The Latest Development of Student Assessment Repository (STAR) – KS2

Assessment and HKEAA Section
Education Infrastructure Division
Education Bureau
December 2025

‘Curriculum’ and ‘Basic Competency’

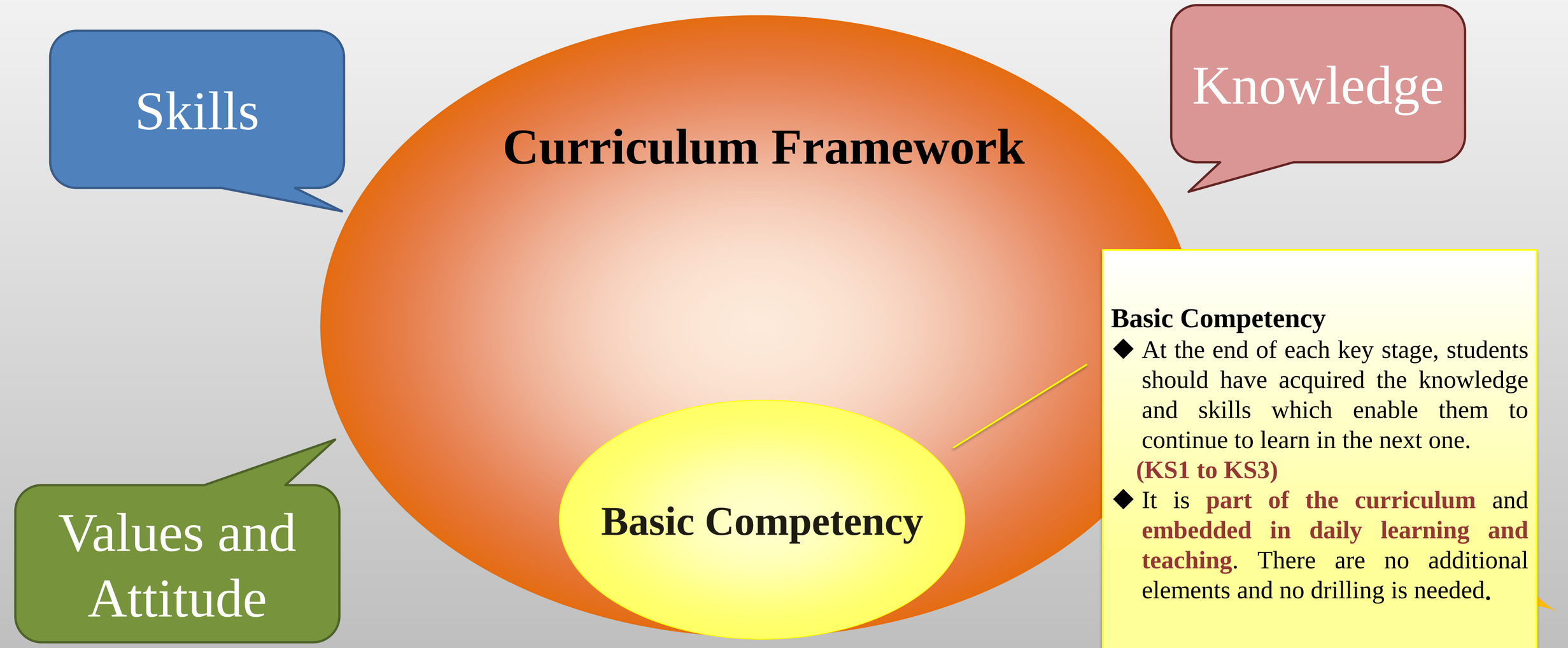
Basic Competency Assessment

Students
Assessment
Repository (**STAR**)

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

TSA 全港性系統評估

‘Curriculum’ and ‘Basic Competency’



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

2003 — Launching Student Assessment (SA) and Web-based Learning and Teaching Support (WLTS) by the EDB

2016 — 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

2018 — 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

2020 — Further and continuously enhancing the current STAR platform with more enhanced or newly-added functions

