The Latest Development of **St**udent **A**ssessment **R**epository (**STAR**) – KS3
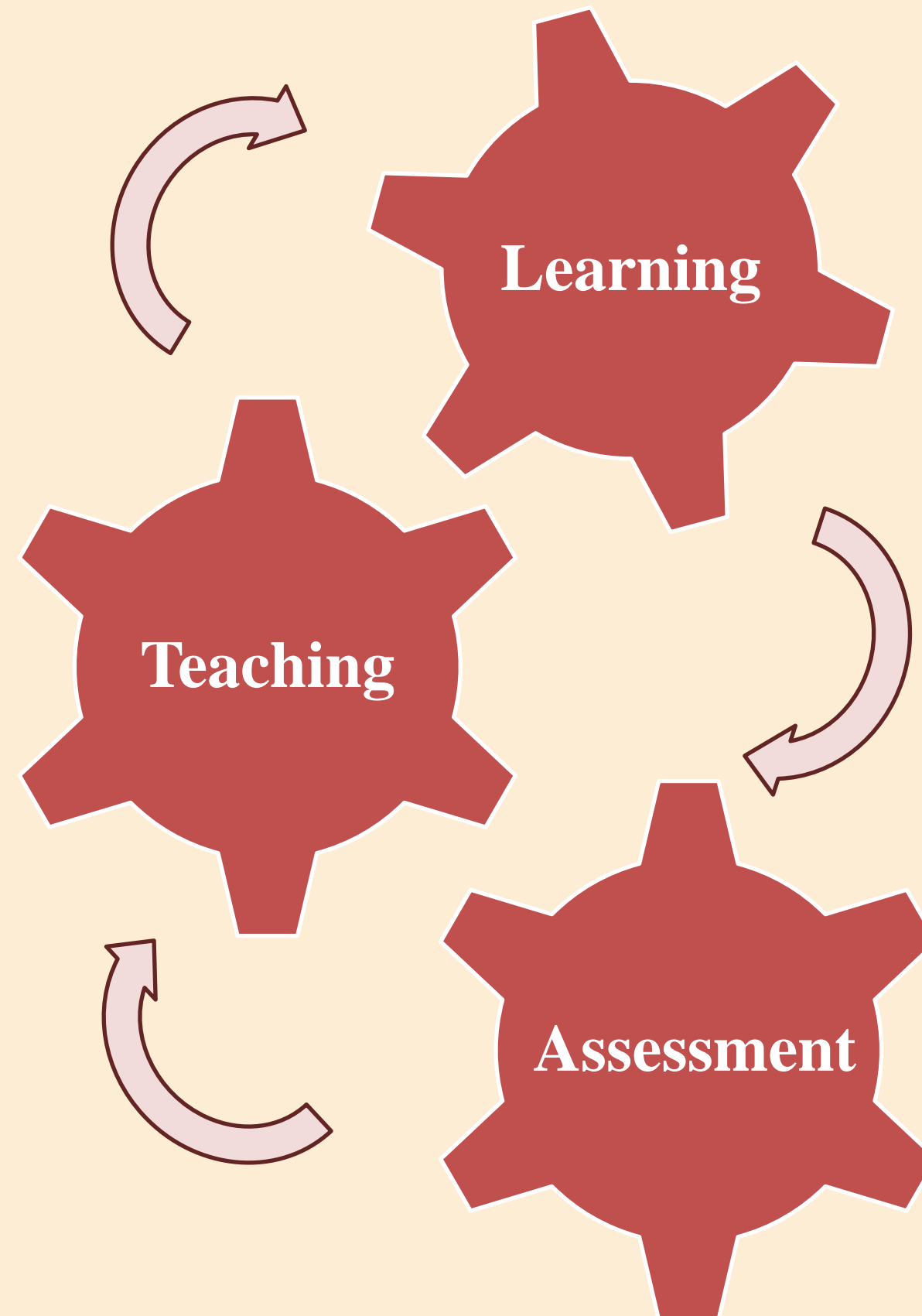
Assessment and HKEAA Section
Education Infrastructure Division
Education Bureau
December 2025

'Curriculum'
and
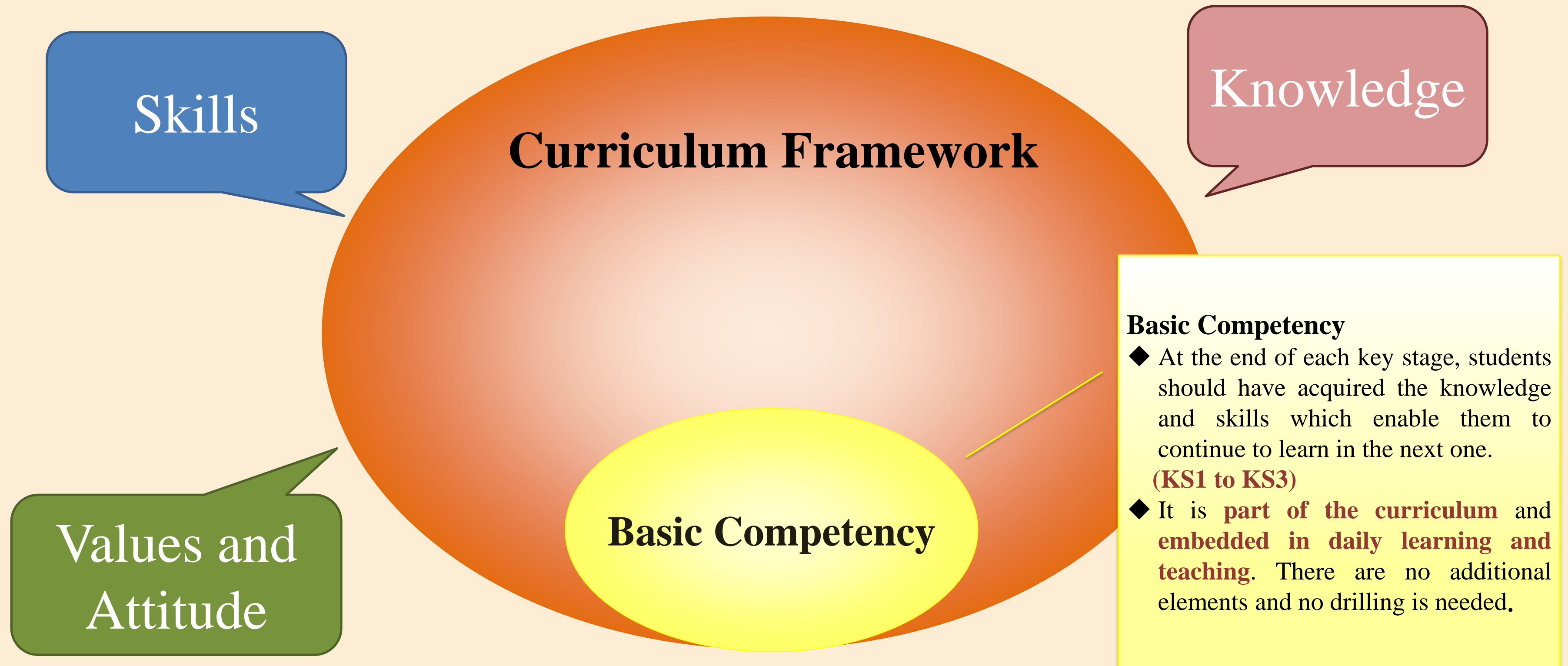# 'Basic Competency'

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

Values and Attitude

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

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)

