IT in Education Pedagogical Series: A New Generation of Assessment - Use of e-Assessment Tools to Achieve Assessment for Learning and as Learning (Support Scheme)

STAR

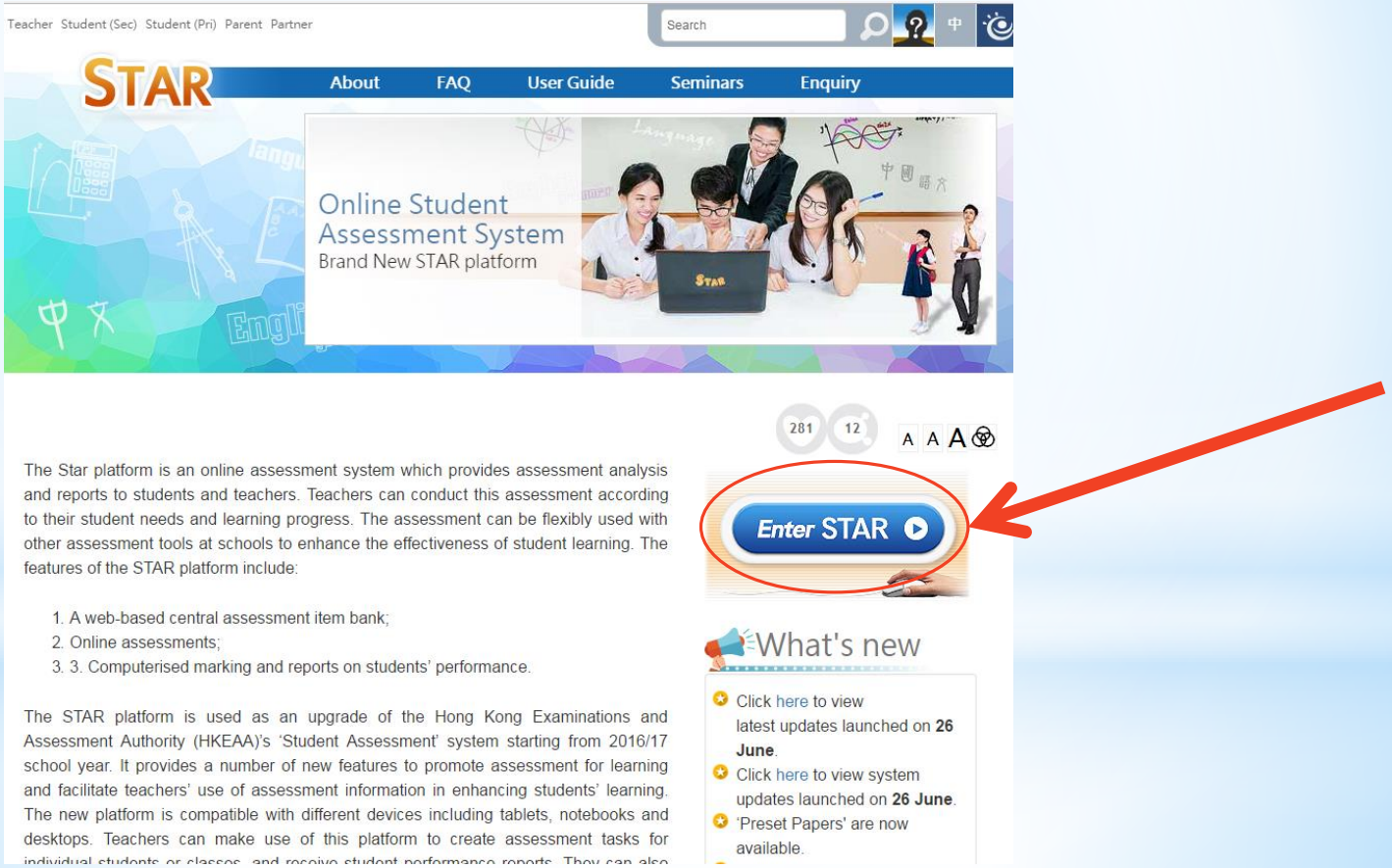
Online Student Assessment System

*How are the items on the STAR platform sorted?

In creating new assessment, the items in the assessment item pool are sorted according to the following criteria:

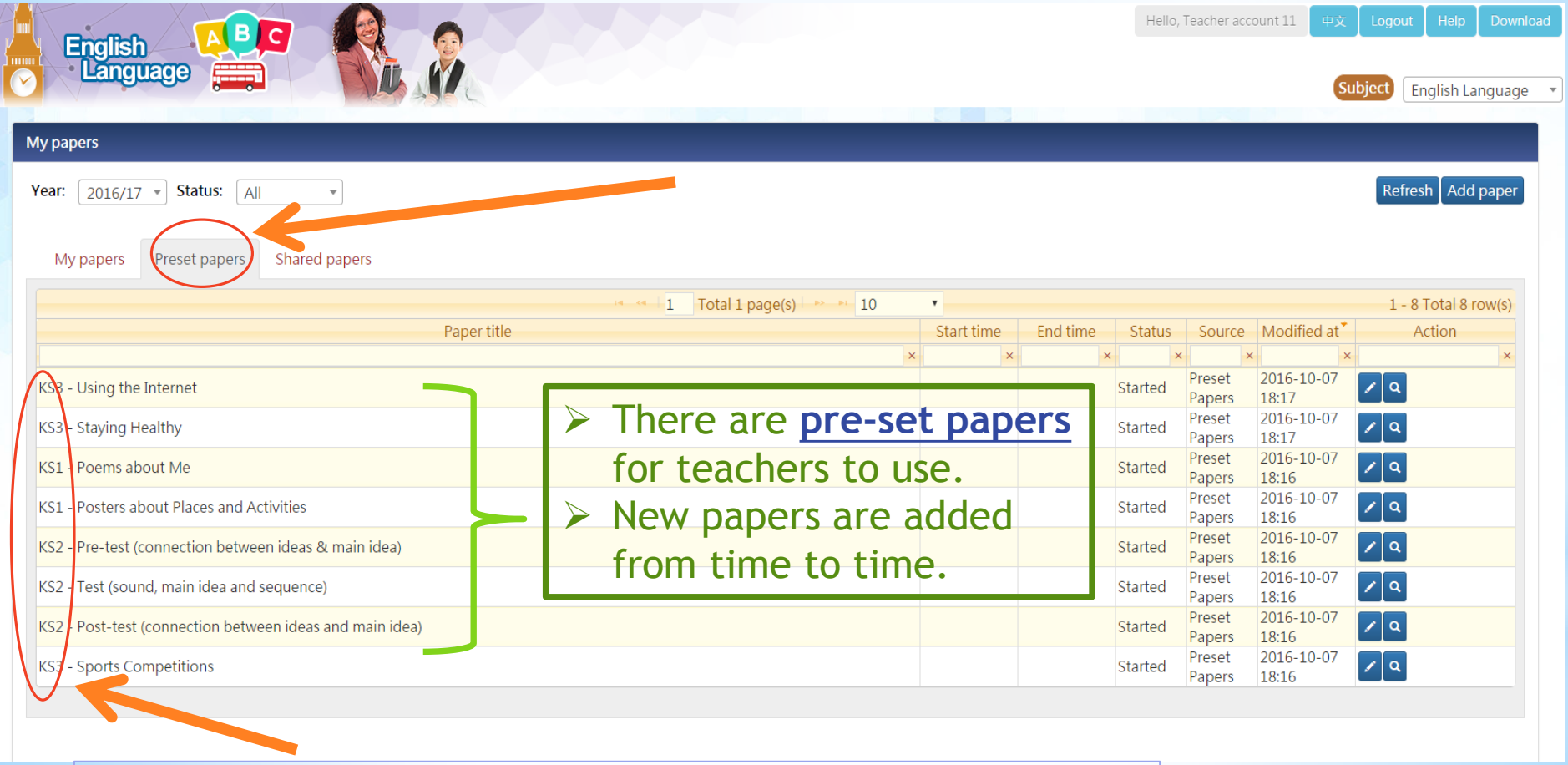
* **Key Stage (KS)** and **Basic Competency (BC)**

