Singapore Examinations and Assessment Board

Certificate in Examination and Assessment in Education (CEA in Edn)

Elective Modules

Certificate in Examination and Assessment in Education
Elective Module: Assessing Reading Skills in the English Language (Express/Normal Academic) Classroom

Module Code: CEAEM201A

Programme

This two-day workshop aims to enhance participants' understanding of the considerations related to assessing reading skills in the secondary English Language (Express/Normal Academic) classroom. In particular, it will cover the development of items and mark schemes, and provide participants with practice in marking students' responses.

Programme for Day 1
• Understanding and applying principles of assessment • Developing items and mark schemes for narrative and non-narrative texts • Marking responses to items based on a narrative text
Programme for Day 2
• Adapting a comprehension text for assessment • Marking responses to summary item based on a non-narrative text • Developing items and mark schemes for visual texts

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM201A-2301]	Dr Rajenthiran Sellan Ms Teng Lay Eng	28 – 29 March 2023

Certificate in Examination and Assessment in Education
Elective Module: Assessing Writing Skills in the English Language (Express/Normal Academic) Classroom
Module Code: CEAEM201B

Programme

This two-day workshop aims to enhance participants' understanding of the considerations related to assessing writing skills in the secondary English Language (Express/Normal Academic) classroom. In particular, it will cover the development of writing tasks and benchmarks, and provide participants with practice in marking students' responses.

Programme for Day 1
• Principles of developing writing tasks • Developing Continuous Writing tasks • Enhancing reliability in marking • Developing benchmarks of writing proficiency (Continuous Writing)
Programme for Day 2
• Developing Situational Writing tasks • Developing benchmarks of writing proficiency (Situational Writing) • Using P.O.E.M.S as a framework for developing writing • Using assessment as feedback for learning

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM201B-2301]	Ms Joys Ng Mr Andrew Leo	22 – 23 March 2023

Certificate in Examination and Assessment in Education
Elective Module: Assessing Literature in English in a Secondary Classroom
Module Code: CEAEM201C

Programme

This two-day workshop aims to enhance participants' understanding of the considerations related to assessing Literature in English in the secondary (Express/Normal Academic) classroom. In particular, it will relate the principles of assessment to the Secondary Literature for English syllabuses, and provide participants opportunities to critique and develop questions belonging to different item types (unseen, passage-based and essay). Participants will learn about appropriate pitching of assessment items for Upper Secondary students.

The first day of workshop will focus on the assessment of the unseen and passage-based questions and the second day will focus on the assessment of essay questions, followed by a summative group activity.

Programme for Day 1: Assessing the Unseen and Passage-Based Questions
• Applying principles of assessment to Literature in English • Critique and Development of assessment items for the Unseen and PBQs
Programme for Day 2: Assessing Essay Questions and Group Activity
• Applying principles of assessment to Literature in English • Critique and Development of essay items for set texts

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM201C-2301]	Dr Joshua Ang Mr Edward Cheong	17-18 August 2023

Certificate in Examination and Assessment in Education
Elective Module: Mathematics (Primary)
Module Code: CEAEM204

Programme

This course will introduce participants to key Principles of Assessment so that in understanding how these are operationalised, teacher-leaders will have the expertise to lead in the vetting of mathematics items. In particular, the course will guide teachers in the use of the Assessment Objectives spelt out in the Singapore Primary Mathematics Curriculum in item setting. Participants will also learn how to use the 4*i* framework to design new mathematics items. This serves to enhance teachers' knowledge in item design so that opportunities may be presented to students to demonstrate the mathematical knowledge, concepts and skills as intended by the curriculum. The course will also discuss the nuances of item demand and the function it plays in standards-referenced assessments. We will use the C^{3}R framework to characterise and adjust item demand. With the deepened assessment knowledge from this course, teacher-leaders will be able to better advise on how the design of items can sharpen the assessments of students' mathematical understanding.

