



# Singapore Examinations and Assessment Board



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

### Elective Modules

Participants are free to sign up and attend any number of elective modules of their choice. Most elective modules come with two full-day instruction while a few require only one full-day attendance in person or online.

For those who would like to be awarded the CEA in Edn certificate upon the completion of a Capstone Assignment, you will need to complete at least 16 hours of instruction for all your elective modules to meet the requirements of the programme. The validity period for certificate award is three years.



# Certificate in Examination and Assessment in Education

## Elective Module: Strengthening 21 Century Competencies through Assessment As Learning

Module Code: CEAEM200

### Course Outline

This one-day course aims to help participants appreciate the background ‘whys’, opportunities ‘whats’ and methods ‘hows’ in strengthening the development of 21 Century Competencies.

Participants will understand the importance of nurturing these competencies amidst the volatile, uncertain, complex and ambiguous global landscape. They will identify opportunities within the total curriculum for formative assessment of the key dispositions and skills of ‘Critical, Adaptive and Inventive Thinking’, with a view to gather insights into teachers’ pedagogical practices to enrich students’ learning.

Participants will also gain some knowledge and skills in designing Assessment as Learning tools. They will acquire some practical tips on how data from different sources can feed-forward into the design of learning experiences and to facilitate students’ self-regulation. This short course is designed around the practitioner and will not cover psychological theories, statistics, or psychometric measurements. As examples will be drawn from the non-IP aspects of the curriculum, this course is suitable for coordinators who helm student programmes such as Year Heads, Level Heads and HODs/CCE.

*This is a one-day elective module.*

### Objectives

Participants will be able to:

- Understand and identify opportunities for formative Assessments As Learning within the total curriculum
- Help students to select and unpack one or two components of interest under ‘Critical, Adaptive and Inventive Thinking’ using MOE’s Standards and Benchmarks
- Understand how to help students co-construct simple methods (such as questions, a rubric, or a rating scale) of collecting and analysing data for self and peer-reporting to feed-forward to their self-regulation.
- State some practical guidelines when using and triangulating assessment data from students’ methods, schools’ own self-designed and/or MOEHQ-developed instruments in informing teaching and learning in the total curriculum.

### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 6 [CEAEM200-2401]	To be confirmed	August 2024 (To be confirmed)



# Certificate in Examination and Assessment in Education

## Elective Module: Test Item Review for Primary English Language

Module Code: CEAEM201

### Course Outline

Item review serves to detect and correct deficiencies in the technical qualities of items in the test development process. All items written have to be subjected to multistage and multipurpose review for:

- Content accuracy
- Editorial style
- Fairness
- Psychometric concerns.

In addition to taking the participants through the various stages of item review, the trainer will share the thought process to achieve a comprehensive review of the entire test paper.

*This is a one-day elective module.*

### Objectives

Participants will:

1. have a clear understanding of the essential roles and functions for item review; and
2. be able to review their current school's vetting practice.

### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM201-2401]	Ms Adeline Teng	1 February 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Assessing Reading Skills in the English Language Classroom (Exp/NA)

Module Code: CEAEM202

### Course Outline

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 [CEAEM202-2401]	Dr Rajenthiran Sellan Ms Teng Lay Eng	19 – 20 March 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Assessing Writing Skills in the English Language Classroom (Exp/NA)

Module Code: CEAEM203

### Course Outline

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 [CEAEM203-2401]	Ms Joys Ng Ms Serene Tan	5 – 6 August 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Assessing Literature in English in the Upper Secondary Classroom

Module Code: CEAEM204

### Course Outline

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

	<b>Trainer</b>	<b>Date for Instruction Workshop</b>
Class 1 [CEAEM204-2401]	Dr Joshua Ang Mr Edward Cheong	14 – 15 August 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Mathematics (Primary)

### Designing Quality Mathematics Items

Module Code: CEAEM205

#### Course Outline

This course aims to provide teacher-leaders with the expertise to lead in the vetting of mathematics items. It seeks 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. Specifically, participants will be introduced to item setting guidelines that is founded on key Principles of Assessment. Participants will also learn how to use the 4i framework to design new mathematics items that is aligned to the Singapore Primary Mathematics Curriculum. With the deepened assessment knowledge from this course, teacher-leaders will be able to better advise on how quality items can sharpen the assessment of students' mathematical understanding in school-based settings.

