

SEAB-link



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The second half of 2015 was a busy yet meaningful six months. Committed to our cause of advancing quality in assessment worldwide, we welcomed a number of delegates from around the globe. Through the sharing by both SEAB and the international counterparts, much valuable knowledge and experience in educational assessment was exchanged.

Besides hosting fellow educators in our humble abode, SEAB also ventured into the local and international scenes where some of our staff shared SEAB's assessment experience and research findings.

We also took time off to plan as an organisation at the annual SEAB Seminar in June. The theme of the Seminar was "Clan, Culture, Celebration" and it aptly captured SEAB's

family-like organisational environment that emphasises consensus and commonality of goals and values. The SEAB Seminar proved to be a valuable opportunity to decide on the priorities and directions for SEAB in the next five years.

To maintain the fairness and integrity of national examinations, SEAB has an established and robust information security management system in place. As part of efforts to ensure that our processes are able to address new, emerging risks, SEAB conducts periodic reviews and benchmarks our procedures in accordance with the comprehensive security standards developed by the International Organisation for Standardization (ISO). We are therefore pleased to be awarded with the ISO27001:2013 Information

Security Management System Certification in the second part of this year.

As the saying goes, "All work and no play makes Jack a dull boy". Although the work in SEAB is serious, there are times that we do let our hair down and have fun. As part of our tradition, no National Day for SEAB gets past without us celebrating our very own SEAB Active Day. Bearing in mind that 2015 is our jubilee year, we got "active" right in our own backyard - Tiong Bahru! We organised a treasure hunt and SEAB staff had the opportunity to venture to different parts of the estate and reminisce about their younger days by playing childhood games such as "zero point", "chapteh" and "marbles".

In Issue 20, we continue to bring you articles on educational assessment. Read on to also find out more about the 5th graduation cohort of the Specialist Diploma in Educational Assessment and upcoming available courses.

We hope you enjoy reading this issue of the SEAB-link. If there is any topic that you would like us to feature, feel free to drop us a note at SEAB_SEABLink@seab.gov.sg

Till the next issue,

Meng Lee, on behalf of The SEAB Editorial Team

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SEAB Seminar 2015 – Clan, Culture, Celebration!



Everyone deep in thoughts about SEAB's strategic directions ahead

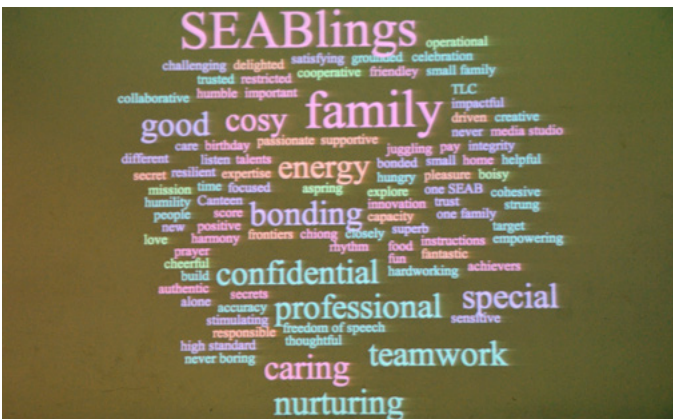
The annual SEAB Seminar is an integral component of the corporate planning cycle where all SEAB staff take part in stock-taking and envisioning for the organisation. The theme of the 2015 Seminar, "Clan, Culture, Celebration!", emphasised the kinship, heritage and sense of belonging shared by all in the SEAB family, and recognised the value of every individual in the family as we gathered to chart and develop the corporate plans together.

On the day of the Seminar, the SEAB family ventured out of Tiong Bahru to the Hort Park. As a testing lab for innovations

in vertical gardening, green architecture and other national initiatives, the lush greenery of the gardens created a welcoming backdrop for all staff to engage in out-of-the-box thinking. The green garden spaces and shady outdoor seats took participants away from routine work and enveloped them in an environment of fresh sights, smells and sounds. It was an ideal venue that created a multi-sensorial experience for the germination of fresh ideas.

To kick start the event, everyone leveraged on technology to collectively

create and play music inspired by the Vision, Mission and Values of SEAB. This refreshed participants' understanding of their common purpose, and set the context for long-term strategic planning. For most of the staff, the discovery of new technology through play provided a non-routine stimulus that encouraged creative thinking. Experimenting with an unfamiliar activity such as music-making further created a setting where participants unravelled a surprising number of similarities between music-making and corporate planning. For example, music comprises



Word cloud generated by SEAB staff during the music making activity



Music making in progress



SEAB Chief Executive, Ms Tan Lay Choo addressing all staff



Presentation by staff on SEAB's goals

many different elements working in harmony to create a cohesive outcome. In organisational planning, it is equally important to tap on the diverse range of talents within the SEAB family to achieve organisational goals. As part of the activity, participants were grouped into teams for music production. To compose a musical piece, members in each team took on roles involving song-writing, singing, playing musical instruments and producing music. The final musical outcomes were amazing and provided convincing testimonies that even with an initial apprehension of the success of the assignment, the outcome was achieved when everyone had a common goal, and the commitment and drive to see it through.

