

### 3. CONDUCT OF THE ASSESSMENT

#### **Assessment Arrangements**

The TSA this year consisted of written assessments of the three subjects of Chinese Language, English Language and Mathematics, oral assessments of the subjects of Chinese Language and English Language and Chinese audio-visual (CAV) assessments of the subject of Chinese Language for P.3, P.6 and S.3. Students from a total of 504 primary schools and 445 secondary schools participated in the assessment.

#### **Oral Assessment**

The oral assessments of the subjects of 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 7 or 8 May 2019 and 14 or 15 May 2019 respectively. S.3 students took part in one session (either AM or PM) on either 29 or 30 April 2019.

For the P.3 2019 TSA, P.3 students from each school were sampled by the HKEAA to take part in the oral and CAV assessments. For P.6 and S.3, as in previous years, 12 or 24 students were randomly selected to take part in the oral assessments of the subjects of Chinese Language and English Language, depending on the number of students in each school. The list of students selected for the assessments was not revealed until 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. 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 and P.6). Teachers without prior experience were required to attend the OE Training Workshop for secondary and primary OEs conducted in March and April 2019 respectively. In total, around 4,800 teachers were trained this year. In order to ensure the quality of OEs, the HKEAA appointed 60 Assistant Examiners to assist in the related 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 and P.6 students took place on 11 and 12 June 2019, and those for S.3 students took place on 18 and 19 June 2019. 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**

<b>Chinese Language</b>	
Reading	<ul style="list-style-type: none"> <li>Students at P.3 were randomly allocated one of four sub-papers and P.6 and S.3 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 students were allocated one of 12 sub-papers, P.6 students one of eight 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 were 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>P.3, P.6 and S.3 students were randomly allocated one of three sub-papers</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Randomly selected P.3 students were allocated one of 12 sub-papers, P.6 students one of eight sub-papers and S.3 students one of 16 sub-papers</li> </ul>
<b>Mathematics</b>	
	<ul style="list-style-type: none"> <li>Students were randomly allocated one of four sub-papers</li> </ul>

Soon after the completion of the P.3, P.6 and S.3 assessments, the HKEAA uploaded the question papers of the subjects of Chinese Language, English Language and Mathematics together with the suggested answers and the marking schemes to the HKEAA's BCA website ([www.bca.hkeaa.edu.hk](http://www.bca.hkeaa.edu.hk)). For P.3, information on item design (e.g. each item paired with its corresponding learning objective, BC and question intent) was also uploaded to the aforementioned website.

### ***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 to facilitate their participation in the TSA.

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 facilitated the NCS students’ understanding of the requirements in answering questions.

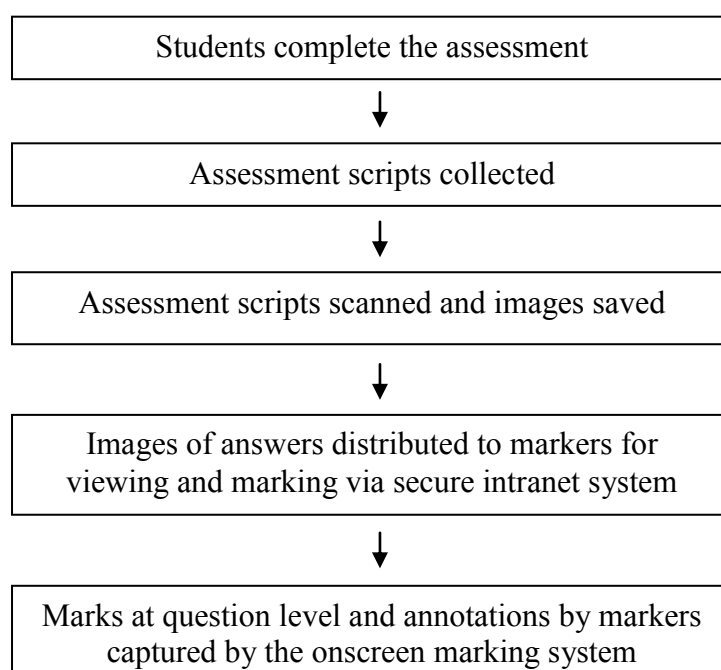
The relevant information was uploaded to the Frequently Asked Question (FAQ) section of the HKEAA’s Basic Competency Assessments website for reference.

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

The HKEAA is committed to enhancing the quality of marking. Technology has been used to enhance the marking quality and efficiency as well as the reliability and validity of the assessments. Starting from 2008, Onscreen Marking (OSM) has been adopted for the marking of TSA papers.

OSM is a computerised marking system. Images of students' scripts are captured and retained in a secure intranet system for marking by markers at the HKEAA's assessment centres. The workflow of OSM is shown in Table 3.2.

**Table 3.2 The Workflow of Onscreen Marking**



After the completion of the written assessments in June 2019, the HKEAA recruited 55 Marking Assistants, 760 Markers and 89 Assistant Examiners to assist with marking and check-marking which took place at the assessment centres from 6 to 16 July 2019 for P.3, from 6 to 18 July 2019 for P.6 and from 6 to 24 July 2019 for S.3. All the Markers and Assistant Examiners were qualified serving teachers. Attainment of the Language Proficiency Assessment for Teachers in English was also one of the requirements for English Language Markers and Assistant Examiners. Before marking commenced, workshops were provided to Markers and Assistant Examiners for training on the functionality of OSM. Moreover, Markers' meetings were conducted in July to familiarise Markers with the marking schemes.

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OSM not only enhances the marking quality but also improves the efficiency of the marking process. The OSM is able to distribute the writing scripts of Chinese Language and English Language for double marking instantly and independently. When the scores between two marks exceed the allowed range, the OSM will automatically distribute the scripts to the Assistant Examiners for third marking to ensure consistency in marking. During the marking period, the Assistant Examiners monitor the performance of Markers by check-marking the scripts randomly. Subject managers and officers of the HKEAA are able to instantaneously monitor the marking process, and take prompt actions when necessary.