*This is a one-day elective module.*

#### Objectives

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

- understand how assessment principles are operationalised in item setting
- use 4i framework to design mathematics items
- apply technical know-how to set and improve mathematics items
- guide in the development and the vetting of mathematics item

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM205-2401]	Ms Karen Yap Ms Pauline Wong	1 February 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Mathematics (Primary)

### Understanding Assessment Demand

Module Code: CEAEM206

#### Course Outline

This course will focus on the role that Assessment Demand plays in standards-referenced assessments. It seeks to enhance teacher-leaders' understanding of the contributing factors of assessment demands so that they can guide in the development and calibration of school-based mathematics assessments. In this course, participants will be introduced to the related concepts of Item Demand and Marking Demand. We will use the C<sup>3</sup>R framework to characterise and adjust item demand. We will also understand how mark scheme design contributes to assessment demand.

*This is a one-day elective module.*

#### Objectives

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

- understand the roles that assessment demand play in standards-referenced assessments
- recognize the cognitive skills required in mathematical problem solving
- use the C<sup>3</sup>R framework to characterise the demand of mathematics items
- understand how mark scheme design contributes to assessment demand

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM206-2401]	Caleb Yee Karen Yap	10 July 2024





# Certificate in Examination and Assessment in Education

## Elective Module: Mathematics (Secondary)

### Quality Assurance in Marking

Module Code: CEAEM207

#### Course Outline

This course will introduce participants to key Principles of Assessment in mark scheme design and marking. It seeks to raise participants' awareness of how marking contributes to the assessment demand in standards-referenced assessments. In the course, participants will have opportunities to design a mark scheme. Participants will be introduced to the concept of Outcome Space that guides the development and evaluation of mark schemes. In addition, participants will be acquainted with quality assurance processes that guard the reliability of marking in large-scale summative assessments. Participants will learn the rules of engagement in marking and will be given opportunities to apply them. With deepened technical knowledge in principles of marking, teacher-leaders will be able to guide in the design of items and mark schemes to sharpen the evaluation of students' mathematical understanding in school-based assessments.

*This is a one-day elective module.*

#### Objectives

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

- understand how assessment principles are operationalised in marking
- understand the impact of marking demand in standards-referenced assessments
- design mark schemes that explicate expected demands in item setting
- guide in mark scheme development and lead in school-based marking exercises.

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM207-2401]	Mr Ng Hao Jin Mr Caleb Yee Ms Loo Jia Ning	9 May 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Mathematics (Secondary)

### Understanding Assessment Demand

Module Code: CEAEM208

#### Course Outline

This course will focus on the role that Assessment Demand plays in standards-referenced assessments. It seeks to enhance teacher-leaders' understanding of the contributing factors of assessment demands so that they can guide in the development and calibration of school-based mathematics assessments. In this course, participants will be introduced to the related concepts of Item Demand and Marking Demand. We will use the C<sup>3</sup>R framework to characterise and adjust item demand. We will also understand how mark scheme design contributes to assessment demand.

*This is a one-day elective module.*

#### Objectives

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

- understand the roles that assessment demand play in standards-referenced assessments
- recognize the cognitive skills required in mathematical problem solving
- use the C<sup>3</sup>R framework to characterise the demand of mathematics items
- understand how mark scheme design contributes to assessment demand

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM208-2401]	Ms Loo Jia Ning Mr Dennis Yeo	10 July 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Science (Primary)

Module Code: CEAEM209

### Course Outline

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 C3R 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<sup>3</sup>R framework to characterise and adjust item demand
- Understand the assessment of scientific inquiry skills including in an experimental setting

### Schedule and Trainer

	<b>Trainer</b>	<b>Date for Instruction Workshop</b>
Class 1 [CEAEM209-2401]	Ms Sharon Tan Mr Ow Mun Hoe	26 – 27 February 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Social Studies (Secondary)

### Assessing Critical Thinking in Upper Secondary Social Studies: Back to Basics (Structured-Response Questions)

Module Code: CEAEM210

#### Course Outline

This course will guide Upper Secondary Social Studies Teachers in the study and analysis of critical thinking showcased by students in their responses to Structured-Response Questions. It will invite teachers to reflect on how 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 to Structured-Response Questions.