2024 — The official launch of "Student Self-selected Assessments" to all schools

2025 — 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

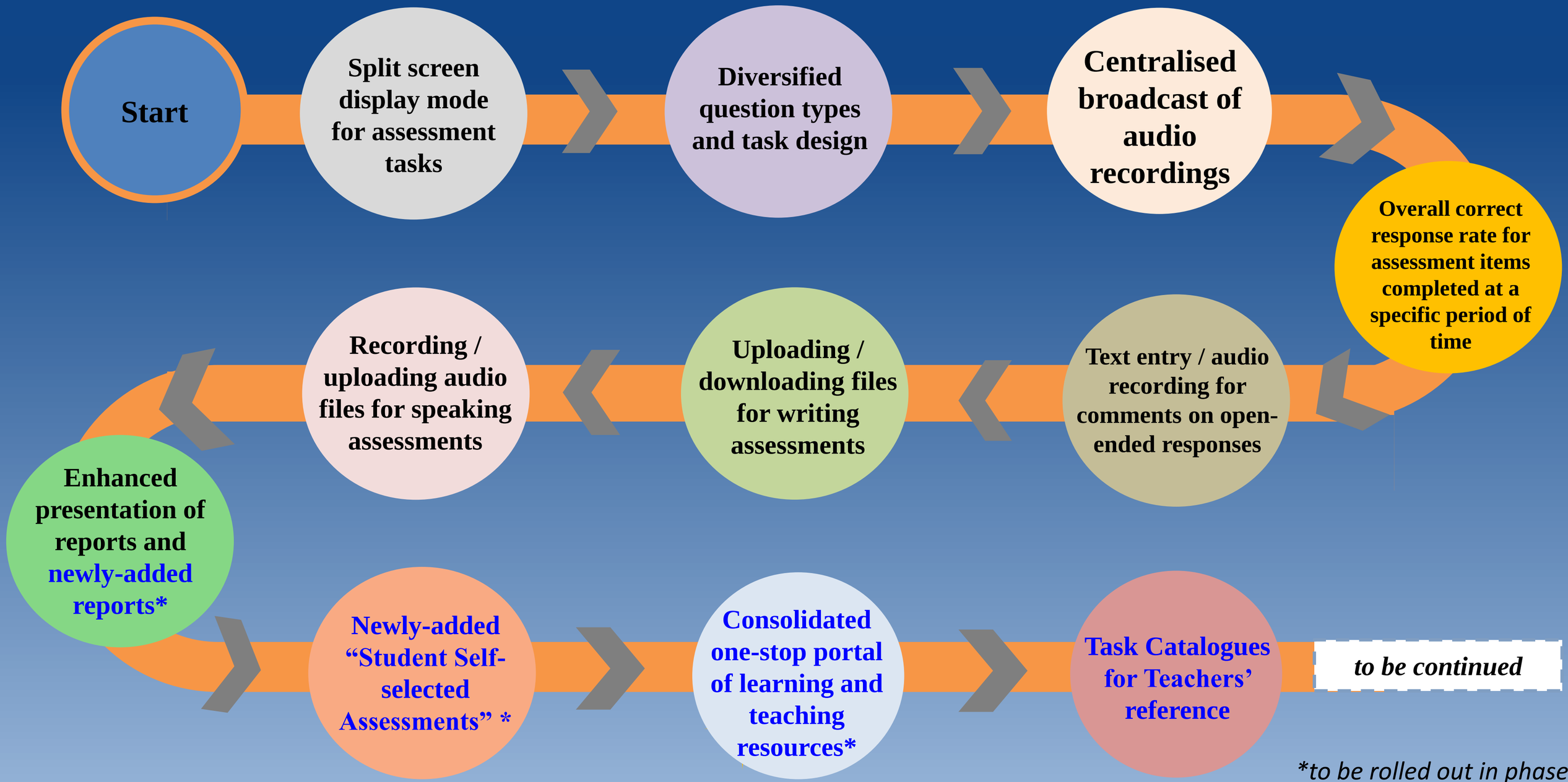
Linked to the interactive L&T resources for both teachers and students

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



*to be rolled out in phases

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)

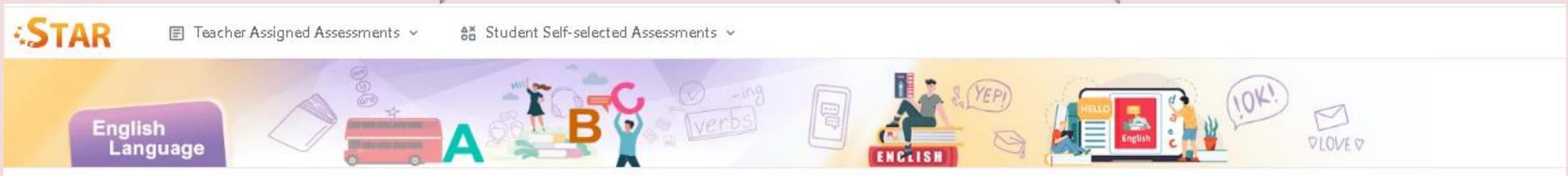
教師派發評估
Teacher Assigned Assessments

學生自選評估
Student Self-selected Assessments

Teacher Assigned Assessments

STAR

Student Self-selected Assessments



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

Self-Directed Learning

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

Instant Feedback

Students can read their assessment reports upon the completion of assessments 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 provide timely guidance and support.

Features of the “Student Self-selected Assessments”

Flexibility

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

Diversity

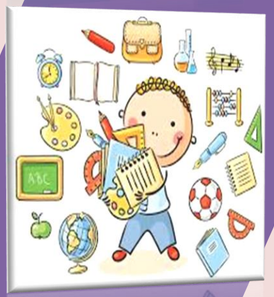
The assessment tasks encompass **different learning strands**/units of Chinese Language, English Language and Mathematics, as well as **a variety of themes and question types**.