Playing music paved the way for corporate stock-taking. SEAB Chief Executive, Ms Tan Lay Choo, opened the session by recounting the achievements that SEAB has attained in the last eleven years, which she emphasised would not have been possible without the commitment and efforts from all SEAB staff. She shared the significance of the SEAB Seminar and encouraged everyone to put on their ideation hat and dream for SEAB. Core strategic directions from the 2015 SEAB 5-Year Corporate Plan were then circulated for staff input, including the delivery of national examinations, the development of assessment services and products, and the enhancement of organisational excellence through motivating staff and culture building. Working in their respective departments, everyone put their hearts and minds into reviewing and envisioning the future goals of SEAB for the next five years.

It was a fruitful and productive session as the Seminar provided an opportunity for divisions to review the shorter-term outcomes of their annual work plans (1-3 years) against the framework of the longer-term corporate plan (5-10 years).

With the revised workplans, all staff can look forward to an exciting 2016 ahead.

SEAB Active Day



SEAB celebrates SG50

Each year, SEAB rejoices and celebrates Singapore's birthday with our very own "SEAB Active Day". Apart from observing the significance of Singapore's growth as a young nation, SEAB Active Day also brings all staff together for a day of bonding through fun and games, hence truly matching up to the promise of an "active" event.

As the nation welcomes Singapore's 50th birthday with a series of celebrations, the SEAB family also basked in our own National Day festivities right in our own home ground – Tiong Bahru.

On 6 August 2015, the day started off with our National Day Observance Ceremony. SEAB Chief Executive, Ms Tan Lay Choo, shared the National Day message from the Minister for

Education. Themed "Majulah Singapura", the message called on Singaporeans to reflect on the nation's achievements over the past 50 years and to work collectively as a united body towards a brighter future.

After the Observance Ceremony, SEAB staff warmed up for the Active Day with our very own rendition of "The Great Singapore Workout" from the 1990s.

With the warm-up done, SEAB staff were put to a test to find out how much we knew about the Tiong Bahru neighbourhood. Conducted in the form of a treasure hunt, the staff were expected to find the various gems located in the vicinity in assigned teams.

Armed with a map that contains multiple clues, participants had

to first locate a "passport" before visiting various landmarks in Tiong Bahru in order to get the passports stamped. This included icons in the area, such as the Tiong Bahru Market, the Bird Corner, Goldfish Mural and even the Tiong Bahru Community Centre.



Spotted! Goldfish mural in Tiong Bahru

As part of the treasure hunt, the staff were also challenged to play some of the nostalgic childhood games that they enjoyed, such as 'zero point', 'hopscotch', 'chaptch' and 'marbles'. It was a walk down memory lane for many of us as we were reminded of our childhood or school days.



Staff reminiscing and pitting their "skills" in the nostalgic games

After half a day of outdoor activity, the programme adjourned indoors where we were all given the opportunity to display our artistic flair through 'Pointilism' – the art of dotting. In conjunction with SG50, the theme was Singapore landscape and icons. The activity saw the unveiling of many talented artists within SEAB as everyone took to the canvas to "dot out" what we felt represented the Lion city.



Dotting in action

While SG50 was an occasion to celebrate past achievements and to look forward to the future, the needy and less fortunate was not far from our minds. In the spirit of good cheer and giving, an art auction was held for the completed art pieces. Funds raised through the auction would be donated to The President's Challenge. It was heartening to see everyone donating generously for a good cause, as a grand total of more than \$2,400 was raised!

The 2015 SEAB Active Day was truly a memorable and meaningful celebration.



Team SHIOK and their SG50 artwork

SEAB's successful attainment of the ISO27001 certification

What are the ISO27001 standards?

The ISO27001 is a comprehensive security standard developed by the International Organisation for Standardization (ISO). The ISO 27001:2013 prescribe the updated requirements for establishing, implementing, maintaining and continually improving an Information Security Management System (ISMS). The ISMS preserves the confidentiality, integrity and availability of information by applying a risk management process.

Significance of the ISO27001 standards for SEAB

As SEAB handles confidential and sensitive information such as candidates' examination results, establishing and maintaining a high level of security form the cornerstone of our processes. The ISO27001 standards provide an international security standard for the benchmarking of our processes. Achieving the certification is a validation of our policies and processes in upholding security in the management of examination operations and information. The certification also helps to instil confidence in parents, candidates and the general public that the risks to our information security are adequately managed by SEAB.

The framework has provided a platform for SEAB to continually examine and improve our information management processes through periodic reviews and audit, which enhances our readiness to handle emerging information management risks.

SEAB's ISO27001 certification journey

With the objective of checking and improving our information security systems, SEAB embarked on our journey for the ISO27001:2005 ISMS certification in 2009.