Let's get started!

1. https://star.hkedcity.net/en/
2. 

*3. Choose your own subject

*Preset papers



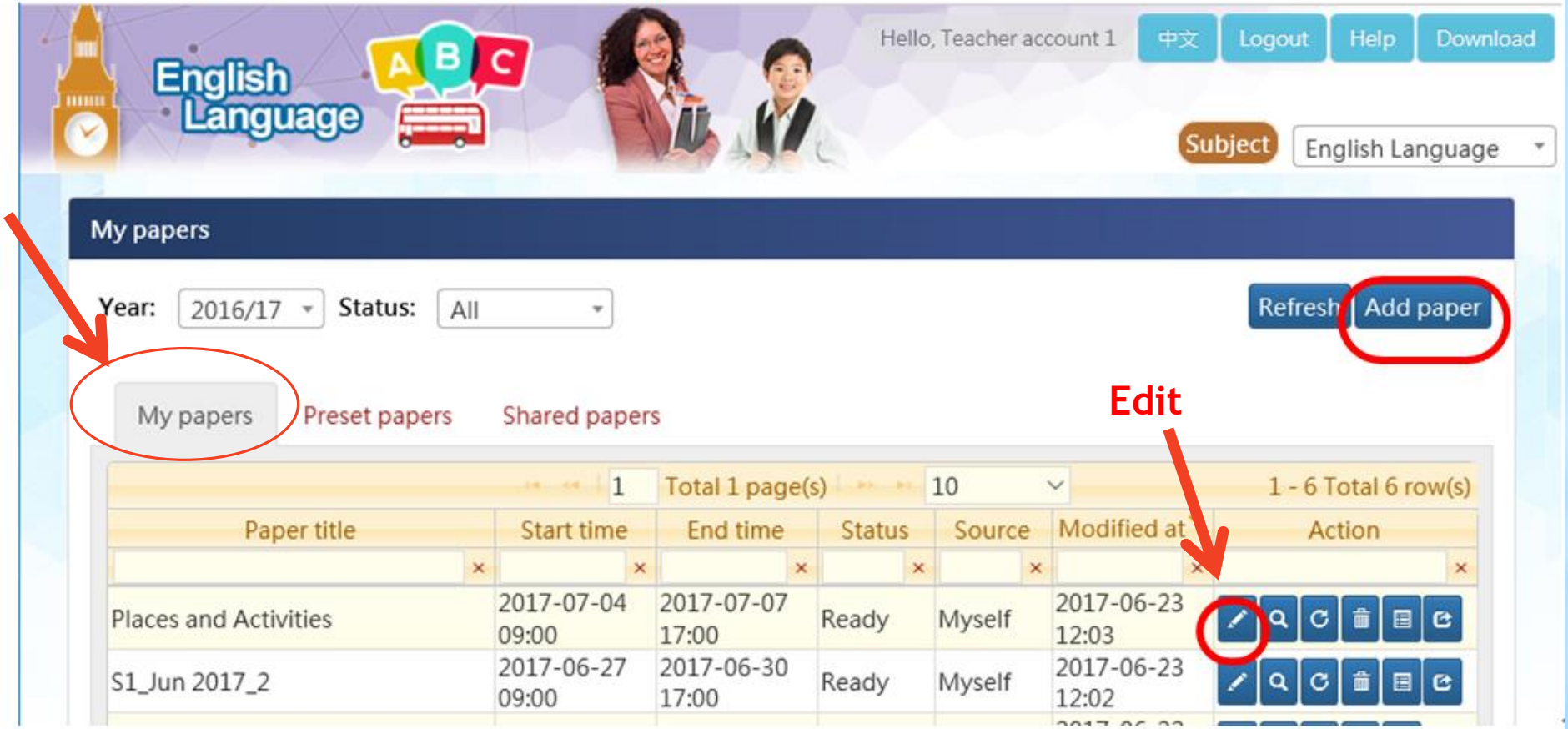
- There are pre-set papers for teachers to use.
- New papers are added from time to time.

Assessments are categorised into 3 groups: KS1, KS2 and KS3.

