The Latest Development of Student Assessment Repository (STAR) – KS1
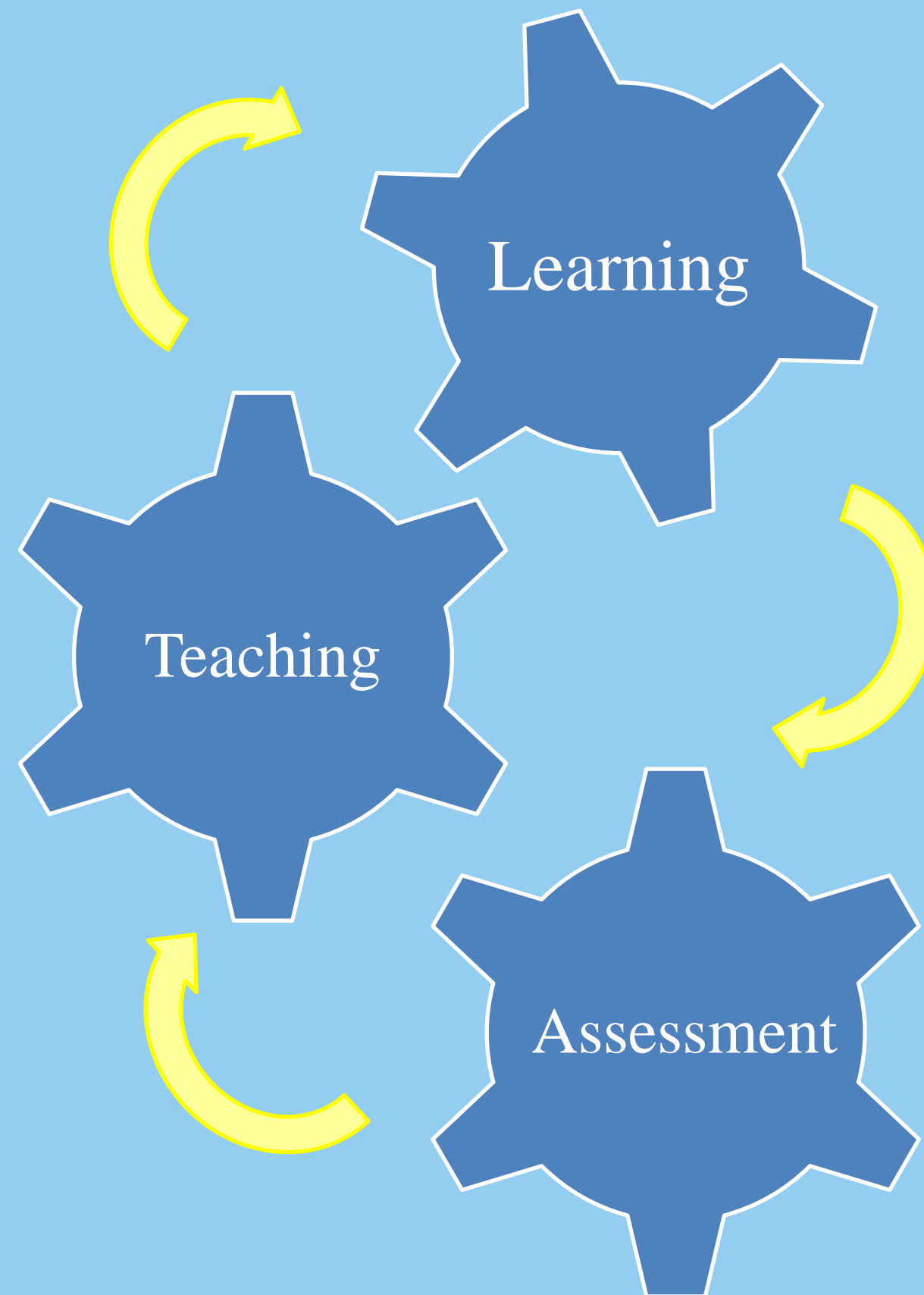
Assessment and HKEAA Section
Education Infrastructure Division
Education Bureau
December 2025

'Curriculum' and 'Basic Competency'
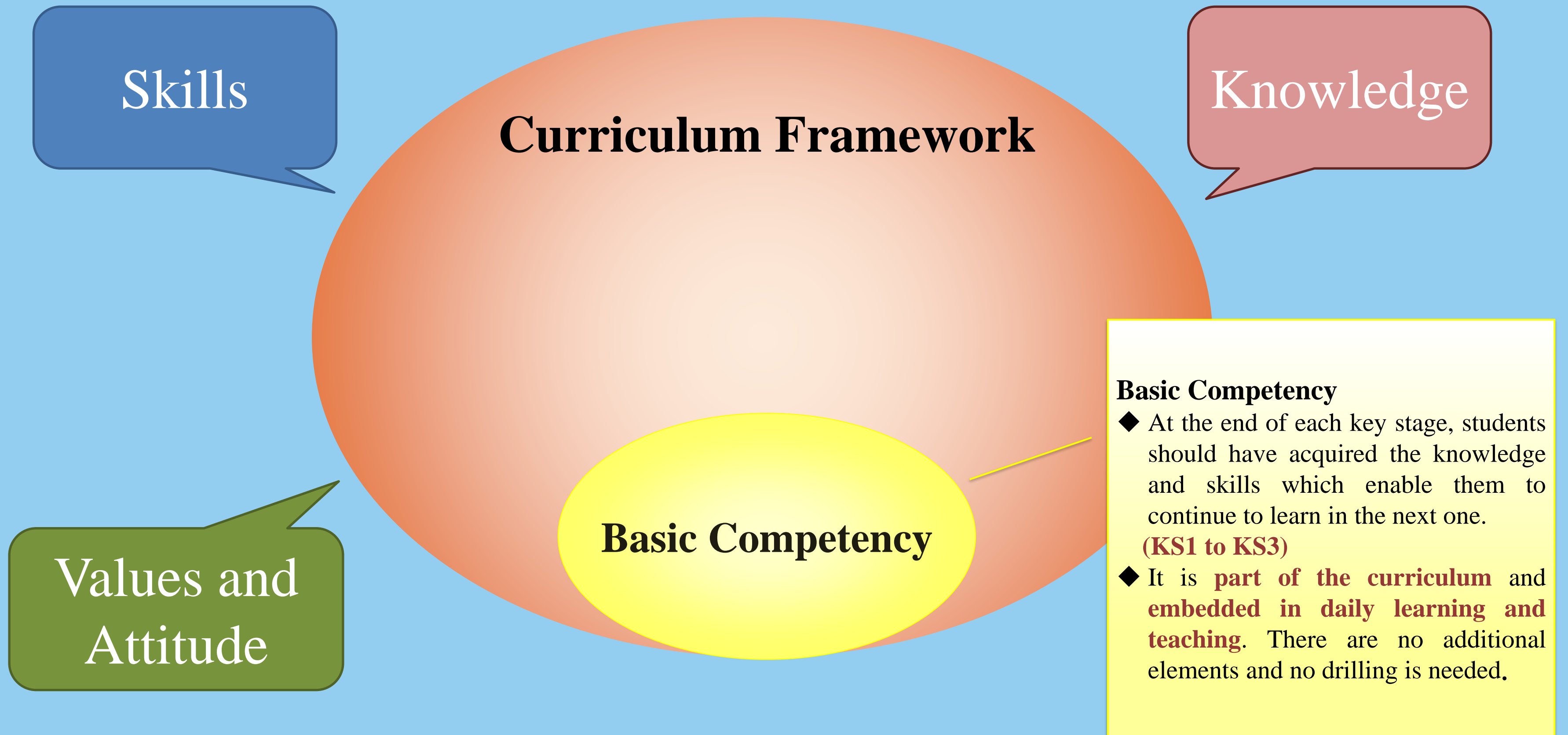
Basic Competency Assessment

