The Latest Development of Student Assessment Repository (STAR)

Secondary Level

Assessment and HKEAA Section
Education Infrastructure Division
Education Bureau
March 2026

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 Trial of "Student Self-selected Assessments" to all schools

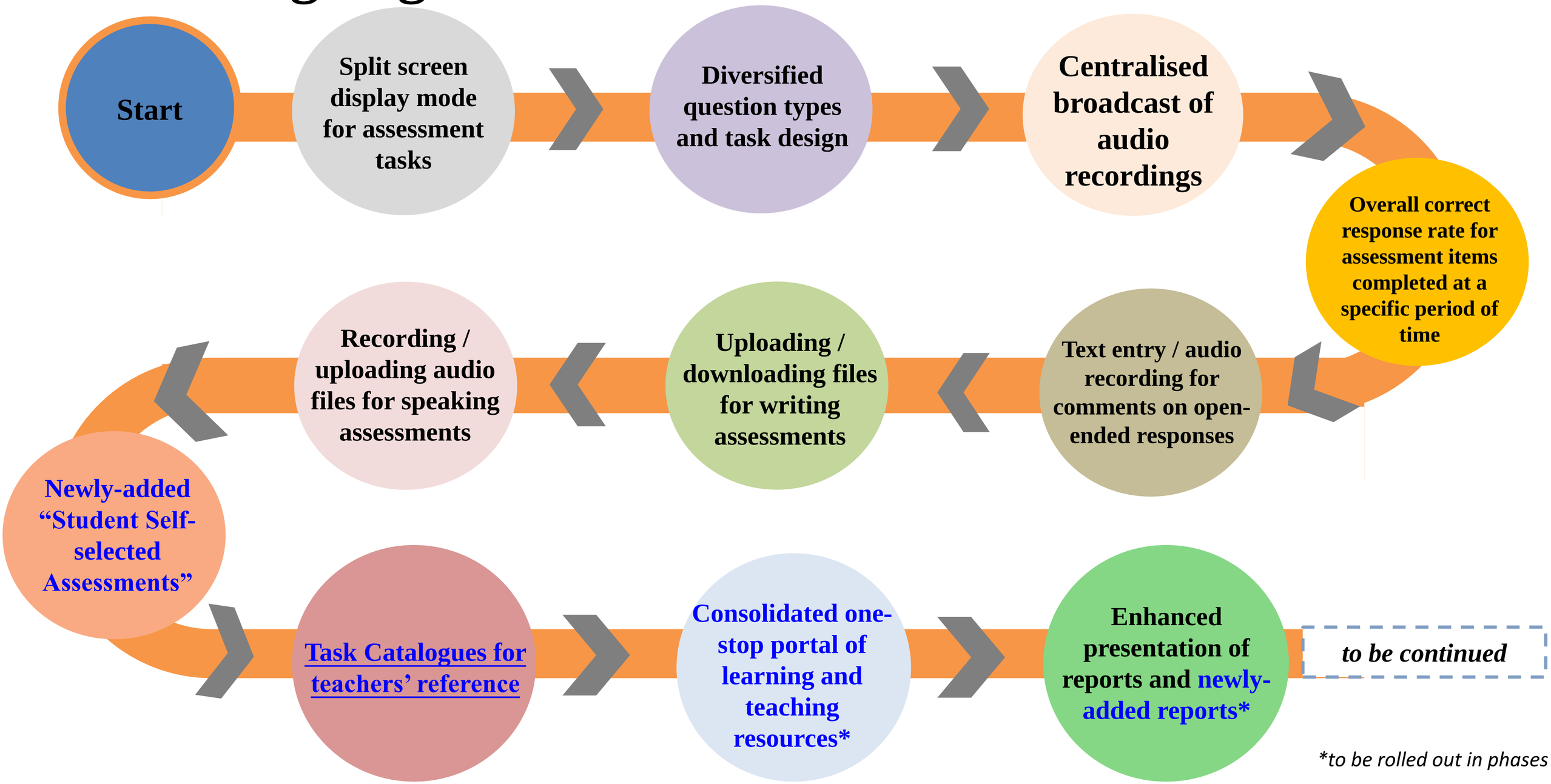
2025 — The official launch of "Student Self-selected Assessments" to all schools

