



Dear Readers,

The second half of the year has been a busy period for SEAB with the conduct of the national examinations. Onscreen marking has been implemented for subjects such as N(A)-Level Social Studies in 2019 and we are on track with the plans to extend this to more subjects over the next few years. The move from paper-based marking to onscreen marking has received positive feedback from the markers, increasing efficiency, improving script security and quality of marking, as well as facilitating data analytics. Senior Management from the Ministry of Education also had the opportunity to observe the onscreen marking in October and November 2019. Read about their experience on page 03.

Between August to December, officers presented papers at a few conferences, including the 2019 Asian Forum for English Language Testing in Asia, 2nd International Conference on Educational Assessment and Policy and 9th International Chinese Language Teaching Conference 2019. We also hosted delegates from the United Arab Emirates, teachers who were attending NIE programmes and had professional exchange with our counterparts from Cambridge Assessment International Education. Participating in these

conferences and hosting fellow educators provided a platform and an opportunity to connect with the education fraternity and learn global best practices in assessment. Flip over the pages to find out more of these invaluable learning.

Read all about the fun happenings on our annual SEAB Active Day and a new Resources section that we have introduced on our website to demystify exams and provide assessment related reading materials. If you are a MOE teacher and would like to scale up your assessment literacy skills, please check out our 2020 training calendar on page 18.

With the arrival of 2020, it's time to set new aspirations for the new year. We will continue to bring you new content and updates on the happenings within SEAB in the coming year. If you would like us to feature specific topics or content, please feel free to write to us.

We wish you a Happy Chinese New Year and a fruitful 2020 ahead.

Meng Lee,
On behalf of the SEAB-link Editorial Team

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VISIT BY MOE SENIOR MANAGEMENT FOR ONSCREEN MARKING

Onscreen marking is a major transformation project for SEAB, which will not only change the way scripts are being marked but also transform and enhance the marking experience for both SEAB personnel and our markers.

With SEAB on track to progressively roll out onscreen marking for local script marking over the next few years, senior management from the Ministry of Education (MOE) were keen to better understand the processes and progress of this transformative change, along with other assessment-related projects that SEAB had been embarking on.

Two groups of MOE senior management, led by Permanent Secretary (PS), Mr Lai Chung Han and Director-General of Education (DGE), Mr Wong Siew Hoong, visited SEAB on two occasions in October and November 2019.

Demonstration of scanning processes and workflows

During the visits, SEAB personnel shared an overview of SEAB's onscreen marking system and demonstrated the processes involved in the scanning of hard copy scripts. This included removal of the "spines" of the answer booklets, sorting of the scripts and scanning of individual pages by the machines. MOE management were assured that there were processes in place to ensure that all candidates' responses were captured during the process to enable a fair assessment.



Visit to marking centres

As it was the marking period for the national examinations, MOE management also had the opportunity to observe the live onscreen marking for N(A)-Level Social Studies scripts and O- Level Higher Mother Tongue Languages during the visits.

During the visits, the SEAB Assessment Specialists and senior key marking personnel shared with MOE management about the positive impact that onscreen marking had created for the markers in terms of the marking, administrative and logistics processes, and the preparations made by SEAB over the years for the transition from paper-based marking to onscreen marking.

The various features of the onscreen marking system used by markers were also demonstrated to MOE management. For example, markers showed how responses for Social Studies were marked using annotations and the considerations they made in the award of marks. The demonstrations showcased the ease of onscreen marking and the processes made available to markers to ensure quality of marking and individual monitoring of marking progress.

Marking personnel for both subjects also had the opportunity to share their onscreen marking experiences with MOE management. The key marking personnel updated the visitors on the various key stages for training and standardisation of marking, and the multiple platforms made available to marking supervisors to monitor live marking of responses, such as the use of quality assurance scripts and random checking. The visitors were also shown how the system reports on marking quality and progress of marking.

Key marking personnel reflected on how SEAB had worked towards ensuring that the onscreen marking system catered to the marking of answer scripts, and how the design, features and processes built in had eased the transition from paper-based marking to onscreen marking, maintaining the quality of marking and hence the quality of assessment.



Sharing on other SEAB initiatives and Assessment for Learning tools

During the visit by PS and team, SEAB personnel also took the opportunity to share the e-Written examinations and e-Oral examinations with PS.

