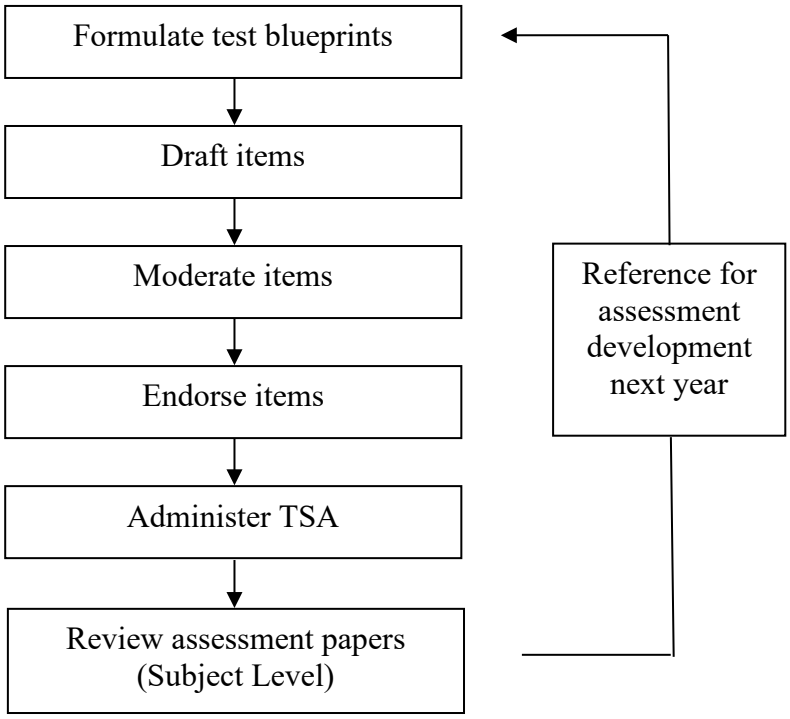
The Assessment Development Process

This chapter sets out the work process of the TSA, including its development and review. The assessment content is drafted with reference to the Curriculum Development Institute's documents on BCs. The BCs are to determine if students have reached the basic requirements (including only part of the knowledge and skills) as set out in the curriculum by the end of a specific key stage of learning. In other words, BCs are only part of the curriculum requirements and do not represent all the curriculum requirements.

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



Moderation Committees

The HKEAA establishes a moderation committee for each of the three subjects for each level, and each moderation committee consists of serving teachers or school heads, a professional staff member of a tertiary institute as well as curriculum development officers from the EDB and subject officers or managers from the HKEAA. An academic from the tertiary sector or a school head is appointed as the Chief Examiner by the Secretary General of the HKEAA. When appointing members of the moderation committees, due care is taken to ensure that they have relevant experience in item setting and teaching, as well as subject knowledge.

The moderation committees of individual subjects draw up "assessment blueprints" to ensure coverage of BCs across items. Item contents should include different contexts, text

types and item types. Each moderation committee also determines the number of items and the duration of each sub-paper. A few sub-papers are set for each subject and each student will be required to attempt only one sub-paper in each subject. For P.3, the duration of the assessment is 85 minutes for Chinese Language, 50 minutes for English Language and 40 minutes for Mathematics. For S.3, the durations for Chinese Language, English Language and Mathematics are 140, 110 and 65 minutes respectively. Items of each subject are drafted by item setters and the HKEAA's subject staff. The moderation committees conduct regular meetings to moderate and endorse items to ensure the quality of items.

This year, the drafting of items of the subjects of Chinese Language, English Language and Mathematics at P.3 level continued to make reference to the recommendations of the Working Group on Papers and Question Design under the Committee. It aimed at aligning with the spirit of the curriculum, focusing on the requirements of P.3 BCs and meeting students' learning needs, as well as maintaining the reliability and validity of TSA. At the end of the review process, a final set of items was assembled into sub-papers for each subject at each level. Common items appearing in different sub-papers served as inter-paper links for equating studies.

Territory-wide System Assessment Paper Review Focus Groups

After the release of the TSA results, a Paper Review Focus Group will be set up for each subject for each level. Each focus group consists of the Chief Examiner, serving teachers as well as curriculum development officers from the EDB and subject managers or officers from the HKEAA. To ensure that the Paper Review Focus Group conducts review in an objective manner, teacher members are from different school groups and are not members of the moderation committees. The responsibilities of the Paper Review Focus Group are to provide views and suggestions on the current year's assessment items and marking schemes, which will be passed to the moderation committees as reference for the development of the assessment papers in the following year to enhance the quality of items and marking.