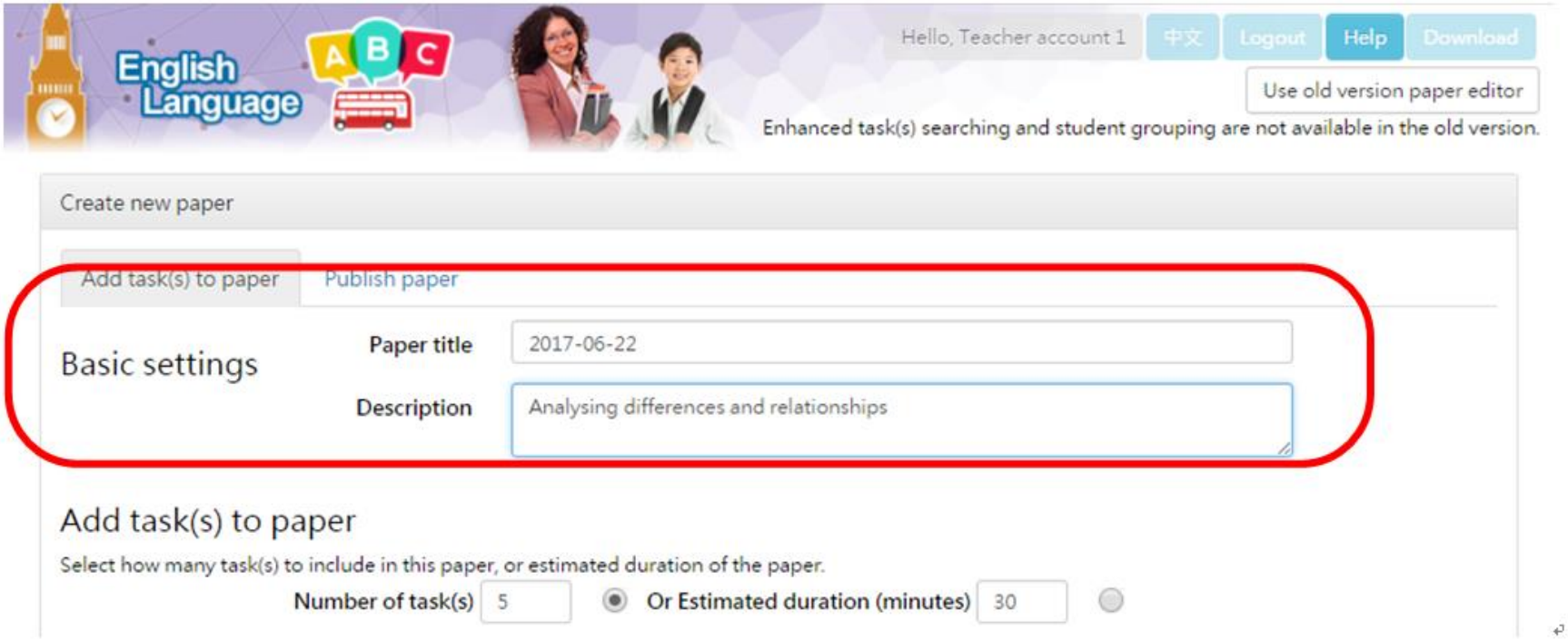
*Flow of Creating paper

Step 1 – Add task(s) / question(s) to paper

1. Click 'Add paper' or 'Edit' to set the paper



2. Enter basic settings
   i. Paper title
   ii. Description



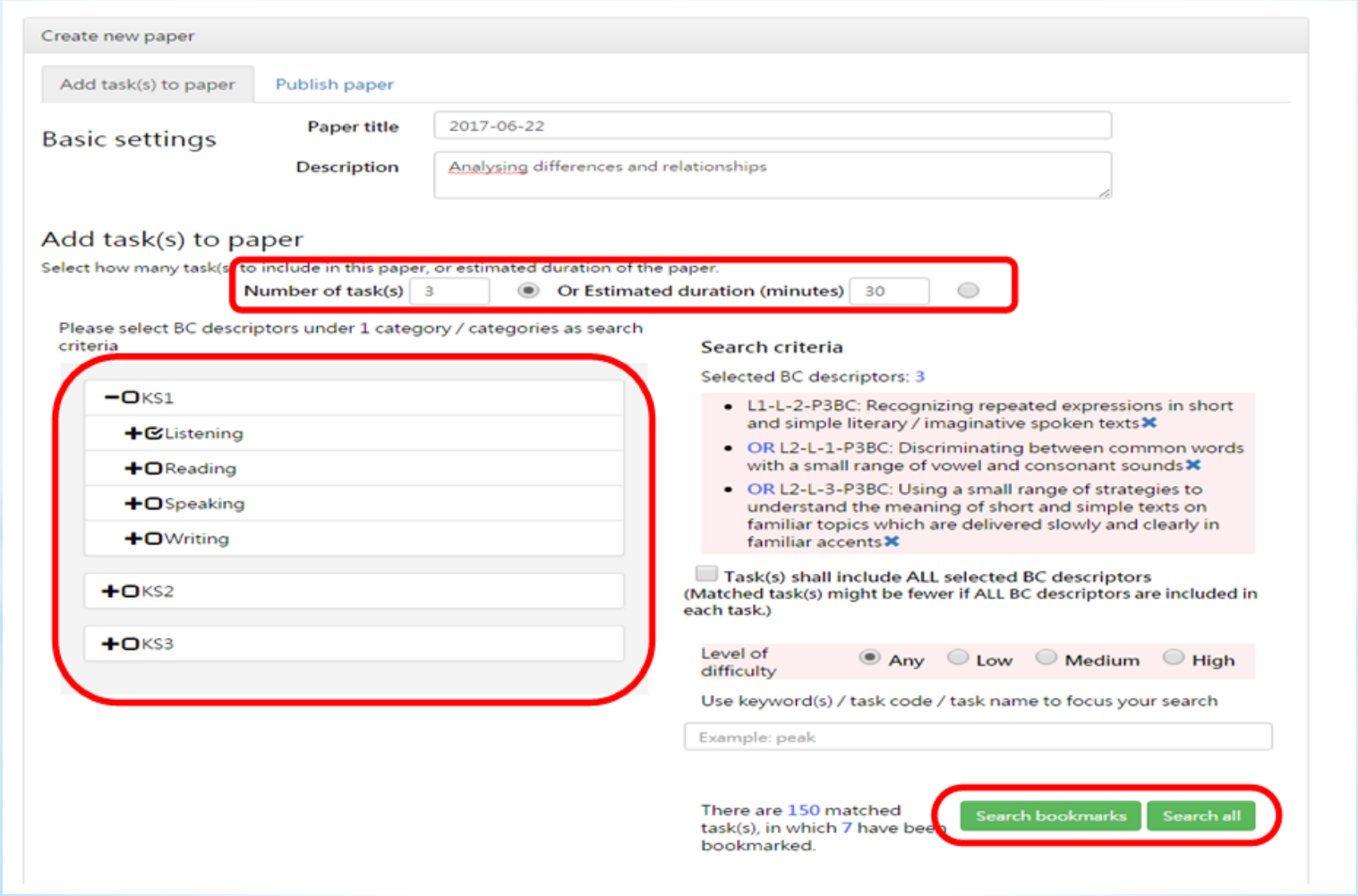
3. Search task(s) / question(s)

