

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

Capstone Assignment

The Capstone Assignment is an opportunity for participants to apply what they have learnt from the CEA in Edn programme in their school context. Participants should have completed both the core modules before commencing this assignment.

Purpose of Capstone Assignment

- Application of principles of assessment learnt;
- Meaningful adaptation of assessment frameworks and concepts at school or cluster level; and
- Demonstration of learnt knowledge and skill through discipline- or level-specific content and examples.

Topic

Identify and address an assessment issue with recommendations based on what you have learnt from the programme.

Part 1: Write-up in Powerpoint Slides (80%)

Participants are to identify a school-based assessment issue/concern that directly impacts validity and/or reliability, and provide sound recommendations based on the knowledge and skills learnt in the programme to address the issue/concern.

The assessment criteria are:

- awareness and understanding of the underlying causes of the assessment issues/concern;
- impact of the proposed recommendations; and
- completeness and clarity of the presentation.

Content Outline

Aim

1. Your problem statement
 - The assessment issue/concern
 - The consequence bearing on reliability and/or validity

An example of a problem statement of an assessment issue:

Markers for Subject X are given only three benchmark scripts for assessing writing during standardization training, resulting in a narrow range of scores. (*Issue*) This has an impact on reliability as there is a lack of clarity on the marking standard for accurate scoring. (*Consequence on reliability*)

An example of a problem statement of an assessment concern:

My department does not have a comprehensive Table of Specifications to track the knowledge and skills assessed at preliminary exams from year to year. (*Concern*) This could impact on construct validity which could explain why our students lack the skill to tackle some basic national exam questions on topics taught in the classroom. (*Consequence on validity*)

2. Your intended outcomes

Background

1. The current state based on your understanding about the issue/concern from assessment perspective
2. Possible assumptions or administrative constraints that contribute to the assessment issue/concern

Issue/Concern

1. Describe the assessment issue/concern in detail and how it impacts validity and/or reliability
2. Detail the gap(s) in administration or conceptual understanding among staff members with examples or anecdotes
3. Present some preliminary findings, if any

Recommendations

1. Clearly state and elaborate not more than three recommendations to meaningfully address the issue/concern
2. Explain how your recommendations are grounded on assessment framework(s) concept(s) or good practice learnt in the programme
3. Discuss how your recommendations would impact the stakeholders to drive the desired outcomes
4. Include sources of qualitative and/or quantitative data to explain how they are used to support your claim(s)

Next Steps

1. Evaluate how well you have achieved your intended outcomes
2. State briefly a communications plan to engage the stakeholders and how you have put in place a timely review process.

Mode: PowerPoint Slides

Number of Slides: Max. 25 slides

Part 2: Reflective Essay (20%)

Participants are to reflect on their thought process in completing the Capstone Assignment through an essay. The essay should capture metacognition processes and insights into self, showing how one draws connection between the issue(s) and the contributing factors that cast challenges on the school community.

The assessment criteria include:

- a sense of assessment perspective; and
- insightful personal evaluation, showing a good awareness of metacognition.

Outline for Reflective Essay

Self-evaluation (Reflect on any of the following questions)

1. What difficulties have you overcome and how did you overcome them?
2. In the process, did you learn a new skill or clarify an interest?
3. How some feedback from your peers have surprised you?
4. How is your experience different from what you expected?
5. What is most satisfying in this entire learning journey?

AND

Improvement (Reflect on any of the following questions)

1. What would you like to learn more about that is related to this topic?
2. How could you have achieved a greater buy-in from your peers?
3. How would you have approached the assessment issue if you could do it differently?

Mode: Essay

Length: 800 to 1000 words

Format: Ariel font (size 11)

Submission Timeframe:

Non-MOE Sponsored Participant	MOE Sponsored Participant
One submission cycle per year: <ul style="list-style-type: none">• End Feb	End February of graduation year
Validity period of 3 years from the date of first module taken.	Validity period of one financial year from the date of enrolment.

Submission Guidelines:

- You may begin your assignment once you have completed both core modules; but you must have completed two core and one elective modules before you submit your Capstone Assignment.
- Submission of assignments is via Formsg. Please email to SEAB_Training@seab.gov.sg to request for the link to the online form.
- Late submissions will not be accepted; such submissions will be processed at the next submission cycle depending on the validity period.