



香港考試及評核局  
Hong Kong  
Examinations and  
Assessment Authority

# TERRITORY-WIDE SYSTEM ASSESSMENT 2026

## Secondary 3

### English Language

### Oral Examiners' Handbook

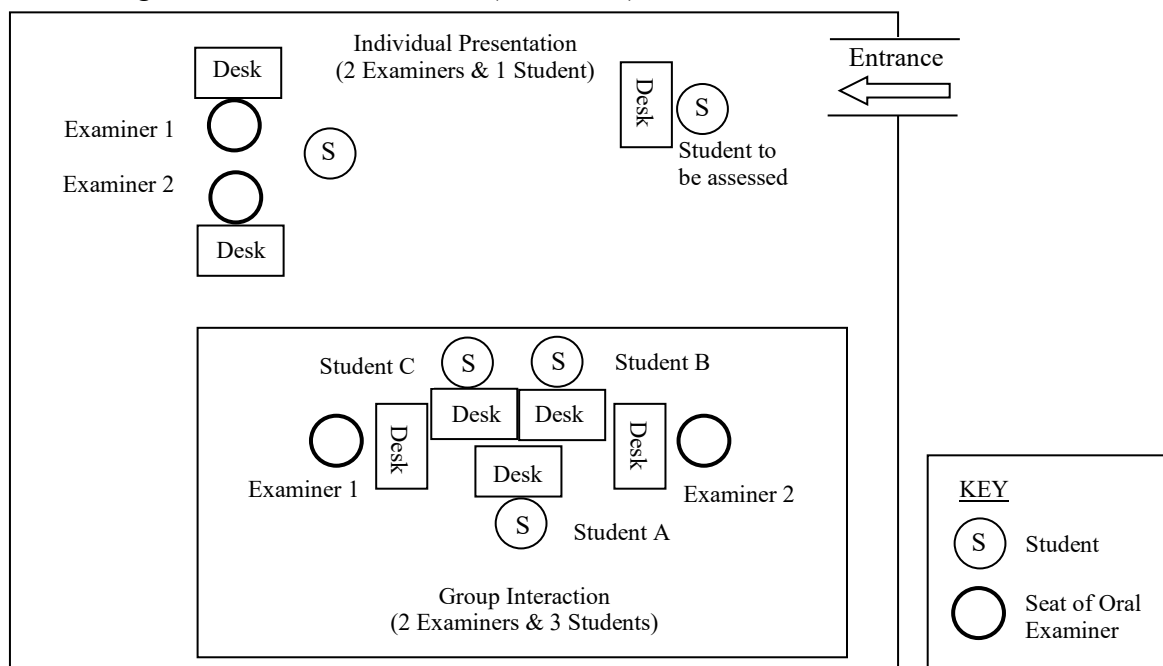
**Name of Oral Examiner:** \_\_\_\_\_

**Oral Examiner Code:**

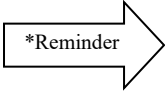


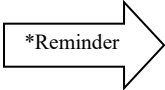
### 3. General Notes for Oral Examiners

- (a) Oral Examiners should carefully check the location of the assigned schools before the assessment day.
- (b) On the day of the oral assessment, Oral Examiners must bring all the materials required for the oral assessment, i.e. their **appointment letter and Oral Examiners' Handbook** as well as their **HKID card**.
- (c) Oral Examiners should report to the Assessment Administration Supervisor for duty 30 minutes before the assessment commencement time:  
AM session – before 8:15 am  
PM session – before 1:15 pm
- (d) Oral Examiners should show their appointment letter and HKID card to the Assessment Administration Supervisor when reporting for duty.
- (e) The Assessment Administration Supervisor will take the carton of assessment materials out of the secure cabinet or strongroom in the presence of the Assessment Administration Assistant (AAA), appointed by the HKEAA to facilitate the smooth conduct of the assessments.
- (f) The AAA will unseal the carton of assessment materials and check all the materials against the Checklist of Assessment Materials. If there is anything missing, he/she should inform the Assessment Administration Supervisor immediately.
- (g) Oral Examiners should unseal the packs of assessment papers **in the oral assessment room**. After unsealing the packs of assessment papers, Oral Examiners are required to protect the confidentiality of the question papers throughout the assessment.
- (h) Oral Examiners will be distributed a copy of the ‘Student Sample List for the Oral Assessments’ by the AAA and a student list for each class with names and class numbers of all students provided by the Assessment Administration Supervisor. If the reserve list of a particular class is used up, Oral Examiners can select any class number at random.
- (i) The Assessment Administration Supervisor should take the Oral Examiners to the Assessment Room.
- (j) The setting of the Assessment Room (classroom) is as follows:



(k) A school staff member will bring the first six students to the Waiting Room where they will be arranged in order to be assessed.