Instant Feedback

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

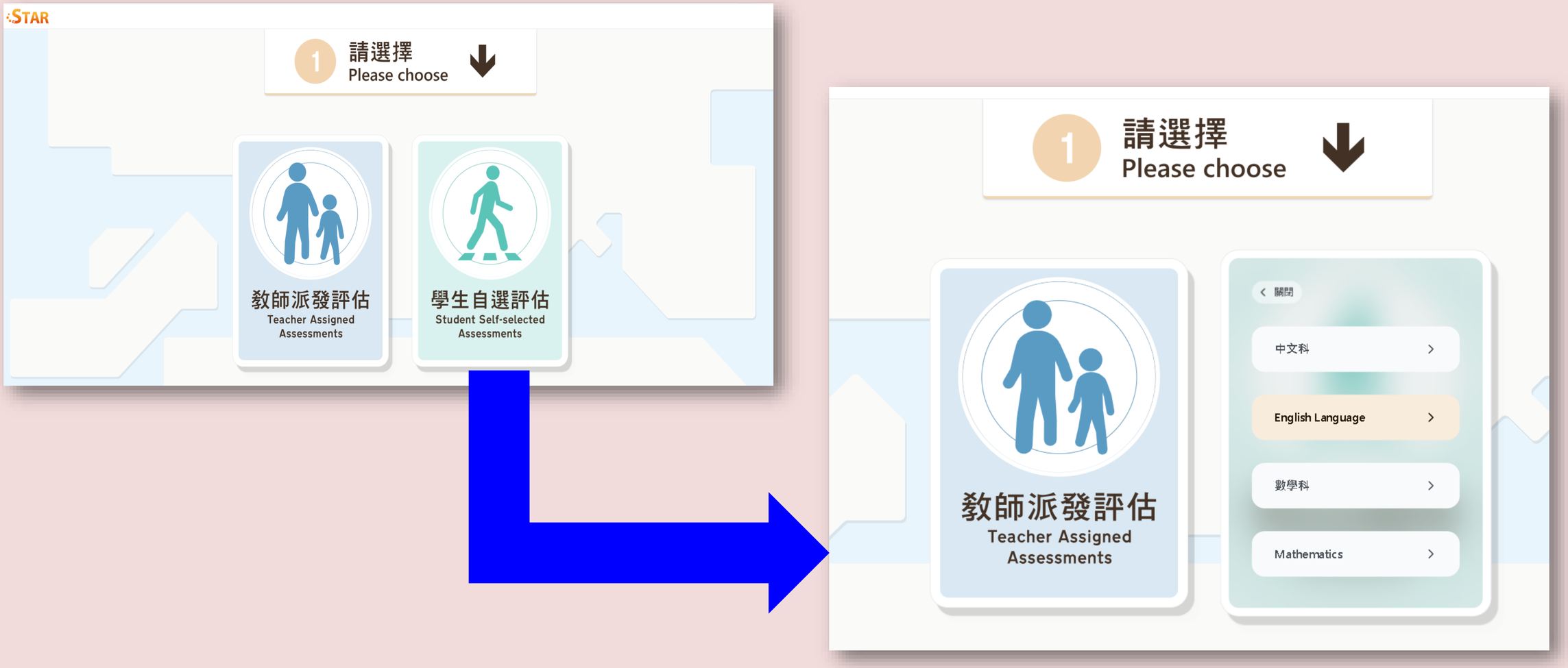
Linked with Interactive Learning Resources