6

STAR

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

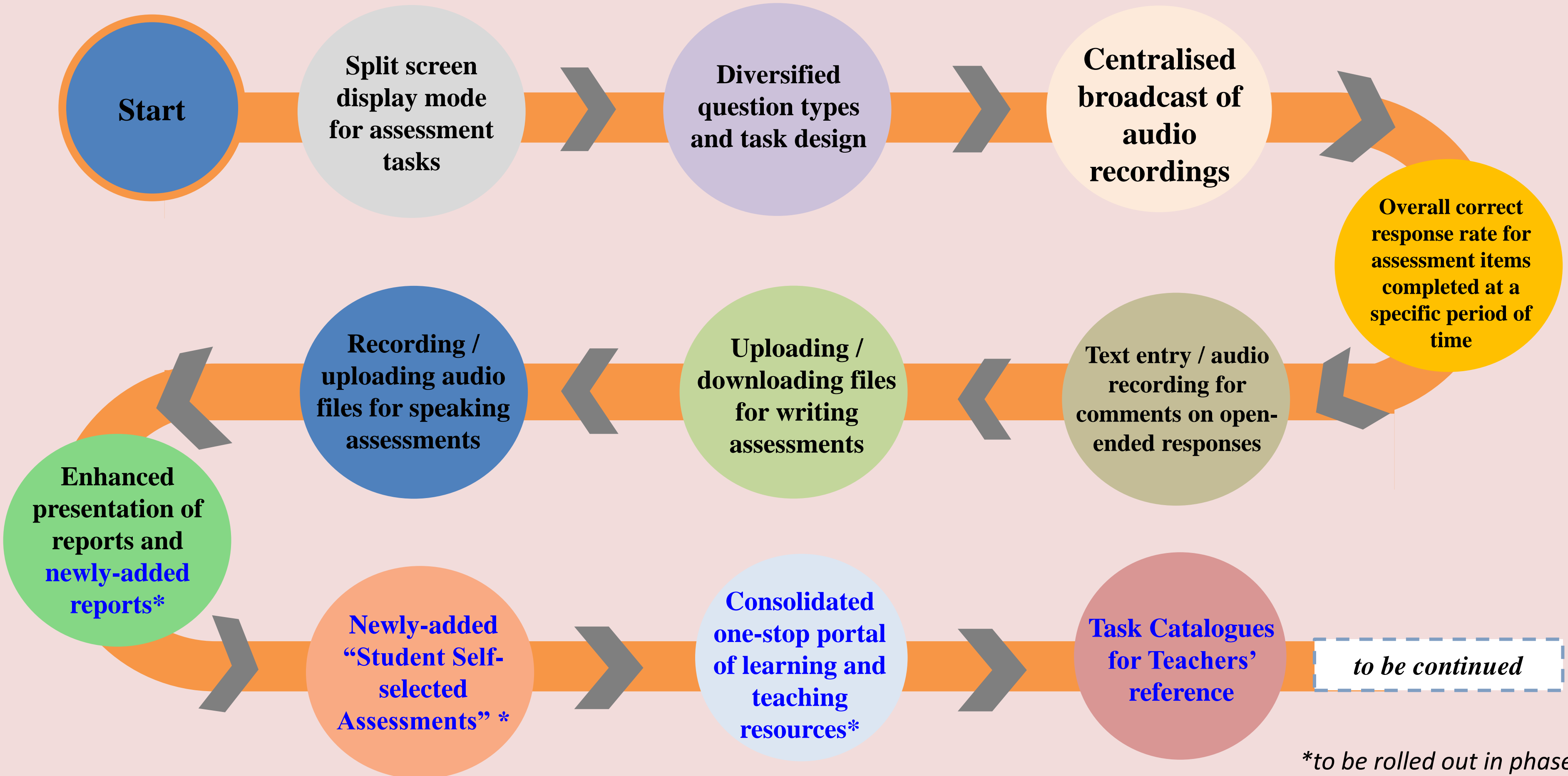**Instant feedback / reports** for teachers to understand students' learning situation and review teaching strategies and curriculum planning

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

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

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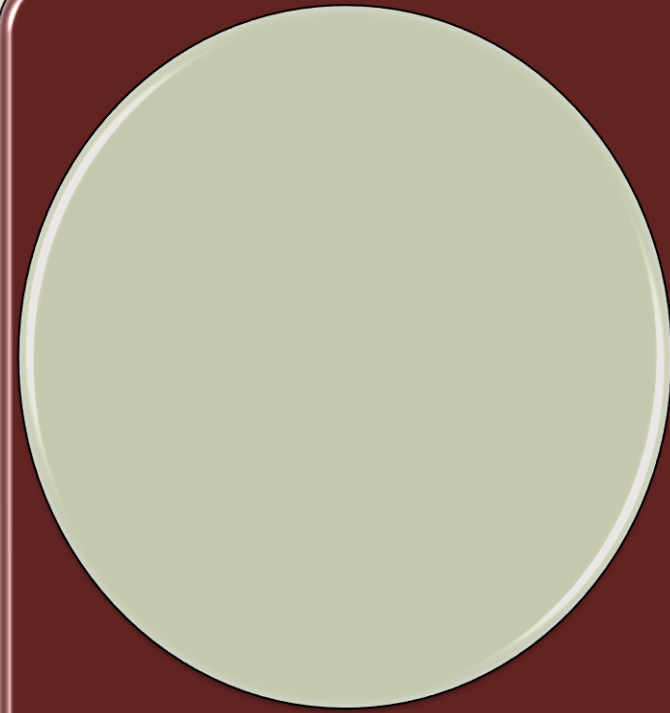
Assessing students' performance / progression along the development continuum of learning English from Primary 1 to Secondary 3 (KS1 – KS3)
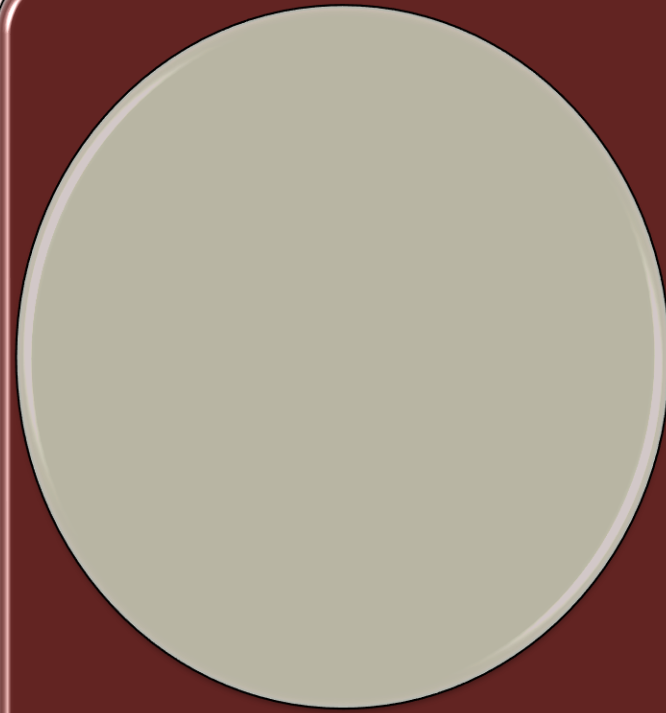
Helping English Language teachers better understand and articulate students' performance and facilitate the teachers' strategical planning of remediation and progression (L&T and curriculum planning)
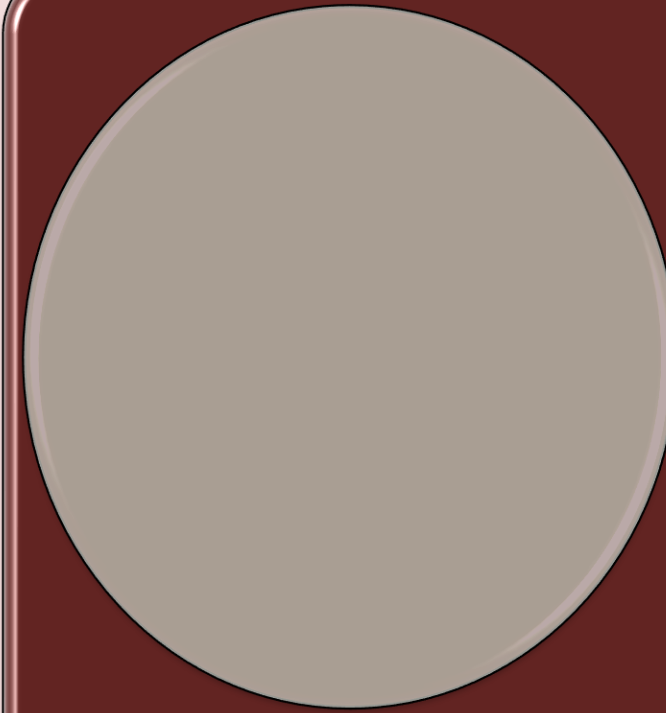
Making reference to the learning objectives in the curriculum guide and the learning outcomes and pointers (i.e. Attainment Milestones (ATMs)) in the Learning Progression Framework
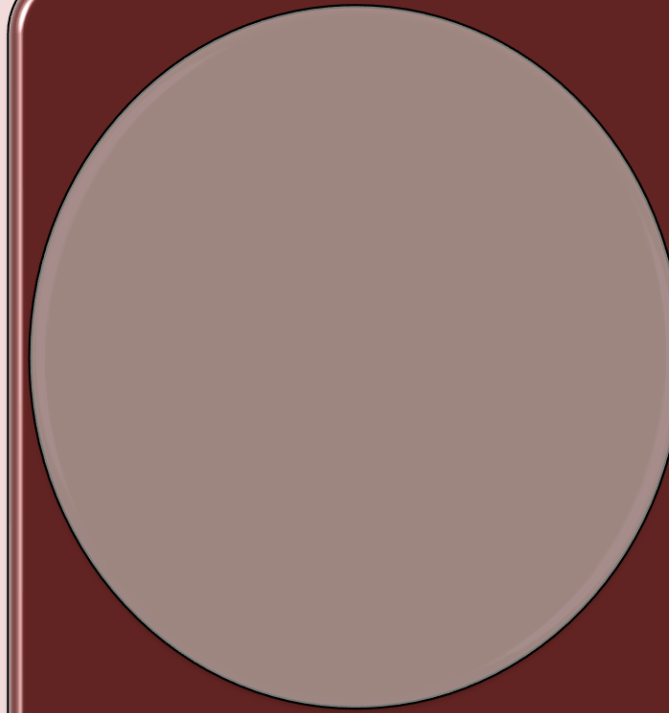
Decoding and explaining students' performance (target language skills) with the help of annotations (diagnostic and qualitative descriptions)

