number	--	--	--	--	--
Measures	--	--	--	--	--
Shape and Space	--	--	--	--	--
Data Handling	--	--	--	--	--
Total	--	--	--	--	--

* Items that appear in different sub-papers are counted once only.

Table 2.1b   Number of Items and Score Points for P.6

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	--	--	--	--	--
Reading	--	--	--	--	--
Writing	--	--	--	--	--
Audio-visual	13(20)	13(18)	--	--	18(25)
Total	13(20)	13(18)	--	--	18(25)
Speaking					
Storytelling	1(21)	1(21)	1(21)	1(21)	4(21)
Presentation	1(21)	1(21)	1(21)	1(21)	4(21)
Group Discussion	2(10)	2(10)	2(10)	2(10)	8(10)
English Language					
Written Paper					
Listening	--	--	--	--	--
Reading	--	--	--	--	--
Writing	--	--	--	--	--
Total	--	--	--	--	--
Speaking					
Reading Aloud	2(4)	2(4)	2(4)	2(4)	8(4)
Teacher-Student Interaction	2(7)	2(7)	2(7)	2(7)	8(7)
Presentation	2(11)	2(11)	2(11)	2(11)	8(11)
Mathematics					
Written Paper					
Number	--	--	--	--	--
Measures	--	--	--	--	--
Shape and Space	--	--	--	--	--
Data Handling	--	--	--	--	--
Algebra	--	--	--	--	--
Total	--	--	--	--	--

* Items that appear in different sub-papers are counted once only.

Table 2.1c Number of Items and Score Points for S.3

Subject	No. of Items (Score Points)				
	Paper 1	Paper 2	Paper 3	Paper 4	Total*
Chinese Language					
Written Paper					
Listening	15(17)	15(16)	--	--	23(25)
Reading	20(21)	21(21)	21(21)	--	50(51)
Writing	2(30)	2(30)	2(30)	--	6(30)
Audio-visual	12(12)	--	--	--	12(12)
Total	49(80)	38(67)	23(51)	--	91(118)
Speaking					
Presentation	2(16)	2(16)	2(16)	2(16)	8(16)
Group Discussion	2(16)	2(16)	2(16)	2(16)	8(16)
English Language					
Written Paper					
Listening	21(21)	20(20)	20(20)	--	27(27)
Reading	25(25)	26(26)	25(25)	--	39(39)
Writing	1(12)	1(12)	1(12)	--	3(12)
Total	47(58)	47(59)	46(57)	--	69(78)
Speaking					
Presentation	2(14)	2(14)	2(14)	2(14)	8(14)
Group Interaction	2(6)	2(6)	2(6)	2(6)	8(6)
Mathematics					
Written Paper					
Number and Algebra	20(26)	22(30)	24(33)	22(32)	70(93)
Measures, Shape and Space	23(34)	22(32)	20(29)	22(31)	72(103)
Data Handling	6(9)	5(7)	5(6)	4(5)	17(23)
Total	49(69)	49(69)	49(68)	48(68)	159(221)

* Items that appear in different sub-papers are counted once only.