In compliance with the international standards governing Information Security Management, SEAB has developed well-established procedures to handle confidential examination materials. There are strict procedures for the distribution, movement and storage of classified

information across various divisions and even key partners and vendors. It covers activities related to examination operation administration, physical security, human resource and IT services, and takes into account the legal, regulatory, contractual and other relevant requirements.

SEAB was honoured to receive positive feedback from the auditors during the certification. The auditors affirmed that SEAB's policy, objectives and targets had fulfilled the standard's requirements with the supporting evidence found in our legal requirements, personnel responsibilities and competences as well as procedures and performance data. They also commended the strong commitment exemplified by SEAB's management towards information security management.

With the dedication of all staff towards achieving zero errors and information security lapses, our ISMS was successfully certified with the ISO27001:2005 standards in 2009. In 2015, SEAB was certified to have converted to the new ISO 27001:2013 ISMS.

Awareness of the importance of information security amongst SEAB staff was also raised through the certification. This has helped form a common security culture within SEAB where everyone is vigilant towards the safeguarding of information assets.

The journey continues...

Our journey does not end with the recent certification. The potential risks to our information assets are constantly evolving. SEAB will stay vigilant and continue to uphold a high level of security in the management of examination operations and information as well as incessantly refine our procedures to guard against developing threats.



Exchanging Experiences, Forging New Relationships

“If you have knowledge, let others light their candles in it.”
- Margaret Fuller, American journalist and critic in the 1800s

At SEAB, we believe in the common good of learning from others for continuous evaluation and improvement and sharing of our knowledge and experiences.

It was another exciting six months for SEAB as we made new friends in both the educational and non-educational fraternity. We welcomed foreign delegates from the Naruto University of Education of Japan, the National Institute of Educational Testing Service of Thailand, Institute for the Promotion of Teaching Science and Technology of Thailand, Nazarbayev Intellectual Schools of Kazakhstan and the Shandong Provincial Academy of Education Recruitment and Examinations of China. On the home front, we also hosted visitors from the Singapore Centre for Chinese Language.

During the visits, the delegates were keen to find out more about SEAB’s work as well as the conduct of our e-Examinations. In return, the delegates were more than happy to share at length about the national examination processes in their country.

The mutual sharing of assessment experiences has not only deepened our friendship and ties with fellow counterparts in other nations, but they have also provided us with fresh perspectives on the different practices in assessment from around the globe. The learning points gleaned from the corporate visits would help us to evaluate our own processes and therefore refine them as part of our continuous improvement and commitment.

Just as Margaret Fuller’s quote aptly describes, knowledge is akin to a flame. The imparting and sharing of knowledge helps to light one’s candle, shedding light and warmth. We definitely look forward to learning more from our international counterparts and sharing our experiences with them.



Delegates from the Naruto University of Education taking a group shot with SEAB’s senior management.



Dr Hiroaki Ozawa, Professor from the Naruto University of Education, penning a few words on our guest book for remembrance.

“ Thank you very much for accepting us. We can share our experiences and learn about the Singapore examination system. We are grateful for your kind cooperation. We hope for a long friendship from now on. ”

- Dr Hiroaki Ozawa and fellow delegates, Naruto University of Education, Japan



Group photo of SEAB and visitors from the National Institute of Educational Testing Service (NIETS)

“ On behalf of the National Institute of Educational Testing Service (Public Organisation), I would like to thank you very much for warmly welcoming us so that we get to learn more about SEAB.

I hope there would be good cooperation with our organisation and we look forward to welcome your staff to visit NIETS in Bangkok, Thailand in the near future. ”

- Dr Samphan Phanphruk, Director, National Institute of Educational Testing Service, Thailand



Exchange of corporate gifts between Dr Samphan Phanphruk, Director, NIETS and Ms Tan Lay Choo, Chief Executive, SEAB.

“ We are delighted to visit the most important organisation in education development in Singapore and ASEAN. We learnt a lot and will bring back the knowledge and experience ”

- Thai delegates from Institute for the Promotion of Teaching Science and Technology



Group photo of delegates from Thailand's Institute for the Promotion of Teaching Science and Technology with Mr Toh Poh Guan, Director, Assessment Services, and Mr Oliver Junus, Assistant Director, Research and Development



Posing for a group shot - SEAB personnel and delegates from the Shandong Provincial Academy of Education Recruitment and Examinations of China



Presentation of corporate gift to SEAB

Participation in the International Federation for the Teaching of English (IFTE) Conference



SEAB Assessment Specialists, Joshua Ang and Low Ying Ping posing for a shot at Fordham University for remembrance

The International Federation for the Teaching of English (IFTE) originated from an international conference on English teaching held at Dartmouth College, New Hampshire, in 1966, and grew into a network of international meetings and publications. It was formally constituted in 1983.

The IFTE conference takes place once every four years with the aim of promoting the work and voices of English teachers, educators and researchers by providing a platform for the discussion and sharing of research on issues related to English Language and Literature education as well as literacy.

This year, the IFTE collaborated with the Conference on English Education (CEE) to organise the 2015 Summer Conference at Fordham University, New York City, from 6 to 9 July 2015.