   i. Set number of task(s) / question(s) or estimated duration

   ii. Expand the Basic Competency (BC) list and select

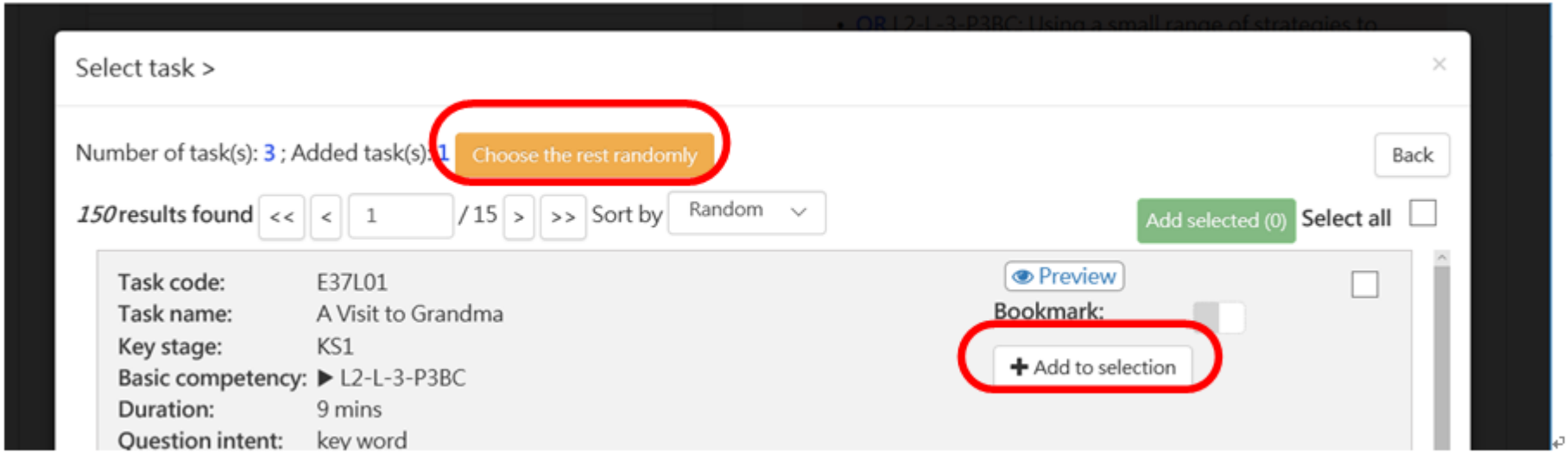
   iii. Click 'Search bookmarks' or 'Search all' to browse task(s) / question(s)

   iv. Preview task(s) / question(s)



v. Click ‘Add to selection’ to add task(s) / question(s) to paper

vi. Click ‘Choose the rest randomly’ to fill the rest



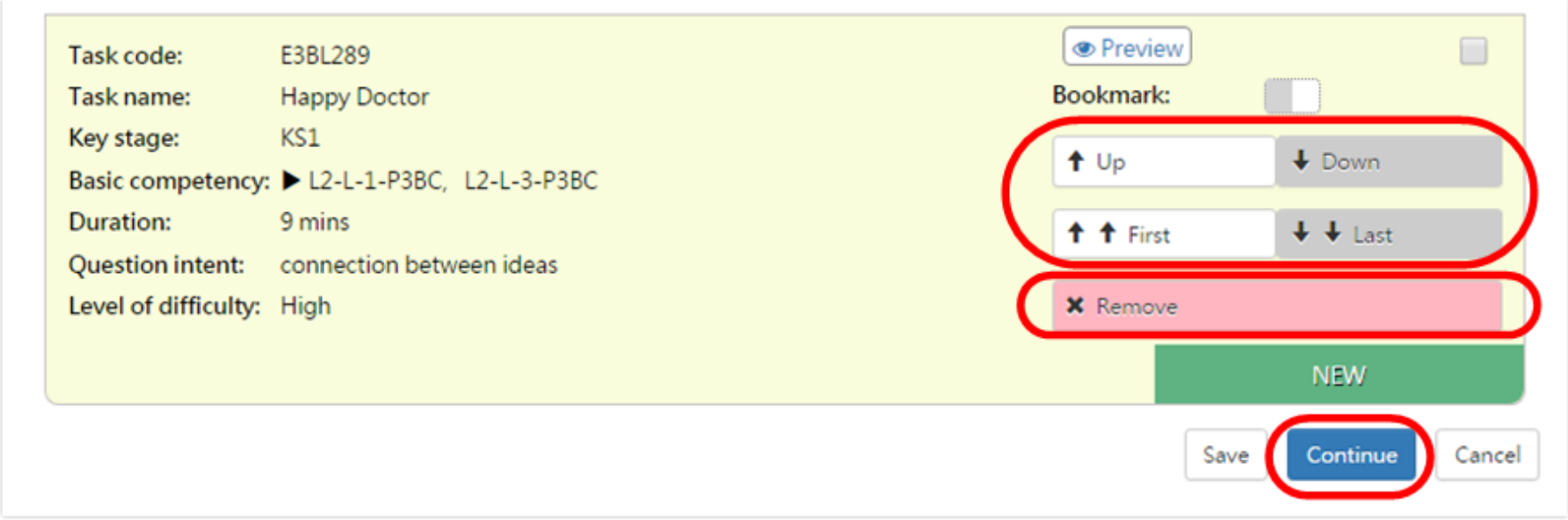
4. Edit selected task(s) / question(s)

   i. Click ‘Up’, ‘Down’, ‘First’, ‘Last’ to rearrange task(s) / question (s)

   ii. Click ‘Remove’ to take away task(s) / question(s)