Students
Assessment
Repository **(STAR)**

Learning

Teaching

Assessment

Web-based
Learning and
Teaching
Support **(WLTS)**

TSA

全港性系統評估

'Curriculum' and 'Basic Competency'

Skills

Knowledge

Curriculum Framework

Basic Competency

Values and Attitude

Basic Competency
◆ At the end of each key stage, students should have acquired the knowledge and skills which enable them to continue to learn in the next one. **(KS1 to KS3)**
◆ It is **part of the curriculum** and **embedded in daily learning and teaching**. There are no additional elements and no drilling is needed.

Development and Features of the STAR Platform

Development of the STAR Platform

Launching Student Assessment (SA) and Web-based Learning and Teaching Support (WLTS) by the EDB

Recommendations by the Coordinating Committee on Basic Competency Assessment and Assessment Literacy to extend and enhance the STAR platform:
- ❖ **Covering the full curriculum in phases**
- ❖ **Offering a wider variety of the question types**
- ❖ **Providing qualitative reports on students' performance**

The official launch of "Student Self-selected Assessments" to all schools

2003 **2016** **2018** **2020** **2024** **2025**

Upgrading the SA to Student Assessment Repository (STAR) (the current platform hosted by Hong Kong Education City) with assessment items / tasks (pitched at the Basic Competency Levels) developed by the EDB

Further and continuously enhancing the current STAR platform with more enhanced or newly-added functions

The newly-launched "Student Self-selected Assessments" (Trial Version)

A **Learning, Teaching and Assessment** (L-T-A) platform for **teachers** to collect students' ongoing learning evidence, and for **students** to conduct self-learning

Online assessment items / tasks developed according to the learning objectives of the full curriculum

Diversified question types and computer-marked assessment items

Instant feedback / reports for teachers to understand students' learning situation and review teaching strategies and curriculum planning
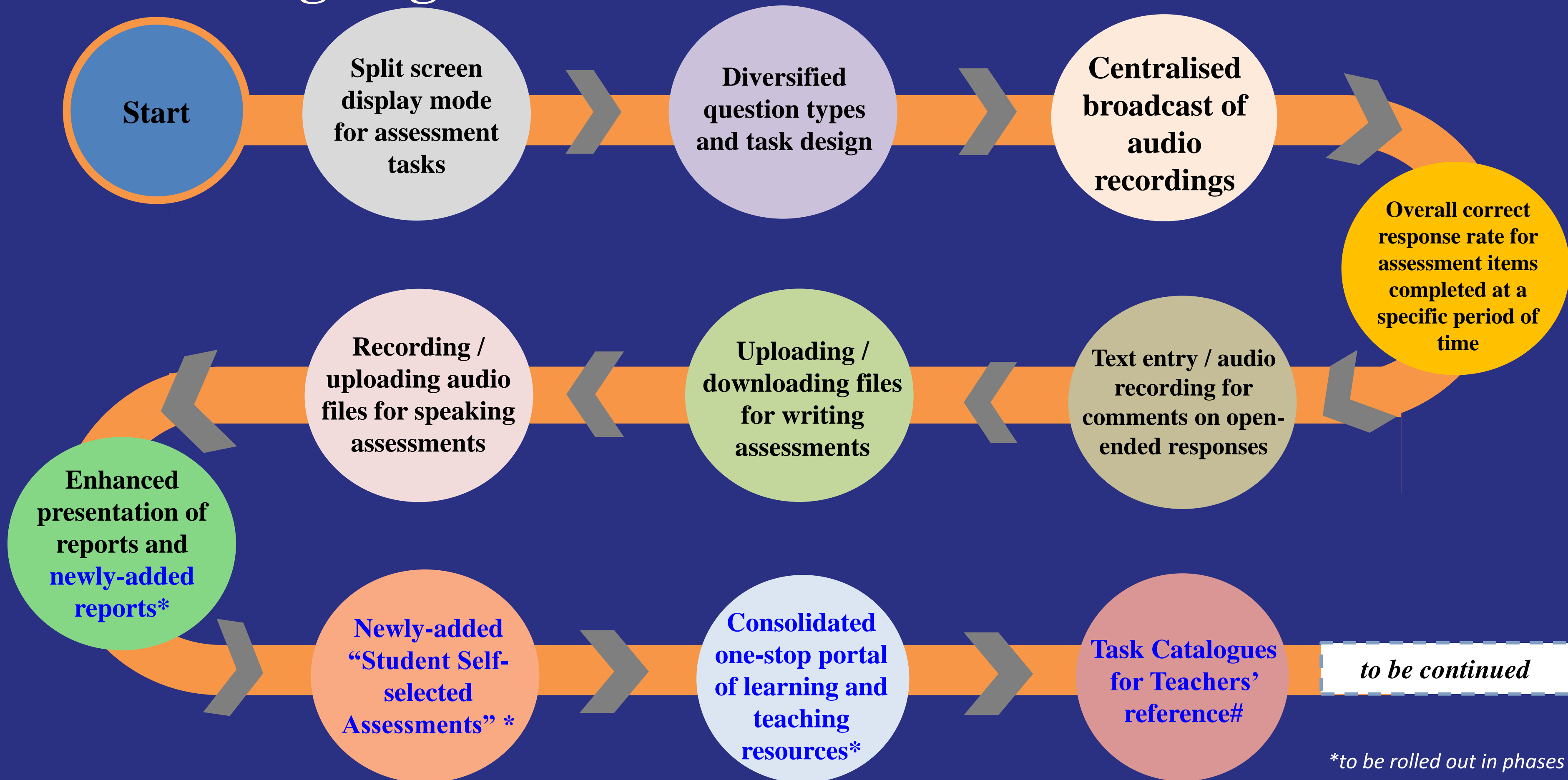
Linked to the interactive L&T resources for both teachers and students