The theme for this year's conference was "Common Ground, Global Reach: Teaching English and English Education for Global Literacies" and it examined the way English is taught and assessed all over the world. Delegates and presenters at this conference came from places as diverse as New Zealand, Australia, Canada, the U.S., South Africa, and the UK. Spread across panel presentations

and roundtable sessions held over four days, English Language and Literature educators and researchers shared issues such as technology, international perspectives on 21st century literacy, the importance of advocating social justice in the classroom, the way national policies and mandates impact teaching, and the learning and assessment of English Language and Literature.

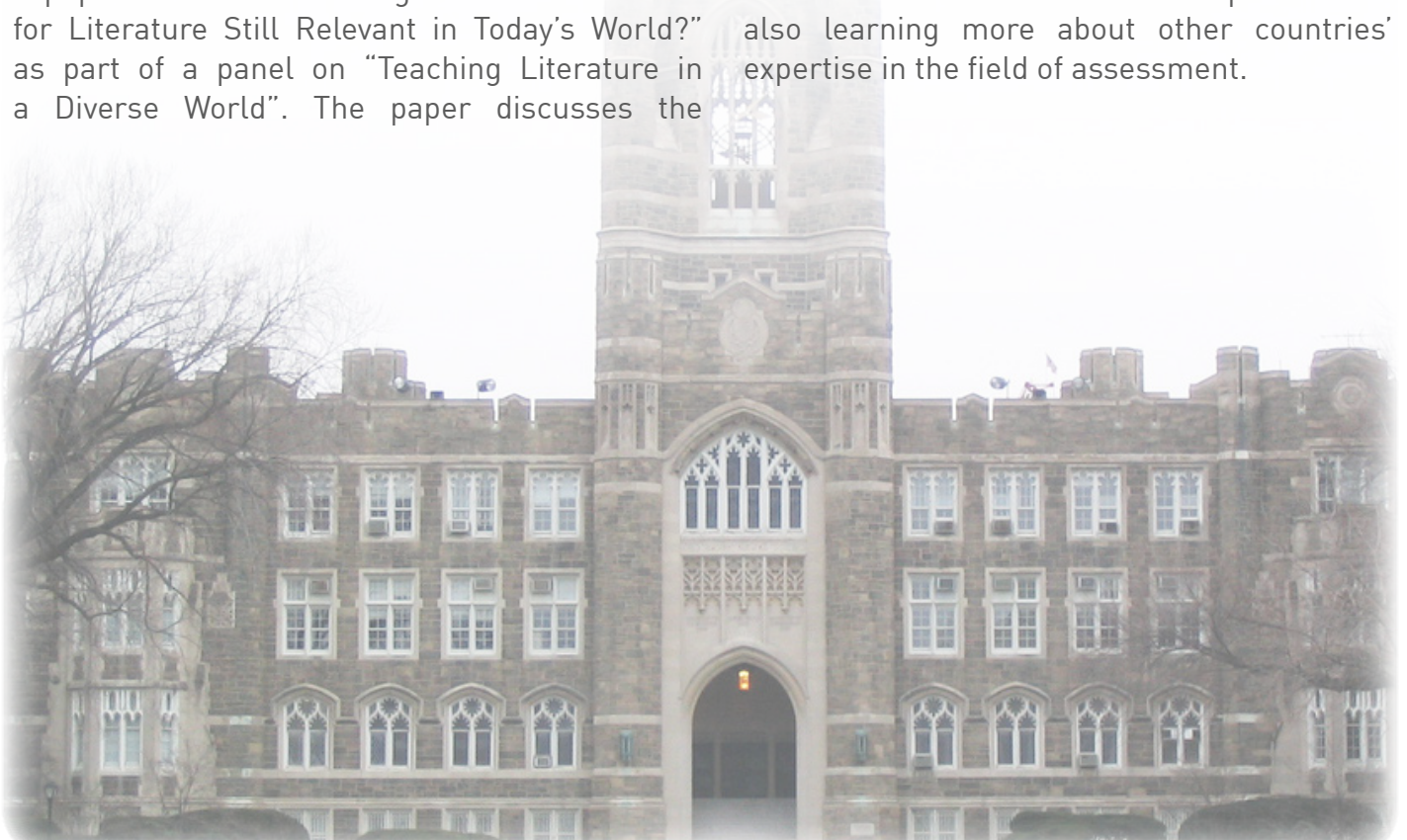
Singapore has garnered international attention in recent years for its education system and student competencies. Given Singapore's international standing in the education fraternity, SEAB was pleased to participate in the conference as it provided a platform for its officers to share Singapore's experience in the assessment of English and Literature with the members of the international community while finding out their best practices at the same time.

