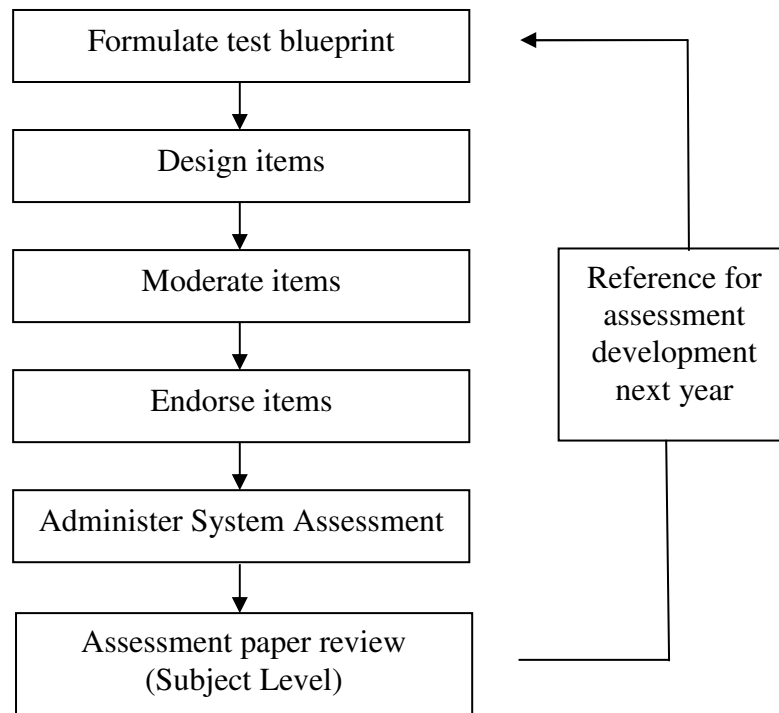


The Development Process

This chapter sets out the process followed in the development and the review of the tests employed in the TSA. Each of the tests making up the TSA is designed to measure a set of Basic Competencies (BCs). These are set out in the Basic Competency documents of the Curriculum Development Institute (CDI). The BCs are used to determine whether a student has already attained the minimum requirements of the curriculum at the end of a learning key stage (only including part of knowledge and ability). In other words, the BCs are only part of the curriculum requirements; they do not represent the full requirements of the curriculum. The aforementioned documents provide descriptors that encompass four skills in Chinese Language and English Language.

The process in developing the assessments can be summarized 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 Education Bureau (EDB) and the Hong Kong Examinations and Assessment Authority (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 (SG) of the HKEAA. In appointing members of the Moderation Committee, care

was taken to ensure they have relevant subject knowledge, expertise in item setting 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 ensure item quality and to endorse and review items.

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.

TSA Paper Review Focus Groups

After the release of the TSA results, a TSA Paper Review Focus Group in each subject and each level is 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 should come from different strata of schools and are not drawn from the TSA 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 TSA papers in the following year. This mechanism helps enhance the quality of question papers and marking.