Objectives

By the end of the course, participants should be able to:

- Understand how Principles of Assessment are operationalised in mathematics assessments
- Understand the function item demand plays in standards-referenced assessments
- Recognize the cognitive skills required in mathematical problem solving
- Use 4*i* framework to design mathematics items
- Use C^{3}R framework to characterise and adjust the demand of mathematics items

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM204-2301]	Ms Karen Yap Ms Pauline Wong Mr Caleb Yee	13 – 14 February 2023
Class 2 [CEAEM204-2302]		2 – 3 August 2023

Certificate in Examination and Assessment in Education
Elective Module: Science (Primary)
Module Code: CEAEM205

Programme

This course serves to enhance teachers' understanding of the application of key Principles of Assessment in the design of science assessment tasks. Teachers will be introduced to the concept of outcome space as a way to review students' achievement and to refine the mark scheme and how an item is written. The course will also discuss different ways to adjust the demand of items through the use of various frameworks including the C^3R framework. The assessment of scientific inquiry skills will be discussed including through a hands-on experience involving experimental tasks. These serve to enhance teachers' knowledge in item design so that opportunities may be presented to students to demonstrate the science knowledge, concepts and skills as intended by the curriculum. The course would help teacher-leaders in the review of science items.

Objectives

By the end of the course, participants should be able to:

- Understand how Principles of Assessment are applied in design of science assessment tasks
- Understand the application of the concept of outcome space in assessment tasks
- Use C^3R framework to characterise and adjust item demand
- Understand the assessment of scientific inquiry skills including in an experimental setting

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM205-2301]	Ms Sharon Tan Mr Ow Mun Hoe	25 – 26 January 2023
Class 2 [CEAEM205-2302]		22 – 23 May 2023

Certificate in Examination and Assessment in Education
Elective Module: Social Studies (Secondary)
Formative Design of Levels of Response Mark Scheme (LORMS) for Source-Based Case Study (SBCS) for Upper Secondary Social Studies Teachers
Module Code: CEAEM206A

Programme

This course will guide Upper Secondary Social Studies Teachers in the study of students' responses for the design of LORMS for the Source-Based Case Study. It will help teachers understand the different pathways and perspectives undertaken by students, and invite teachers to reflect on these in formative ways in order to enhance and sharpen their students' source handling skills.

Objectives

By the end of the course, participants should be able to:

- Understand the principles and processes guiding the design of LORMS for the Source Based Case Study
- Develop basic tools/strategies to enhance students' source handling skills in formative ways
- Reflect on the effectiveness of formative tools/strategies in enhancing and sharpening students' source handling skills

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM206A-2301]	Mdm Sharifah M Aljunied	19 – 20 July 2023
Class 2 [CEAEM206A-2302]		26 – 27 July 2023

Certificate in Examination and Assessment in Education
Elective Module: Social Studies (Secondary)
Assessing Critical Thinking in Upper Secondary Social Studies: Back to Basics
Module Code: CEAEM206B

Programme

This course will guide Upper Secondary Social Studies Teachers in the study and analysis of critical thinking showcased by students in their responses to Source-Based and Structured-Response Questions. It will invite teachers to reflect on how the sources and extracts (Context) and questions (Complexity) shape students' approaches and perspectives (Response Strategy). Learning to do so will encourage greater flexibility in teachers' practice in assessing students' responses.

Objectives

- By the end of the course, participants should be able to:
- Understand how Context and Complexity shape students' Response Strategy
- Appreciate the varied critical thinking skills, approaches and perspectives showcased in students' responses
- Shape or develop a more flexible practice in assessing students' responses

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM206B-2301]	Mdm Sharifah M Aljunied	3 – 4 April 2023
Class 2 [CEAEM206B-2302]		10 – 11 April 2023
Class 3 [CEAEM206B-2303]		3 – 4 May 2023

Certificate in Examination and Assessment in Education
Elective Module: Chinese Language (Primary – Reading)
Module Code: CEAEM209

Programme

This course aims to equip Primary School Chinese Language teachers with the knowledge and skills to develop and adjust the demand of reading comprehension items based on the Primary Chinese Language curriculum. The programme comprises major topics on assessment of reading comprehension skills and item development over two days of instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