2026 — The Trial of incorporation of AI tools into 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



*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)

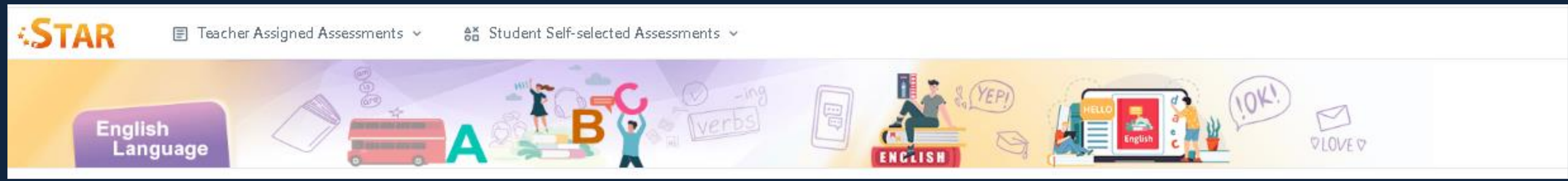
English Language

The Latest Enhancement (I)

Teacher Assigned Assessments

STAR

Student Self-selected Assessments



Objectives and Design of the “Student Self-selected Assessments”

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

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.

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”

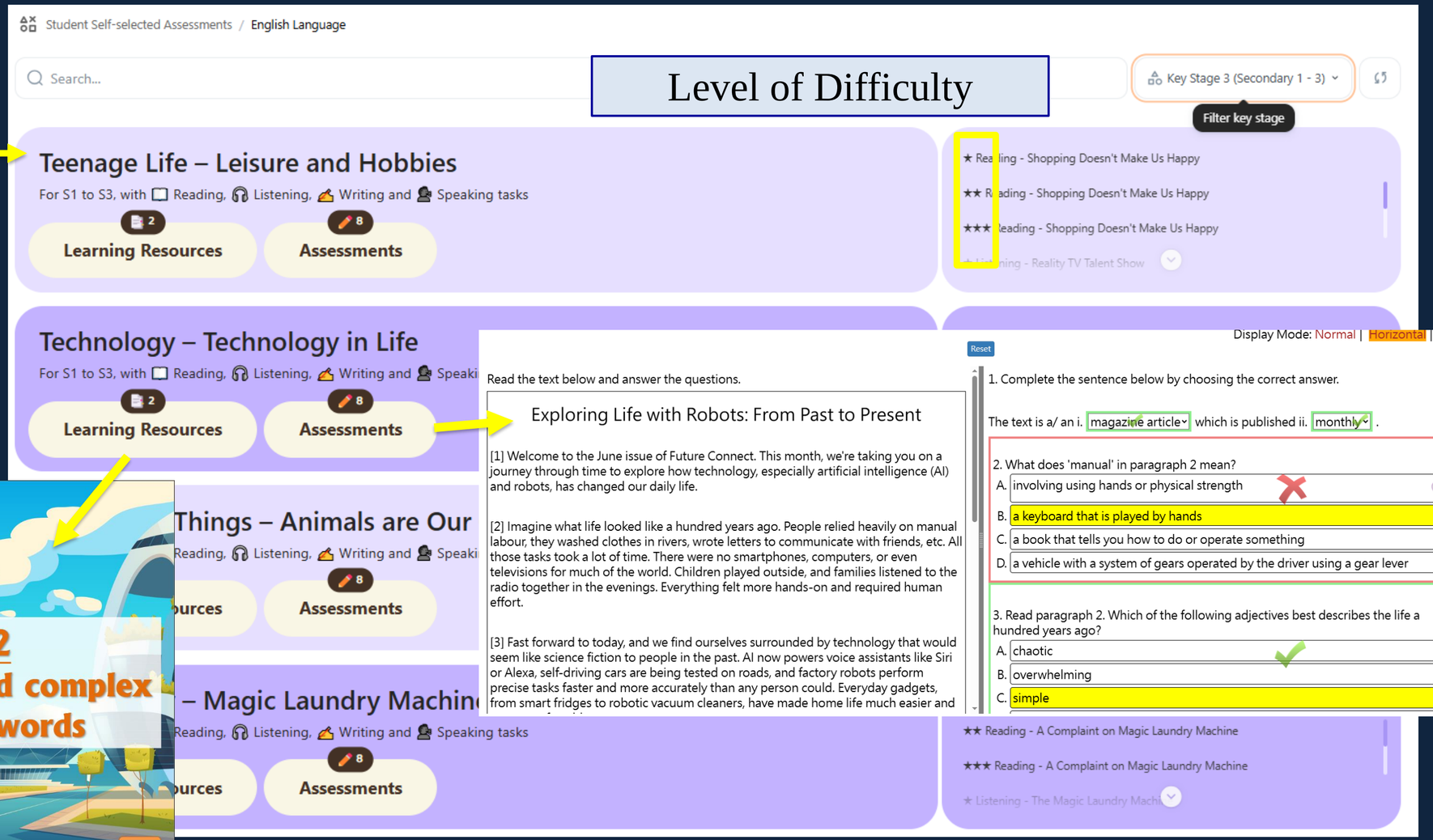
STUDENT INTERFACE

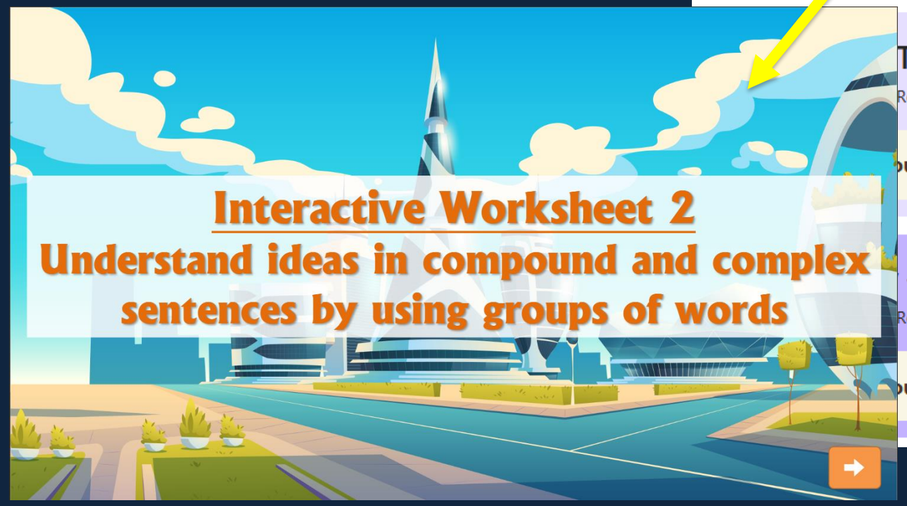
“Student Self-selected Assessments”

STUDENT INTERFACE

Theme & Topic

Level of Difficulty





“Student Self-selected Assessments”

STUDENT INTERFACE

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	A	✘	ERL2.2
1-8	B	A	✘	ERC1.6
1-9	unhappy	ruin	✘	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

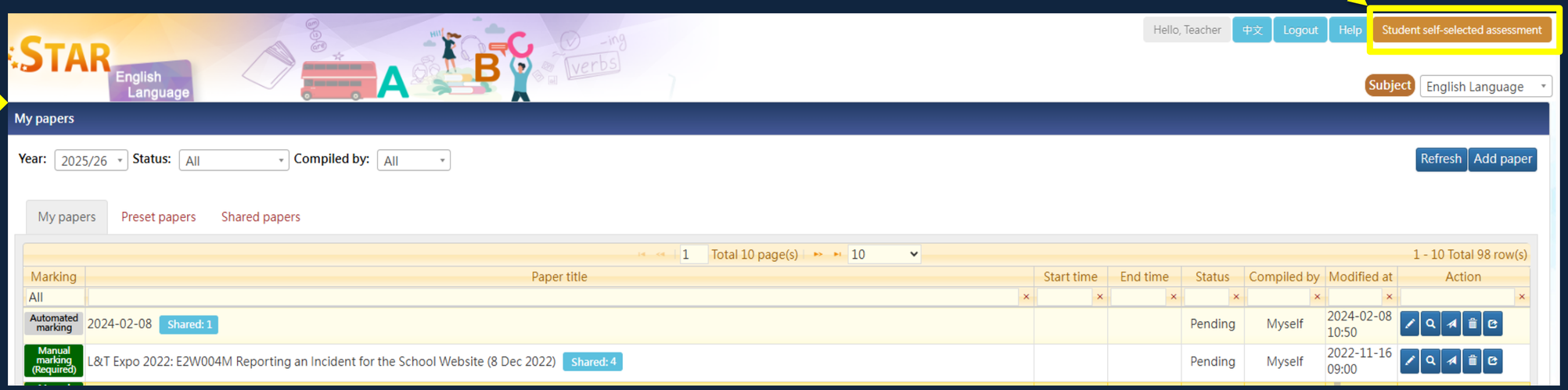
Note

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



“Student Self-selected Assessments”