 (l) Oral Examiners should note that students are **NOT** allowed to bring books, notes or paper to the Assessment Room.

 (m) All communication devices should be **switched off** or switched to **silent mode**.

(n) Oral Examiners should note that students with intellectual disabilities, hearing impairment, visual impairment, speech difficulty, reading and writing disabilities, autism or Asperger Syndrome may be exempted from the assessment based on the advice of professionals from outside the school, (including medical doctors, social workers, psychologists or other recognized professionals), and with the approval of the School Head. If these students are found on the 'Student Sample List', the Assessment Administration Supervisor can replace them with the students on the reserve list. A letter 'R' will be written by the AAA after the class name and class number on a label for the students taken from the reserve list. Selected students will wear an ID label with their class name and class number.

(o) Oral Examiners should put on the Oral Examiner Label for identification at all times when they are on duty.

(p) Suggested schedule for schools where **24 students** are assessed:

Students to be sent to the waiting room	Component	Arrival time to the waiting room	Assessment timeslot for each batch of students
1 <sup>st</sup> batch (6 students)	Individual Presentation	8:40 a.m. / 1:40 p.m.	8:45 a.m. – 9:15 a.m. / 1:45 p.m. – 2:15 p.m.
2 <sup>nd</sup> batch (6 students)		9:15 a.m. / 2:15 p.m.	9:20 a.m. – 9:50 a.m. / 2:20 p.m. – 2:50 p.m.
Break (15 minutes)			
3 <sup>rd</sup> batch (6 students)	Group Interaction	10:00 a.m. / 3:00 p.m.	10:05 a.m. – 10:25 a.m. / 3:05 p.m. – 3:25 p.m.
4 <sup>th</sup> batch (6 students)		10:25 a.m. / 3:25 p.m.	10:30 a.m. – 10:50 a.m. / 3:30 p.m. – 3:50 p.m.

OR

Suggested schedule for schools where **12 students** are assessed:

Students to be sent to the Waiting Area	Component	Arrival time to the waiting room	Assessment timeslot for each batch of students
1 <sup>st</sup> batch (6 students)	Individual Presentation	8:40 a.m. / 1:40 p.m.	8:45 a.m. – 9:15 a.m. / 1:45 p.m. – 2:15 p.m.
Break (15 minutes)			
2 <sup>nd</sup> batch (6 students)	Group Interaction	9:25 a.m. / 2:25 p.m.	9:30 a.m. – 9:50 a.m. / 2:30 p.m. – 2:50 p.m.

(q) Different sets of question papers are assessed in each session. Details are as follows:

Session	For schools where <b>24 students</b> are assessed		For schools where <b>12 students</b> are assessed	
	Individual Presentation	Group Interaction (3 students per group)	Individual Presentation	Group Interaction (3 students per group)
28 April (AM)	First 6 students: 9ESP1 Next 6 students: 9ESP2	Groups 1 & 2: 9ESG1 Groups 3 & 4: 9ESG2	First 3 students: 9ESP1 Next 3 students: 9ESP2	Group 1: 9ESG1 Group 2: 9ESG2
28 April (PM)	First 6 students: 9ESP3 Next 6 students: 9ESP4	Groups 1 & 2: 9ESG3 Groups 3 & 4: 9ESG4	First 3 students: 9ESP3 Next 3 students: 9ESP4	Group 1: 9ESG3 Group 2: 9ESG4
29 April (AM)	First 6 students: 9ESP5 Next 6 students: 9ESP6	Groups 1 & 2: 9ESG5 Groups 3 & 4: 9ESG6	First 3 students: 9ESP5 Next 3 students: 9ESP6	Group 1: 9ESG5 Group 2: 9ESG6
29 April (PM)	First 6 students: 9ESP7 Next 6 students: 9ESP8	Groups 1 & 2: 9ESG7 Groups 3 & 4: 9ESG8	First 3 students: 9ESP7 Next 3 students: 9ESP8	Group 1: 9ESG7 Group 2: 9ESG8