The officers did a sharing on the first e-examination subject, A-Level Chinese 'B' Paper 1. Statistics had shown that e-written examinations had helped these students, eg write longer essays in their responses.

SEAB officers also introduced the visitors to the A-level H2 Chinese Language and Literature e-examination, where different annotation tools were available to help this group of candidates organise their thoughts and elaborate their ideas during the examination.

Officers from SEAB's Research and Development Division also provided an overview of SEAB's computer-based Assessment for Learning (AfL) Tools, which included the MathsCheck and Catalytics tools. MathsCheck is a fixed form grade level assessment for Primary 2 students and Primary 4 students while CATalytics is an adaptive topical assessment that customises its demand according to each student's performance. Sample reports were presented to explain how teachers use these qualitative reports to identify and customise interventions to close individual student's learning gaps. The visitors were invited to try both AfL tools to experience the different item types in MathsCheck as well as the possibilities afforded by adaptive personalised testing in CATalytics.



The above shows a screenshot of the annotation tools for candidates in SEAB's eExam system

For e-Oral examinations, the different formats for the Mother Tongue Language oral examinations were introduced. Officers explained the steps of taking the e-Oral examination, followed by a demonstration of the experience of candidates taking e-Oral examination and how oral examiners used the e-Exam system to capture candidates' scores. The different types of video stimuli typically used for e-oral examinations were also shared.

Overall, MOE management gained a better understanding of SEAB's journey in onscreen marking and the endeavours embarked by SEAB to improve national examinations experience as well as assessment for learning.



A group photo of the UAE educators with SEAB personnel

SHARING EXPERIENCES LEARNING BEST PRACTICES

Corporate visits and exchanges are valuable platforms for learning and sharing of experiences.

In the second half of 2019, SEAB hosted a group of delegates from the United Arab Emirates and had conversations with teachers attending NIE's programmes. We also met up with our partners from Cambridge Assessment International Education for a professional exchange.

Visit by Delegates from the United Arab Emirates (UAE)

In 2017, the UAE Ministry of Education introduced standardised testing to replace their Grade 12 common proficiency assessment. The standardised test is intended to measure students' knowledge of English, Arabic, Mathematics and Science.

To implement these examination reforms effectively, 30 delegates visited SEAB on 31 July 2019 to learn about Singapore's assessment approaches and our views about blending formative and summative tests. The session was a fruitful one for both SEAB and the delegates.

Penning their thoughts on the visit to SEAB, the delegation wrote:

"The educational ambassadors of the UAE Ministry of Education appreciate the warm hospitality and the valuable meeting with the Examinations and Assessment Board in Singapore. We have got a huge amount of information and experiences that will probably transfer to our country. Our best wishes for Singapore nation to reach the top of the world education."

Singapore-Cambridge Consultative Committee Meeting

SEAB and MOE key personnel meet with the senior management of Cambridge Assessment International Education annually. The annual Singapore-Cambridge Consultative Committee Meeting (CCM) provides a platform for the exchange of professional ideas between

Singapore and Cambridge, as well as strengthens the close working relationship between both organisations. SEAB hosted the delegates from Cambridge Assessment International Education for three days from 3 to 5 July 2019.



The Cambridge delegation was led by Mr Saul Nassé, Group Chief Executive, Cambridge Assessment International Education. He was accompanied by the team from Cambridge Assessment International Education: Ms Christine Özden, Chief Executive; Mrs Juliet Wilson, Director, Assessment; Mrs Claudia Bickford-Smith, Director, Development; Mr Neil Musk, Director, Operations; and Dr Hillary Taunton, Senior Assessment Advisor (Singapore).

Discussions at the CCM centered on the recently announced Remaking of Secondary Education, where full subject-based banding will be implemented in all secondary schools. Come 2027, students will graduate with the Singapore-Cambridge Secondary Education Certificate (SEC). The name of this new certificate bears testimony to the strong collaboration between Cambridge Assessment International Education and the Singapore MOE and SEAB.



Mr Saul Nassé interacting with the science exhibit at Pasir Ris Secondary School

The delegation from Cambridge also visited Gan Eng Seng School and Pasir Ris Secondary School. At the schools, they had the opportunity to interact with school leaders, teachers and students to understand first-hand how the schools are preparing for the changes that will come with full subject-based banding.

