

### ***Administration***

The Territory-wide System Assessment (TSA) consists of Oral, Written and Chinese audio-visual (CAV) assessments on Chinese Language, English Language and Mathematics at Primary 3 (P.3), Primary 6 (P.6) and Secondary 3 (S.3) levels for this year.

### **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 5 or 6 May 2015 and 12 or 13 May 2015 respectively. For S.3, the oral assessment was conducted over two days but in one session (either AM or PM), on either 21 or 22 April 2015. In total, 518 schools at primary levels and 449 schools at S.3 level participated in the oral assessments.

Depending on the number of students 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 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. An Assessment Administration Assistant (AAA) was sent to each school on the day of the oral assessments to provide administrative support.

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 in March. Teachers without prior experience, or not having completed the online training workshop, were required to attend the OE Training Workshop conducted in March or April 2015 for primary and secondary OEs respectively. However, due to the changes at S.3 English Language oral assessment that came into effect in 2015 (the extension of duration from 3 minutes to 4 minutes in the ‘Group Interaction’ component and the introduction of new videos of oral exemplars for training OEs), if teachers were appointed as an S.3 English Language Oral Examiner, they were required to attend the mandatory Live Workshop this year. In total, about 5,000 teachers were trained. In order to ensure the quality of OEs, the HKEAA appointed more than 30 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 the participants passed the mock assessment, they were appointed as OEs by the HKEAA.

## WRITTEN ASSESSMENT

Written assessments for P.3 and P.6 students took place on 16 and 17 June 2015 followed by students at S.3 level on 23 and 24 June 2015. A total of approximately 156,000 students took part in the TSA 2015. This included 518 primary schools and 450 secondary schools participating in the respective written assessments at P.3, P.6 and S.3. Invigilation was carried out by teachers at their own schools, supported by AAAs appointed 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**

<b>Chinese Language</b>	
Reading	<ul style="list-style-type: none"> <li>• P.3, P.6 and S.3 students were randomly allocated one of three sub-papers</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• 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</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Each class was randomly allocated one of two sub-papers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Randomly selected P.3 and P.6 students allocated one of 12 sub-papers and S.3 students one of 16 sub-papers</li> </ul>
Chinese Audio-visual (CAV)	<ul style="list-style-type: none"> <li>• Randomly selected P.3 and P.6 students allocated one of two sub-papers and each class at S.3 was allocated one paper</li> </ul>
<b>English Language</b>	
Reading and Writing	<ul style="list-style-type: none"> <li>• P.3, P.6 and S.3 students were randomly allocated one of three sub-papers</li> </ul>
Listening	<ul style="list-style-type: none"> <li>• Each class was randomly allocated one of three sub-papers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Randomly selected P.3 and P.6 students allocated one of 12 sub-papers and S.3 students one of 16 sub-papers</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Students randomly allocated one of four sub-papers</li> </ul>

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

Given that the TSA 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 TSA.

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 TSA 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 know more about the above measures, the relevant information was uploaded to the Frequently Asked Question (FAQ) of the HKEAA's BCA website for their reference.

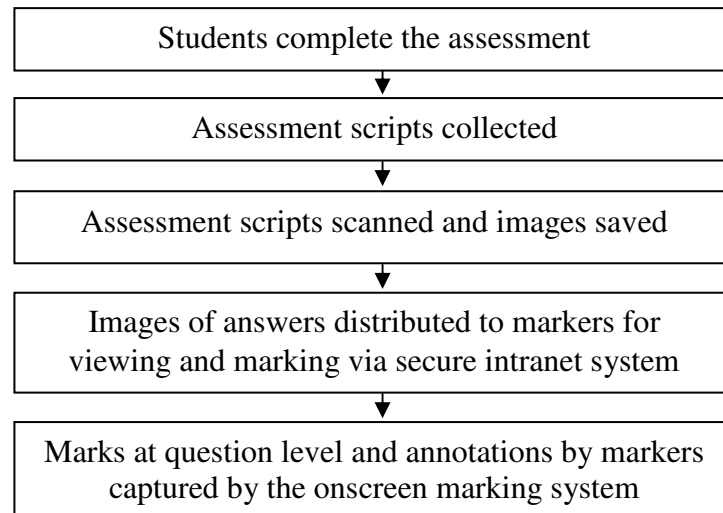
### ***Marking and Check-marking – Onscreen Marking System***

The HKEAA is committed to enhancing the quality of marking in written examinations and advanced information technologies were used to enhance the marking quality and efficiency. Starting from 2008, Onscreen Marking (OSM) was adopted for the marking of TSA papers.

OSM is a computerized 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 system delivers electronic images of students' scripts to markers at the six assessment centres (Che Kung Temple,

Fortress Hill, Lai King, Sai Ying Pun, San Po Kong and Tsuen Wan). The workflow of OSM is shown in Table 3.2.

**Table 3.2 The Workflow of Onscreen Marking**



After the completion of TSA 2015 in June, the HKEAA recruited about 50 Marking Assistants, 710 Markers and 100 Assistant Examiners to assist with the marking and check-marking at the six assessment centres from 16 to 31 July 2015. 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 July to familiarize 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 scripts 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.