

*** 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.

Teacher Student (Sec) Student (Prn) Parent Partner

Search

STAR About FAQ User Guide Seminars Enquiry

Online Student Assessment System
Brand New STAR platform

The Star platform is an online assessment system which provides assessment analysis and reports to students and teachers. Teachers can conduct this assessment according to their student needs and learning progress. The assessment can be flexibly used with other assessment tools at schools to enhance the effectiveness of student learning. The features of the STAR platform include:

1. A web-based central assessment item bank;
2. Online assessments;
3. Computerised marking and reports on students' performance.

The STAR platform is used as an upgrade of the Hong Kong Examinations and Assessment Authority (HKEAA)'s 'Student Assessment' system starting from 2016/17 school year. It provides a number of new features to promote assessment for learning and facilitate teachers' use of assessment information in enhancing students' learning. The new platform is compatible with different devices including tablets, notebooks and desktops. Teachers can make use of this platform to create assessment tasks for individual students or classes, and receive student performance reports. They can also

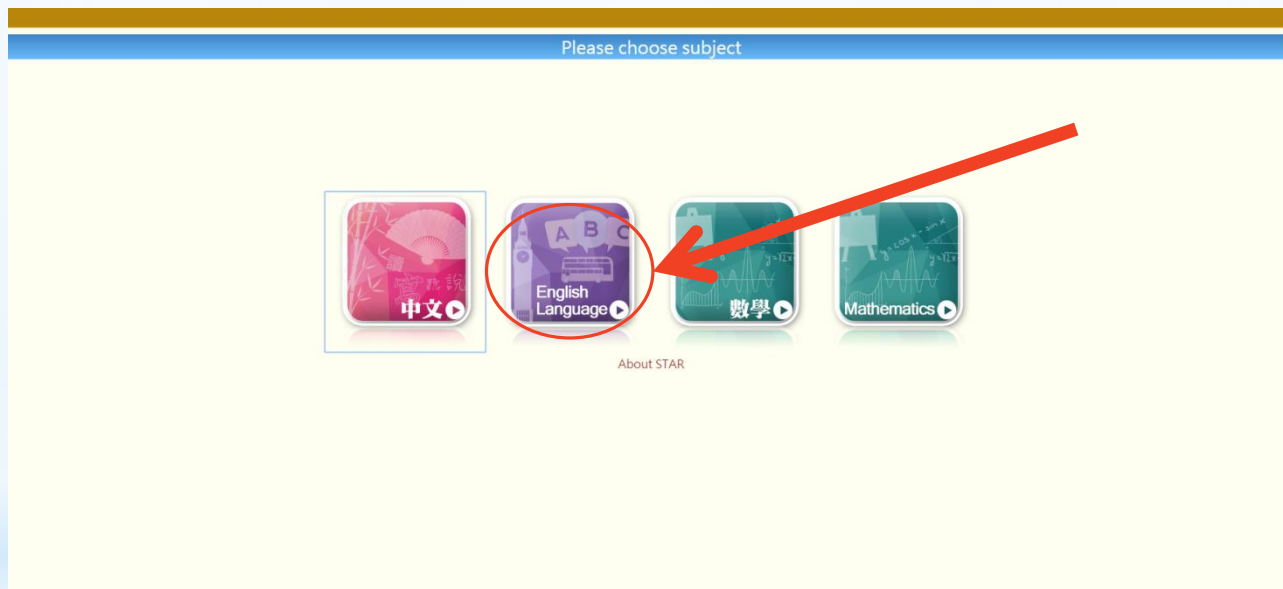
281 12 A A A

Enter STAR

What's new

- Click [here](#) to view latest updates launched on **26 June**.
- Click [here](#) to view system updates launched on **26 June**.
- 'Preset Papers' are now available.