SEAB was honoured when our research proposal was accepted by the conference organisers. Two assessment specialists from the Languages and Literature Department, Mr Joshua Ang and Ms Low Ying Ping, were pleased to represent SEAB as delegates at the conference. They presented a paper titled "Are Existing Assessment Modes for Literature Still Relevant in Today's World?" as part of a panel on "Teaching Literature in a Diverse World". The paper discusses the

various assessment modes currently used for Literature, evaluating them using the criteria for high-quality assessment systems drawn up by Darling-Hammond, L., Herman, J., Pellegrino, J., et al. (2013).

One of the co-authors of this paper, Professor Pellegrino, was a keynote speaker at the IAEA conference organised by SEAB in 2014 and both Mr Ang and Ms Low were introduced to his research on assessment then. This introduction inspired them to look more deeply into the criteria for high quality assessment, which included the assessment of higher-order cognitive skills, high-fidelity assessment of critical abilities, standards that are internationally benchmarked, use of items that are instructionally sensitive and educationally valuable, and assessments that are valid, fair and reliable.

Speaking about their experience, both Mr Ang and Ms Low felt privileged to be given the opportunity to participate in the conference. It was an invaluable session where they were able to share Singapore's assessment knowledge with fellow international counterparts while also learning more about other countries' expertise in the field of assessment.



The 4th International Conference on the Teaching and Learning of Chinese as a Second Language

The 4th International Conference on the Teaching and Learning of Chinese as a Second Language hosted by Singapore Centre for Chinese Language (SCCL) was held from 9 to 10 September 2015 at Ngee Ann Polytechnic. Since its inaugural launch in 2009, SEAB has been a regular attendee of the conference, drawing experiences and ideas on the teaching and learning of Chinese Language from local and international delegates. This year's conference was attended by more than 1,000 international participants from Asian countries (such as Brunei, China, Hong Kong, Taiwan and Macau) and western counterparts from Germany, Switzerland, United Kingdom and United States. Four assessment officers from the Chinese Language Department in SEAB participated at the conference and presented two research papers on e-assessment in Chinese Language. The presentations covered SEAB's journey in the use of technology in the assessment of Chinese Language in the Singapore context.

Sharing on Computer-Based Test (CBT) vs Paper-Based Test (PBT)

Does the use of ICT enhance students' performance in National Examinations? Or will students be adverse to the learning of Chinese Language? Many participants were keen to know how ICT impacts students' performance.

Facing a full-house audience, Senior Assessment Specialist, Ms Chua Lay Keng gave a presentation on "Using Information and Communication Technology for the Assessment of Writing in Chinese Language". The key findings on the use of a computer-based writing platform for students offering GCE O-Level and GCE A-Level Chinese Language B Syllabuses were shared. A comparison of the quality of students' written responses from two separate groups; Computer-Based Test (CBT) and Paper-Based Test (PBT) revealed that the overall performance of students in CBT and PBT was comparable. Both studies also showed that students in the CBT tended to produce longer writing tasks compared to those in the PBT. Hence, this indicated that the use of computer had, to some extent, helped to motivate students to express themselves in writing.



Senior Assessment Specialist, Ms Chua Lay Keng, sharing findings of the research with the participants

Studies on Use of Video Stimulus in Oral Test

The second paper on “Research and findings on the use of Video Stimulus in assessing oral skills in Chinese Language” was presented by Assessment Officer Ms Too Jye Yuin.

With the use of video as stimulus in oral test, can the students and teachers adapt to the changes in the examination format? Will videos create unnecessary anxieties and will students’ performance be affected?



Jye Yuin sharing on the use of video stimulus in oral tests

To answer these questions, SEAB conducted a series of studies on the use of video as a stimulus in oral tasks for secondary 4 students offering GCE O-Level Chinese and Higher Chinese. Students’ general perceptions on the use of technology in the oral tests and their performances were also examined. The results showed that students reported positive experiences in the oral assessment involving the use of video stimulus. Favourable feedback was given by the students, who shared that the use of video stimulus provided a more engaging and authentic context for oral conversation and discussion, as compared to the current static picture conversation. Students offering Higher Chinese also indicated that the assessment of integrative listening and speaking skills had enhanced their learning experience.

The participants, mostly school educators, gained a deeper understanding of the different aspects related to e-assessment and provided attendees with a snapshot of the research and assessment work done at SEAB. In addition, there was the assurance that there are rigorous processes in place for the national e-examinations, where the principles of assessment, viz. validity, reliability and fairness are upheld.

The sharing and interactions with the participants were fruitful and enriching for our presenters. This conference provided a learning platform on the pedagogy in the teaching and learning of Chinese Language for our presenters. The presentations also marked the beginning of an exciting SEAB’s journey in the exploration on the use of technology in assessment. For the coming year, more research studies will be shared at other international conferences and these are events that SEAB is looking forward to.

Forum Criteriorum in Helsinki

Finland – a Nordic country associated with Santa Claus, reindeer, sauna and Northern Lights – has attracted much attention from the international community for its sterling educational performance, highly respected teachers, and ethos of equity and equality of educational opportunities for all. Therefore, SEAB was honoured to be invited by the Finnish Matriculation Examination Board and the Finnish Education Evaluation Centre to present a keynote speech at the Forum Criteriorum in Helsinki, held on the 29th and 30th of September 2015. The event was attended by international delegates from countries such as Hungary, Sweden and Croatia. Representing Singapore and SEAB, Mr Yue Lip Sin (Director, Assessment Planning and Development Division) shared perspectives on Singapore's experience of using criteria-based assessment in Project Work and Language Oral Skills.