English Language

The Latest Enhancement (I)
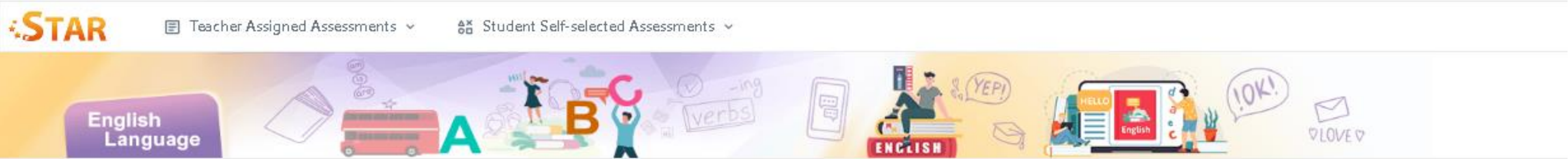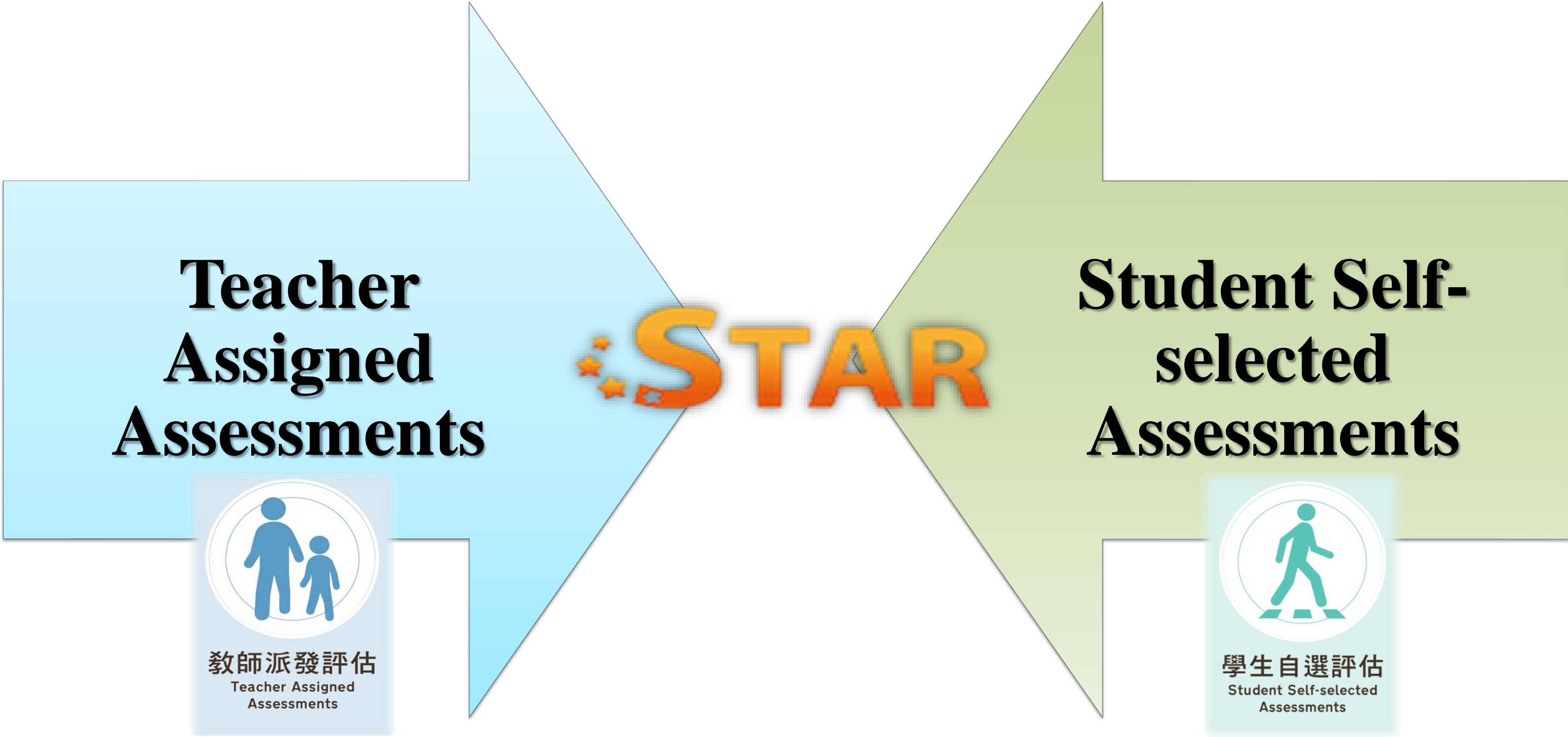
Objectives and Design of the "Student Self-selected Assessments"