- (r) Oral Examiners must study the question papers, Oral Examiners' Handbook (this document) and the Speaking Scoring Guide very carefully before the assessment.
- (s) For the assessment procedures, refer to '**Instructions to Oral Examiners**' (pages 6 – 10) of this document.
- (t) Oral Examiners should repeat the same assessment procedures for both Individual Presentation and Group Interaction.
- (u) After all the students have been assessed, if any students are taken from the reserve list, the AAA should immediately inform the Oral Examiners so that the required arrangements are written on the 'Assessment Summary for Oral Assessments'. Oral Examiners should complete and sign the 'Assessment Summary for Oral Assessments' with a ballpoint pen. This Assessment Summary should be countersigned with a ballpoint pen by the Assessment Administration Supervisor.
- (v) Oral Examiners should put the assessment materials into the appropriate envelopes as follows:

Items	Name of Envelope	Sealed and signed
<ul style="list-style-type: none"> <li>• Speaking Score Sheets (2 sets, 2 copies per set)</li> <li>• Assessment Summary for Oral Assessments (1 copy)</li> <li>• Student Sample List (1 copy)</li> </ul>	Envelope for Oral Score Sheets and Assessment Summary	✓
<ul style="list-style-type: none"> <li>• Question Papers (both used and unused)</li> <li>• Stationery</li> <li>• Others</li> </ul>	Envelope for Surplus Assessment Materials	✓
<ul style="list-style-type: none"> <li>• 2 Timers</li> </ul>	Envelope for Timers	✗

Oral Examiners then seal the envelopes with the HKEAA sealing labels, sign across all labels with a ballpoint pen and return the sealed envelopes, together with the timers (within envelope), to the Assessment Administration Supervisor.

- (w) Oral Examiners should complete the Oral Examiner's Report by 15 May 2026 using the QR code.

\*Reminder

2026 年全港性系統評估  
Territory-wide System Assessment 2026  
填寫網上「說話能力主考員報告書」須知  
Note on Completing the Online “Oral Examiner’s Report”

各位說話能力主考員的工作經驗和意見，對本局籌劃來年評估極具參考價值，請在評審工作完成後透過以下相關科目及級別的二維碼或連結，填妥網上「說話能力主考員報告書」。

(截止日期: 2026 年 5 月 15 日)

For future planning of the TSA Oral Assessment, we would be pleased to receive your feedback and opinion about your experience as an oral examiner. Please complete the online “Oral Examiner’s Report” via e-survey after the assessment, using the QR code or hyperlink as per your subject level below.

(Due date: 15 May 2026)

**Secondary 3 English Language**

二維碼 QR Code	
連結 Link	<a href="https://forms.office.com/r/9j56eiqXfy">https://forms.office.com/r/9j56eiqXfy</a>

#### 4. Instructions to Oral Examiners

##### **General Instructions**

- (a) According to the strict guidelines on confidentiality, information about any aspect of the assessment and student performances **MUST NOT** be disclosed to anyone.
- (b) This is a standards-referenced oral assessment. Oral Examiners should assess student performances according to the Speaking Scoring Guide and record the scores of 0, 1, 2, 3 or 4 on the Score Sheet. It is **NOT** necessary to rate students according to a certain percentage for each score.
- (c) It is important that Oral Examiners must rate **ALL STUDENTS** **independently** and **consistently** throughout the assessment.
- (d) Oral Examiners should be **friendly** and **polite**, and put the students at ease by giving **positive reinforcement** and **praise** where appropriate. Oral Examiners should **NEVER** mock students or make negative comments about students' performance.
- (e) Students should be encouraged to maintain eye contact with the Oral Examiners.

##### **Instructions for the Individual Presentation**

- Note: i) There are 2 sets of Question Papers for this component. Examiners should refer to the table on page 4 of this document and use the sets of Question Papers as indicated.
- ii) The two examiners can take turns to play the role of Examiner 1 or Examiner 2.
- iii) Examiners should follow the same procedures for Steps 2 – 10 throughout the Individual Presentation assessment.
- iv) If a student is penalized for reading word for word from his/her own notes, examiners are required to scrutinise the student's notes. Examiners are also required to return his/her question paper together with the Score Sheet.

##### **A. Before the Individual Presentation**

1. A school staff member sends the students (6 students in each batch) to the Waiting Room according to the 'Student Sample List'. Students should bring their own pen/pencil and student ID card/handbook with them.
2. Examiner 1 takes the first student accompanied by the school staff member to the Assessment Room from the Waiting Room and checks the student's identity.
3. Examiner 1 takes the student to the desk and gives him/her one copy of the question paper.
4. Examiner 1 tells the student to write his/her school code, class and class number, pointing to the boxes provided on the front page of the question paper (important for assessment purposes):

Write your School Code, Class and Class No. in the boxes provided on the front page of the question paper.