The delegates also witnessed how teachers are engaging a new generation of digital learners by adopting new pedagogies, made possible by new technologies. In particular, they saw how teachers employed the tools in the Student Learning Space to deepen students' engagement, foster critical inquiry, encourage peer learning and monitor students' responses.

It was a fruitful and insightful exchange between MOE, SEAB and Cambridge Assessment International Education for 2019's CCM and we look forward to closer collaboration opportunities in the years forward.



The Cambridge delegates at Gan Eng Seng School. The Cambridge delegates observed a Literature lesson which utilised the Student Learning Space and engaged in a discussion on subject-based banding with the key personnel.

Conversations with SEAB

As part of SEAB's initiative to reach out to teachers, SEAB hosts educators who attend these NIE programmes: Management and Leadership in Schools (MLS) and Teacher Leaders Programme (TLP) regularly.

In August 2019, SEAB hosted about 90 teachers who attended the MLS and TLP across two sessions. The topics of discussion ranged from national examination processes to the future implementation of the new PSLE scoring system and the implementation of full subject-based banding across all secondary schools. The atmosphere of the conversations were lively and engaging as SEAB's senior management explained the exam processes and demystified some of the common myths surrounding national examinations. In turn, the teachers also provided suggestions to improve the national examination processes.

Below are some feedback from the teachers.

"Thanks for hosting us at SEAB. It has been a good session in demystifying some of the myths and also good to have a heart-to-heart sharing on some of the recent assessment changes in Singapore. Keep up the open conversation and keep up the good support for schools."

~ From July 2019 MLS

"Thank you for welcoming us to SEAB. We have learnt so much from the conversation."

~ From July 2019 TLP



Group photo of July 2019 MLS participants with SEAB personnel.



Representative from the TLP group presenting a token of appreciation to SEAB's Chief Executive, Mr Yue Lip Sin.



Group photo of TLP participants and SEAB's senior management.

21ST ASIAN FORUM FOR ENGLISH LANGUAGE TESTING IN ASIA (AFELTA)

The University of Languages and International Studies in Vietnam hosted the 21st AFELTA between 19 and 20 October 2019. The theme, "Localisation and Standardisation in English Language Assessment", attracted 12 presentations which shared developments and advances in standardisation efforts. The three keynote speakers from the University of Huddersfield, University of Melbourne and Georgia State University offered different perspectives on the theme:

- "The Core Inventory of General English – Can it inform our understanding of the C-levels [in the Common European Framework of Reference]"
- "Tensions between standards and practice: the ambiguity of English testing in Australia's skilled migration context"
- "Automated Scoring and Feedback for Classroom Use"

Ms Joys Ng and Ms Cheong Yin Yuen, Assessment Specialists from SEAB, presented "An Online Standardisation Course for English Language Oral Examiners in Singapore" at the Forum. Their presentation focused on how technology enabled customised learning for oral examiners so that these examiners can achieve a standardised understanding of the national standards for the GCE N(T)-Level English Language oral examinations.

The Assessment Specialists shared the contexts which provided the impetus to develop an online course to standardise oral examiners. Up to 2018, face-to-face

mass briefings were conducted to help oral examiners understand national standards. At these mass briefings, it was not possible to check for individual understanding. However, this issue was resolved by the implementation of the online standardisation course which provides personalised learning and assessment for oral examiners.

The online course enabled the standardisation process to be more interactive and engaging. For example, oral examiners could input their assessment after listening to the audio tracks and receive immediate feedback on their individual assessment. This would not have been possible at a mass meeting. In addition, the online course has an exercise component, following the standardisation process, which required oral examiners to listen to additional audio tracks and put their learning from the standardisation into practice.

284 oral examiners who registered for the 2018 course were surveyed for their views. The presenters shared at the forum that all the respondents agreed that they could apply what they had learnt from the course and that the course objectives were met. A huge majority agreed that the course provided adequate support to prepare them for their duties in the oral examination.