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

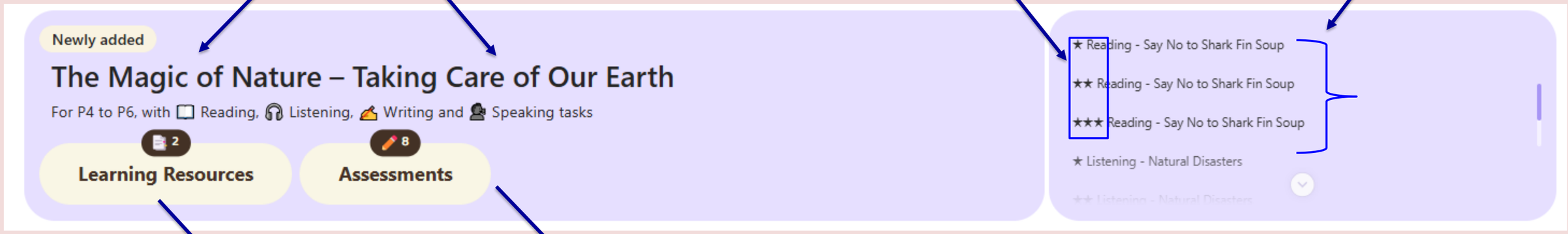


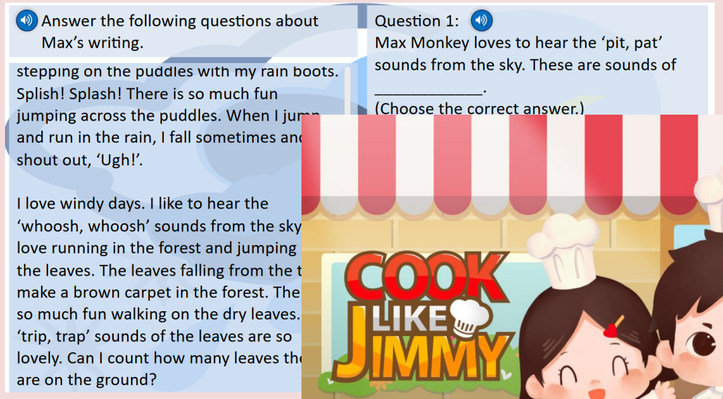
Student Interface

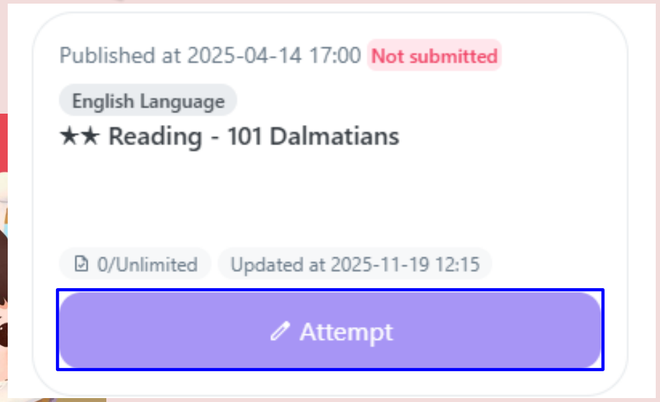
Theme & Topic

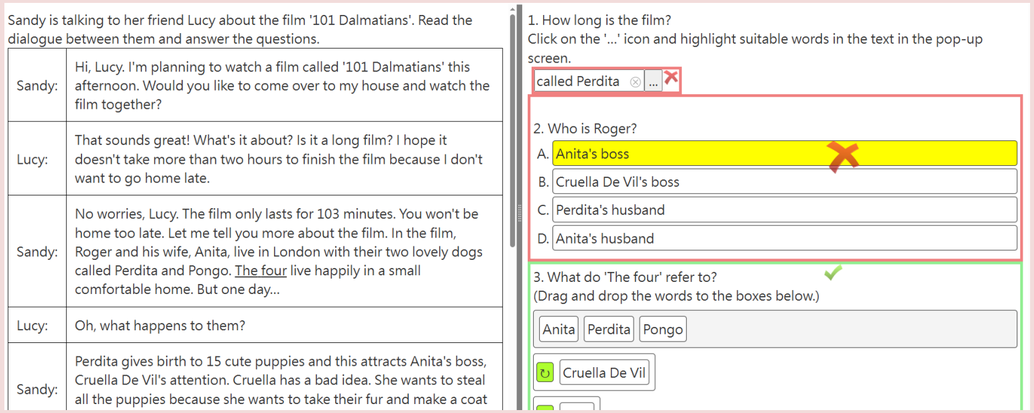
Level of Difficulty

Task Preview

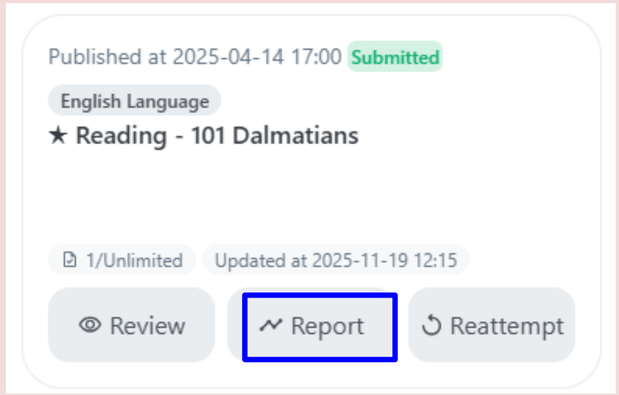








Student Interface



Overall Score

Individual report

Close

Paper title ★★ Reading - 101 Dalmatians
Name Student S1A-2 / Student S1A-2
Items total 5
Submit time 2025-11-28 14:19
Task/item coverage Full curriculum
Class - No. S1A - 2
Paper type Student Self-selected Assessments

5 Computer-marked question(s)
1 ✓ 4 ✗

Individual report | Paper Analysis (Individual)

Item No.	Suggested answer	Student answer	Correctness	Language skill
1-1	John Hughes	John Hughes	✓	ERC2.1,ERC2.5, ERL2.1
1-2	D	A	✗	ERC1.6
1-3	B	A	✗	ERC2.2
1-4	D	E	✗	ERC2.7
1-5	B	A	✗	ERC2.12

Suggested Answers

Note

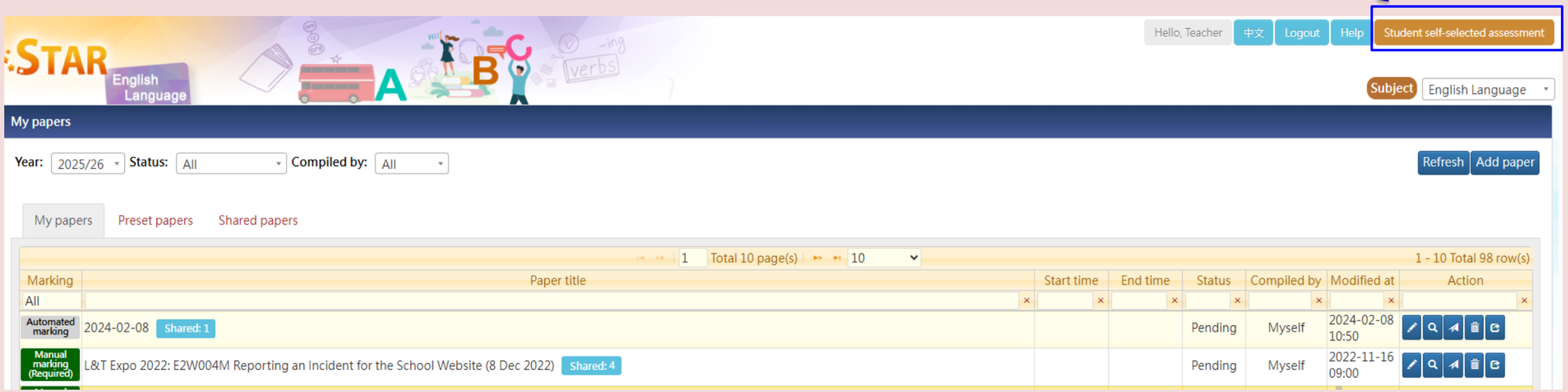
1	ERC1.6	Understand the connection between ideas by identifying cohesive devices, including connectives (e.g. and, but, or) and pronouns (e.g. he, them, my)
2	ERC2.1	Use known parts of words or word association to work out the meaning of unknown words (e.g. happy/unhappy, care/ careless, bath/bathroom)
3	ERC2.12	Understand intention, attitudes and feelings conveyed in a reading text / multimodal text by recognising features such as the choice and use of language, and images
4	ERC2.2	Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
5	ERC2.5	Recognise the format, visual elements (e.g. font, colour, size, images) and language features of a variety of text types (e.g. journals, letters, menus, reports)
6	ERC2.7	Understand the connection between ideas by identifying cohesive devices (e.g. also, at last, because, first, however, if, therefore)
7	ERL2.1	Scan a text to locate specific information by using strategies such as looking at headings and repeated phrases