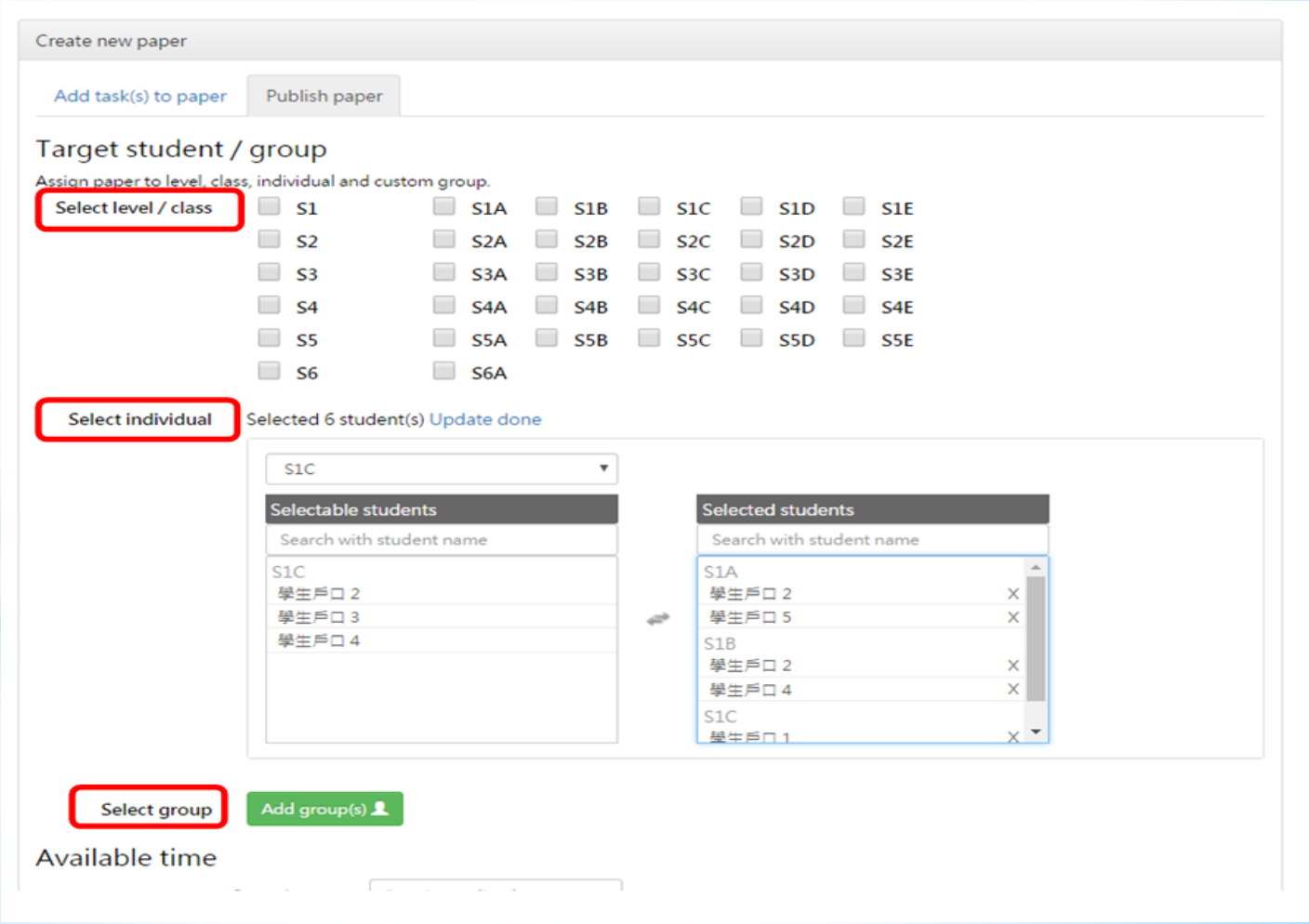
   iii. Other supporting functions: Preview and Bookmark

   iv. Click 'Continue' to next step



Step 2 – Assign and publish paper

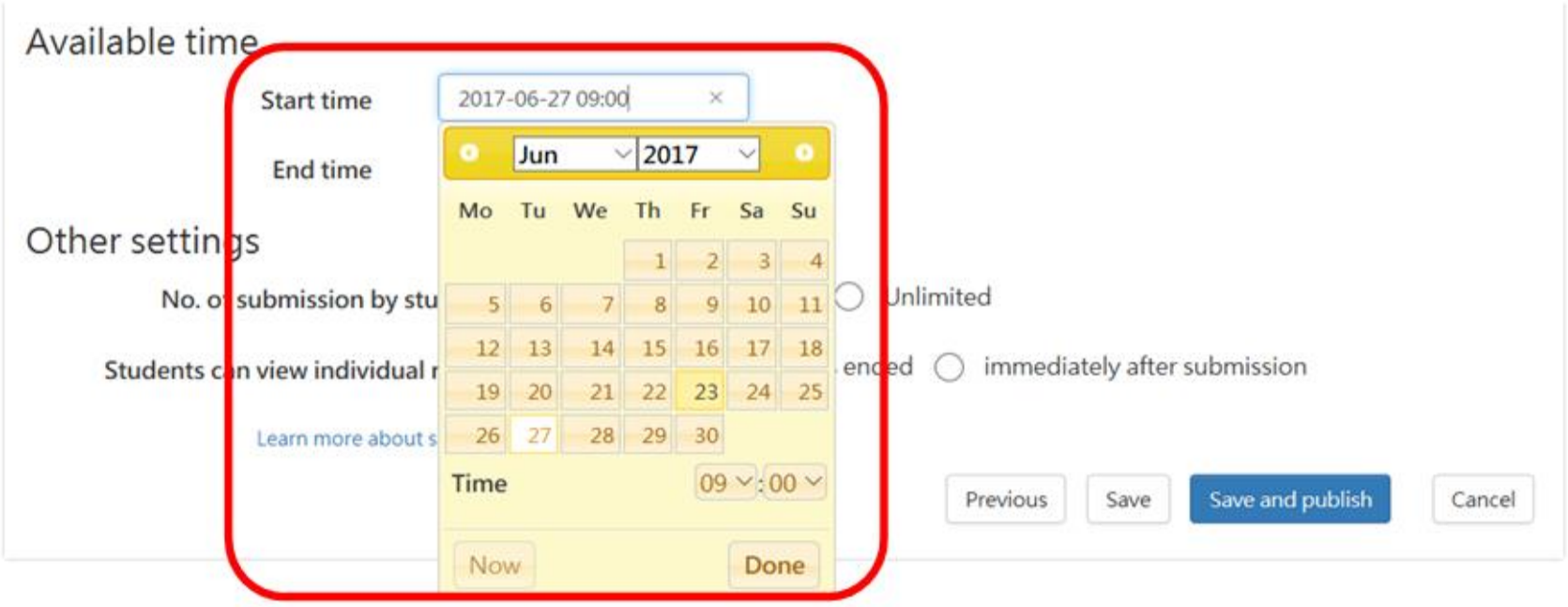
5. Assign paper by selecting:
   i. grade level / class
   ii. individual students
   iii. customised student group