Overall, the qualitative feedback from oral examiners who went through the course was positive. Some of the feedback included the following:

- Ease of completing the course objectives online
- Saves time from travelling to SEAB
- Provide multiple standardisation attempts for oral examiners to take references
- Content is well organised
- Understand why students receive different bands and certain marks
- Able to track the progress of the course so

that teachers do not need to keep re-doing certain part of the module

The presenters also shared that the online standardisation course won the 2019 Ministry of Education's Innergy Bronze Award as well as the 2018 SEAB INSpirE Gold Award. Both awards seek to recognise innovations. The success of the GCE N(T)- Level online standardisation course would pave the way for online standardisation to be implemented for GCE O- and N(A)-level English Language and Mother Tongue Language oral examiners as well as coursework assessors.

Overall, the AFELTA conference, which had keen participation from testing agencies in China, Hong Kong, Japan, Singapore, South Korea, Taiwan and Vietnam, provided a good opportunity for the delegates to be brought up to date on the developments in assessment in the region. The platform also allowed us to interact with members of the assessment fraternity in Asia and build relationships through our common interests and goals.



Ms Joys Ng and Ms Cheong Yin Yuen presenting a corporate gift to the host from Center for Language Testing and Assessment, University of Languages and International Studies, Vietnam National University, Hanoi.

2ND INTERNATIONAL CONFERENCE ON EDUCATIONAL ASSESSMENT AND POLICY JAKARTA

Puspendik, the Center for Educational Assessment in the Ministry of Education and Culture in Indonesia, organised the 2nd International Conference on Educational Assessment and Policy in Jakarta on 24 September 2019. The conference featured three keynote addresses in the morning session. Dr Rajenthiran Sellan, an Assessment Specialist from SEAB was invited to be one of the three keynote speakers.

The hosts organised a meeting with the keynote speakers on the eve of the conference. During the meeting, they showed great interest in finding out more about how different educational systems are equipping their students with 21st century competencies and making accommodations for students with special needs.

During the first keynote address, Dr Catherine McClelland, Director, Assessment and Psychometric Research at the Australian Council for Educational Research, delivered her talk on 'Constructed Response Items: The Challenge of Assessing Process with Reliable and Valid Results'. She made the point that, although constructed response items can be used to assess aspects of cognition or performance that are not assessed well by selected response items, the following factors need to be addressed to ensure reliability in scoring: rater bias, rater influence, rater selection, rater training, rater fatigue, and rater-skills assessment.



Photo of Dr Sellan addressing the audience



Photo taken with the Tari Betwai performers from a secondary school during the opening ceremony of the conference

The second keynote address, which was delivered by Dr Sellan, was titled 'Expanding Assessment Practices in the Policy Context of Greater Teacher Autonomy in Singapore'. In his address, Dr Sellan highlighted how recent educational reforms in Singapore are aimed at reducing the over-emphasis on tests and increasing teacher autonomy, and that the main goal of the current phase of educational reform ('Learn for Life') is to inculcate greater joy in learning in schools and to nurture lifelong learners with stronger intrinsic motivation to learn. Drawing on the findings of his doctoral research, Dr Sellan shared the ways in which teacher- participants demonstrated the expansion of assessment practices to enhance learning in their school contexts: by reframing their roles, by expanding their assessment constructs, and by increasing their range of elicitation and judging procedures.

The final keynote speaker was Professor Reiko Yamada from the Doshisha University in Japan. She spoke on 'Assessing Learning Outcomes of Undergraduate Students in Japan: Integration of Direct and Indirect Assessment'. Based on a 2015 survey administered to 533 respondents from

five universities in Japan, her study concluded that there was a positive relationship between a student's confidence level and his/her actual performance as well as a positive relationship between a student's self-evaluation of knowledge acquisition and his/her actual performance.

The afternoon was filled with 42 presentations that were organised along three tracks: 'Cognitive and Non-cognitive Assessment', 'Alignment of Assessment, Learning and Curriculum', and 'Educational Policy and ICT in Assessment'. Nearly all of these presentations focused on assessment practices and policies in the Indonesian educational context.

Reflecting on his trip, Dr Sellan felt that he had come to appreciate the Indonesian educational context in a better way through reading related articles and conversations with colleagues from Indonesia. He also emphasised the importance of understanding the educational contexts of other countries and to relate to these contexts when working with them.