5. Examiner 1 sets the timer to 3 minutes and says:

You have three minutes to prepare for your presentation. You can use **some** ideas from the mind map or your own ideas for your presentation. You may write your notes on the question paper during preparation. You may begin now. (start the timer and put it on the student's desk)

6. When the timer ‘beeps’, Examiner 1 turns off the timer and says:

Time is up. Take your paper and move over there.

7. Examiner 1 puts the timer back on the student’s desk and leads the student to the area for Individual Presentation.

**B. Start of the Individual Presentation**

8. Examiner 2 sets the timer to 2 minutes and says:

You have two minutes for your presentation. You may begin now. (start the timer)

**C. During the Individual Presentation**

- If the student has difficulty giving his/her presentation (silent for the first 15 seconds), Examiner 2 gives him/her only **two** prompts and says:
  - What is your topic about?
  - Can you tell us something about your topic?
- If the student stops talking before the timer goes off, Examiner 2 asks:

Is this the end of your presentation?

OR

Have you finished your presentation?

**D. End of the Individual Presentation**

9. At the end of 2 minutes,

OR

If the student is still talking when the timer goes off, Examiner 2 lets the student finish his/her sentence and then says:

Time is up. Give me your question paper please. Thank you very much.

10. Examiner 2 asks the student to immediately go back to his/her classroom.

You may return to your classroom now. Thank you. Good-bye.

11. Examiner 1 repeats Steps 2 – 7.

12. Examiner 2 repeats Steps 8 – 10.

## **Instructions for the Group Interaction**

- Note: i) There are 2 sets of Question Papers for this component. Examiners should refer to the table on page 4 of this document and use the sets of Question Papers as indicated.
- ii) The two examiners can take turns to play the role of Examiner 1 or Examiner 2.
- iii) Examiners should follow the same procedures for Steps 2 – 11 throughout the oral assessment for Group Interaction.
- iv) Each student is given a maximum of **two** prompts throughout the discussion.

### **A. Before the Group Interaction**

1. The school staff member takes the students (6 students in each batch) to the Waiting Room in order according to the 'Student Sample List'. Students bring their own pen/pencil and student ID card/handbook with them.
2. Examiner 1 takes the three students accompanied by the school staff member to the Assessment Room from the Waiting Room and checks the students' identities.
3. Examiner 1 takes the students to the desks and asks them to put on a label (A, B or C) (please refer to the setting of the Assessment Room on Page 2) for identification.
4. Examiner 1 gives one copy of the question paper to each of the three students in a group.
5. Examiner 1 asks the students to write their school code, class and class number, pointing to the boxes provided on the front page of the question paper (important for assessment purposes):

Write your School Code, Class and Class No. in the boxes on the front page of the question paper.

6. Examiner 1 sets the timer to 3 minutes and says:

You have three minutes to prepare for your group interaction. Do not talk to the other students. You may make notes on the question paper. You may begin now. (start the timer and place the timer where students can see it)

7. When the timer 'beeps', Examiner 1 turns off the timer and says:

Time is up. Put down your pens.

### **B. Start of the Group Interaction**

8. Examiner 2 sets the timer to **4 minutes** and says:

You have **four minutes** for your group interaction. During the discussion, do not write anything. You may use the points mentioned on the question paper or your own ideas. You may begin now. (start the timer and place it where students can see it)

### C. During the Group Interaction

- **Silent group**

- **Silent after the first 15 seconds or silent for 15 seconds during the discussion**

If the three students remain silent after the first 15 seconds, use any one of the prompts mentioned on the question paper. The prompt should be directed at one student. If there is no response from a student after 15 seconds, move on to another until all three students have been prompted.

- **Silent after 1st prompt**

After one round of prompting, if there is still no response after 15 seconds from students, encourage each one by giving one more prompt mentioned on the question paper.

- **Silent after 2<sup>nd</sup> prompt**

If no one speaks after the 2<sup>nd</sup> round of prompting, wait 15 seconds, say

If you have nothing to say, we will stop now.

- **Two silent students**

If two students remain silent after one student has talked for at least 30 seconds, encourage the other two students by asking each one in turn any relevant prompt mentioned on the question paper. A second prompt may be used if any student remains silent for 15 seconds.

- **Silent student**

- **Silent after 2 minutes**

If, after two minutes, a particular student has not said anything and not been prompted by other student(s), break in by asking any relevant prompt mentioned on the question paper. A second prompt may be used if the student remains silent for 15 seconds.