6. Set paper's available time

   i. Start time

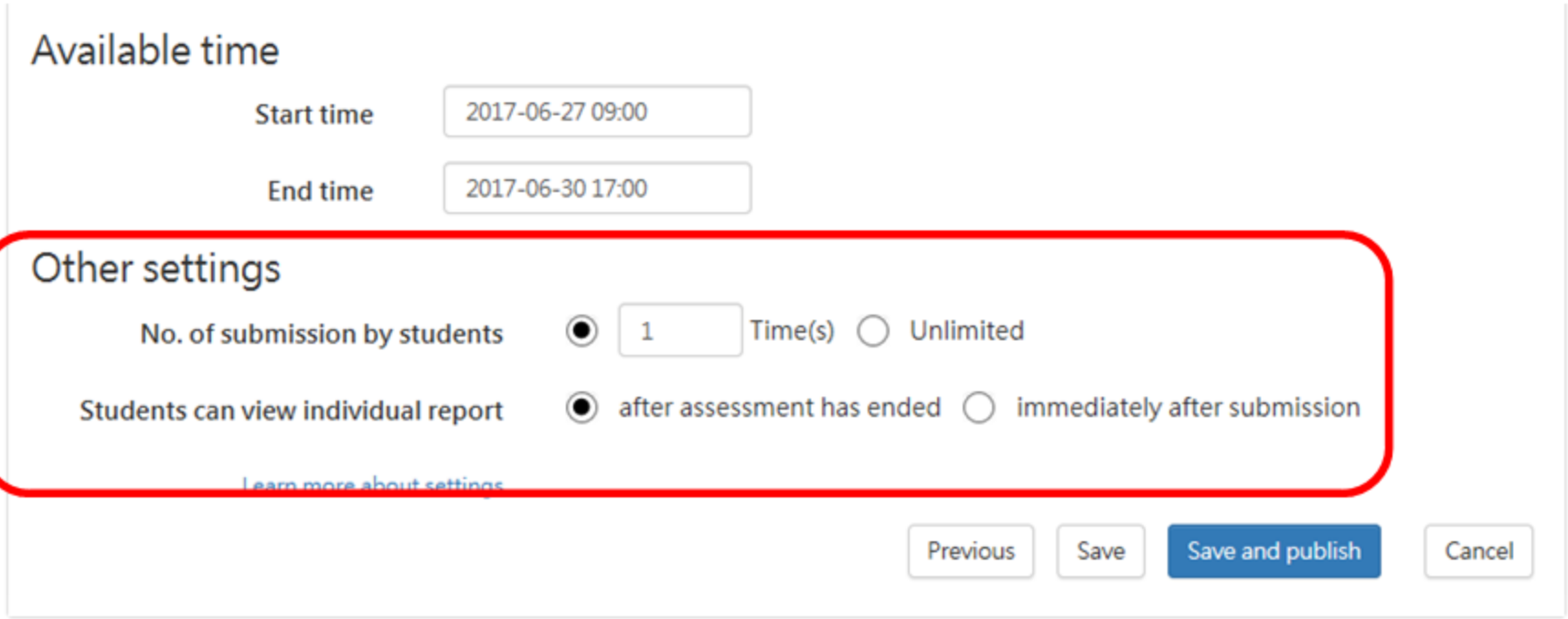
   ii. End time



7. Select paper mode

   i. No. of submission by students

   ii. Students can view the individual report after assessment has ended or immediately after submission.