Cater for school-based needs, as well as students' learning progress

Learning and assessment resources for students' self-learning

Individual students' learning records

Ongoing Enhancement of the **STAR** Platform

Start

Split screen display mode for assessment tasks

Diversified question types and task design

Centralised broadcast of audio recordings

Overall correct response rate for assessment items completed at a specific period of time

Text entry / audio recording for comments on open-ended responses

Uploading / downloading files for writing assessments

Recording / uploading audio files for speaking assessments

Enhanced presentation of reports and newly-added reports*

Newly-added "Student Self-selected Assessments" *

Consolidated one-stop portal of learning and teaching resources*

Task Catalogues for Teachers' reference#

to be continued

to be rolled out in phases
 # coming soon

English Language Assessment tasks on the STAR platform –
Rationale of the Design

Features of the tasks / items
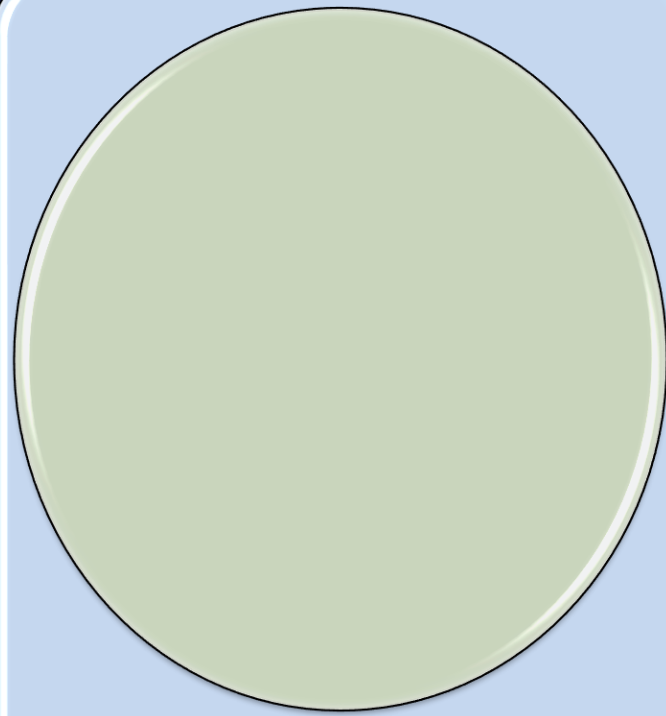
Assessing students' performance / progression along the development continuum of learning English from Primary 1 to Secondary 3 (KS1 – KS3)
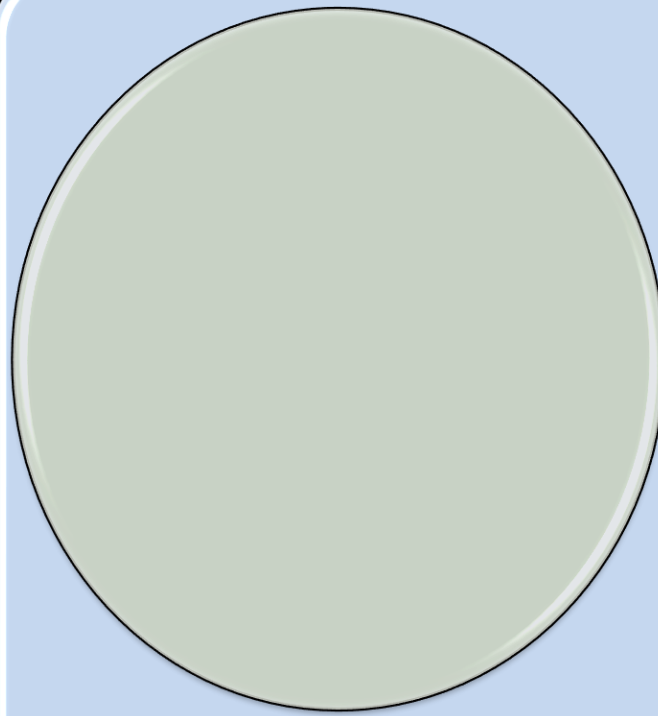
Helping English Language teachers better understand and articulate students' performance and facilitate the teachers' strategical planning of remediation and progression (L&T and curriculum planning)
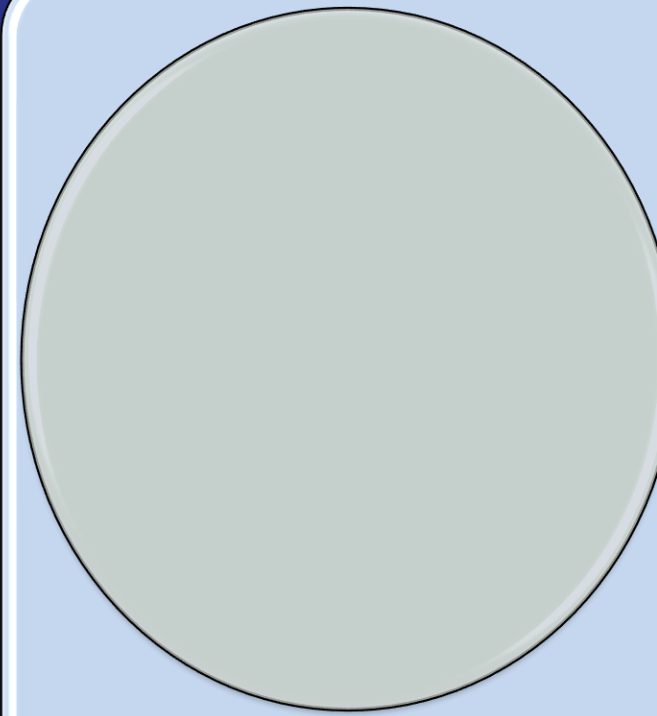
Making reference to the learning objectives in the curriculum guide and the learning outcomes and pointers (i.e. Attainment Milestones (ATMs)) in the Learning Progression Framework
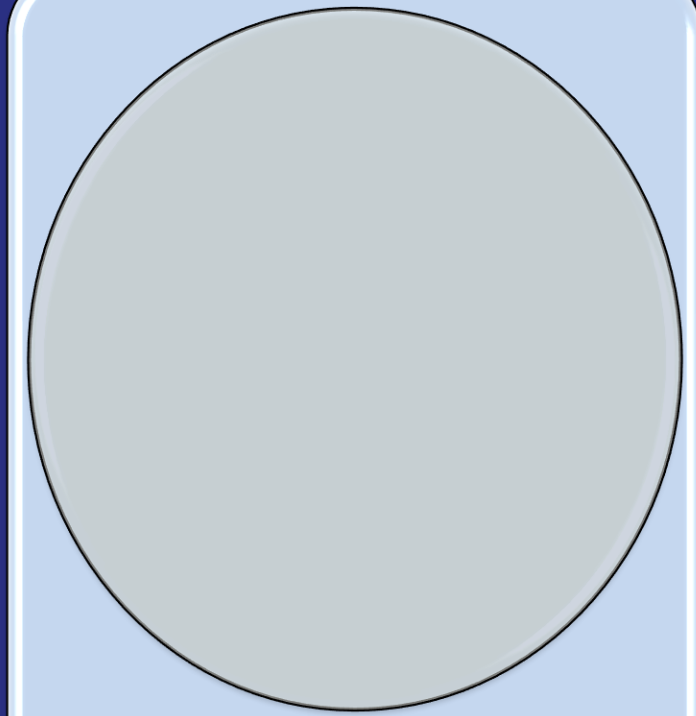
Decoding and explaining students' performance (target language skills) with the help of annotations (diagnostic and qualitative descriptions)