*3. Choose your own subject



*Preset papers

English Language

















Hello, Teacher account 11 中文 Logout Help Download

Subject English Language

My papers

Year: 2016/17 Status: All Refresh Add paper

My papers Preset papers Shared papers

Paper title	Start time	End time	Status	Source	Modified at	Action
KS3 - Using the Internet			Started	Preset Papers	2016-10-07 18:17	 
KS3 - Staying Healthy			Started	Preset Papers	2016-10-07 18:17	 
KS1 - Poems about Me			Started	Preset Papers	2016-10-07 18:16	 
KS1 - Posters about Places and Activities			Started	Preset Papers	2016-10-07 18:16	 
KS2 - Pre-test (connection between ideas & main idea)			Started	Preset Papers	2016-10-07 18:16	 
KS2 - Test (sound, main idea and sequence)			Started	Preset Papers	2016-10-07 18:16	 
KS2 - Post-test (connection between ideas and main idea)			Started	Preset Papers	2016-10-07 18:16	 
KS3 - Sports Competitions			Started	Preset Papers	2016-10-07 18:16	 

- 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.

The screenshot shows the 'English Language' interface. At the top, there's a header with a clock icon, 'English Language' text, 'ABC' speech bubbles, a bus icon, and a photo of a teacher and student. On the right, it says 'Hello, Teacher account 1' and has buttons for '中文', 'Logout', 'Help', and 'Download'. Below this is a 'Subject' dropdown menu set to 'English Language'.

The main section is titled 'My papers'. It has filters for 'Year: 2016/17' and 'Status: All'. There are buttons for 'Refresh' and 'Add paper'. Below the filters are three tabs: 'My papers' (selected), 'Preset papers', and 'Shared papers'.

The table below shows a list of papers. The first row is 'Places and Activities' with start time '2017-07-04 09:00' and end time '2017-07-07 17:00'. The second row is 'S1_Jun 2017_2' with start time '2017-06-27 09:00' and end time '2017-06-30 17:00'. Both papers are 'Ready' and created by 'Myself'. The 'Action' column contains icons for 'Edit', 'Search', 'Refresh', 'Delete', 'Print', and 'Share'. A red arrow points to the 'Edit' icon in the first row.

Paper title	Start time	End time	Status	Source	Modified at	Action
Places and Activities	2017-07-04 09:00	2017-07-07 17:00	Ready	Myself	2017-06-23 12:03	[Edit] [Search] [Refresh] [Delete] [Print] [Share]
S1_Jun 2017_2	2017-06-27 09:00	2017-06-30 17:00	Ready	Myself	2017-06-23 12:02	[Edit] [Search] [Refresh] [Delete] [Print] [Share]

2. Enter basic settings

- i. Paper title
- ii. Description

English Language

ABC

Hello, Teacher account 1

中文 Logout Help Download

Use old version paper editor

Enhanced task(s) searching and student grouping are not available in the old version.

Create new paper

Add task(s) to paper Publish paper

Basic settings

Paper title 2017-06-22

Description Analysing differences and relationships

Add task(s) to paper

Select how many task(s) to include in this paper, or estimated duration of the paper.

Number of task(s) 5 Or Estimated duration (minutes) 30

3. Search task(s) / question(s)↵

- Set number of task(s) / question(s) or estimated duration ↵
- Expand the Basic Competency (BC) list and select↵
- Click 'Search bookmarks' or 'Search all' to browse task(s) / question(s)↵
- Preview task(s) / question(s)↵

Create new paper

Add task(s) to paper

Publish paper

Basic settings

Paper title

2017-06-22

Description

Analysing differences and relationships

Add task(s) to paper

Select how many task(s) to include in this paper, or estimated duration of the paper.

Number of task(s)

3

☒ Or Estimated duration (minutes)

30

☐

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

☐ KS1

☒ Listening

☒ Reading

☒ Speaking

☒ Writing

☒ KS2

☒ KS3

Search criteria

Selected BC descriptors: 3

- L1-L-2-P3BC: Recognizing repeated expressions in short and simple literary / imaginative spoken texts✕
- OR L2-L-1-P3BC: Discriminating between common words with a small range of vowel and consonant sounds✕
- OR 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✕

☐ 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

There are 150 matched task(s), in which 7 have been bookmarked.