- **Student dominating the interaction**

If a student dominates the interaction (speaks for about 45 seconds) and does not allow the other two to take part, intervene by saying,

You are not allowing the others to take part. Please let the others talk.

If the student continues to dominate, say,

You are still not allowing others to take part. We will have to deduct points from your score.

- **Off topic**

If a student is off topic for 30 seconds, intervene by saying,

You are not talking about the topic - \_\_\_\_\_.

and ask any prompt mentioned on the question paper to bring the student back on topic.

9. When the timer reaches the last 30 seconds, Examiner 2 indicates the time left without interrupting the conversation by displaying the sign ‘30 seconds left’. Make sure all students are aware of the time left.

- If the interaction finishes before the **4 minutes** are up, ask

Does anyone have anything more to say?

If there is silence after the question for 15 seconds, say,

If you have nothing more to say, we will stop now.

#### **D. End of the Group Interaction**

10. At the end of **4 minutes**, Examiner 2 says,

Time is up. Give me the question paper please. Thank you very much.

11. Examiner 2 asks the students to immediately go back to their classroom.

You may return to your classroom now. Thank you. Good-bye.

12. Examiner 1 repeats Steps 2 – 7.

13. Examiner 2 repeats Steps 8 – 11.

#### **5. Emergencies**

- (a) In an emergency, e.g. an Oral Examiner is not able to conduct the oral assessment on the assigned day, he/she should contact the TSA Administration Team of the HKEAA at 3628 8191 at the following times:

AM session: 6:30 am

PM session: 11:30 am

- (b) A public announcement to be made by the Education Bureau regarding the closure of schools and cancellation/postponement of the assessment of the day due to bad weather will be broadcast on radio and television.

- (c) In case of doubt about the cancellation/postponement of the assessment, please contact the TSA Administration Team of the HKEAA at 3628 8191.

#### **6. Others**

- (a) For enquiries regarding

- assessment administration matters, please contact the HKEAA at 3628 8191.

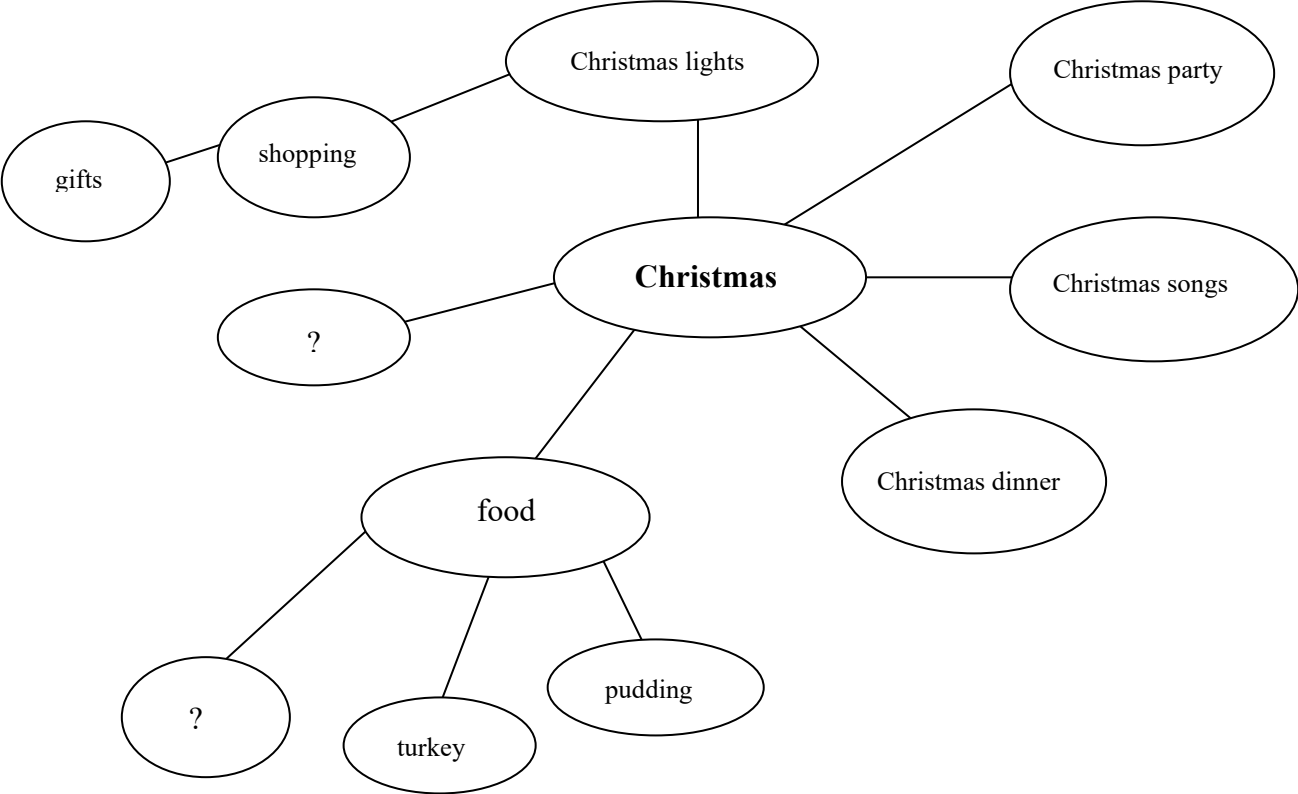
- subject and assessment related matters, please contact the HKEAA at 3628 8188.