English Language

The Latest Enhancement (I)
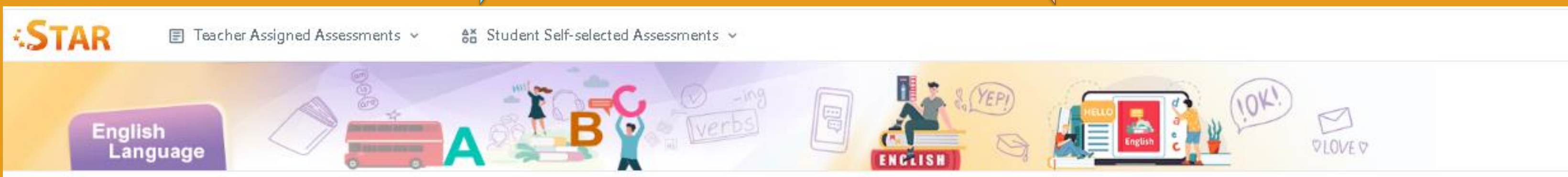
Teacher Assigned Assessments

教師派發評估
Teacher Assigned Assessments

Student Self-selected Assessments

學生自選評估
Student Self-selected Assessments

STAR | Teacher Assigned Assessments ⌄ | Student Self-selected Assessments ⌄

English Language

Objectives and Design
of the "Student Self-selected Assessments"

Self-Directed Learning

Students can select different assessment tasks and learning resources for self-learning <u>according to their own ability and learning interests</u>.

Instant Feedback

Students can read their assessment reports <u>upon the completion of assessments</u> to identify their own strengths and weaknesses, as well as understanding more about their learning progress.

One-stop Portal of L-T-A resources

Teachers can know about students' learning progress and effectiveness of their self-selected assessments with the help of the assessment reports so as to <u>provide timely guidance and support</u>.

Features of the "Student Self-selected Assessments"

Flexibility

Students can select related assessment tasks **according to their own interests and learning targets**.

Instant Feedback

All close-ended questions are computer-marked and **instant results/feedback** are/is provided.

Diversity

The assessment tasks encompass **different learning strands**/units of Chinese Language, English Language and Mathematics, as well as **a variety of themes and question types**.

Linked with Interactive Learning Resources

Appropriate learning resources (e.g. animations, interactive practices) are provided for students to use **before or after assessments** so as to facilitate self-directed learning.

"Student Self-selected Assessments"
Student Interface

Student Interface

Level of Difficulty

Task Preview

Theme & Topic

Me, My Family and Friends – Festive Celebration

For P1 to P3, with 📖 Reading, 🎧 Listening, ✍️ Writing and 👥 Speaking tasks

📋 2 **Learning Resources**

✏️ 8 **Assessments**

★ Reading - Christmas Shopping

★★ Reading - Christmas Shopping

★★★ Reading - Christmas Shopping

★ Listening - A Christmas Party

How's your friend Reindeer? What is he doing?

Published at 2024-09-14 18:05 **Not submitted**

English Language

★ Reading - Christmas Shopping

📄 0/Unlimited   Updated at 2025-11-19 12:27

✏️ Attempt

Amy and her dad are talking about a Christmas sale.
Read what they say.

Dad:	Star Department Store is having a sale! It's opposite Super Mall. Let's go there to buy some Christmas presents.
Amy:	Yes, everything is at a good price. What will we buy for Grandpa?
Dad:	He likes hiking in the mountains. What about buying a cap for him?
Amy:	**That's a good idea.** But Grandpa broke his hiking stick last week. I think a new stick is more useful for him.
Dad:	OK. Let's buy him a new **one**. What about Grandma?
Amy:	Grandma loves cooking. She likes making cakes and puddings but she wants to learn to make some desserts. We can buy her some cookbooks.
Dad:	No, I think she'd like to have a new oven. She told me that her oven is not working. She'll be pleased with a new one. Now, what can we get for Mum? A pair of earrings? She loves fashion.
Amy:	She saw a beautiful pair of mittens in Star Department Store last week. She didn't buy them though she likes them. They were very expensive. Let's buy her a pair of mittens.

Display Mode: Normal | Horizontal | Vertical

Reset

D. | buying a hiking stick

3. Match the people with what they like. Choose the correct answers.

1. Grandpa: hiking ✓

2. Grandma: cooking ✓

3. Mum: fashion ✓

4. Which of the following cookbooks will Grandma like most?

A.   ✓

B.