Search bookmarks

Search all

- v. Click 'Add to selection' to add task(s) / question(s) to paper ↵
- vi. Click 'Choose the rest randomly' to fill the rest.↵

Select task > ×

Number of task(s): 3 ; Added task(s): 1 Choose the rest randomly Back

150 results found << < 1 / 15 > >> Sort by Random ▾ Add selected (0) Select all ☐

Task code:	E37L01	Preview <input type="checkbox"/>
Task name:	A Visit to Grandma	Bookmark: <input type="checkbox"/>
Key stage:	KS1	+ Add to selection
Basic competency:	► L2-L-3-P3BC	
Duration:	9 mins	
Question intent:	key word	

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

↩

Task code: E3BL289

Task name: Happy Doctor

Key stage: KS1

Basic competency: ▶ L2-L-1-P3BC, L2-L-3-P3BC

Duration: 9 mins

Question intent: connection between ideas

Level of difficulty: High

Preview

Bookmark: ☐

↑ Up

↓ Down

↑ ↑ First

↓ ↓ Last

✕ Remove

NEW

Save

Continue

Cancel

Step 2 – Assign and publish paper

5. Assign paper by selecting:

- grade level / class
- individual students
- customised student group

Create new paper

Add task(s) to paper

Publish paper

Target student / group

Assign paper to level, class, individual and custom group.

Select level / class

☐ S1

☐ S2

☐ S3

☐ S4

☐ S5

☐ S6

☐ S1A

☐ S2A

☐ S3A

☐ S4A

☐ S5A

☐ S6A

☐ S1B

☐ S2B

☐ S3B

☐ S4B

☐ S5B

☐ S1C

☐ S2C

☐ S3C

☐ S4C

☐ S5C

☐ S1D

☐ S2D

☐ S3D

☐ S4D

☐ S5D

☐ S1E

☐ S2E

☐ S3E

☐ S4E

☐ S5E

Select individual

Selected 6 student(s) [Update done](#)

S1C

Selectable students

Search with student name

S1C

學生戶口 2

學生戶口 3

學生戶口 4

Selected students

Search with student name

S1A

學生戶口 2

學生戶口 5

S1B

學生戶口 2

學生戶口 4

S1C

學生戶口 1

Select group

Add group(s)

Available time

6. Set paper's available time

- Start time
- End time

Available time

Start time

End time

Other settings

No. of submission by student ☐ Unlimited

Students can view individual results ☐ ended ☐ immediately after submission

[Learn more about settings](#)

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.↕

Available time

Start time 2017-06-27 09:00

End time 2017-06-30 17:00

Other settings

No. of submission by students ☒ 1 Time(s) ☐ Unlimited

Students can view individual report ☒ after assessment has ended ☐ immediately after submission

[Learn more about settings](#)

Previous

Save

Save and publish

Cancel

8. Save and publish paper

- Click 'Save and publish'
- Review paper's summary
- Click 'Save and publish' to publish paper immediately
- Other options: Click 'Back' to edit paper, click 'Save' to edit and publish later

Create new paper

[Add task\(s\) to paper](#) **Publish paper**

Target student / group
Assign paper to level, class, individual and custom group.

Select level / class	<input checked="" type="checkbox"/> S1	<input checked="" type="checkbox"/> S1A	<input checked="" type="checkbox"/> S1B	<input checked="" type="checkbox"/> S1C	<input checked="" type="checkbox"/> S1D	<input checked="" type="checkbox"/> S1E
	<input type="checkbox"/> S2	<input type="checkbox"/> S2A	<input type="checkbox"/> S2B	<input type="checkbox"/> S2C	<input type="checkbox"/> S2D	<input type="checkbox"/> S2E
	<input type="checkbox"/> S3	<input type="checkbox"/> S3A	<input type="checkbox"/> S3B	<input type="checkbox"/> S3C	<input type="checkbox"/> S3D	<input type="checkbox"/> S3E
	<input type="checkbox"/> S4	<input type="checkbox"/> S4A	<input type="checkbox"/> S4B	<input type="checkbox"/> S4C	<input type="checkbox"/> S4D	<input type="checkbox"/> S4E
	<input type="checkbox"/> S5	<input type="checkbox"/> S5A	<input type="checkbox"/> S5B	<input type="checkbox"/> S5C	<input type="checkbox"/> S5D	<input type="checkbox"/> S5E
	<input type="checkbox"/> S6	<input type="checkbox"/> S6A				