- (b) Please refer to the following website <http://www.bca.hkeaa.edu.hk> for information about the Oral Examiners’ Training Workshop.

**Individual Presentation**

*Your class is interested in learning about festivals in Hong Kong.*

You are preparing a two-minute presentation about Christmas in Hong Kong. You may use some ideas from the following mind map or your own ideas in your presentation.



You may use the following or your own words to begin and end your presentation.

Good morning, everybody. People love Christmas in Hong Kong...

That's all I want to say. Thank you.

**Education Bureau**  
**Territory-wide System Assessment**  
**Secondary 3 English Language**  
**Speaking – Individual Presentation**  
**Marking Scheme**

Score Level	Ideas & Organisation	Vocabulary & Language Patterns	Pronunciation & Delivery	Strategies for Oral Communication
<b>4</b>	<ul style="list-style-type: none"> <li>Expresses ideas that are relevant to inform and explains with details</li> <li>Communicates ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied and appropriate language patterns</li> <li>Uses appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly and fluently, with few or no errors in pronunciation</li> <li>Uses intonation to enhance communication</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>Expresses ideas that are relevant to inform and/or explain with some details</li> <li>Communicates most ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses mostly appropriate language patterns</li> <li>Uses mostly appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly with some errors in pronunciation and occasional hesitation</li> <li>Makes occasional attempts to use intonation</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>Expresses adequate ideas that are relevant to the topic</li> <li>Communicates some ideas clearly and coherently</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple language patterns</li> <li>Uses familiar vocabulary appropriately but with errors that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Speaks clearly though hesitantly with errors in pronunciation that may impede communication</li> <li>OR</li> <li>Occasional hesitant/stilted speech that may impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Shows appropriate awareness of audience (e.g. eye contact)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Expresses limited/disjointed ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>Uses basic language patterns with possible errors</li> <li>Appropriately uses vocabulary drawn from a limited and very familiar range, awkward wording may make understanding unclear</li> </ul>	<ul style="list-style-type: none"> <li>Speaks with frequent errors in pronunciation that impedes communication</li> <li>OR</li> <li>Hesitant/stilted speech that impedes communication</li> </ul>	<ul style="list-style-type: none"> <li>Makes occasional attempts to display audience awareness</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Does not express any relevant or understandable information</li> <li>OR</li> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Does not produce any recognisable words or language patterns</li> <li>OR</li> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Does not produce any comprehensible English speech</li> <li>OR</li> <li>Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>Makes a limited or no attempt to display audience awareness</li> </ul>

Remarks: 1) Presentations lasting less than one minute will **not** be awarded more than score level 2 on any criteria.

2) Students who read word for word from their own notes (require assessor's judgment based on evidence) will **not** be awarded more than score level 2 on any criteria.

**SAMPLE 1****Group Interaction**

*You and two other members of the English Club are going to help organise a story-telling competition. You meet to discuss the plan for the competition.*

In your discussion, you may include:

- when and where the competition will take place
- who will take part
- who will be the judge(s)
- how you will tell other students about the competition
- what the rules will be for the competition
- any other details that are important

*You may begin by saying:*

We're going to hold a story-telling competition very soon. Let's talk about the best time for the competition...

**SAMPLE 2****Group Interaction**

*Your school social worker has asked the Student Union to start a Big Brother/Sister Scheme to help Secondary 1 students. You and two other members of the union are talking about it.*

In your discussion, you may include:

- who can help
- how to help e.g. checking homework, giving advice...
- how often to meet
- training for the Big Brothers/Sisters e.g. communication skills, organising activities...
- anything else that you think is important

*You may begin by saying:*

We are starting a Big Brother/Sister Scheme. First, let's talk about who can help.