Question Intent

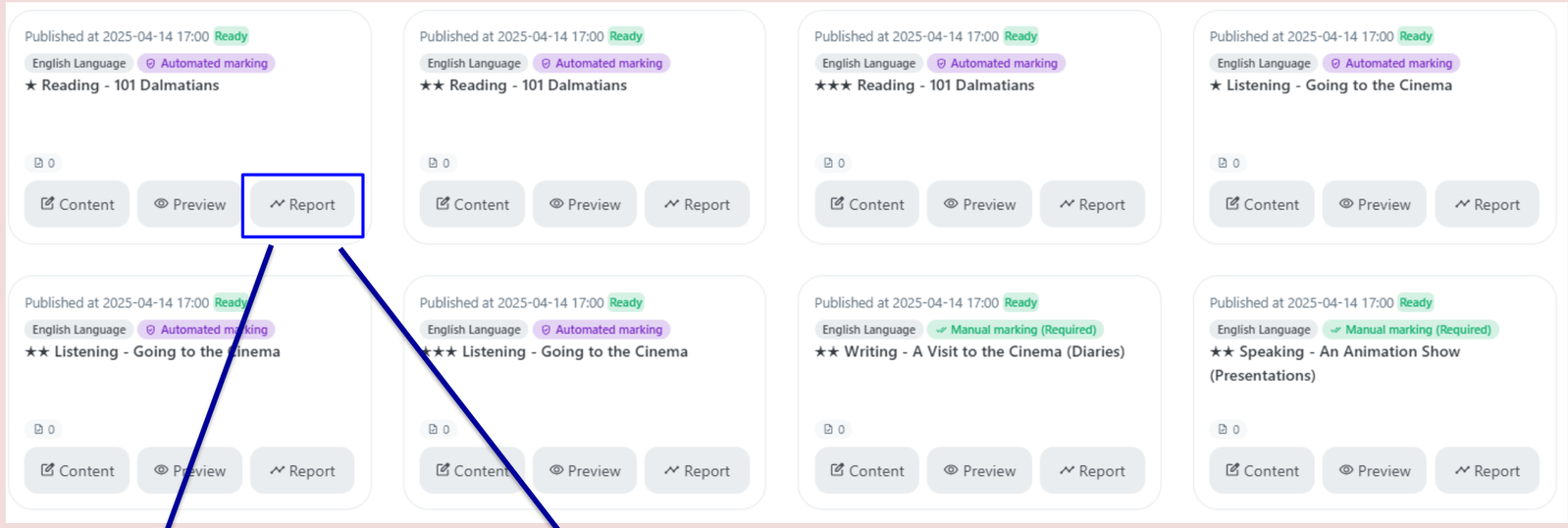
“Student Self-selected Assessments”