Select individual [No student yet](#) [Edit selection](#)

Select group [Add group\(s\)](#)

Available time

Start time

End time

Other settings

No. of submission by students ☒ 1 Time(s) ☐ Unlimited

Students can view individual report ☒ after assessment has ended ☐ immediately after submission

[Learn more about settings](#)

[Previous](#) [Save](#) **Save and publish** [Cancel](#)

Publish

Paper title : 2017-06-22

Description : Analysing differences and relationships

Max. no. of trials by student : 1

Student report setting : Show after paper ended

Selected task(s) : 3 (36 minutes)

Start time : 2017-06-27 09:00:00

End time : 2017-06-30 17:00:00

Targets : Level(s): S1

[Back](#) **Save and publish**

* 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
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
3	L6-W-1-S3BC :	Writing a variety of texts for different purposes with relevant and generally adequate content
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
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)
6	L6-W-4-S3BC :	Writing a variety of texts using tone, style and register generally appropriately with the help of cues

L5-L-2-S3BC	→	WLTS
		WLTS
		WLTS
		WLTS
		WLTS
		WLTS

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)

WLTS Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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OUR AIM CHINESE LANGUAGE **ENGLISH LANGUAGE** MATHEMATICS **STUDENT ZONE**

ENGLISH LANGUAGE

SEARCH RESULTS
KS3 (S.1-S.3) Basic Competencies

Listening
L5-L-1-S3BC - Understanding the use of a range of language features in simple literary / imaginative spoken texts

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

Reading
Writing
Speaking

Home > English Language > KS3 (S.1-S.3) > Listening > L5-L-2-S3BC

You will need **Flash Player 7** OR **Authorware 6** to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN

Follow-up Materials Other Resources Related Module

Follow-up Materials
Learners’ possible problem(s) (for reference only)

- Learners are not able to listen for gist or main ideas on familiar or less familiar topics.
- Learners are not able to predict the likely development of the topic.
- Learners are not able to extract specific information from simple spoken texts on familiar or less familiar topics.
- Learners are not able to use personal experience and knowledge of the world to understand the meaning of simple spoken texts.
- Learners are not able to distinguish main ideas from supporting ideas.
- Learners are not able to identify sequences, causes and effects.
- Learners are not able to make connections between ideas with the help of discourse markers or cohesive devices.
- Learners are not able to deduce the meaning of unfamiliar words and expressions.

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students’ Self-access
Listening Tasks	The tasks were developed by The Centre for Evaluation and Monitoring at Durham University, pretested on local students and moderated by local professionals under an EDB-commissioned research project.	1 2 3 4 5 6 7 8	5-7	-

*Resourceful WLTS

*Different resources could be found from WLTS

➤ Follow-up Materials

➤ Other Resources

➤ Related Module

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CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS STUDENT ZONE

ENGLISH LANGUAGE

Home > English Language > KS3 (S.1-S.3) > Listening > L5-L-2-S3BC

Get Flash Player Get Shockwave Authorware You will need Flash Player 7 OR Authorware 6 to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN

Follow-up Materials Other Resources Related Module

Follow-up Materials

Learners' possible problem(s) (for reference only)

- 1 Learners are not able to listen for gist or main ideas on familiar or less familiar topics.
- 2 Learners are not able to predict the likely development of the topic.
- 3 Learners are not able to extract specific information from simple spoken texts on familiar or less familiar topics.
- 4 Learners are not able to use personal experience and knowledge of the world to understand the meaning of simple spoken texts.
- 5 Learners are not able to distinguish main ideas from supporting ideas.
- 6 Learners are not able to identify sequences, causes and effects.
- 7 Learners are not able to make connections between ideas with the help of discourse markers or cohesive devices.
- 8 Learners are not able to deduce the meaning of unfamiliar words and expressions.

