Assessment Arrangements

The TSA 2026 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 and S.3. The P.3 TSA was implemented by following the new arrangements introduced in 2018 (details are set out in Chapter 1). Students from a total of 441 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 students took part in one session (either AM or PM) of the oral and CAV assessments on 6 or 7 May 2026. S.3 students took part in one session (either AM or PM) on either 28 or 29 April 2026.

For the P.3 2026 TSA, P.3 students from each school were sampled by the HKEAA to take part in the oral and CAV assessments. For S.3, 12 or 24 students were randomly selected to take part in the oral assessments of the subjects of Chinese Language and English Language by the HKEAA, 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 students were assessed by one internal and one external OE. To alleviate the workload of school administrative officers and OEs, Assessment Administration Assistants (AAAs) were sent to each school on the day of the oral assessments to provide administrative support and to ensure the smooth implementation of the assessments.

As in previous years, training was provided to OEs by the HKEAA. Teachers who had received OE training previously were invited to take part in the online training held from February to March (S.3) and in March (P.3). Secondary and primary teachers without prior training experience were required to attend the OE Training Workshops in March and April 2026. In total, around 3,050 teachers were trained this year. In order to enhance the assessing quality of OEs, the HKEAA appointed more than 30 Assistant Examiners to assist in the training.

The OE Training Workshops were conducted through a briefing session and 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 assessments. 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 students took place on 15 and 16 June 2026, and those for S.3 students took place on 17 and 18 June 2026. Invigilation was carried out by teachers at their own schools. AAAs were appointed by the HKEAA to assist schools in conducting the written assessments. The allocation of sub-papers is highlighted in Table 3.1.

Table 3.1 Allocation of Sub-Papers to Students

Chinese Language	
Reading	• There were four sub-papers for P.3 and three sub-papers for S.3. Each student was randomly allocated one sub-paper.
Writing	• There were two sub-papers for P.3 and three sub-papers for S.3. Each student was randomly allocated one sub-paper.
Listening	• Each class was randomly allocated one of the two sub-papers.
Speaking	• There were eight sub-papers for P.3 and sixteen sub-papers for S.3. Each randomly selected student was allocated one sub-paper.
Chinese Audio-visual (CAV)	• There were two sub-papers for P.3. Each randomly selected student was allocated one sub-paper. There was one sub-paper for S.3.
English Language	
Reading and Writing	• There were three sub-papers for P.3 and S.3. Each student was randomly allocated one sub-paper.
Listening	• There were three sub-papers for P.3 and S.3. Each student was randomly allocated one sub-paper.
Speaking	• There were eight sub-papers for P.3 and sixteen sub-papers for S.3. Each randomly selected student was allocated one sub-paper.
Mathematics	• There were four sub-papers. Each student was randomly allocated one sub-paper.

After the completion of the assessments, the question papers of the subjects of Chinese Language, English Language and Mathematics together with the suggested answers and the marking schemes were uploaded to the HKEAA's BCA website (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.

Upon the request from schools, the HKEAA has put in place the following measures for SEN students:

1. Extended assessment time;
2. Use of coloured paper (i.e. green) and single-paged printing of question papers;
3. Double-spaced answer areas; and
4. 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, the measures to facilitate 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 assist them in understanding the requirements in answering questions;
2. For the Writing assessment, schools could read aloud the writing task to NCS students at the start of the assessment;
3. For the Listening assessment, schools might use a special version of the CD (with all the questions and answer options read aloud) for NCS students as needed;
4. For the reading assessment, an instruction sheet with further information specifying the answering requirements was distributed to the invigilators who could read out the requirements to NCS students as needed before the assessment started. This facilitated them in understanding the requirements in answering questions; and
5. For the CAV assessment, schools might use a special version of the CD (with all the questions and answer options read aloud) for NCS students as needed.

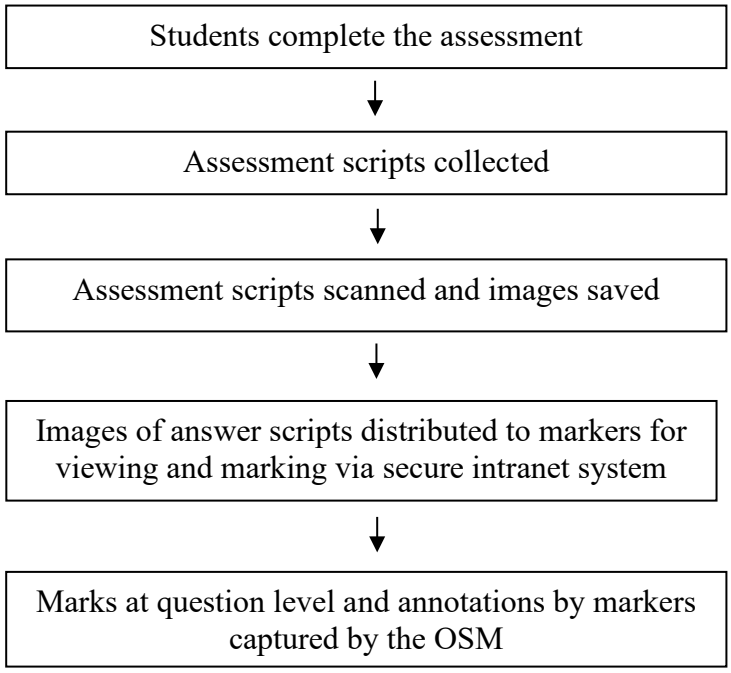
The relevant information was uploaded to the Frequently Asked Question (FAQ) section of the HKEAA's BCA website for reference.

Marking and Check-marking – Onscreen Marking System

The HKEAA has been 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 2026, the HKEAA recruited 622 Markers and 67 Assistant Examiners to assist with marking and check-marking which took place from mid-July to early August. All the Markers and Assistant Examiners were qualified serving teachers. Attainment of the Language Proficiency Assessment was also one of the requirements for English Language Markers and Assistant Examiners. Before the onscreen marking commenced, training workshops on the functionality of OSM were provided to Markers and Assistant Examiners. Moreover, Markers' meetings of Chinese Language, English Language and Mathematics were conducted in July to explain the marking schemes and related details to Markers.

OSM not only raises the marking quality and efficiency but also enhances the quality of check-marking. As a usual practice, 'double marking' was adopted in marking the writing scripts of Chinese Language and English Language. OSM can distribute a script to two Markers for

marking instantly and independently. If the difference of the scores between two Markers exceeds the pre-set range, the OSM will automatically distribute the scripts to the Assistant Examiners for a third marking to ensure consistency. During the marking period, the Assistant Examiners carried out the work of mark checking and cross-checked the scripts marked by Markers randomly. Subject managers and officers of the HKEAA are able to instantaneously monitor the marking progress and situations via the OSM, and take prompt actions when necessary.

The HKEAA adopted the Internet-based On-screen Marking system (iOSM) for the TSA 2026. The iOSM allowed all marking personnel including Chief Examiners, Assistant Examiners and Markers to mark from their homes or schools, instead of going to the HKEAA's assessment centres. Technical support was also provided during the entire period of marking. iOSM received positive feedback from users.