SN	Topics	Questions to be addressed
1	Understanding criteria for assessing Reading Comprehension skills.	What are the criteria for assessment of reading comprehension at primary level?
2	Evaluating the suitability of texts and adaptation of texts	How can teachers evaluate texts for assessing reading comprehension? How can teachers adapt texts to assess a range of reading comprehension skills?
3	Establishing the range of reading comprehension skills	What is the range of skills for reading comprehension at primary level?
4	Developing and adjustment of reading comprehension items	How can teachers develop various types of reading comprehension items? How can teachers control the outcome space?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM209-2301]	Ms Chua Lay Keng Ms Chin Siew Hong	23 – 24 March 2023
Class 2 [CEAEM209-2302]	Mdm Too Jye Yuin Mr Wang Xinwu	3 – 4 Aug 2023

Certificate in Examination and Assessment in Education
Elective Module: Malay Language (Primary – Reading)
Module Code: CEAEM210

Programme

This course aims to equip Primary School Malay Language teachers with the knowledge and skills to develop and adjust the demand of reading comprehension items based on the Primary School Malay Language curriculum. The programme comprises major topics on assessment of reading comprehension skills and item development over two days of instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

SN	Topics	Questions to be addressed
1	Understanding criteria for assessing Reading Comprehension skills.	What are the criteria for assessment of reading comprehension at primary level?
2	Evaluating the suitability of texts and adaptation of texts	How can teachers evaluate texts for assessing reading comprehension? How can teachers adapt texts to assess a range of reading comprehension skills?
3	Establishing the range of reading comprehension skills	What is the range of skills for reading comprehension at primary level?
4	Developing and adjustment of reading comprehension items	How can teachers develop various types of reading comprehension items? How can teachers control the outcome space?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM210-2301]	Ms Roslinda Ms Zawana	22 – 23 March 2023

Certificate in Examination and Assessment in Education
Elective Module: Tamil Language (Primary – Reading)
Module Code: CEAEM211

Programme

This course aims to equip Primary School Tamil Language teachers with the knowledge and skills to develop and adjust the demand of reading comprehension items based on the Primary Tamil Language curriculum. The programme comprises major topics on assessment of reading comprehension skills and item development over two days of instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

SN	Topics	Questions to be addressed
1	Understanding criteria for assessing Reading Comprehension skills.	What are the criteria for assessment of reading comprehension at primary level?
2	Evaluating the suitability of texts and adaptation of texts	How can teachers evaluate texts for assessing reading comprehension? How can teachers adapt texts to assess a range of reading comprehension skills?
3	Establishing the range of reading comprehension skills	What is the range of skills for reading comprehension at primary level?
4	Developing and adjustment of reading comprehension items	How can teachers develop various types of reading comprehension items? How can teachers control the outcome space?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM211-2301]	Ms A Valar Molee Mr S Ramachandran	23 – 24 March 2023

Certificate in Examination and Assessment in Education
Elective Module: Mathematics (Secondary)
Quality Assurance in Secondary Math Assessments
Module Code: CEAEM212

Programme

This course will introduce participants to key Principles of Assessment so that, in understanding how these are operationalised, teacher-leaders will have the expertise to lead in the vetting of mathematics items. The course seeks to enhance participants' competencies in item setting so that school-based assessments may adequately assess the mathematical knowledge, concepts and skills as intended by the Singapore Mathematics Curriculum. In particular, the course will suggest good practices to adopt in item setting and guide participants in the use of the Assessment Objectives in test development. The course will also discuss the nuances of item demand and marking demand and the function these play in standards-referenced assessments. Participants will use the C^3R framework to characterise item demand. Participants will also be introduced to the concept of Outcome Space that guides the development of mark schemes. In addition, participants will be acquainted with quality assurance processes that guard the reliability of marking in large-scale summative assessments. With deepened technical knowledge on assessment, teacher-leaders will be able to better advise on how the design of items and mark schemes can sharpen the assessment of students' mathematical understanding.

Objectives

By the end of the course, participants should be able to:

- Appreciate how assessment principles are operationalised in the development of mathematics items and mark schemes;
- Apply technical knowledge in item setting to vet and improve on mathematics items;
- Understand the function of item and marking demand in standards-referenced assessments;
- Use the C^3R framework to characterise the demand of mathematics items;
- Design a suitable mark scheme that explicates the expected demand in mathematics items.