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**.
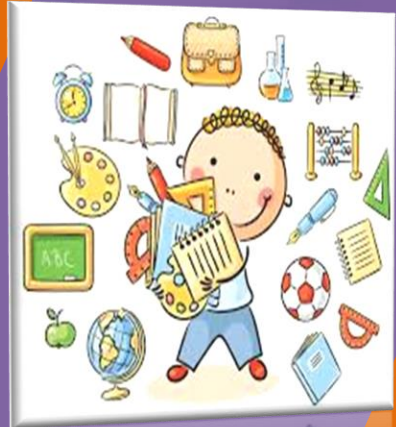
Instant Feedback

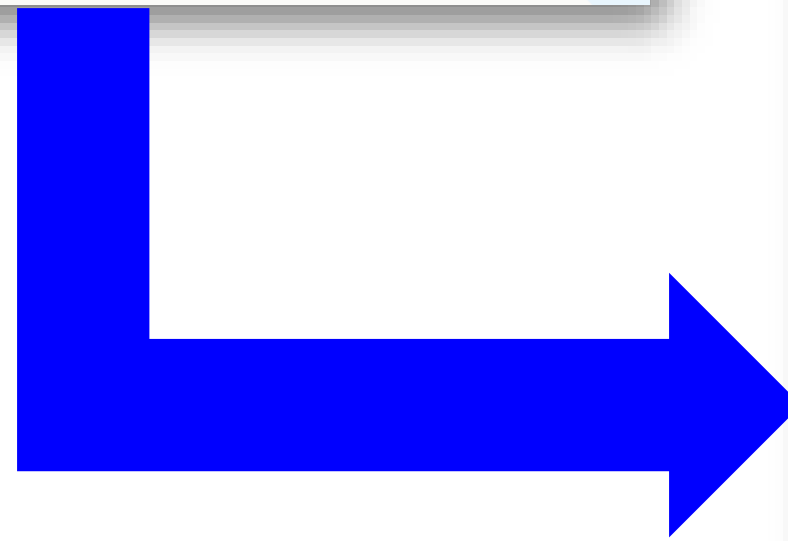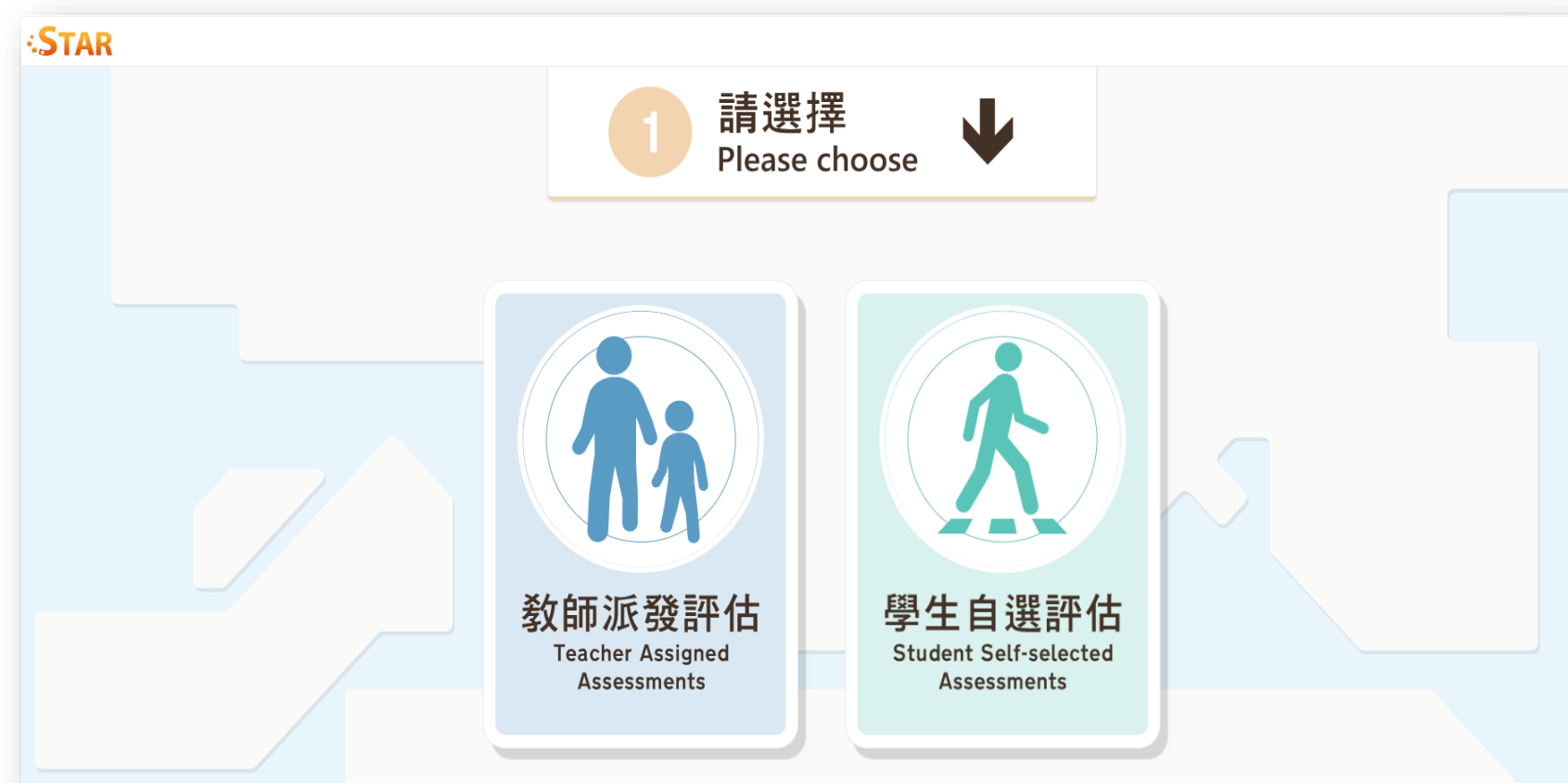All close-ended questions are computer-marked and **instant results/feedback** are/is provided.

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.
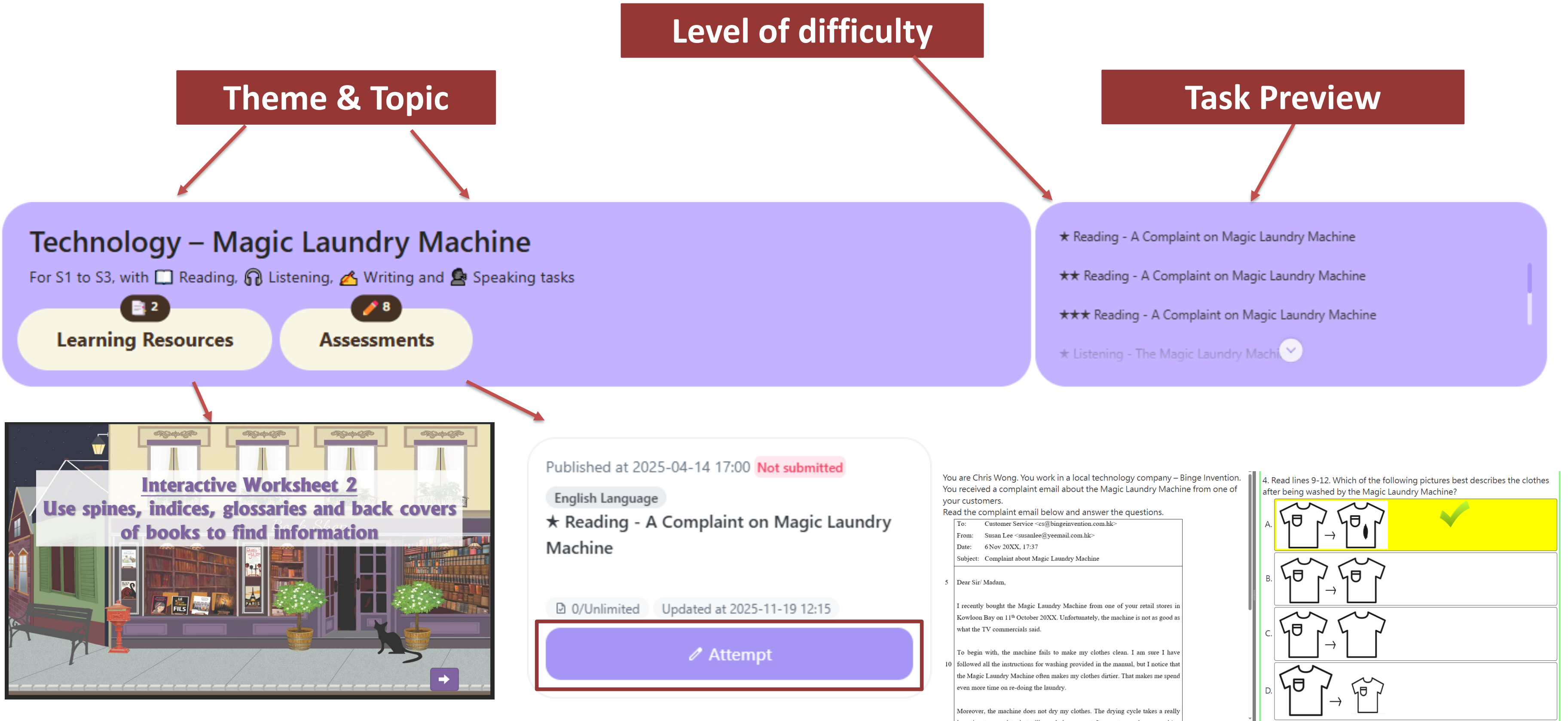
"Student Self-selected Assessments"