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Follow-up Materials Other Resources Related Module

Other Resources

Teachers may refer to the following resources or experiences for further information in planning an learning and teaching activities:

- BBC – Bobinogs Rocket Story Tidyng
<http://www.bbc.co.uk/wales/bobinogs/games/gamespage.shtml>
- BBC – The Little Animals Activity Centre
The Missing Pencil
The Butterfly Trail
The Wishing Tree
<http://www.bbc.co.uk/schools/laac/story/sbi.shtml>
- Developing Teachers.com – Scott's listening lesson plan 2
http://www.developingteachers.com/articles_tchtraining/list5lp_scott.htm
- English as Second Language – Beginner level learning – listening comprehension:
http://esl.about.com/library/courses/blc/courses_beginner_listening.htm
- Lavelle, T. (2000). Getting the most from textbook listening activities. The Internet TESL Jou
<http://iteslj.org/Techniques/Lavelle-Listening/>
- The Hong Kong Polytechnic University – English Language Centre – Keys to better listening:
<http://elc.polyu.edu.hk/elsc/material/Listening/kListening.htm>

Follow-up Materials Other Resources Related Module

Related Module

Cultures of the World	<ul style="list-style-type: none"> Exploring Hong Kong Travelling in Australia 	Preview Preview
Getting Along with Others	<ul style="list-style-type: none"> Mind Your Own Words 	Preview
Nature and Environment	<ul style="list-style-type: none"> Cross-country Hike 	Preview
Social Issues	<ul style="list-style-type: none"> For Your Eyes Only 	Preview
Study, School Life and Work	<ul style="list-style-type: none"> A Study Tour to New Zealand Interviewing Teachers Looking Up Words in Dictionaries Note-taking Reading for Main Ideas Step It Up 	Preview Preview Preview Preview Preview Preview
Teenage Life	<ul style="list-style-type: none"> Detective Academy Finding My Way to Mongkok Spotting the Offenders Swim Bike Run, Three Times the Fun(Comming Soon) 	Preview Preview Preview Preview
Wonderful Things	<ul style="list-style-type: none"> Finding Poemland 	Preview

* 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>)

Web-based Learning an X

wlts.edb.hkedcity.net/en/english/ks1/listening/l1_l_2_p3bc.html

WLTS Assessment for Learning Resource Bank
Web-based Learning and Teaching Support

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ENGLISH LANGUAGE

SEARCH RESULTS

KS1 (P.1-P.3) Basic Competencies

Listening

L2L1-1-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](#)

L2L-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

Get macromedia FLASH PLAYER Get macromedia AUTHORWARE PLAYER You will need Flash Player 7 OR Authorware 6 to view the interactive tasks in SWF or HTM file format. If you do not have any of the above, please download from here.

SEARCH AGAIN

Follow-up Materials Other Resources Related Module

Follow-up Materials

Learners' possible problem(s) (for reference only)

1 Learners are not able to recognize repeated sentences in literary / imaginative texts.

2 Learners are not able to respond to literary texts through chiming in and miming.

Suggestions for Follow-up Actions

Learning Unit	Description	Problem addressed (see above)	Suggested duration (minutes)	For Students' Self-access
Fun with Sounds	Through different interactive activities, learners listen to and pronounce different rhyming words and to identify different consonant and vowel sounds. Related Module: Fun and Games	1	90	-
Happy to Read Aloud	Learners learn the rime 'ock' from reading riddles and rhymes. They also learn to appreciate repeated sentences in a rhyme through participating in chiming.	2	55	✓

Preview >
Download >

Reading
Writing
Speaking

Teachers' interface

Web-based Learning an X

wlts.edb.hkedcity.net/en/english/ks1.html

WLTS Assessment for Learning Resource Bank
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OUR AIM CHINESE LANGUAGE ENGLISH LANGUAGE MATHEMATICS **STUDENT ZONE**

Home > Student Zone > English Language > P1-P3

ENGLISH LANGUAGE

P1 - P3 P4 - P6 S1 - S3

Listening

Dos and Don'ts

Going for a Picnic - 1
Going to the Zoo

Going for a Picnic - 2
At the Supermarket

Guessing Animals - Which Animal Is It

Happy to Read Aloud

King Kong and Ken

Listen to My Voice - 1
Pat is Home

Listen to My Voice - 2
My New Timetable

Packing Up - Put the Toys Back

Playing with Sounds - Listen and Choose

Saving Princess Nancy

Signs & Instructions - Be a Nice Kid

Students' interface

Thank You