Reset

Student Interface

Published at 2024-09-14 18:05 Submitted

English Language

★ Reading - Christmas Shopping

1/Unlimited   Updated at 2025-11-19 12:29

◎ Review   ∿ Report   ↻ Reattempt

Overall Score

Paper title	★ Reading - Christmas Shopping		Task/item coverage	Full curriculum
Name	Student S1A-2 / Student S1A-2		Class - No.	S1A - 2
Items total	5		Paper type	Student Self-selected Assessments
Submit time	2025-11-28 12:44			

5 Computer-marked question(s)
0 ✔   5 ✘

Individual report   Paper Analysis (Individual)

Item No.	Suggested answer	Student answer	Correctness	Language skill
1-1	C, E	A, D	✘	ERC1.9,ERL1.1
1-2	C	D	✘	ERU2.2
1-3	D	C	✘	ERU2.2
1-4	S, D, S		✘	ERU1.8
1-5	D	A	✘	ERC1.4

Suggested Answers

Note

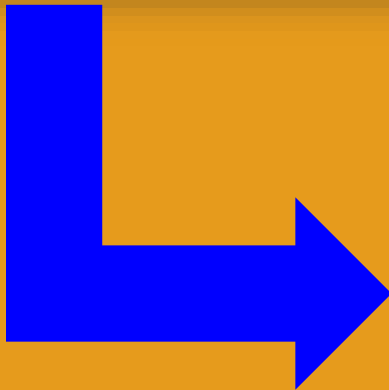| 1 | ERC1.4 | Identify key words for the main idea in a sentence |
2	ERC1.9	Recognise the format, visual elements and language features of some common text types (e.g. signs, stories)
3	ERL1.1	Locate specific information in a short text in response to questions
4	ERU1.8	Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts
5	ERU2.2	Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts

Question Intent

"Student Self-selected Assessments"
Teacher Interface

Student Self-selected Assessments

Teacher Interface

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★ Reading - Christmas Shopping
📄 0   Updated at 2024-09-14 16:40
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★★ Reading - Christmas Shopping
📄 0   Updated at 2024-10-07 23:42
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★★★ Reading - Christmas Shopping
📄 0   Updated at 2024-10-07 23:50
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★ Listening - A Christmas Party
📄 0   Updated at 2024-10-07 23:42
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★★ Listening - A Christmas Party
📄 0   Updated at 2024-09-14 16:40
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ⊘ Automated marking
★★★ Listening - A Christmas Party
📄 0   Updated at 2024-09-14 16:40
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ✔ Manual marking (Required)
★★ Writing - A Letter to Santa Claus (Letters)
📄 0   Updated at 2024-09-14 16:41
⬈ Content   👁 Preview   ⤳ Report

Published at 2024-11-27 17:00 Ready
English Language ✔ Manual marking (Required)
★★ Speaking - Share the Festive Joy (Presentations)
📄 0   Updated at 2024-09-14 16:41
⬈ Content   👁 Preview   ⤳ Report

Performance of all & individual students

Class [-]	Status [All (55)]	Student answer	Hide/Show answers	Download

Class - No. ▲	Name	Status	Submit time	School Year	Correct total (student)	Feedback total (pending)	Trials	1-1	1-2	1-3	1-4	1-5
P3A - 1	Student P3A-1 / Student P3A-1	Not submitted										
P3A - 2	Student P3A-2 / Student P3A-2	Not submitted										
P3A - 3	Student P3A-3 / Student P3A-3	Not submitted										
P3A - 4	Student P3A-4 / Student P3A-4	Not submitted										
P3A - 5	Student P3A-5 / Student P3A-5	Not submitted										
P3B - 1	Student P3B-1 / Student P3B-1	Not submitted										
P3B - 2	Student P3B-2 / Student P3B-2	Submitted										
P3B - 3	Student P3B-3 / Student P3B-3	Not submitted										
P3B - 4	Student P3B-4 / Student P3B-4	Submitted										
P3B - 5	Student P3B-5 / Student P3B-5	Not submitted										
P3C - 1	Student P3C-1 / Student P3C-1	Not submitted										

Result detail   Paper Analysis (All Students)

Note

1	ERC1.4	Identify key words for the main idea in a sentence
2	ERC1.9	Recognise the format, visual elements and language features of some common text types (e.g. signs, stories)
3	ERL1.1	Locate specific information in a short text in response to questions
4	ERU1.8	Use basic conventions of written English and prior knowledge of known words to read aloud short, simple texts
5	ERU2.2	Use knowledge of basic letter-sound relationships to read aloud a variety of simple texts

Paper Analysis of all & individual students

User Guide (videos) for navigating the STAR Platform:
https://teacher.edcity.hk/en/star/user-guide/

The Latest Enhancement (II)

Consolidation of L&T Resources as a One-stop Portal

Existing L&T Resources

A one-stop portal of L&T Resources*

Web-based Learning and Teaching Support

GoAdaptive

- **To <u>consolidate all the existing L&T resources</u> on the STAR Platform so as to provide students and teachers with more appropriate support via a <u>one-stop portal</u>**
- **To add <u>interactive games and animations</u> at the "Student Self-selected Assessments" to facilitate <u>students' self-directed learning</u>**