Student Interface

Student Interface

Level of difficulty

Theme & Topic

Task Preview

Technology – Magic Laundry Machine

For S1 to S3, with 📖 Reading, 🎧 Listening, ✍️ Writing and 💬 Speaking tasks

📑 2 Learning Resources

✏️ 8 Assessments

★ Reading - A Complaint on Magic Laundry Machine

★★ Reading - A Complaint on Magic Laundry Machine

★★★ Reading - A Complaint on Magic Laundry Machine

★ Listening - The Magic Laundry Machine

Interactive Worksheet 2
Use spines, indices, glossaries and back covers of books to find information

Published at 2025-04-14 17:00 **Not submitted**

English Language

★ Reading - A Complaint on Magic Laundry Machine

📄 0/Unlimited   Updated at 2025-11-19 12:15

✏️ Attempt

You are Chris Wong. You work in a local technology company – Binge Invention. You received a complaint email about the Magic Laundry Machine from one of your customers.
Read the complaint email below and answer the questions.

To:	Customer Service <cs@bingeinvention.com.hk>
From:	Susan Lee <susanlee@yeemail.com.hk>
Date:	6 Nov 20XX, 17:37
Subject:	Complaint about Magic Laundry Machine

5   Dear Sir/ Madam,

I recently bought the Magic Laundry Machine from one of your retail stores in Kowloon Bay on 11th October 20XX. Unfortunately, the machine is not as good as what the TV commercials said.

To begin with, the machine fails to make my clothes clean. I am sure I have followed all the instructions for washing provided in the manual, but I notice that the Magic Laundry Machine often makes my clothes dirtier. That makes me spend even more time on re-doing the laundry.

10   Moreover, the machine does not dry my clothes. The drying cycle takes a really

4. Read lines 9-12. Which of the following pictures best describes the clothes after being washed by the Magic Laundry Machine?

A. 👕 → 👕 ✅

B. 👕 → 👕

C. 👕 → 👕

D. 👕 → 👕

Student Interface

Published at 2025-04-14 17:00 Submitted

English Language
★ Reading - A Complaint on Magic Laundry Machine

📄 1/Unlimited   Updated at 2025-11-19 17:02

👁 Review   〰 Report   ↻ Reattempt

Overall Score

Paper title	★ Reading - A Complaint on Magic Laundry Machine		coverage	Full curriculum
Name	Student S1A-2 / Student S1A-2		Class - No.	S1A - 2
Items total	14		Paper type	Student Self-selected Assessments
Submit time	2025-11-20 08:43			

14 Computer-marked question(s)

7 ✔   7 ✖

Individual report   Paper Analysis (Individual)

Item No.	Suggested answer	Student answer	Correctness	Language skill
1-1	Susan Lee	ghgf	✖	ERC2.5
1-2	False	False	✔	ERL1.1
1-3	False	False	✔	ERL1.1
1-4	True	Not Given	✖	ERU3.7
1-5	D	D	✔	ERC2.2
1-6	A	A	✔	ERL2.2
1-7	A, B		✖	ERL2.2
1-8	B		✖	ERC1.6
1-9	unhappy	fdh	✖	ERL2.2
1-10	new washing machine	bn	✖	ERL2.2
1-11	🙂	🙁	✔	ERC2.12
1-12	🙂	🙁	✔	ERC2.12
1-13	🙂	🙂	✖	ERC2.12
1-14	🙂	🙂	✔	ERC2.12

Suggested Answers

Question Intent

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	ERC2.12	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
3	ERC2.2	Work out the meaning of an unknown word or expression by using visual clues, context and knowledge of the world
4	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)
5	ERL1.1	Locate specific information in a short text in response to questions
6	ERL2.2	Identify details that support the gist or main ideas
7	ERU3.7	Identify implied meanings through making inferences