Teacher Interface

Student Self-selected Assessments



Teacher Interface

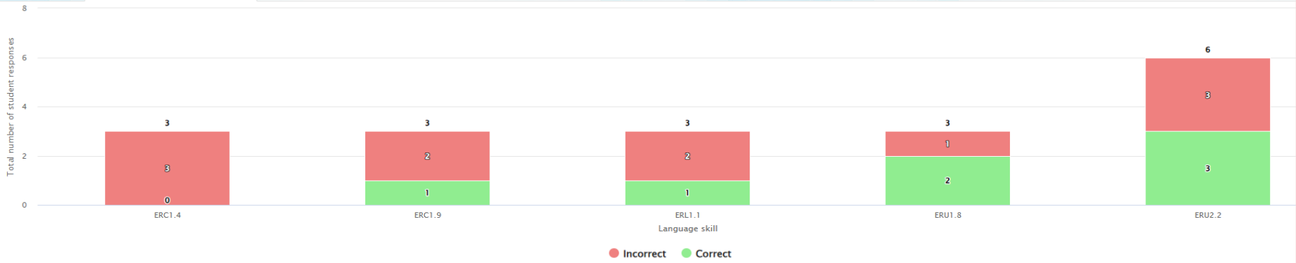


Performance of **all & individual students**

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

Web-based Learning and Teaching Support

GoAdaptive

*A one-stop portal of L&T Resources**

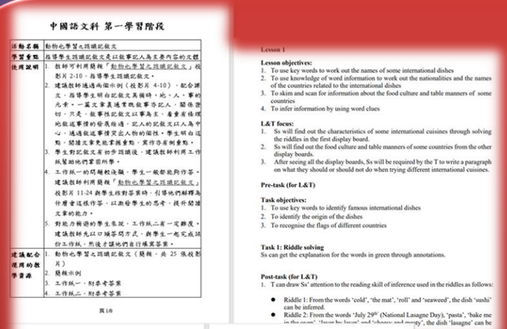
- **To <u>consolidate all the existing L&T resources</u> on the STAR Platform so as to provide students and teachers with more appropriate support via a <u>one-stop portal</u>**
- **To add <u>interactive games and animations</u> at the "Student Self-selected Assessments" to facilitate <u>students' self-directed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

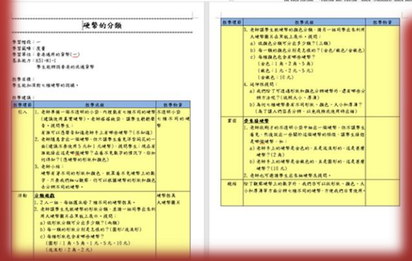
**to be rolled out in phases*

Examples of L&T Resources

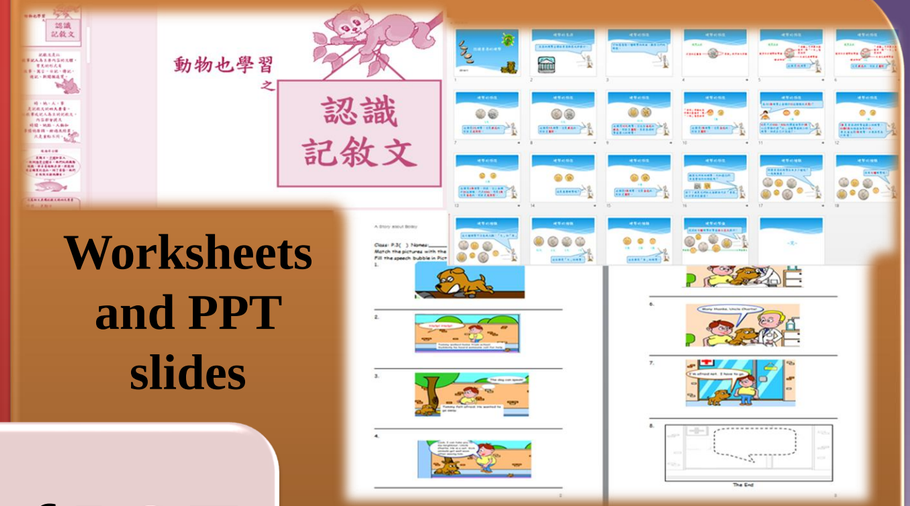
Types of L&T Resources

Lesson plans and activity guidelines

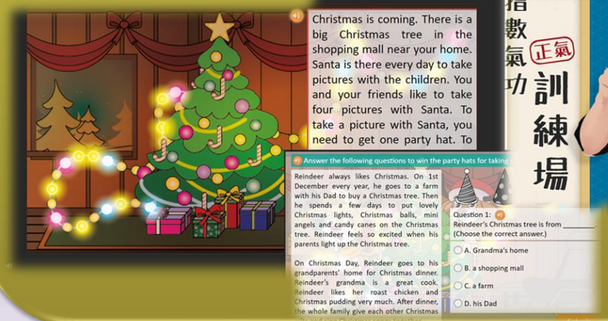




Worksheets and PPT slides



Interactive practices and games



Animations

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

STAR

Facilitating Assessment for Learning

STAR

Pre-lesson preparation

Shedding light on students' prior knowledge and skills

Setting learning objectives

STAR

Designing tasks to help students achieve the learning objectives

STAR

Helping teachers to fine-tune teaching strategies

STAR

Providing opportunities for students to demonstrate what they have learnt

STAR

Revealing the gaps in the learning process

STAR

Analysing and using the assessment data effectively

STAR

Reviewing the learning objectives and teaching strategies

Identifying students' strengths, weaknesses and learning difficulties

STAR

Providing teachers with evidence of students' learning

STAR

Encouraging Student Self-learning

Modules suggested for KS1 &KS2

Sample Unit – Oxford English 6A Unit 3

“Junior Super Chef”

Sample Unit – National Security Education

"Cherishing Food"

Reading (a story about a cooking competition)

Vocabulary (cooking actions)

Language (connectives)

Writing (recipes)