The seminar was a valuable opportunity for SEAB to exchange viewpoints with the Finnish education fraternity, on key themes such as the use of information technologies in assessment, the challenges of grade comparability across subjects, developing assessment knowledge in teacher education, and criteria-based assessment. Other than gaining valuable insights on educational issues and developments

in Finnish education with local ministry officials, SEAB participants also enjoyed the interaction with the international participants at the forum.

Like Singapore, Finland places great importance on providing quality education for its citizens, and has carried out a major review of its general educational system in the last few years. The new national core curricula, which will be implemented in schools from August 2016, are focused on creating a culture that supports life-long learning.

A feature of the reform, the so-called phenomenon-based learning, has caught international attention and created the myth that Finland is no longer offering traditional subjects. The reality is that, alongside traditional subjects, Finland is introducing multi-disciplinary project-based learning that aims to develop collaborative skills among teachers and students. The new curriculum also focuses on developing students' skills and competencies, which will prepare them for a future that is complex and uncertain. To accomplish this, Finland has identified seven transversal (generic) skills, akin to MOE's 21st century competencies.

Finland is leveraging on technology to promote a more authentic learning and assessment



experience for students and to endow them with ICT skills for the future economy. Projects to develop problem solving and critical thinking skills in students and provide special support for students with learning needs are also underway. For teachers and principals, the focus will be on enhancing systematic professional development and improving teaching pedagogies.

For SEAB participants, the learning experience went beyond the conference hall as they had the chance to visit the Helsingin Normaalityseo School, where they gained a deeper understanding of the ongoing developments in Finnish education. In Finland, compulsory basic education is integrated within a single structure comprising primary and lower secondary level education, and lasts nine years. It is followed by general and vocational upper secondary education, which provides general eligibility for higher education. Helsingin Normaalityseo School comprises the 7th to 9th grades of the comprehensive school, and the general upper secondary school. The school also serves as the University of Helsinki Training School for trainee teachers to conduct their teaching practice. The school visit provided opportunities for exchanges with the school principals on assessment in

lower and upper secondary education. It was also a refreshing experience to sit in a Social Studies lesson where the Finnish students and teacher engaged the guests on the health care system in Singapore, in the context of a robust and lively debate on the pros and cons of free healthcare provision.

In all, the Finland trip had been an enriching cross-cultural experience and exchange. It was definitely an honour for SEAB to represent Singapore at the seminar, as it bears testament to the international recognition of our examination system.



Mr Yue Lip Sin presenting a token of appreciation to a Finnish delegate



Group photo of Mr Yue Lip Sin, Director, Assessment Planning and Development, (first from left) and Ms Chow Hong Kheng, Senior Assessment Specialist (first from right), together with Finnish delegates.

Graduation of the 5th Specialist Diploma in Educational Assessment (SDEA) cohort



The 5th SDEA graduates gathering with a photo with SEAB senior management and staff. (From left: Director, Assessment Services, Mr Toh Poh Guan, Ms Tan Bee Kheng Sally, Ms Leo Minyin, Ms Khoo Geok Hwa, SEAB Chief Executive, Ms Tan Lay Choo, Mr Liu Heok Hing, Ms Somali Paul, and Lead Assessment Specialist, Mr Leong See Cheng)

The Specialist Diploma in Educational Assessment (SDEA) course is offered by the Singapore Examinations and Assessment Board (SEAB) yearly as a professional qualification to equip teachers with the relevant and practical knowledge and skills related to educational assessment in schools.

Comprising four modules and conducted over 12 months, the course employs different learning methods to facilitate participants' acquisition and assimilation of the knowledge and skills. Apart from the conventional classroom instruction, self-study, assignments and practical components are designed for the participants. At the end of the course period, the participants are assessed

before they are conferred with a diploma. The 5th SDEA cohort consisted of seven participants from different schools.

The Graduation Ceremony for the 5th SDEA cohort was held on 22 July 2015. Gracing the ceremony, SEAB Chief Executive, Ms Tan Lay Choo, and Director of Assessment Services, Mr Toh Poh Guan, congratulated the graduates on their completion of the course and encouraged them to continue their journey in assessment. It was a proud day for the graduates as they celebrated their achievements with family members, school leaders and colleagues at the ceremony organised by the SEAB.

For more information about the SDEA course, please refer to the website [here](#)

Sharing by SDEA Graduates

Participants also took the opportunity to share some thoughts with the fellow teachers and the audience about their thoughts of the programme.