"Student Self-selected Assessments"
Teacher Interface

Student Self-selected Assessments

Teacher Interface

Performance of **all & individual students**

Published at 2025-04-14 17:00 Ready

English Language ⊘ Automated marking

★ Reading - A Complaint on Magic Laundry Machine

📄 0

☑ Content   👁 Preview   📈 Report

Paper Analysis of **all & individual students**

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

*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
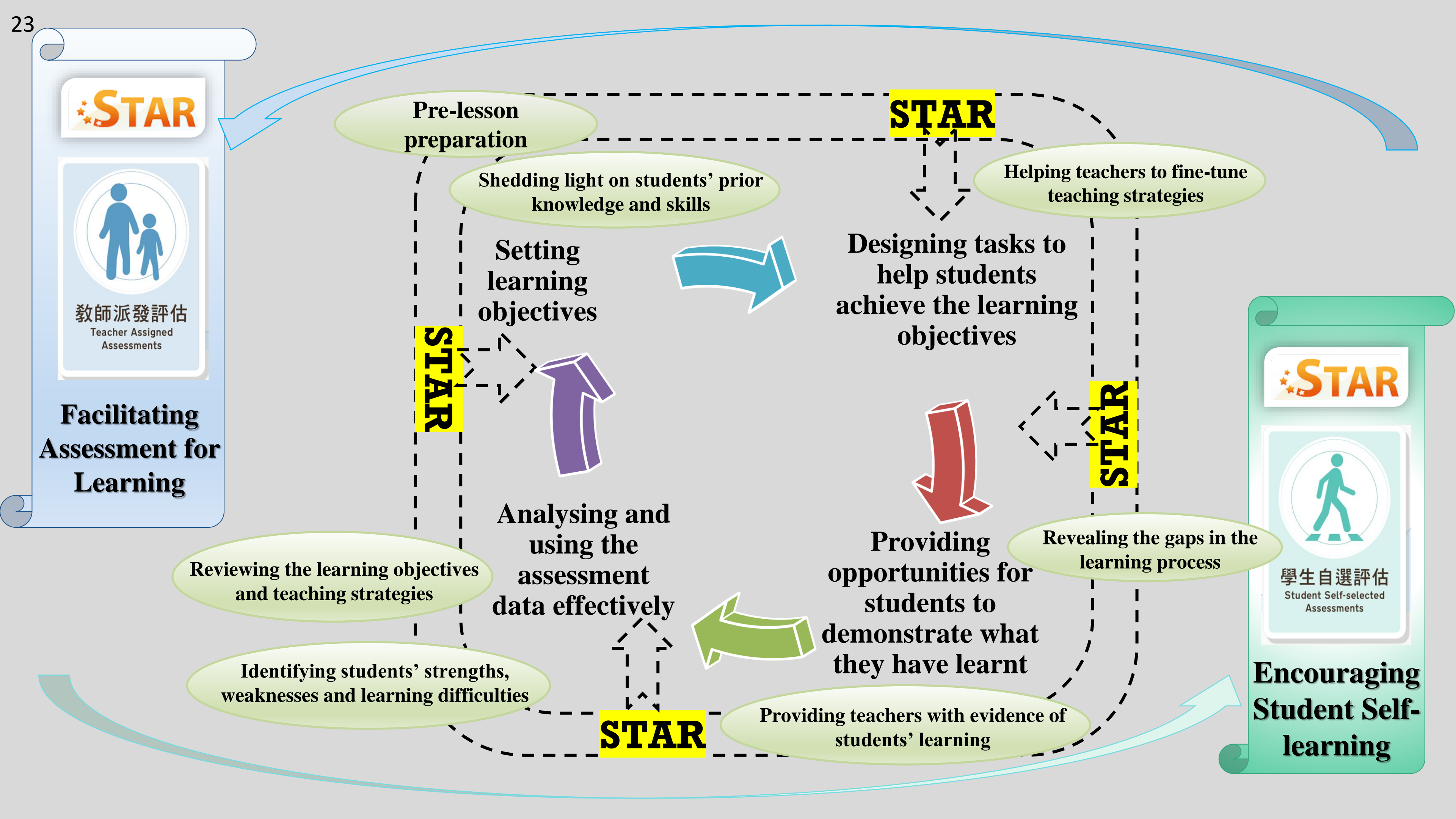
Modules suggested for KS3

KS3 (S1-3)

- Teenage Life
- Rights and Responsibilities
- Getting Along with Others
- Study, School Life and Work
- Cultures of the World
- Wonderful Things
- Nature and Environment

ELCG (Primary 1- Secondary 6), 2017, Appendix 11
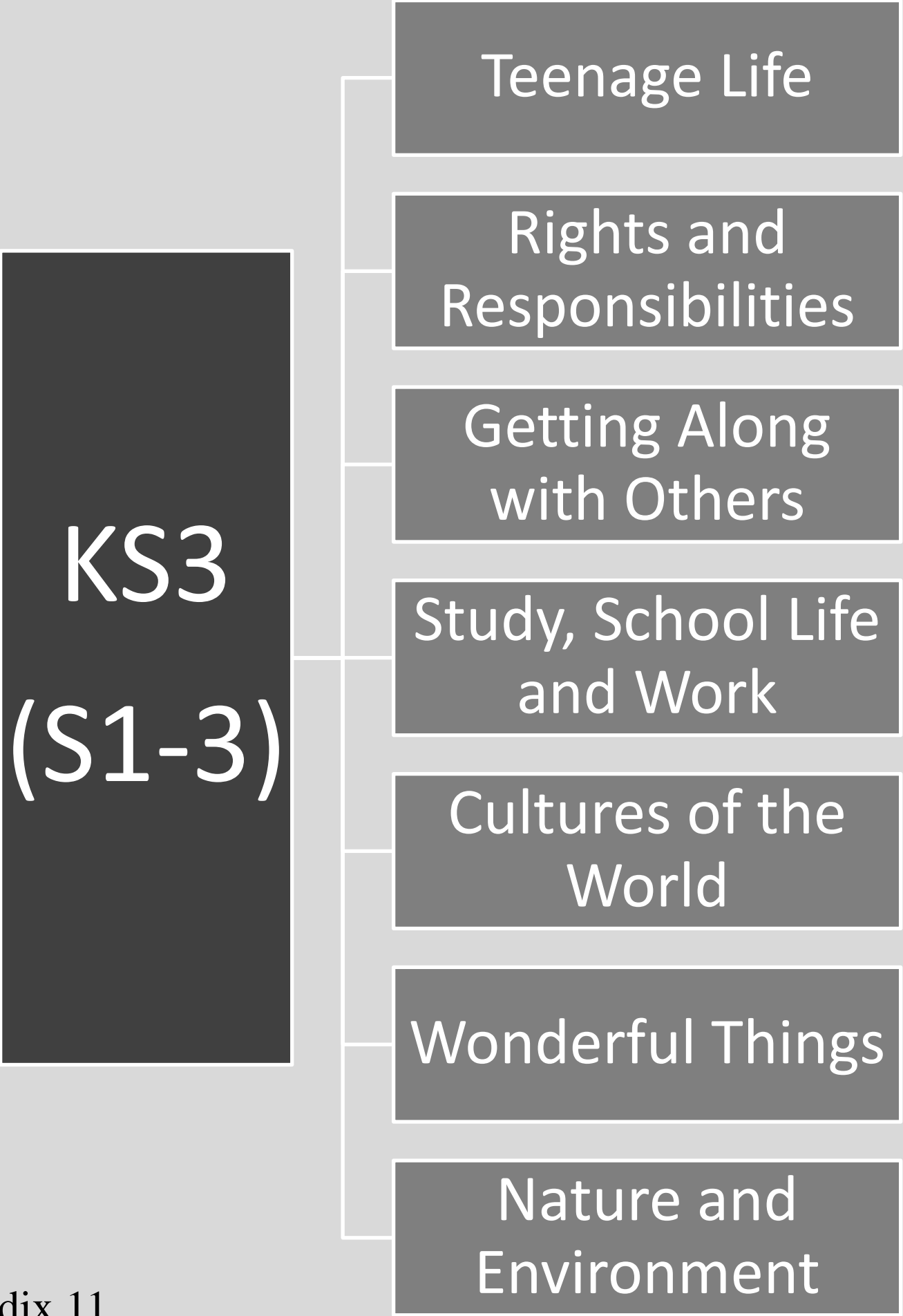
Sample Unit - National Security Education at the Secondary Level (Junior Secondary)

"Artificial Intelligence (AI) and Our World"

Module: Study, School Life and Work
Unit: Artificial Intelligence (AI)
Objectives: To explore concepts related to artificial intelligence security

The first non-human AI student, Zhibing, studying in Department of Computer Science and Technology in Tsinghua University

(English Language Resource Kit on National Security Education at the Secondary Level (2024))

National Security Education (KS3)
- **AI and Our World (Suggested sequence with STAR tasks)**

In-class discussion
- application of AI in daily life
- reflection on the role of AI in our daily life

Video watching
- learn about AI student
- recent development of AI in our country

Extended Reading
- to learn more about the topic
- to learn about the impact of AI on future workforce

Pre-viewing preparation

Pre-viewing

While-viewing

Post-viewing

Reading texts about AI / robots
- arouse interest
- build up schema

Student Self-selected Assessments

Part B Writing Task
You are going to join the AI Robot Design Competition organised by the IT Club of your school. Prepare a leaflet to introduce the AI robot that you have designed. Create a name for your AI robot and use it as the title of the leaflet. In the leaflet, you may include:
- problem(s) that your AI robot can help solve
- basic details of your AI robot (e.g. appearance, features, etc.)
- special functions of your AI robot

Student Self-selected Assessments

Writing task – Design an AI Robot to help with studies / in daily life
- recycle and apply the ideas gathered in the video