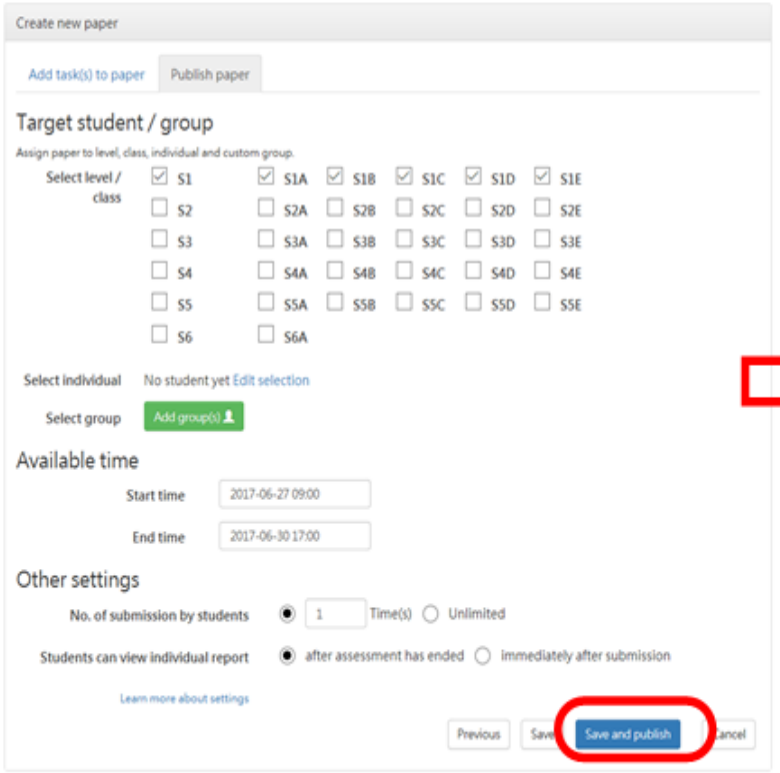
8. Save and publish paper

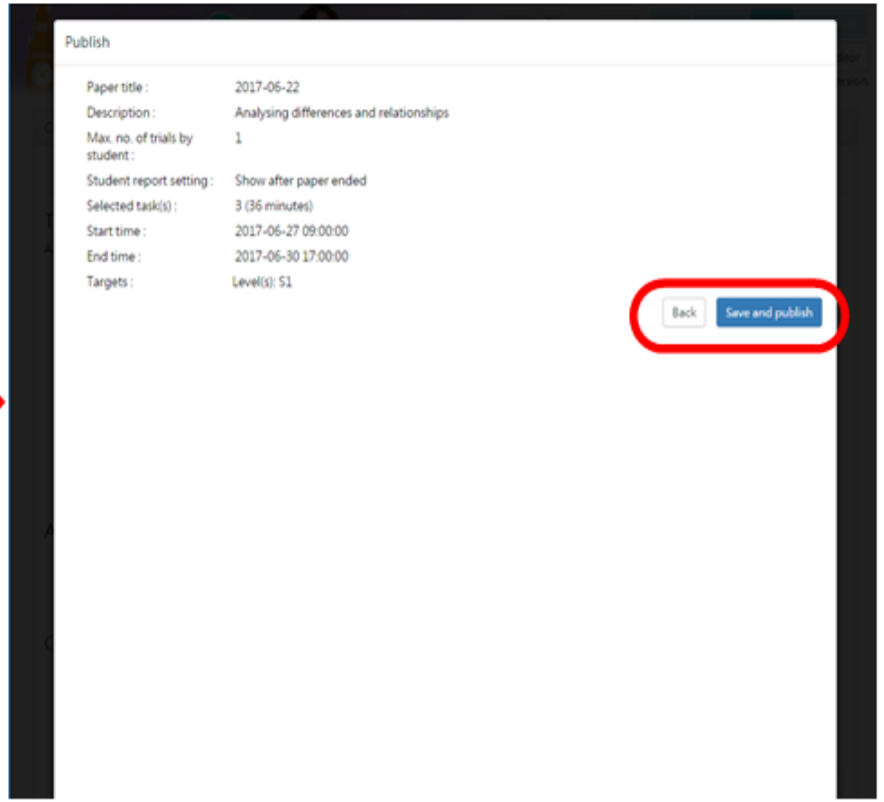
   i. Click 'Save and publish'

   ii. Review paper's summary

   iii. Click 'Save and publish' to publish paper immediately

   iv. Other options: Click 'Back' to edit paper, click 'Save' to edit and publish later





Hands-on experience

Which KS?

Which level?

* If you have a class of **P5** **elite students**, and you would like them to have more **listening** practice; focusing on

BC

* "Discriminating between words with a range of vowel and consonant sounds"

AND

* "Use a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents"

* ***How many matched tasks can you find?***

Please select BC descriptors under 1 category / categories as search criteria

- ☐ KS1
- ☐ KS2
  - ☐ Listening
    - ☑ L3-L-1-P6BC: Discriminating between words with a range of vowel and consonant sounds
    - ☐ L4-L-2-P6BC: Understanding the use of a small range of language features in simple literary / imaginative spoken texts
    - ☑ L4-L-3-P6BC: Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents
  - ☐ Reading
  - ☐ Speaking
  - ☐ Writing
- ☐ KS3

Search criteria

Selected BC descriptors: 2

- L4-L-3-P6BC: Using a range of strategies to understand the meaning of simple texts on familiar topics which are delivered clearly in familiar accents ✖
- AND L3-L-1-P6BC: Discriminating between words with a range of vowel and consonant sounds ✖

☑ Task(s) shall include ALL selected BC descriptors
(Matched task(s) might be fewer if ALL BC descriptors are included in each task.)

Level of difficulty ○ Any ○ Low ○ Medium ◉ High

Use keyword(s) / task code / task name to focus your search

Example: peak

Search bookmarks | Search all

*Web-based Learning and Teaching Support

Basic competency note

1	L5-L-2-S3BC :	Using an increasing range of strategies to understand the meaning of simple texts* on familiar and less familiar topics which are delivered clearly and in generally familiar accents	WLTS
2	L5-W-5-S3BC :	Writing a variety of texts using the salient features of a range of genres generally appropriately with the help of cues	WLTS
3	L6-W-1-S3BC :	Writing a variety of texts for different purposes with relevant and generally adequate content	WLTS
4	L6-W-2-S3BC :	Writing a variety of texts using punctuation marks, and a range of vocabulary and language patterns with some degree of appropriacy and accuracy to convey meaning	WLTS
5	L6-W-3-S3BC :	Writing a variety of texts with adequate overall planning and organization (including the use of cohesive devices and paragraphs, and sequencing of ideas)	WLTS
6	L6-W-4-S3BC :	Writing a variety of texts using tone, style and register generally appropriately with the help of cues	WLTS

L5-L-2-S3BC →

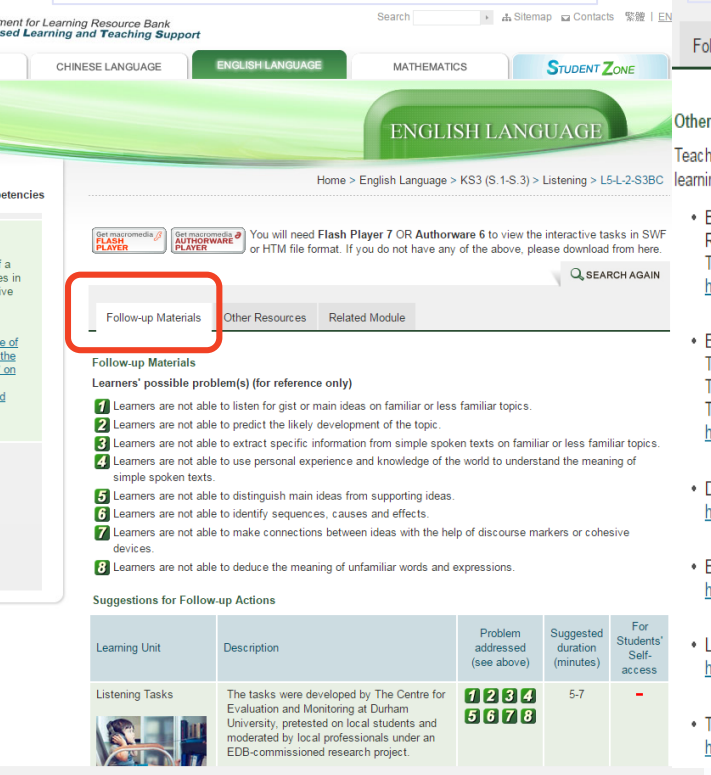
Click on the corresponding "WLTS" icon to the skill(s) that you want your students to have follow-up on