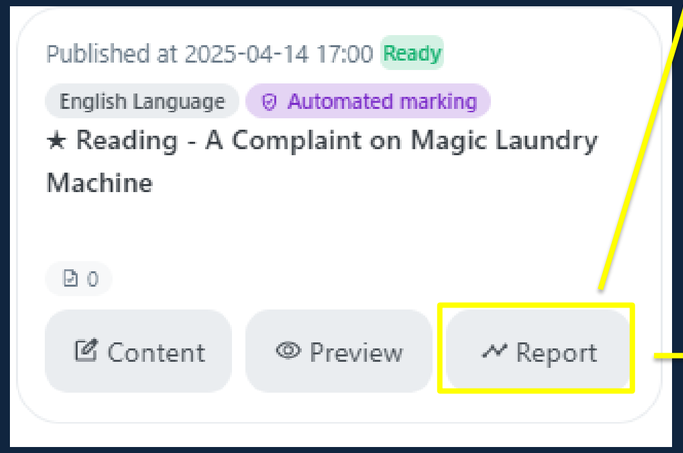
TEACHER INTERFACE

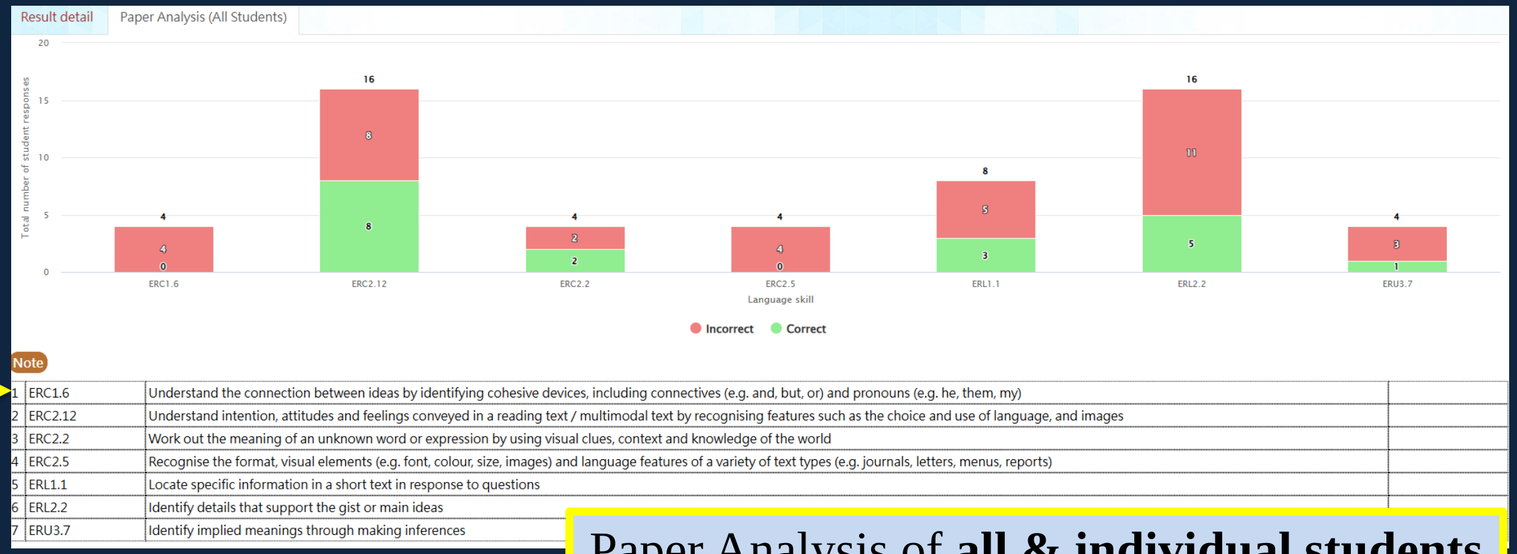
Performance of **all & individual students**