*to be rolled out in phases

Examples of L&T Resources
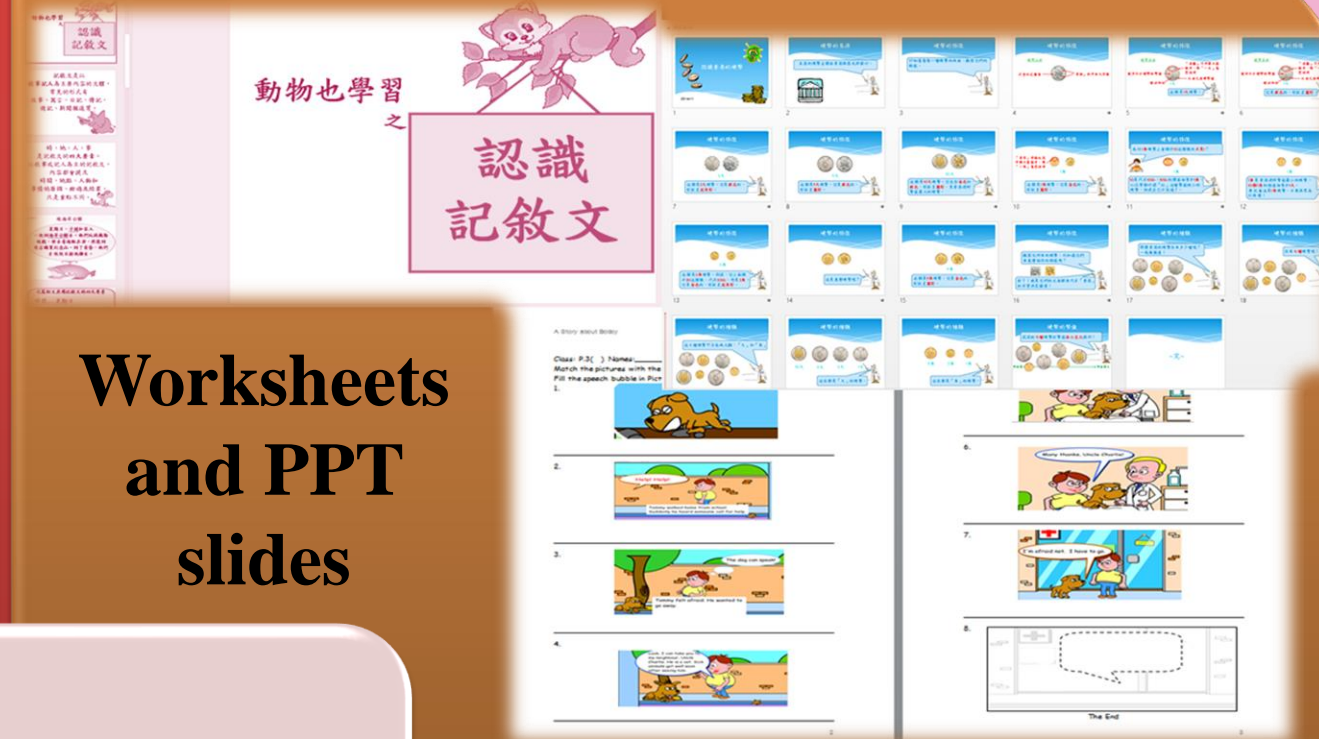

Lesson plans and activity guidelines

Worksheets and PPT slides

Types of L&T Resources

Interactive practices and games

Animations

Incorporating the Use of the STAR Platform into Daily Learning, Teaching and Assessment

STAR

Facilitating Assessment for Learning

Encouraging Student Self-learning

STAR
教師派發評估
Teacher Assigned Assessments

STAR
學生自選評估
Student Self-selected Assessments

Pre-lesson preparation

Shedding light on students' prior knowledge and skills

Helping teachers to fine-tune teaching strategies

Setting learning objectives

Designing tasks to help students achieve the learning objectives

Analysing and using the assessment data effectively

Providing opportunities for students to demonstrate what they have learnt

Reviewing the learning objectives and teaching strategies

Revealing the gaps in the learning process

Identifying students' strengths, weaknesses and learning difficulties

Providing teachers with evidence of students' learning

STAR
STAR
STAR

Modules suggested for KS1 & KS2

KS1 (P1-3)
- Using My Five Senses
- Caring and Sharing
- Me, My Family and Friends
- Places and Activities
- The World Around Us
- Fun and Games

KS2 (P4-6)
- Changes
- Food and Drink
- Happy Days
- Relationships
- The Magic of Nature
- Beauty
- My Neighbour-hood
- We love Hong Kong

ELCG (Primary 1-6), 2025, Appendix 10

Sample Unit – Longman Express 2A Unit 1
"Be good at school"

Sample unit – Longman Express 2A Unit 1 "Be good at school"

Related Modules/ Units
- **Places and Activities**
→ **School Days**

Reading (a booklet about Dinosaur School)
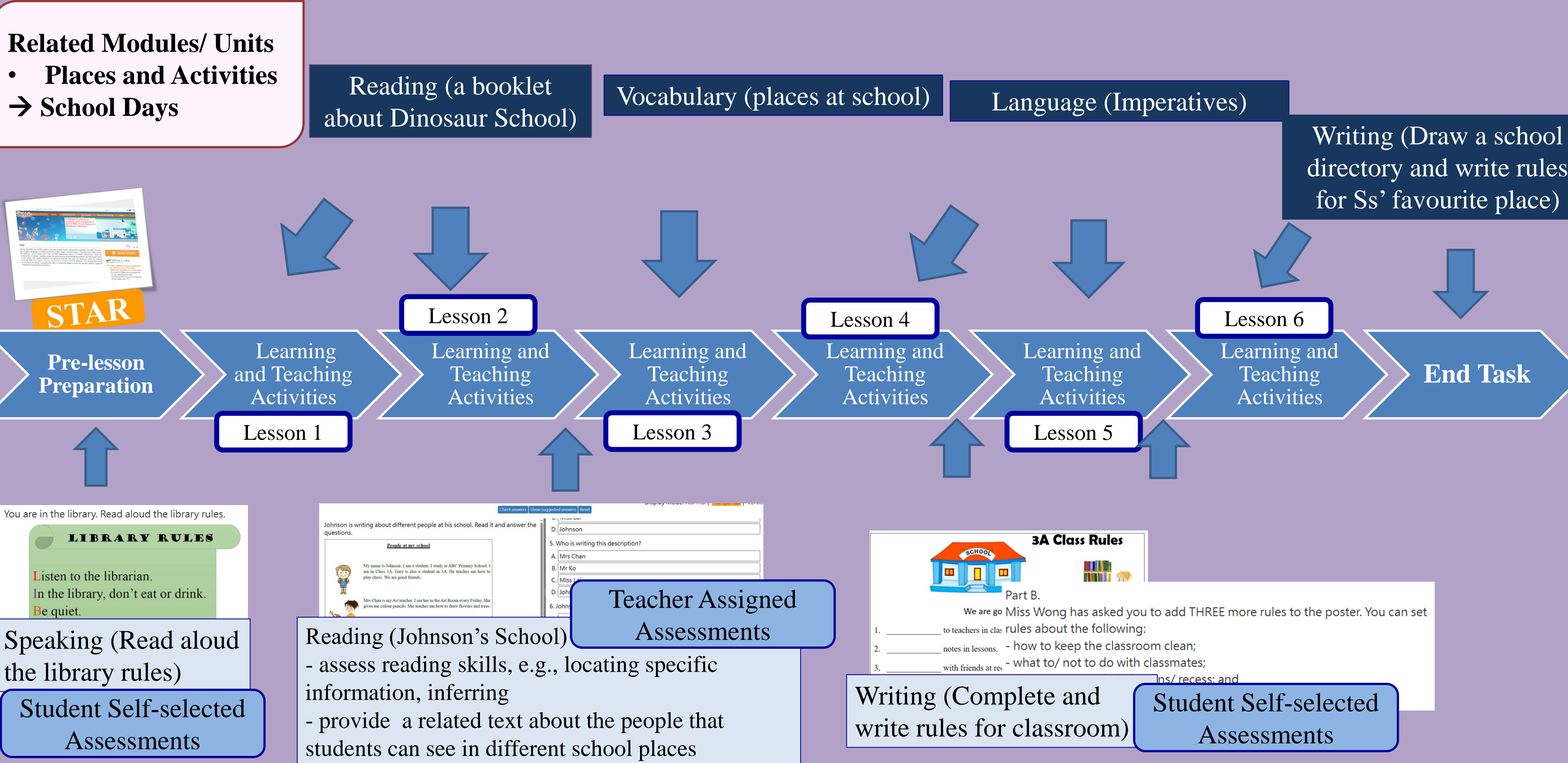
Vocabulary (places at school)

Language (Imperatives)

Writing (Draw a school directory and write rules for Ss' favourite place)

STAR

Lesson 2

Lesson 4

Lesson 6

Pre-lesson Preparation → Learning and Teaching Activities → Learning and Teaching Activities → Learning and Teaching Activities → Learning and Teaching Activities → Learning and Teaching Activities → Learning and Teaching Activities → **End Task**

Lesson 1

Lesson 3

Lesson 5

You are in the library. Read aloud the library rules.