9TH INTERNATIONAL CHINESE LANGUAGE TEACHING CONFERENCE

The International Chinese Language Teaching Conference is an annual international conference organised by the Singapore Chinese Teachers' Union for the purpose of providing a platform for researchers, practitioners and policy makers in the Chinese-speaking community to share ideas for research in the field of Teaching and Learning of Chinese Language and Chinese Literature. Jointly organised by the Singapore Chinese Teachers' Union and the National Kaohsiung Normal University (Taiwan) this year, the 9th International Chinese Language Teaching Conference 2019 was held from 6 to 10 December 2019 at the University.

The theme for the conference was "Teaching and Learning of Chinese in a Multi-Lingual Environment". Besides the four keynote speeches, there were 68 concurrent sessions with presenters from six participating countries and regions.



SEAB participants at the conference: Ms Chin Siew Hong and Ms Law Geok Cheng, from the Assessment Planning & Development Division.

Sharing of SEAB's journey in the e-Examinations

One of the key themes of the conference was "Assessment and Evaluation of Chinese Language Learning", which provided a good platform for SEAB to share Singapore's journey in e-Examinations for the Mother Tongue Languages with the international participants.

Ms Chin Siew Hong and Ms Law Geok Cheng, Assessment Specialists in Chinese Language, represented SEAB to present a paper on the "Assessment of Spoken Interaction Skills through e-oral tests" which shared SEAB's journey in the implementation of the e-Oral Examination for the Primary School Leaving Examination.

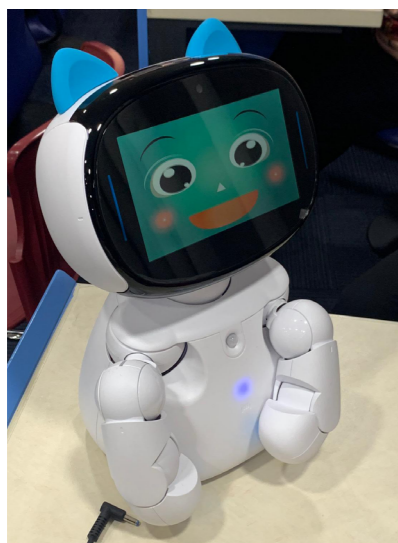
The presentation highlighted some key findings of a research study on students' performance and experiences in the e-Oral Examination for the PSLE Mother Tongue Languages. During the question and answer session, SEAB's research topic generated a lot of interest from the participants. The participants were keen to know how SEAB used the e-Oral system to assess students' interaction skills and the support that SEAB provided to schools. One of the participants also suggested for SEAB to share this during the e-Oral workshops so that the research can benefit other educators.



Introducing Augmented Reality and Virtual Reality in teaching

Highlights of the conference

To keep Chinese Language educators abreast of the rapid global development, 20 conference papers on the feasibility and challenges of using smart technology in teaching and learning Chinese Language were shared at the conference.



Introducing robots in teaching

Some educators introduced Augmented Reality (AR), Virtual Reality (VR) as well as the use of robots in the teaching of Chinese Language. The advent of an AR and VR teaching environment has created a new teaching and learning mode. Research has shown that with AR and VR technology, learners tend to feel that learning Chinese is more fun as they are able to connect to the “real” virtual world, deepening their understanding of the facts and contexts in the textbooks.

Besides the use of AR and VR technology in education, learning language with robots and toys which leverage the Internet of Things were also some of the highlights in the conference. A robot with artificial intelligence (brain) and pervasive Internet of Things sensors as his sensory reception (sight, hearing, smell, taste, and touch) can perform many different tasks like a real human. The robot is capable of playing different roles in language learning, such as telling stories, facilitating learning, providing guidance and acting as a peer, to help empower teachers in teaching.

Reflections

Presenters from the different countries shared interesting ways of using technology in education like VR, AR, mobile apps, Massive Open Online Course (MOOC) and robots. Some presenters even brought the robots with them and demonstrated how they could be used in language learning. There were also presentations on how thinking skills and varied pedagogies were used to overcome challenges of teaching and learning Chinese Language in a globalised world. This was an eye-opening experience, and it helped the SEAB representatives see that the teaching of Chinese Language is not only restricted to textbooks and powerpoint slides as there are many other possible ways to teach the language.