**Education Bureau**  
**Territory-wide System Assessment**  
**Secondary 3 English Language**  
**Speaking – Group Interaction**  
**Marking Scheme**

Score Level	Task Completion – Ideas and Intelligibility	Strategies for Oral Communication
<b>4</b>	<ul style="list-style-type: none"> <li>• Expresses and/or responds to ideas that are relevant with supporting details</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Expresses and/or responds to ideas that are relevant, occasionally providing some details</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Gives short, simple responses to ideas that are relevant to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate formulaic expressions and/or simple turn-taking strategies* to maintain interaction</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Gives limited responses to ideas that are relevant to the topic, generally prompted</li> </ul>	<ul style="list-style-type: none"> <li>• Uses limited formulaic expressions and/or interaction strategies to respond to others</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Does not express any relevant or understandable information</li> <li>OR</li> <li>• Makes no attempt at all</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use any interaction strategies</li> <li>OR</li> <li>• Makes no attempt at all</li> </ul>

Remarks: \* Turn-taking strategies include responding and maintaining interaction as well as drawing others to participate.

– Students should contribute their own ideas to the discussion. Those who **only** read out questions using the prompts will not be considered as contributing ideas to the discussion. **No** score level will be awarded on ‘Task Completion – Ideas and Intelligibility’.

**SAMPLE**

**Territory-wide System Assessment  
Secondary 3 English Language  
Speaking Score Sheet – Individual Presentation**

**Secondary 3**

Oral Examiners must rate ALL STUDENTS for ALL COMPONENTS.

Examiner Code : <sup>(1)</sup> S <sup>(2)</sup> 2 <sup>(3)</sup> 6 <sup>(4)</sup> E <sup>(5)</sup> 1 <sup>(6)</sup> 2 <sup>(7)</sup> 3 <sup>(8)</sup> 4 <sup>(9)</sup> 5

Participating School Code : S <sup>(10)</sup> 1 <sup>(11)</sup> 2 <sup>(12)</sup> 3 Participating School Name : ABC Secondary School

Paper Code : <sup>(13)</sup> 9 <sup>(14)</sup> E <sup>(15)</sup> S <sup>(16)</sup> P <sup>(17)</sup> 1

No.	(18) (19) Class @	(20) (21) Class No. @	(22) Ideas & Organisation (0 – 4)	(23) Vocabulary & Language Patterns (0 – 4)	(24) Pronunciation & Delivery (0 – 4)	(25) Strategies for Oral Communication (0 – 2)	(26) # Less than 1 min	Remark
1	3 A	0 3	2	3	3	2		
2	3 A	0 5	1	2	2	1		
3	3 A	1 5	3	2	2	2		
4	3 B	0 7	2	1	3	1		
5	3 B	1 2	3	3	3	2		
6	3 B	2 5	2	2	3	2		

Paper Code : <sup>(27)</sup> 9 <sup>(28)</sup> E <sup>(29)</sup> S <sup>(30)</sup> P <sup>(31)</sup> 2

No.	(32) (33) Class @	(34) (35) Class No. @	(36) Ideas & Organisation (0 – 4)	(37) Vocabulary & Language Patterns (0 – 4)	(38) Pronunciation & Delivery (0 – 4)	(39) Strategies for Oral Communication (0 – 2)	(40) # Less than 1 min	Remark
7	3 C	0 6	3	3	3	2		
8	3 C	1 5	2	2	2	2		
9	3 C	2 0	3	2	2	1		
10	3 D	0 1	1	2	1	0		
11	3 D	2 8	2	2	2	1		
12	3 D	3 0	1	1	1	0	✓	

Signature of Oral Examiner\* : Chan Tai Ming Name : CHAN TAI MING

Date : 28 April 2026 Session# : A.M.  P.M.  (BLOCK LETTERS)

@ Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '01'.  
\* Sign with a ballpoint pen. # Tick  where appropriate.