Result detail | Paper Analysis (All 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	1-6	1-7	1-8	1-9	1-10	1-11	1-12	1-13	1-14
S1A - 1	Student S1A-1 / Student S1A-1	Submitted	2025-11-20 08:42	2025/26	3	0	1	×	×	×	✓	×	✓	×	×	×	×	×	×	✓	×
S1A - 2	Student S1A-2 / Student S1A-2	Submitted	2025-11-20 08:43	2025/26	7	0	1	×	✓	✓	×	✓	✓	×	×	×	×	✓	✓	×	✓
S1A - 3	Student S1A-3 / Student S1A-3	Submitted	2025-11-20 08:44	2025/26	7	0	1	×	×	✓	×	✓	✓	✓	×	×	×	✓	×	✓	✓





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**

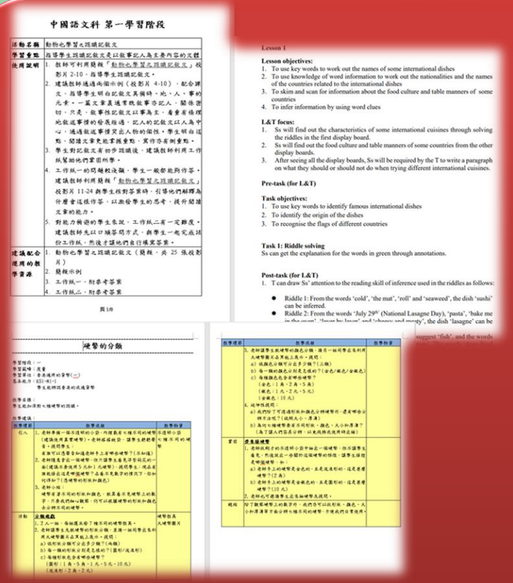
- **To consolidate all the existing L&T resources on the STAR Platform so as to provide students and teachers with more appropriate support via a one-stop portal**
- **To add interactive games and animations at the "Student Self-selected Assessments" to facilitate students' self-directed learning**

**to be rolled out in phases*

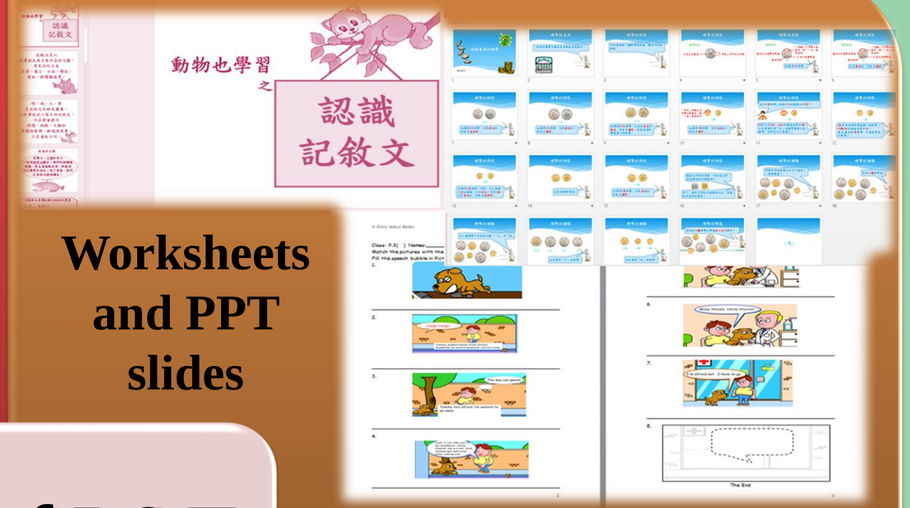
Examples of L&T Resources

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

Pre-lesson preparation

STAR

Shedding light on students' prior knowledge and skills

Setting learning objectives

Designing tasks to help students achieve the learning objectives

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

Analysing and using the assessment data effectively

STAR

Identifying students' strengths, weaknesses and learning difficulties

Reviewing the learning objectives and teaching strategies

STAR

Providing teachers with evidence of students' learning

STAR

Encouraging Student Self-learning

Sample – “Fun with Sports” (Developing Skills: Connect 1A – Unit 4)