LIBRARY RULES

Listen to the librarian.
In the library, don't eat or drink.
Be quiet.

Johnson is writing about different people at his school. Read it and answer the questions.

People at my school

My name is Johnson. I am a student. I study at ABC Primary School. I am in Class 3A. Gary is also a student in 3A. He teaches me how to play chess. We are good friends.

Mrs Chan is my Art teacher. I see her in the Art Room every Friday. She gives me colour pencils. She teaches me how to draw flowers and trees.

5. Who is writing this description?
A. Mrs Chan
B. Mr Ko
C. Miss ...
D. John...

Teacher Assigned Assessments

3A Class Rules

Part B.
We are go Miss Wong has asked you to add THREE more rules to the poster. You can set
1. _____ to teachers in clas rules about the following:
2. _____ notes in lessons. - how to keep the classroom clean;
3. _____ with friends at re - what to/ not to do with classmates;
ns/ recess; and

Speaking (Read aloud the library rules)

Student Self-selected Assessments

Reading (Johnson's School)
- assess reading skills, e.g., locating specific information, inferring
- provide a related text about the people that students can see in different school places

Writing (Complete and write rules for classroom)

Student Self-selected Assessments

Navigating the STAR Platform
Full Curriculum & Student Self-selected Assessments

☺ **Teacher's interface**
- Assign the selected tasks to students

Steps of assigning assessments to Ss

☺ **Students' interface**
- Attempt the tasks
- Submit the completed tasks

Steps of completing assessments
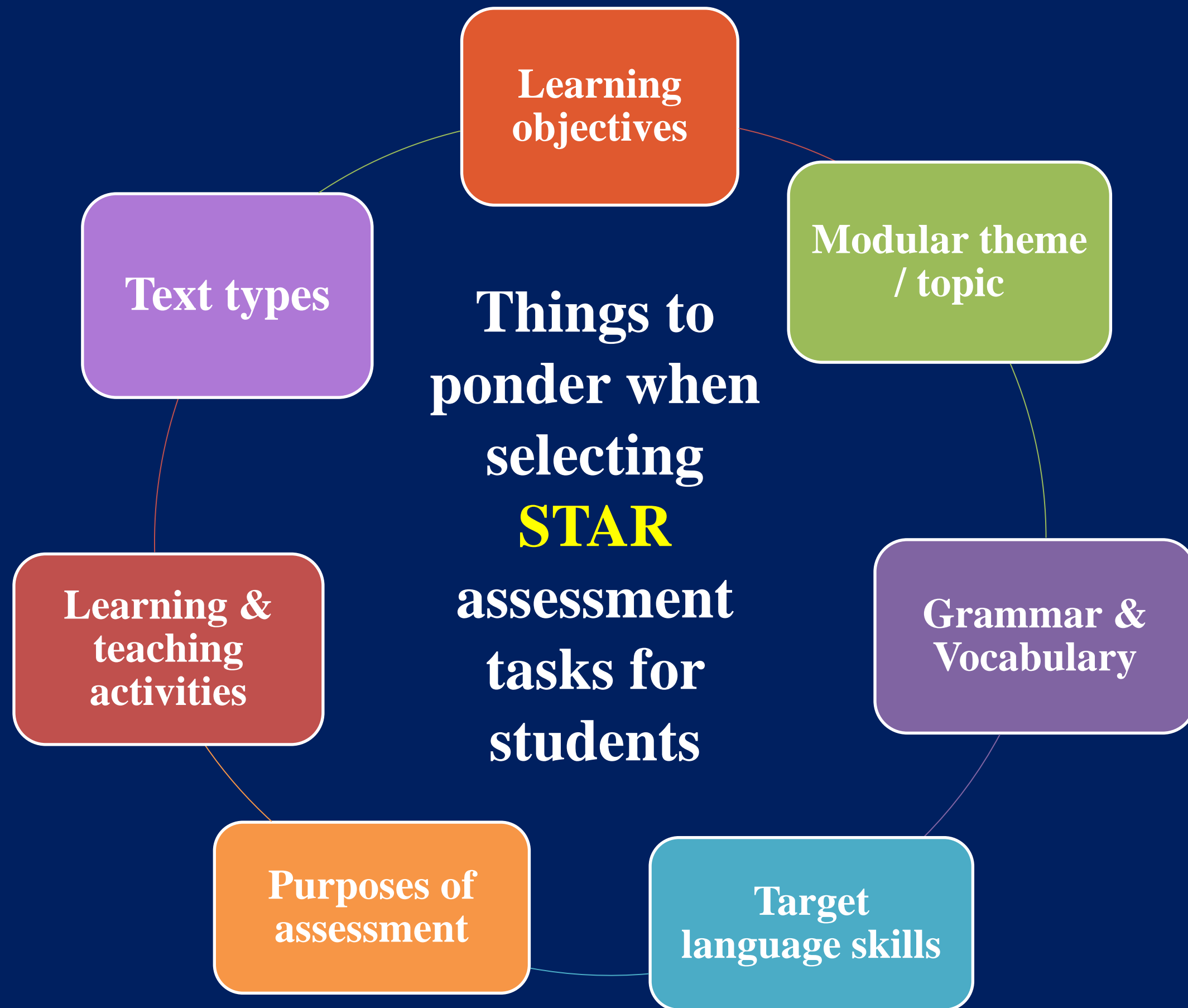
☺**Student Self-selected Assessments**

- Self-select tasks
  / learning materials

Steps of finding the tasks and learning materials

STAR platform

Use of the STAR Platform as an Additional Assessment Tool to Promote Assessment for Learning

Assessment for Learning

What can my students do currently?

What should I expect my students to be able to do next?

How should I help my students to progress further?

What do my students need to be able to do next?