Learners' possible problems under the basic competencies (BC)

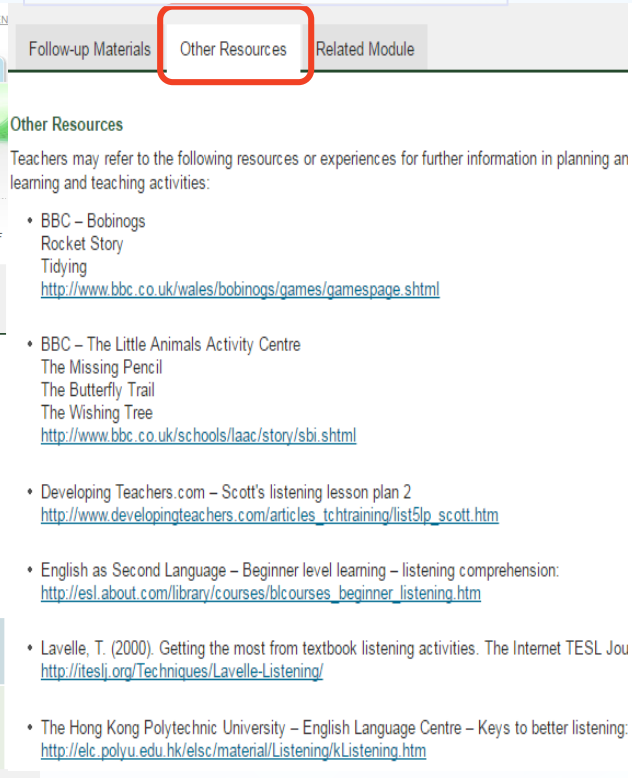
*Resourceful WLTS

*Different resources could be found from WLTS

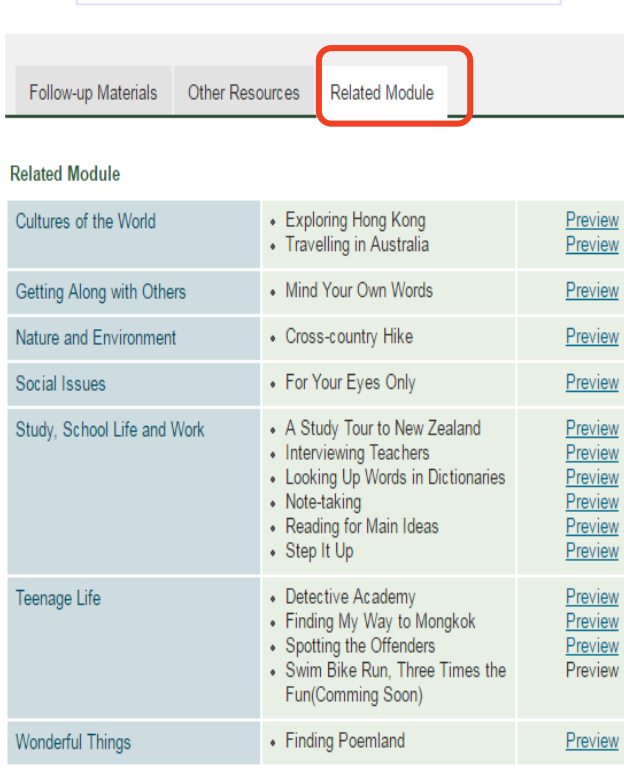
➢ Follow-up Materials



➢ Other Resources



➢ Related Module



Objectives of Web-based Learning and Teaching Support (WLTS)

* To support teachers in providing timely assistance to students who need help in **achieving the Basic Competencies** in the Key Learning Areas of Chinese, English and Mathematics.

KS1 (P.1-P.3)
Skill > Basic Competency Descriptor

Listening

- **L2-L-1-P3BC** - Discriminating between common words with a small range of vowel and consonant sounds
- **L1-L-2-P3BC** - Recognizing repeated expressions in short and simple literary / imaginative spoken texts
- **L2-L-3-P3BC** - Using a small range of strategies to understand the meaning of short and simple texts on familiar topics which are delivered slowly and clearly in familiar accents

Reading

- **L2-R-2-P3BC** - Reading aloud unfamiliar words with a small range of vowel and consonant sounds in short and simple texts
- **L2-R-3-P3BC** - Showing a basic understanding of short, simple and familiar texts by reading aloud the texts clearly and comprehensibly
- **L1-R-4-P3BC** - Recognizing repeated expressions in short and simple literary / imaginative texts
- **L2-R-5-P3BC** - Using a small range of reading strategies to understand the meaning of short and simple texts with the help of cues
- **L2-R-6-P3BC** - Applying a small range of simple reference skills

Writing

- **L2-W-2-P3BC** Using some of the common punctuation marks and capitalization in short and simple texts accurately -
- **L2-W-3-P3BC** Writing and / or responding to short and simple texts with relevant information and ideas (including personal experiences and imaginative ideas) with the help of cues -
- **L2-W-4-P3BC** Writing short and simple texts using a small range of vocabulary, sentence patterns and cohesive devices fairly appropriately with the help of cues despite some spelling and grammatical mistakes -

Speaking

- **L2-S-1-P3BC** - Pronouncing simple and familiar words comprehensibly
- **L2-S-2-P3BC** - Imitating stress, rhythm and intonation
- **L1-S-3-P3BC** - Providing short answers to short and simple questions
- **L2-S-5-P3BC** - Using formulaic expressions to establish and maintain routines and relationships in school contexts with the help of cues

* Mode of Support

* To list some possible problems in certain competency areas for teachers' reference;
* To provide interactive exercises and games, which have been developed to address the learning problems, for students to step up self-learning online.
* To suggest in-class learning and teaching activities/materials for teachers' reference or use in addressing the learning problems.

*WLTS
(http://wlts.edb.hkedcity.net/en/home/index.html)

Teachers' interface

Students' interface

Thank You