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

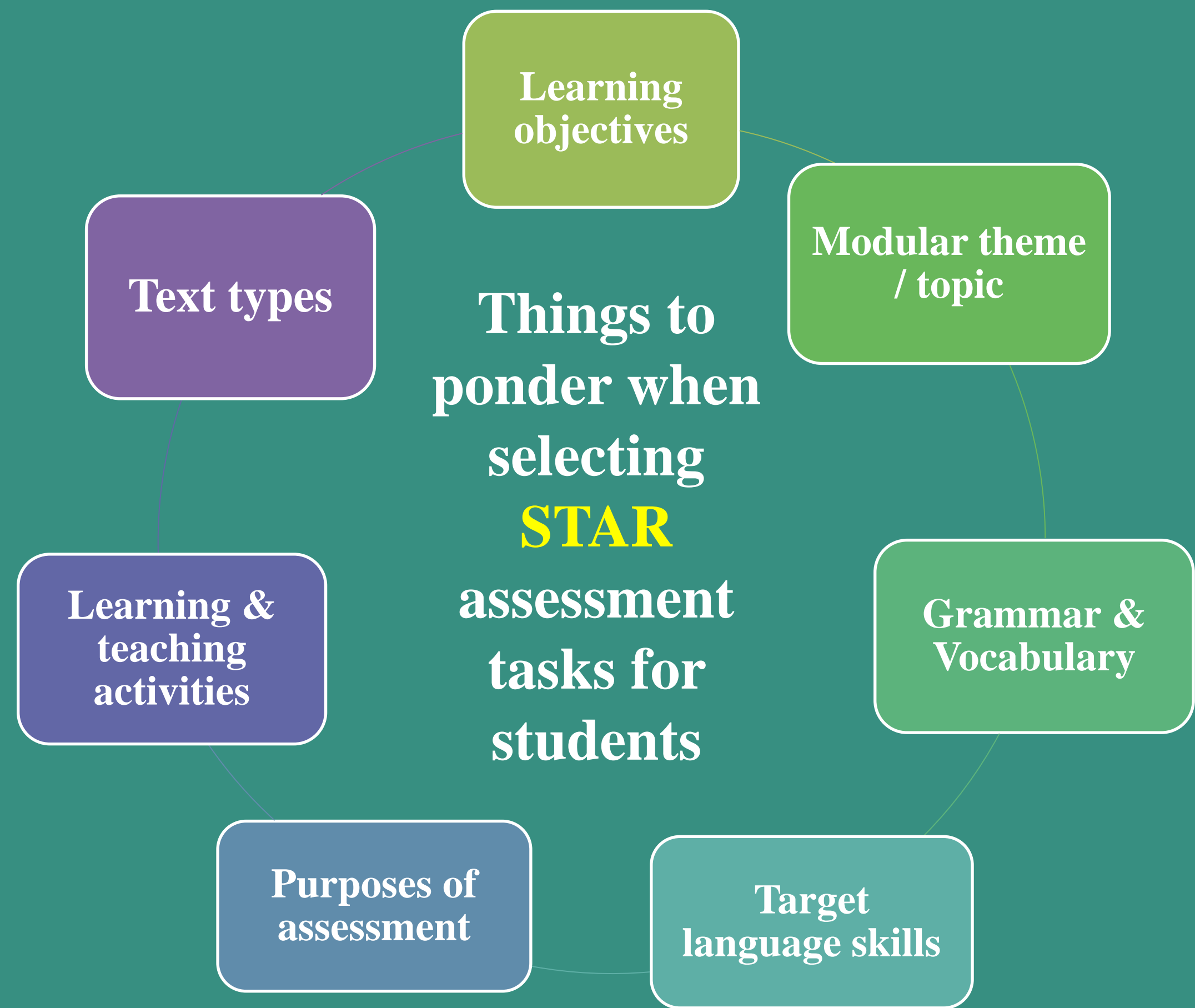Steps of completing assessments

☺ **Student Corner**

- Self-select tasks

/ learning materials

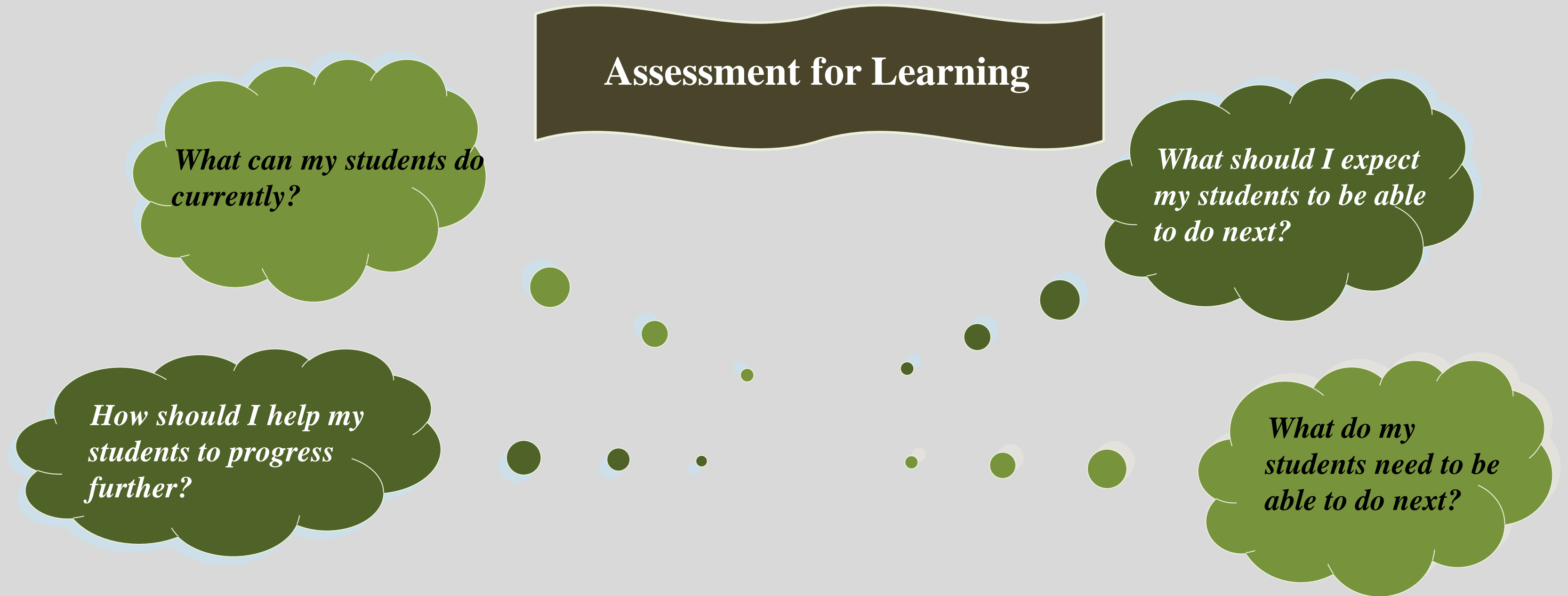Steps of finding the tasks and learning materials