I declare that:  as appropriate

External Oral Examiner
<input checked="" type="checkbox"/> I <b>do not know</b> any of the aforementioned students assessed
<input type="checkbox"/> I have a <b>relationship other than a teacher/student relationship</b> with the aforementioned student(s) assessed (e.g. my neighbour, my nephew/niece), and the class(es) and class no(s). are as follows: _____

**Oral Examiners must rate ALL STUDENTS for BOTH COMPONENTS.**

Examiner Code : <sup>(1)</sup> S <sup>(9)</sup> 2 6 E 1 2 3 4 5

Participating School Code : S <sup>(10)</sup> 1 <sup>(12)</sup> 2 3 Participating School Name : ABC Secondary School

Paper Code : <sup>(13)</sup> 9 <sup>(17)</sup> E S G 1

Group	Student Label	(18) (19) Class@	(20) (21) Class No. @	(22) Task Completion – Ideas & Intelligibility (0 – 4)	(23) Strategies for Oral Communication (0 – 2)	(24) # Less than 2 mins	Remark
1	A	3 A	0 2	3	2		
	B	3 A	0 9	2	1		
	C	3 A	1 0	2	2		
2	A	3 B	1 3	1	0	✓	
	B	3 B	1 6	2	1	✓	
	C	3 B	2 3	1	1	✓	

Paper Code : <sup>(25)</sup> 9 <sup>(29)</sup> E S G 2

Group	Student Label	(30) (31) Class@	(32) (33) Class No. @	(34) Task Completion – Ideas & Intelligibility (0 – 4)	(35) Strategies for Oral Communication (0 – 2)	(36) # Less than 2 mins	Remark
3	A	3 C	0 1	2	2		
	B	3 C	0 5	2	1		
	C	3 C	2 6	3	2		
4	A	3 D	1 1	3	2		
	B	3 D	1 2	2	2		
	C	3 D	2 0	1	1		

Signature of Oral Examiner\* : Chan Tai Ming Name : CHAN TAI MING  
(BLOCK LETTERS)

Date : 28 April 2026 Session# : A.M.  P.M.

@ Complete Class and Class No. according to the order of the Student Sample List. With 1-digit Class No., write '0', e.g. '01'.

\* Sign with a ballpoint pen. # Tick  where appropriate

I declare that: ( as appropriate)

External Oral Examiner	
<input checked="" type="checkbox"/>	I <b>do not know</b> any of the aforementioned students assessed
<input type="checkbox"/>	I have a <b>relationship other than a teacher/student relationship</b> with the aforementioned student(s) assessed (e.g. my neighbour, my nephew/niece), and the class(es) and class no(s). are as follows: _____

此表格資料由說話能力主考員  
填寫，評估行政主任確認  
Information to be  
completed by Oral Examiners and  
endorsed by Assessment  
Administration Supervisor

20XX年全港性系統評估（中學）  
Territory-wide System Assessment 20XX  
(Secondary Schools)

樣本 a4  
Specimen a4

說話評估總結表

Assessment Summary for Oral Assessments

學校名稱 Name of School:	學校編號 School Code:
科目* Subject*:	日期 Date:
中文科說話評估 / 英文科說話評估 Chinese Oral Assessment / English Oral Assessment	
參與學生人數 No. of Students Participated:	

\*請圈起適用者

Please circle where appropriate

參與學生（包括補替學生）  
Students Participated (including replacement students)

班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers	班別 Class	學號 Class Numbers
	/ / /		/ / /		/ / /
	/ / /		/ / /		/ / /
	/ / /		/ / /		/ / /

缺席學生（如適用）  
Absentees (if applicable)

學生雖被選中，但由於以下原因，未能參與評估：

List of originally selected students who did not participate in the assessment for the reasons given below:

- A 身體不適或缺席  
Sick or absent
- B 未能出示任何身份證明文件（如手冊、學生證、學校正式文件等）  
Unable to produce any identification documents (e.g. handbooks, student cards, official school document, etc.)
- C 其他（請簡述原因）  
Others (Please briefly give reasons.)

缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因（請在適當方格內填上「✓」號） Reason for not participating (Please put a "✓" in the appropriate box)
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason: _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason: _____

↳ 請轉後頁  
Please turn overleaf

缺席學生班別/班號 Class/Class No. of Absentee	未能參與之原因 (請在適當方格內填上「✓」號) Reason for not participating (Please put a "✓" in the appropriate box)
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____
	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C 原因 Reason : _____

評估時發生的其他特別事故 Other Irregularities Occurred during the Assessment Session

說話能力主考員 1 姓名: Name of Oral Examiner 1: _____	簽署: Signature*: _____
說話能力主考員 2 姓名: Name of Oral Examiner 2: _____	簽署: Signature*: _____
評估行政主任姓名: Name of Assessment Administration Supervisor: _____	簽署: Signature*: _____

\* Sign with a ballpoint pen.