Vocabulary (different types of sports)

Reading (texts about different types of sports)

Vocabulary (sports gear)

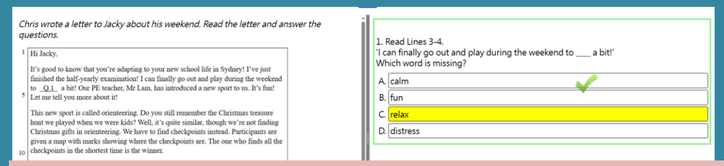
Language (talking about future + comparatives & superlatives)

Writing (personal email)

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

Game (Cross-Country Hike) – assess prior knowledge

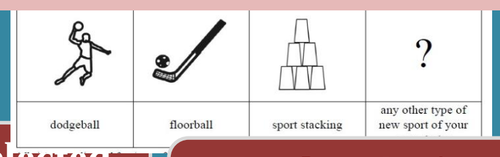
Student Self-selected Assessments



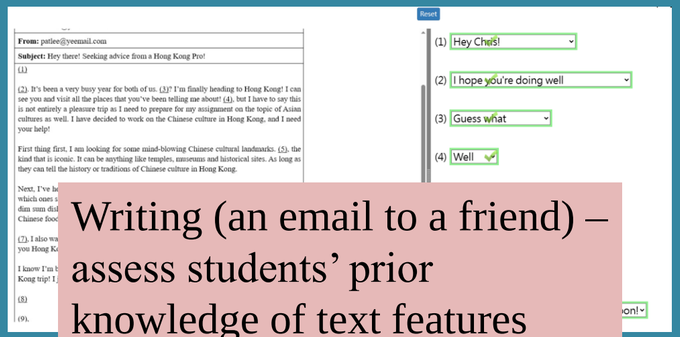
Reading (Orienteering Fun Day) – assess reading skills, e.g. working out the meaning of an unknown word, identifying details that support the gist or main ideas

Student Self-selected Assessments

Speaking (Introducing a new sport) – assess students’ understanding and usage of the targeted vocabulary and grammar items



Teacher Assigned Assessments



Writing (an email to a friend) – assess students’ prior knowledge of text features