Ms Khoo Geok Hwa, Head (Curriculum) of Dunman High School, reflected on her wonderful learning journey and invaluable lessons in SDEA. She related her experiences to a quote by Art Williams: *“I’m not telling you it is going to be easy – I’m telling you it’s going to be worth it.”*

Mr Liu Heok Hing, HOD (Science) of Methodist Girls’ School (Secondary), shared his experiences in developing his Assessment Literacy Programme (ALP), and said,

“It was a good opportunity for me to address the learning needs of my school and facilitate thinking on several assessment issues we have been facing. The feedback from my teachers on the ALP training was positive, and they gained new valuable knowledge that supplements their experiences in setting and marking examination papers.”

Going forward, Mr Liu hopes to work with the senior teachers in his school, to develop professional development programmes and training packages to help raise the assessment literacy among their fellow colleagues.

Congratulations to Class of 2014 SDEA

Jasmine Chan nee Williams

Seng Kang Primary School

Oh Chee Tiong

Serangoon Junior College

Khoo Geok Hwa

Dunman High School

Somali Paul

St Andrew’s Junior College

Leo Minyin

Bartley Secondary School

Tan Bee Kheng Sally

Evergreen Primary School

Liu Heok Hing

Methodist Girls’ School (Secondary)

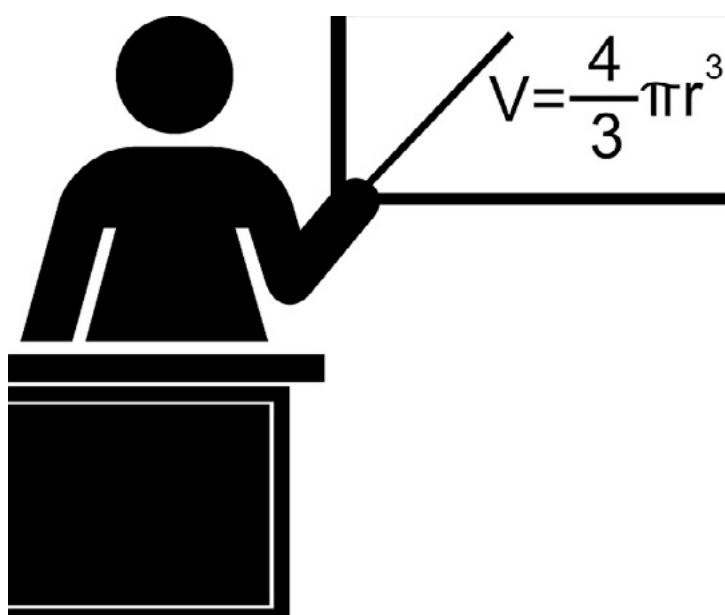
Expanding Teacher-Based Assessment Practices

A central tenet of assessment literacy is the need for formative assessment to be implemented as an on-going activity through which teachers can collect timely and useful feedback on teaching and learning. Teachers can then use this feedback to address and close learning gaps, and improve the performance of their students not only in the classroom but also, eventually, in their summative assessment such as national examinations (which main purpose is to meet the accountability needs of the social system such as selection and certification).

While research has shown that examinations do exert many positive consequences (such as improving the amount of learning), a number of other studies have also revealed that classroom teachers follow the practices of national examinations so closely that it may result in 'curriculum narrowing'. What this term means is that some educational outcomes (which are in the planned curriculum but not assessed in national examinations) are given insufficient importance in the actual implemented curriculum.

As such, an important aspect of assessment literacy that is highlighted here is that teachers should continually remind themselves of their larger role in providing more varied and complex learning to their students based on the planned curriculum and local contexts. Individually and collectively (as a level, or a department or a school), teachers need to reconsider their assessment practices and exercise greater autonomy in implementing assessment practices that promote the educational outcomes which are not limited to success in examinations.

Teachers need to find a working balance between the purposes of summative assessment and formative assessment, and this balance may in fact differ across schools. The point that is emphasised here is that teachers should not be limited by the formats, constructs and processes of national examinations in planning and implementing school-based formative assessments.



Training Calendar (Jan - Jun 2016)

FOR PRIMARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training
Introduction to Assessment for Beginning Teachers – English Language	1	Class 1 : 06 Apr 2016 Class 2 : 20 Apr 2016
Introduction to Assessment for Beginning Teachers - Mathematics	1	Class 1 : 20 Apr 2016 Class 2 : 25 Apr 2016 Class 3 : 29 Apr 2016
Introduction to Assessment for Beginning Teachers - Science	1	Class 1 : 18 May 2016
P4 Assessment Literacy – English 1 Language	1	Class 1 : 25 May 2016
P4 Chinese Language Assessment Literacy	1	Class 1 : 26 Apr 2016
P4 Assessment Literacy – Mathematics	1	Class 1 : 08 Apr 2016