Schedule and Trainers

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM212-2301]	Ms Loo Jia Ning Mr Jeff Teo Mr Ng Hao Jin	6 – 7 February 2023
Class 2 [CEAEM212-2302]		23 – 24 August 2023

Certificate in Examination and Assessment in Education
Elective Module: Chinese Language (Secondary – Reading)
Module Code: CEAEM214

Programme

This course aims to equip Secondary School Chinese Language teachers with the knowledge and skills to develop and adjust the demand of reading comprehension items based on the Secondary Chinese Language curriculum. The programme comprises major topics on assessment of reading comprehension skills and item development over two days of instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

SN	Topics	Questions to be addressed
1	Understanding criteria for assessing Reading Comprehension skills.	What are the criteria for assessment of reading comprehension at secondary level?
2	Evaluating the suitability of texts and adaptation of texts	How can teachers evaluate texts for assessing reading comprehension? How can teachers adapt texts to assess a range of reading comprehension skills?
3	Establishing the range of reading comprehension skills	What is the range of skills for reading comprehension at secondary level?
4	Developing and adjustment of reading comprehension items	How can teachers develop various types of reading comprehension items? How can teachers control the outcome space?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM214-2301]	Mr Oh Ek Wah Ms Xuying	20 – 21 July 2023

Certificate in Examination and Assessment in Education
Elective Module: Malay Language (Secondary – Reading)
Module Code: CEAEM215

Programme

This course aims to equip Secondary School Malay Language teachers with the knowledge and skills to develop and adjust the demand of reading comprehension items based on the Secondary Malay Language curriculum. The programme comprises major topics on assessment of reading comprehension skills and item development over two days of instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

SN	Topics	Questions to be addressed
1	Understanding criteria for assessing Reading Comprehension skills.	What are the criteria for assessment of reading comprehension at secondary level?
2	Evaluating the suitability of texts and adaptation of texts	How can teachers evaluate texts for assessing reading comprehension? How can teachers adapt texts to assess a range of reading comprehension skills?
3	Establishing the range of reading comprehension skills	What is the range of skills for reading comprehension at secondary level?
4	Developing and adjustment of reading comprehension items	How can teachers develop various types of reading comprehension items? How can teachers control the outcome space?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM215-2301]	Ms Hafiza Bte Aseken Mr Muhammad Sufian Ramli	3 – 4 May 2023

Certificate in Examination and Assessment in Education
Elective Module: Tamil Language (Secondary – Reading)
Module Code: CEAEM216

Programme

This 2-day workshop aims to equip Secondary School Tamil Language teachers with the knowledge and skills in the assessment of reading comprehension skills at the Secondary level. The workshop comprises topics on taxonomies of reading comprehension skills, development of reading comprehension text, item development, item demand and marking demand. Participants will be involved in hands-on activities to demonstrate their understanding on the topics covered in the workshop. The topics and questions that would be addressed in the workshop are reflected in the table below.

SN	Topics	Questions to be addressed
1	Understanding Reading Comprehension	How do learners acquire reading skills? What are the challenges faced by students in acquiring reading comprehension skills?
2	Evaluating the Suitability of Texts and Ways of Adapting Texts	How can teachers evaluate texts for assessing reading comprehension? How can texts be adapted to assess a range of reading comprehension skills?
3	Establishing the Range of Reading Comprehension Skills	What is the range of reading comprehension skills that could be assessed at secondary level?
4	Developing Reading Comprehension Items and	How can teachers develop various types of reading comprehension items to assess the range of reading comprehension skills? How can teachers use C3R to judge and characterise item demand? How can teachers make use of outcome space to determine marking demand?

Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM216-2301]	Ms A Valar Molee Mr S Ramachandran	27 – 28 Apr 2023

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Course Fee

The fee for each of the elective modules is $702 (inclusive of GST) per participant.

Registration for Elective Modules

Click here to register now .

Contact us at SEAB_Training@seab.gov.sg for more information. Registration will close when all the vacancies are taken up.