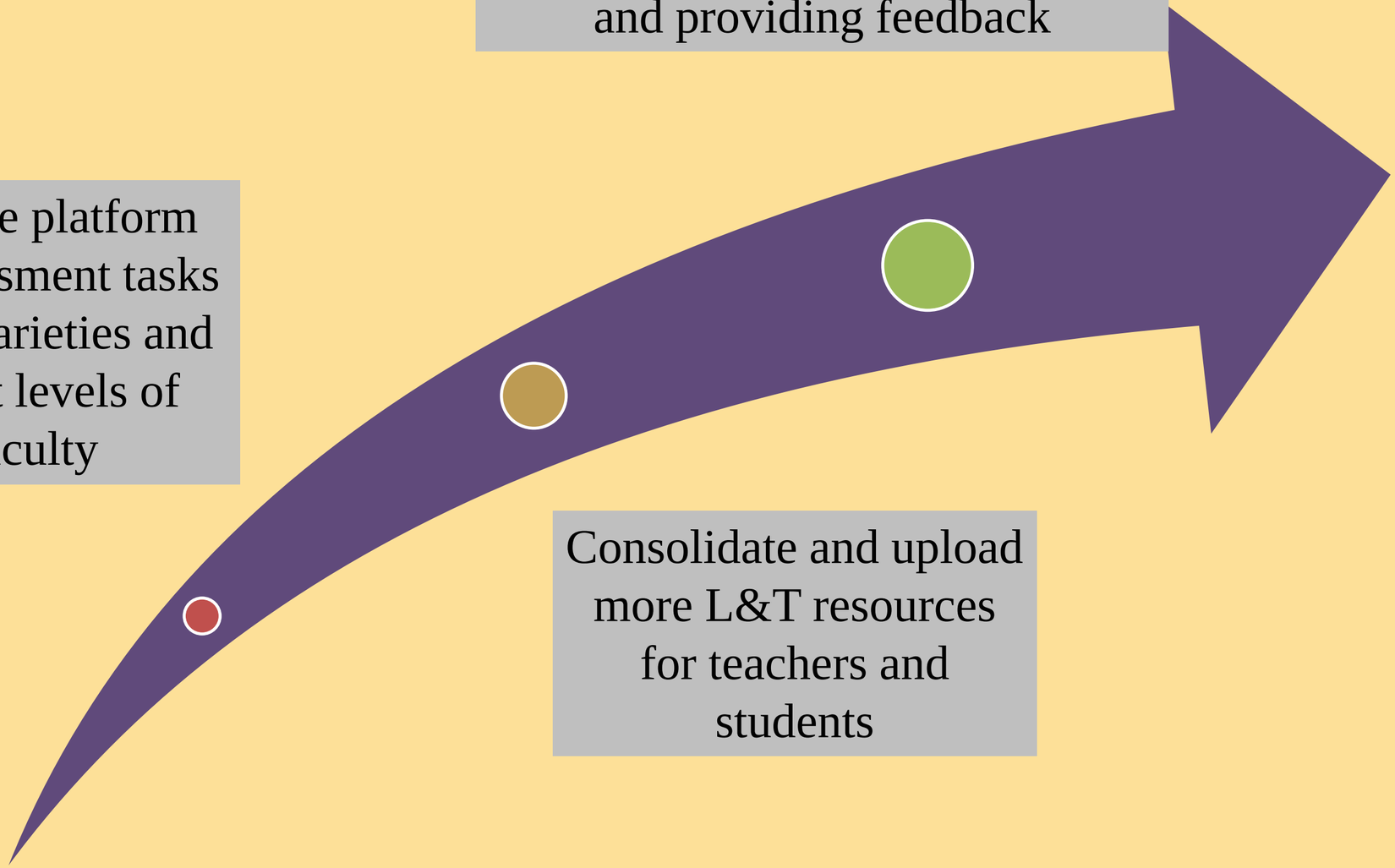
Student Self-selected Assessments

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

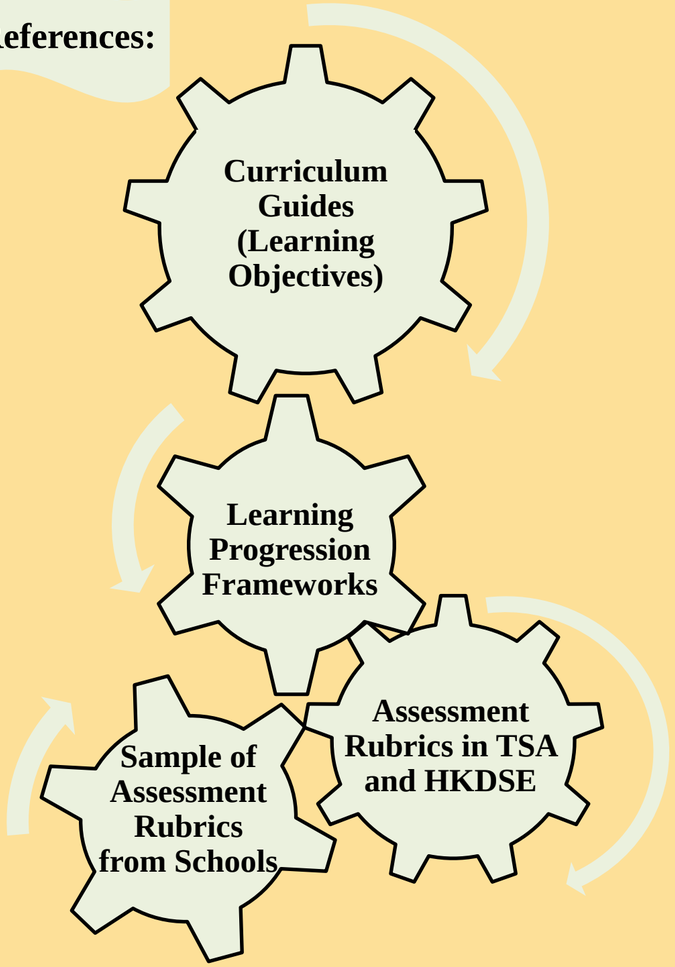
Process

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:



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