FOR SECONDARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training
Assessment – English Language	1.5	Class 1: 05 Apr 2016 (Full Day) 19 Apr 2016 (Half Day)
Assessment – Mathematics	1.5	Class 1 : 04 Apr 2016 (Full Day) 25 May 2016 (Half Day) Class 2 : 05 Apr 2016 (Full Day) 26 May 2016 (Half Day)
Assessment – Science	1.5	Class 1 : 07 Apr 2016 (Full Day) 20 Apr 2016 (Half Day)
Assessment – Biology	1.5	Class 1 : 05 Apr 2016 (Full Day) 19 Apr 2016 (Half Day)
Assessment – Chemistry	1.5	Class 1 : 07 Apr 2016 (Full Day) 20 Apr 2016 (Half Day)
Assessment – Physics	1.5	Class 1 : 12 Apr 2016 (Full Day) 26 Apr 2016 (Half Day)
Assessment – Literature	1.5	Class 1 : 07 Apr 2016 (Full Day) 21 Apr 2016 (half Day) Class 2 : 20 Apr 2016 (Full Day) 04 May 2016 (Half Day)

QUALITY ASSESSMENT AND MARKING IN PRIMARY SCIENCE

This 1.5-day workshop is intended mainly for experienced primary school science teachers and department heads.

This workshop aims to provide participants with the knowledge and understanding of the concept of outcome space to represent the spectrum of students' responses. In particular, the workshop will focus on the role of outcome space in setting good questions and evaluation of students' responses.

At the end of the workshop, participants will have a better understanding of the importance of outcome space in gathering evidence of students' achievement, the importance of clarity of item, mark scheme and marking processes in ensuring accurate, reliable and fair assessment.

Training Schedule

Workshop Title	Duration (Days)	Date of Training
Quality Assessment and Marking in Primary Science	1.5	Class 1 : 14 Jan 2016 (Full Day) 15 Jan 2016 (Half Day) Class 2 : 26 Jan 2016 (Full Day) 27 Jan 2016 (Half Day) Class 3 : 18 Feb 2016 (Full Day) 19 Feb 2016 (Half Day) Class 4 : 23 Feb 2016 (Full Day) 24 Feb 2016 (Half Day) Class 5 : 10 May 2016 (Full Day) 21 May 2016 (Half Day)

ASSESSING ORAL PRESENTATION AND DISCUSSION IN HIGHER MOTHER TONGUE LANGUAGES (HIGHER CHINESE LANGUAGE, HIGHER MALAY LANGUAGE AND HIGHER TAMIL LANGUAGE)

This workshop is designed to equip participants with the knowledge, understanding and skills to assess oral presentation and oral discussion skills in Higher Mother Tongue Languages. This workshop is intended for secondary school teachers who are currently teaching O-Level Higher Mother Tongue Languages.

Specifically, the workshop seeks to help participants:

- gain deeper understanding of what constitutes a good oral presentation and discussion;
- design an oral presentation task
- conduct discussion based on an oral presentation
- acquire basic knowledge on the production of video stimulus.

Training Schedule

Workshop Title	Duration (Days)	Date of Training
Assessing Oral Presentation and Discussion in Higher Chinese Language	1	Class 1 : 29 Feb 2016 Class 2 : 28 Mar 2016
Assessing Oral Presentation and Discussion in Higher Malay Language	1	Class 1 : 09 Mar 2016 Class 2 : 20 Apr 2016
Assessing Oral Presentation and Discussion in Higher Tamil Language	1	Class 1 : 04 Mar 2016

DESIGN OF INTERACTION TASKS INCLUDING VIDEO STIMULUS FOR CONVERSATION

This workshop is designed to equip participants with the knowledge, understanding and skills to develop new assessment items for the revised 2017 PSLE Mother Tongue Languages. This workshop is intended for primary schools teachers. Specifically, the workshop seeks to help participants:

- gain a deeper understanding of the rationale and changes of the revised examination format
- understand the criteria and guidelines of using video as stimulus for oral assessment
- be equipped with skills to develop new assessment items including the use of video as stimulus for the oral assessment.

Training Schedule

Workshop Title	Duration (Days)	Date of Training
Design of Interaction Tasks including Video Stimulus for Conversation – Chinese Language	1	Classes 1 – 8 are full. Class 9 : 19 Apr 2016 (Limited seats available)
Design of Interaction Tasks including Video Stimulus for Conversation – Malay Language	1	Classes 1 – 3 are full. Class 4 : 31 Aug 2016 (Limited seats available) Class 5 : 01 Sep 2016 (Limited seats available)
Design of Interaction Tasks including Video Stimulus for Conversation – Tamil Language	1	Classes 1 – 3 are full. Class 4 : 25 Aug 2016 (Limited seats available) Class 5 : 26 Aug 2016 (Limited seats available)

To register for the above courses, please click [here](#) to download the registration form and return the completed form to us via fax (65) 6377 4229 by 8 Jan 2016. For further information, please contact us at SEAB_AS@seab.gov.sg.

* The training information provided in this publication is accurate at the time of printing.



Singapore Examinations and Assessment Board

Our Vision:

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Our Mission:

We assess educational performance so as to certify individuals,
uphold national standards and advance quality in assessment worldwide.

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Integrity | Value people | Commitment | Professionalism | Teamwork