STAR platform

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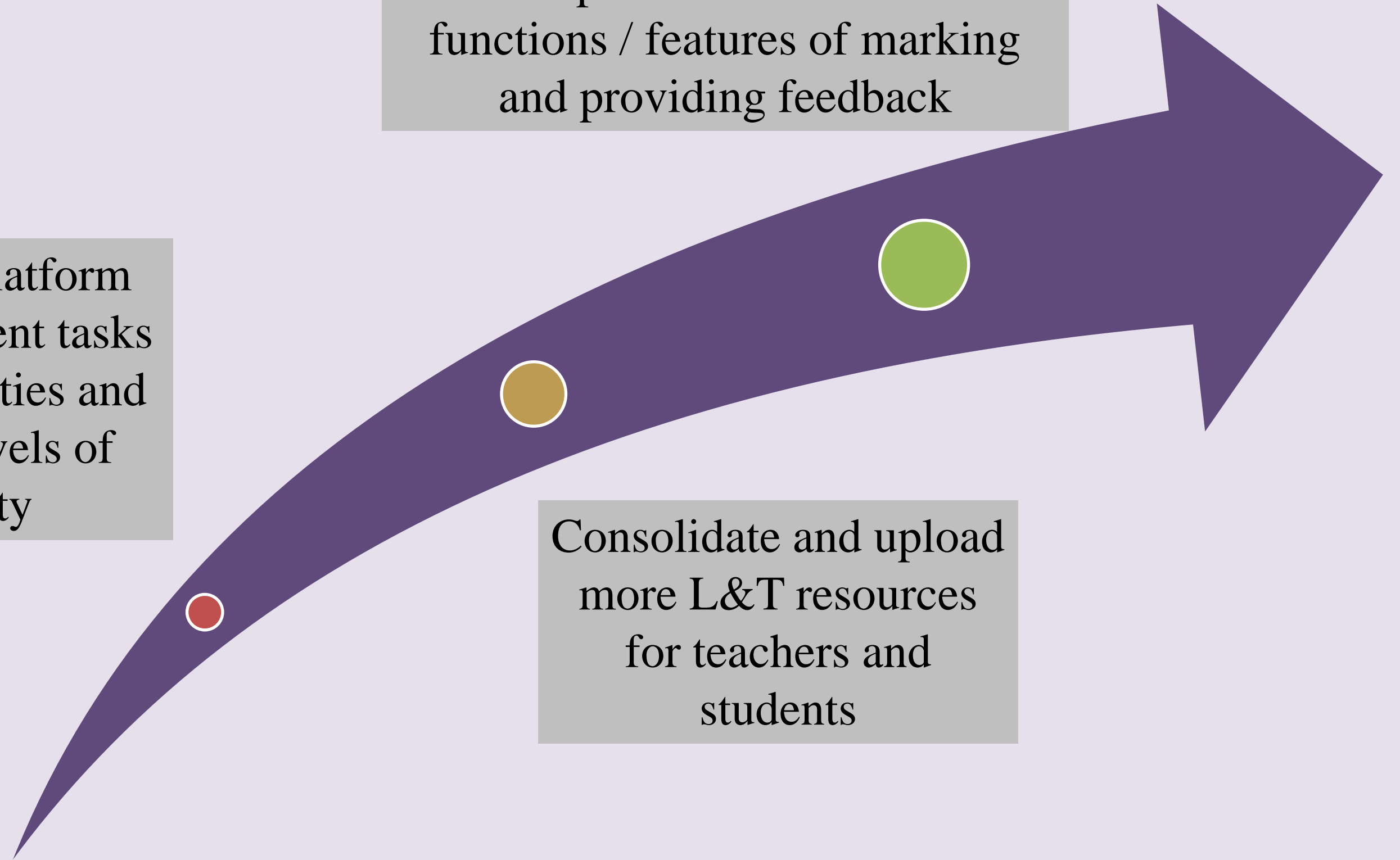
Assessment for Learning

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

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)

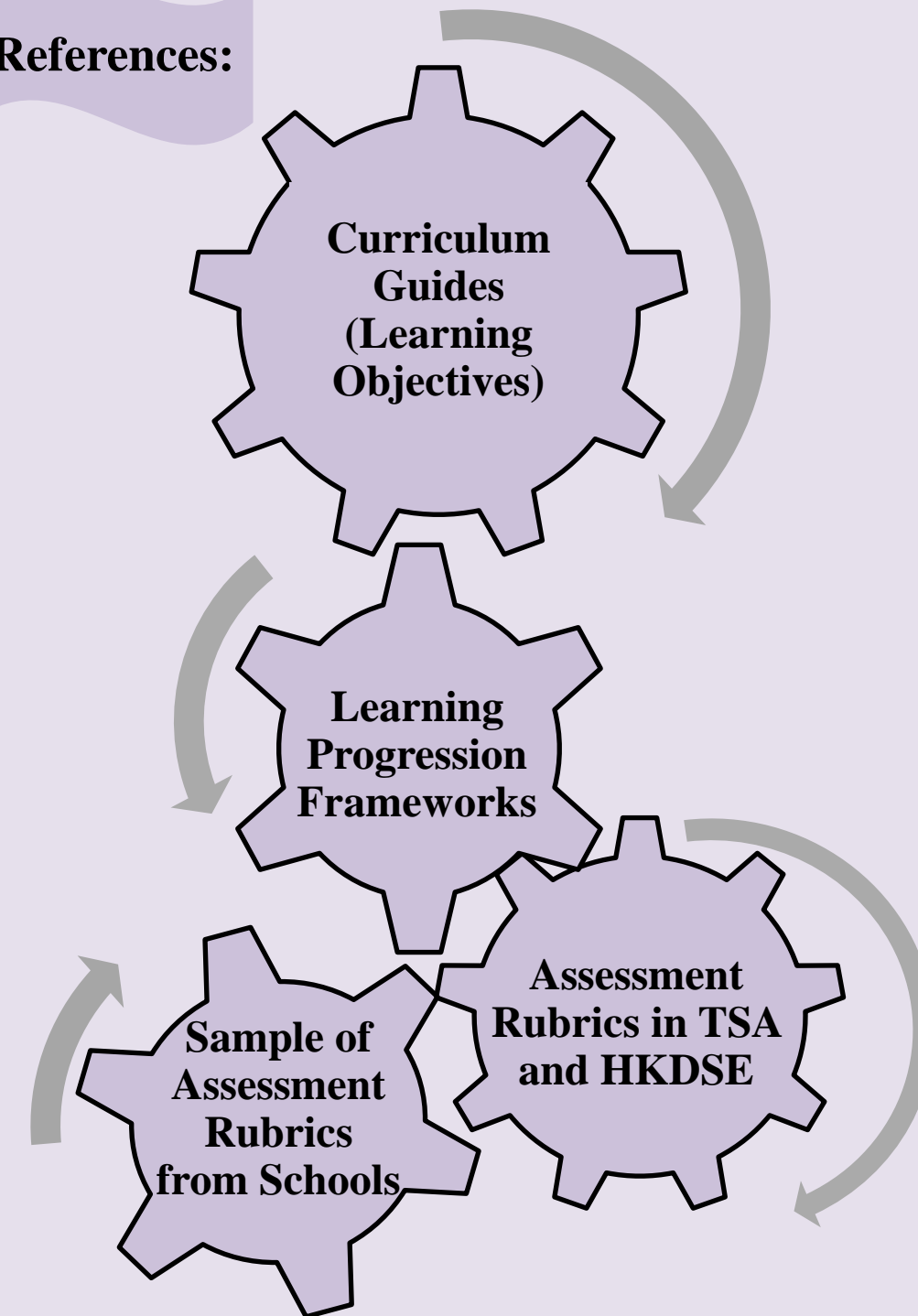- evaluates and provides feedback according to the relevant assessment rubrics

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:

Curriculum Guides (Learning Objectives)

Learning Progression Frameworks

Assessment Rubrics in TSA and HKDSE

Sample of Assessment Rubrics from Schools

Scopes and Features of the Trial of ChatBot and AI Marking

ChatBot

Guidance / Instructions on how to start the writing task, e.g. Why did you decide to volunteer at a dog shelter?

Scopes and Features of the Trial of ChatBot and AI Marking

AI Marking

Overlay Marking + Corrections + Explanations + Noteworthy Parts + Suggestions for Improvement

Incorporation of AI Tools into ==STAR== (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