STAR

Pre-lesson Preparation

Learning and Teaching Activities

Lesson 1

Lesson 2

Learning and Teaching Activities

Learning and Teaching Activities

Lesson 3

Lesson 4

Learning and Teaching Activities

Learning and Teaching Activities

Lesson 5

Lesson 6

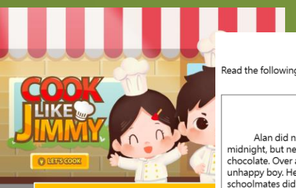
Learning and Teaching Activities

End Task

Teacher Assigned Assessments

Student Self-selected Assessments

Student Self-selected Assessments



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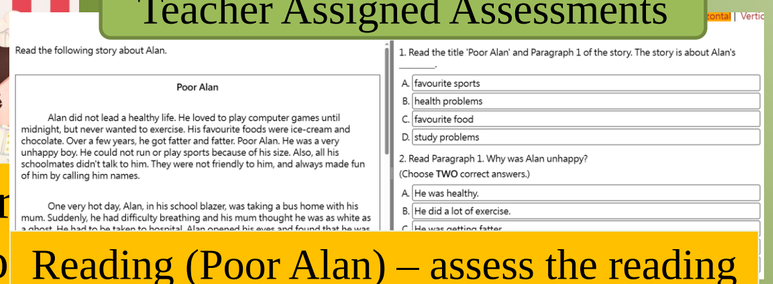
Reso



Read the following story about Alan.

Poor Alan

Alan did not lead a healthy life. He loved to play computer games until midnight, but never wanted to exercise. His favourite foods were ice-cream and chocolate. Over a few years, he got fatter and fatter. Poor Alan. He was a very unhappy boy. He could not run or play sports because of his size. Also, all his schoolmates didn't talk to him. They were not friendly to him, and always made fun of him by calling him names.

One very hot day, Alan, in his school blazer, was taking a bus home with his mum. Suddenly, he had difficulty breathing and his mum thought he was as white as

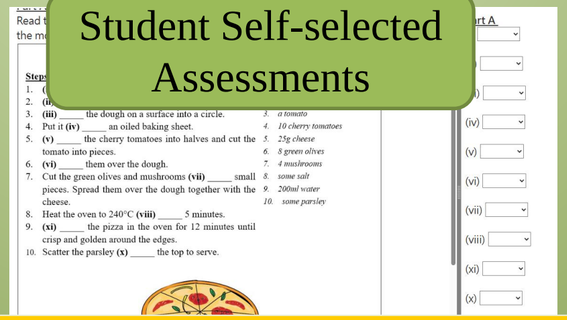
1. Read the title 'Poor Alan' and Paragraph 1 of the story. The story is about Alan's _____.

A. favourite sports
B. health problems
C. favourite food
D. study problems

2. Read Paragraph 1. Why was Alan unhappy?
(Choose **TWO** correct answers.)

A. He was healthy.
B. He did a lot of exercise.

Reading (Poor Alan) – assess the reading skills, e.g. locating specific information, inferring, understanding the connection between ideas



Steps

1. (
2. (ii)
3. (iii) _____ the dough on a surface into a circle.
4. Put it (iv) _____ an oiled baking sheet.
5. (v) _____ the cherry tomatoes into halves and cut the tomato into pieces.
6. (vi) _____ them over the dough.
7. Cut the green olives and mushrooms (vii) _____ small pieces. Spread them over the dough together with the cheese.
8. Heat the oven to 240°C (viii) _____ 5 minutes.
9. (xi) _____ the pizza in the oven for 12 minutes until crisp and golden around the edges.
10. Scatter the parsley (x) _____ the top to serve.

1. *a tomato*
2. *10 cherry tomatoes*
3. *25g cheese*
4. *8 green olives*
5. *4 mushrooms*
6. *some salt*
7. *200ml water*
8. *some parsley*

(iv)
(v)
(vi)
(vii)
(viii)
(xi)
(x)

Writing (Making a healthy dish) – recycle the targeted vocabulary and grammar item