Through the interaction with various educators and researchers at the conference, both officers gained a deeper understanding and insight into the role of technology and the infusion of 21st century skills in teaching, learning and assessment. The invaluable experience impacted both officers deeply to further reflect on how to modernise Chinese Language learning.



Group photo of participants at the conference opening ceremony. About 200 experts and scholars from local institutions, mainland China, Taiwan, Hong Kong, Singapore, South Korea, Vietnam, USA and Germany attended the conference.

2019 SEAB ACTIVE DAY: OUR ACTIVE JOURNEY - THEN AND NOW



All staff having fun at the NDP Workout

It is SEAB's annual tradition to celebrate National Day during our Active Day. This year was a special one as it marked Singapore's Bicentennial and it was the final year that everyone would be celebrating the occasion at our interim headquarters at Geylang Bahru, before moving back to our redeveloped site at Jalan Bukit Ho Swee in 2020.

On 8 August 2019 morning, all staff gathered for a light and engaging 2019 Singapore National Day Parade (NDP) workout. With moves that were simple and easy to follow, everyone was able to master the workout only after one attempt!

After a short break filled with healthy bites, the programme continued with the annual National Day Observance Ceremony, followed by the award ceremony for the House of the Year. To build camaraderie and spirit of collective effort among staff members, SEAB has put in place a House system where all staff are placed in different Houses and are encouraged to participate in various activities

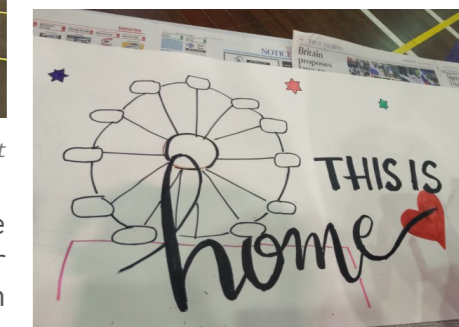
to win points for their respective Houses. The winning House for 2019 was Team Unicorn, which clinched the award through their active participation in organisational events and activities over the past one year.



Team Unicorn receiving their House of the Year award from SEAB Chief Executive, Mr Yue Lip Sin.

To commemorate Singapore's Bicentennial year, the Active Day organising committee showcased two videos - one on Singapore's Bicentennial and another which was a special compilation of past years' Active Days. The video brought back fond memories as it depicted the enjoyable times and moments of bonding of all staff over the past decade.

Following that, everyone exhibited their creativity and expressed their love for Singapore and SEAB collectively by painting on a 30-metre piece of paper. Everyone painted icons of Singapore and SEAB which were significant to them.



Everyone working together on a collective painting

The pace of the Active Day further picked up in the afternoon, where the House Teams pitted their skills against one another in a series of telematch activities! The games put each House Team's wits, creativity and teamwork to the test in a bid to outshine each other.



Woohoo-la Hoop: House Teams passed the hula hoop to and fro the line to complete cycles.



Finale - Let it flow~: House members concurrently passing their bowls of water from the start to the end of the line to fill up the pail. A test of coordination, communication and concentration!



An ice-cream treat to cool things down in the heat of the telematch games

On top of getting everyone on their feet to be physically active, everyone had numerous opportunities to bond with their House team mates, motivate one another and have fun together during these team bonding games. It was a tiring but fun-filled day for everyone.

Finally, a group photo marked the end of the last Active Day at Geylang Bahru. Everyone is looking forward to the next Active Day in Jalan Bukit Ho Swee.



Taking a family photo together to mark the end of Active Day.

NEW SECTION IN SEAB'S CORPORATE WEBSITE

Having questions on the key exam processes? What are some of the myths surrounding national examinations? Interested to find out more about some of the research on assessment matters?

Look no further than the SEAB website! A new section has been created in the [SEAB website](#) to house information which members of the public and educators can readily access.

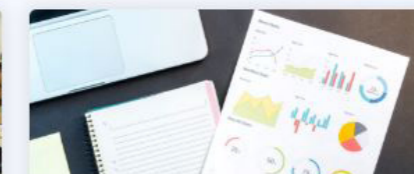
Resources

In this section, you can read about the key examination processes and SEAB's research on assesment. We have also debunked some of the common myths about national examinations in the form of comic strips.

Please click on the following cards to find out more.