Way Forward
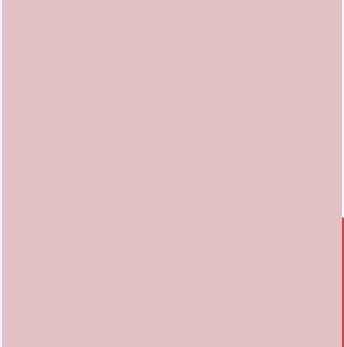
Incorporate the use of AI tools into the platform to enhance the functions / features of marking and providing feedback

Enrich the platform with assessment tasks of more varieties and different levels of difficulty

Consolidate and upload more L&T resources for teachers and students

Rationales and Objectives

- Further enhancing the features of the STAR Platform and user experiences

- Strengthening the capability of students in conducting self-directed learning by providing them with more personalised and efficient support

- Facilitating teachers in the implementation of 'Assessment for Learning' by providing them with more systematic and comprehensive analysis of student performance

Scopes and Features of the Trial of ChatBot and AI Marking

Process

Chatbot

(applicable to language subjects and Mathematics)

- gives writing suggestions on Chinese and English writing topics
- provides guidance for answering Mathematics questions
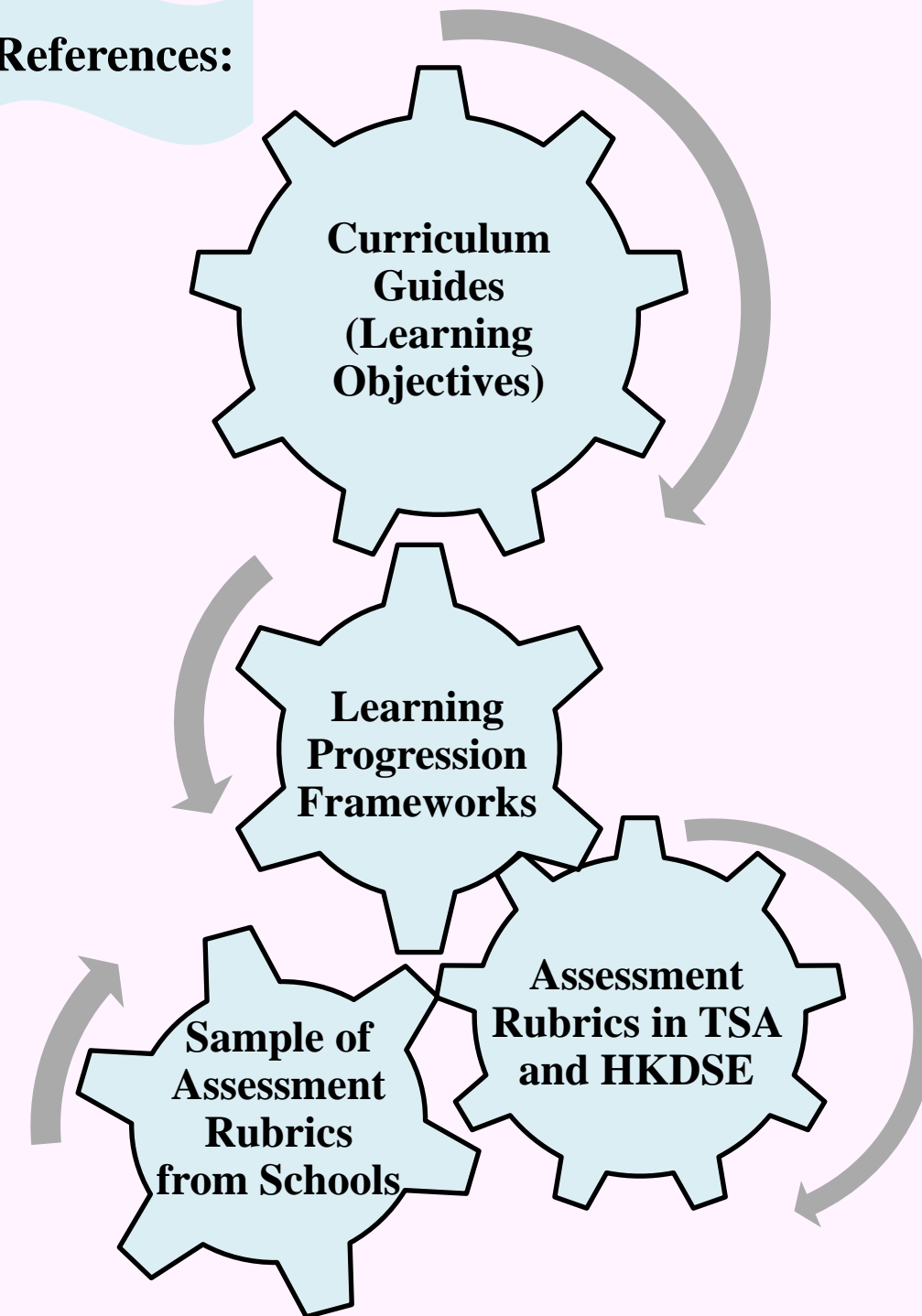
AI-marking

(applicable to language subjects)

- evaluates and provides feedback according to the relevant assessment rubrics

Click the "Helper" (the chatbot) to seek help / guidance

The student can either type the text or upload the handwriting images. The student checks his / her work and makes amendments as appropriate before submission.

The submitted work is marked and feedback is provided.

References:

Curriculum Guides (Learning Objectives)

Learning Progression Frameworks

Sample of Assessment Rubrics from Schools

Assessment Rubrics in TSA and HKDSE

Snapshots of the Preliminary Deliverables (English Language)

ChatBot

Guidance / Instructions on how to start the writing task, e.g. What do you see in the pictures? What do Sam, Tom and Mary want to do?

Snapshots of the Preliminary Deliverables (English Language)

AI Marking

Overlay Marking + Corrections + Explanations + Suggestions for Improvement

Incorporation of AI Tools into <mark>STAR</mark> (Trial) – Coming Up

- Starting from <u>Q4 2025</u>, interested schools will be invited to participate in the trial <u>in phases</u>

For interested schools, please scan the QR code and complete the form.

- Will be officially launched for use by all primary and secondary schools upon enhancement

New videos about TSA and STAR on EDB website

What is TSA?	[Video](#)
Knowing more about TSA	[Video](#)
How do TSA results help enhancing the teaching effectiveness of teachers?	[Video](#)
How do TSA results help schools to review the measures and resources of learning and teaching so as to support teachers in the enhancement of teaching effectiveness?	[Video](#)
How does STAR help schools, teachers and students?	[Video](#)

Thank You!