Speaking (Healthy Eating) – provide ideas for the End Task

Navigating the STAR Platform

Full Curriculum & Student Corner

☺ **Teacher's interface**

– Assign the selected tasks to students

Steps of assigning assessments to Ss

☺ **Students' interface**

– Attempt the tasks

– Submit the completed tasks

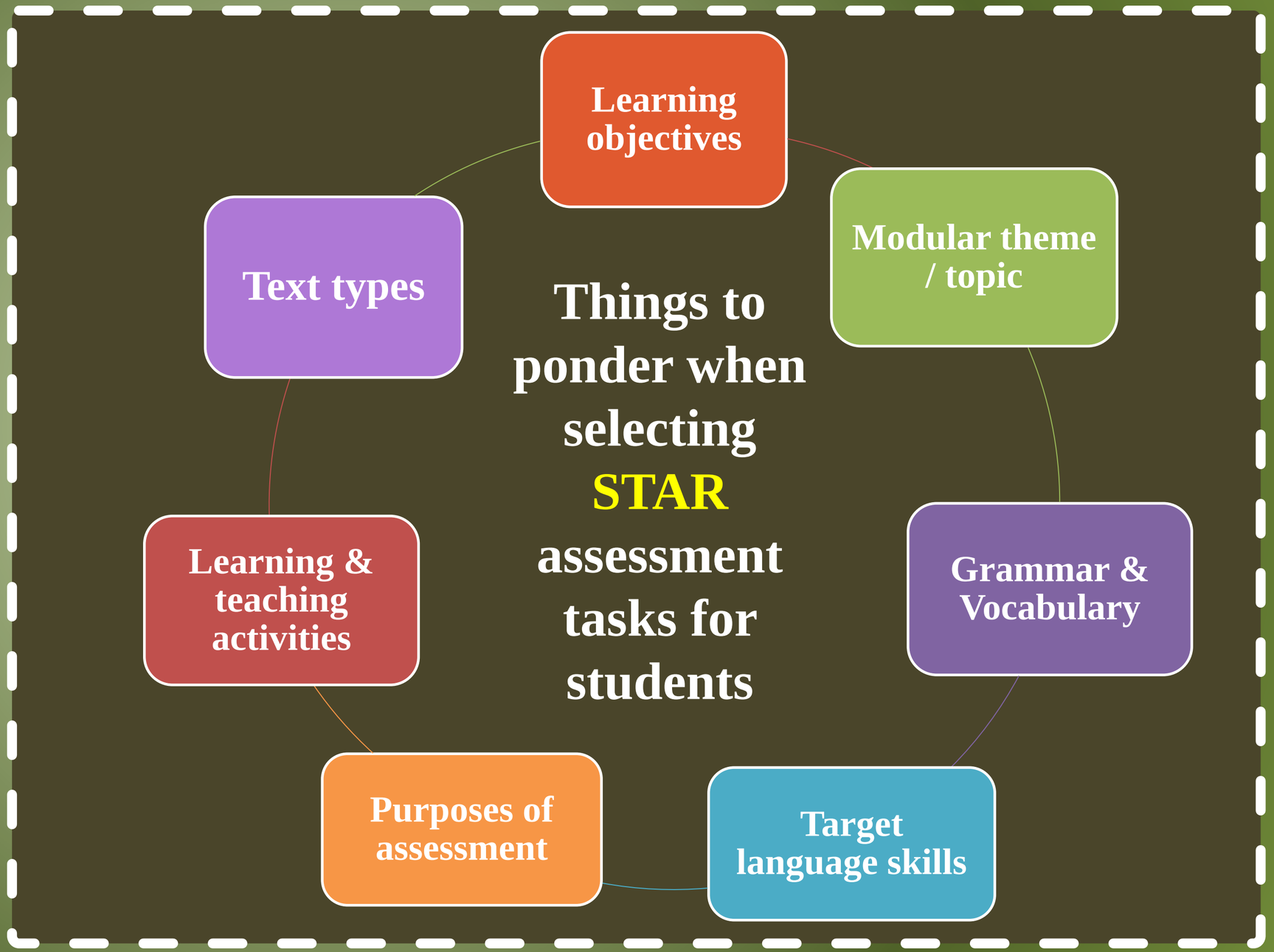
Steps of completing assessments

☺ **Student Corner**

- Self-select tasks / learning materials

Steps of finding the tasks and learning materials

STAR platform


Learning objectives
Modular theme / topic
Grammar & Vocabulary
Target language skills
Purposes of assessment
Learning & teaching activities
Text types
Things to ponder when selecting STAR assessment tasks for students

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

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

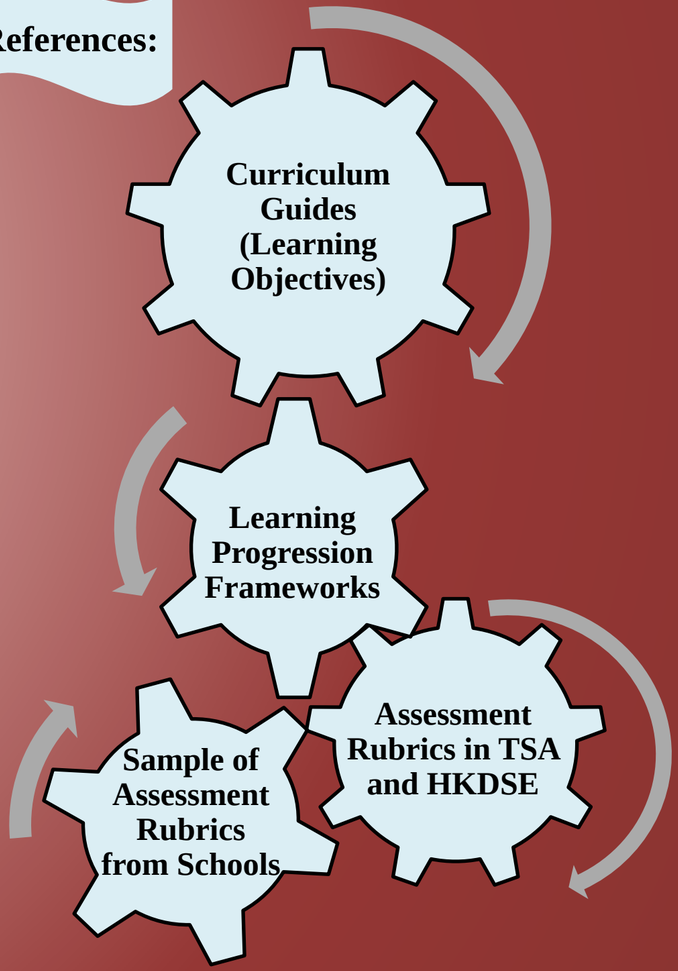
Process

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:



Snapshots of the Preliminary Deliverables (English Language)

ChatBot

Step-by-step guidance, e.g. Recalling experiences – Have you ever tried to reduce energy usage at home?

Snapshots of the Preliminary Deliverables (English Language)

AI Marking

Overlay Marking + Corrections + Explanations + Suggestions for Improvement

Score Details and General Comments

Incorporation of AI Tools into STAR (Trial) – Coming Up

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

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