Demystifying National Examinations



Research on Assessment

In this new section, you can find:

- Infographics detailing the PSLE 2021 key exam processes and onscreen marking processes
- Articles on national examinations, such as whether there is a bell curve used in grading, what to do when a candidate falls sick during exams, environmental disruptions during national examinations etc
- SEAB's research on assesment

Do visit the page to find out more!

TRAINING CALENDAR 2020

The following workshops are conducted by SEAB in collaboration with the Academy of Singapore Teachers. If you are an MOE teacher interested in signing up for the workshops, please do so via TR AISI.

FOR MOE PRIMARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training
Introduction to Assessment for Beginning Teachers – English Language	1	Class 1: 2 Mar 2020 or Class 2: 9 Apr 2020
Introduction to Assessment for Beginning Teachers – Chinese Language	1	Class 1: 16 Jul 2020
Introduction to Assessment for Beginning Teachers – Mathematics	1	Class 1: 25 Feb 2020 or Class 2: 10 Mar 2020
Introduction to Assessment for Beginning Teachers – Science	1	Class 1: 19 May 2020 or Class 2: 7 Jul 2020
Introduction to Assessment for Beginning Teachers – Tamil Language	1	Class 1: 29 Jul 2020

FOR MOE SECONDARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training
Assessment – English (Normal Technical)	1	Class 1: 10 Feb 2020 or Class 2: 20 Jul 2020
Assessment – English (Normal Academic/Express)	1	Class 1: 30 Mar 2020 or Class 2: 27 Jul 2020
Assessment – Chinese Language	1	Class 1: 26 Mar 2020
Assessment – Malay Language	1	Class 1: 19 Mar 2020
Assessment – Tamil Language	1	Class 1: 12 Aug 2020
Assessment – Mathematics	1	Class 1: 27 Feb 2020
Assessment – Science (Lower Sec)	1	Class 1: 7 Jul 2020
Assessment – Physics	1	Class 1: 27 Feb 2020
Assessment – Biology	1	Class 1: 27 Feb 2020
Assessment – Chemistry	1	Class 1: 27 Feb 2020
Assessment – Literature in English (Upper Sec)	1	Class 1: 22 Jul 2020

The following workshops are conducted by SEAB. Interested teachers may sign up for the workshops via the links provided.

FOR MOE PRIMARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training	Sign-Up
Quality Assessment and Marking in Primary Science	1.5	Class 1: 11 Mar 2020 (Full Day) 12 Mar 2020 (Half Day) Class 2: 14 Apr 2020 (Full Day) 15 Apr 2020 (Half Day)	https://go.gov.sg/reg-qams2020
Quality School-based Assessment (Primary) – Chinese Language	1	Class 1: 6 Feb 2020 or Class 2: 26 Feb 2020 or Class 3: 9 Apr 2020	https://go.gov.sg/reg-qsbamtl
Quality School-based Assessment (Primary) – Malay Language	1	Class 1: 5 Feb 2020 or Class 2: 26 Feb 2020	
Quality School-based Assessment (Primary) – Tamil Language	1	Class 1: 14 Feb 2020 or Class 2: 21 Feb 2020 or Class 3: 28 Feb 2020	

FOR MOE SECONDARY SCHOOL TEACHERS

Workshop Title	Duration (Days)	Date of Training	Sign-Up
Quality School-based Assessment (Secondary) - Maths	1	Class 1: 27 Apr 2020	SEAB will provide more details to schools subsequently
GCE NT-Level F&N Coursework Assessment Literacy	1	Class 1: 29 Apr 2020	
Internal Assessment of N(T)-Level Art: Understanding Moderation, Scaling and Feedback	1	Run 1: 17 Feb 2020 Run 2: 19 Feb 2020 Run 3: 27 Feb 2020	https://go.gov.sg/reg-ntarts2020

CAREER OPPORTUNITIES IN SEAB

SEAB offers a rewarding and challenging career. We are looking for suitable candidates to fill the following position:

- Research Officer, Assessment Research

Please refer to [SEAB's website](#) for more information and other available positions.



Singapore Examinations and Assessment Board

Our Vision:

A trusted authority in examinations and assessment,
recognised locally and internationally.

Our Mission:

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

Our Values:

Integrity | Value people | Commitment | Professionalism | Teamwork