#### Objectives

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

- Understand the role and design of extracts
- 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* [CEAEM210-2401]	Mdm Sharifah M Aljunied	17 – 18 July 2024
Class 2* [CEAEM210-2402]		24 – 25 July 2024

*\*Please select only one class as the course content is the same.*



# Certificate in Examination and Assessment in Education

## Elective Module: Social Studies (Secondary)

### Assessing Critical Thinking in Upper Secondary Social Studies: Back to Basics (Source-Based Questions)

Module Code: CEAEM211

#### Course Outline

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 Questions. It will invite teachers to reflect on how sources (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 to Source-Based Questions.

#### 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* [CEAEM211-2401]	Mdm Sharifah M Aljunied	3 – 4 July 2024
Class 2* [CEAEM211-2402]		10 – 11 July 2024

*\*Please select only one class as the course content is the same.*



# Certificate in Examination and Assessment in Education

## Elective Module: Chinese Language

### (Primary – MCQ Reading Comprehension)

Module Code: CEAEM212

#### Course Outline

This course aims to equip Primary School Chinese Language teachers with the knowledge and skills to develop and adjust the demand of MCQ 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 the one day instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

*This is a one-day elective module.*

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 for MCQ reading comprehension	How can teachers evaluate texts for assessing MCQ 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 MCQ reading comprehension items	How can teachers develop various types of MCQ reading comprehension items?  How can teachers control the outcome space?

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM212-2401]	Ms Chua Lay Keng Ms Chin Siew Hong	22 February 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Chinese Language

### (Primary – Open-ended Reading Comprehension)

Module Code: CEAEM213

#### Course Outline

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

*This is a one-day elective module.*

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 for open-ended reading comprehension	How can teachers evaluate texts for assessing open-ended 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 open-ended reading comprehension items	How can teachers develop various types of open-ended reading comprehension items?  How can teachers control the outcome space?

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM213-2401]	Ms Chua Lay Keng Ms Chin Siew Hong	23 February 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Chinese Language

### (Secondary – MCQ Reading Comprehension)

Module Code: CEAEM214

#### Course Outline

This course aims to equip Secondary School Chinese Language teachers with the knowledge and skills to develop and adjust the demand of MCQ 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 the one day instruction, and hands-on sessions for participants to demonstrate attainment of the programme objectives. The topics covered are as shown in the table below.

*This is a one-day elective module.*

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 for MCQ reading comprehension	How can teachers evaluate texts for assessing MCQ 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 MCQ reading comprehension items	How can teachers develop various types of MCQ reading comprehension items?  How can teachers control the outcome space?

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM214-2401]	Ms Aysel Ong Xu Ying Ms Too Jye Yuin	21 March 2024





# Certificate in Examination and Assessment in Education

## Elective Module: Chinese Language

### (Secondary – Open-ended Reading Comprehension)

Module Code: CEAEM215

#### Course Outline

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

*This is a one-day elective module.*

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 for open-ended reading comprehension	How can teachers evaluate texts for assessing open-ended 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 open-ended reading comprehension items	How can teachers develop various types of open-ended reading comprehension items?  How can teachers control the outcome space?

#### Schedule and Trainer

	Trainer	Date for Instruction Workshop
Class 1 [CEAEM215-2401]	Ms Too Jye Yuin Ms Aysel Ong Xu Ying Ms Hon Shuzhen	22 March 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Malay Language (Primary – Reading)

Module Code: CEAEM216

### Course Outline

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 open-ended reading comprehension items	How can teachers develop various types of reading comprehension items?  How can teachers control the outcome space?

### Schedule and Trainer

	Trainer	Dates for Instruction Workshop
Class 1 [CEAEM216-2401]	Ms Roslinda Sahamad Mr Muhd Sufian Ramli	27 February & 5 March 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Malay Language (Secondary – Reading)

Module Code: CEAEM217

### Course Outline

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	Dates for Instruction Workshop
Class 1 [CEAEM217-2401]	Ms Hafiza Aseken Ms Nur Zawana Mustapha	21 August 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Tamil Language (Primary – Reading)

Module Code: CEAEM218

### Course Outline

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	Dates for Instruction Workshop
Class 1 [CEAEM218-2401]	Ms A Valar Molee Mr S Ramachandran	19 & 26 March 2024



# Certificate in Examination and Assessment in Education

## Elective Module: Tamil Language (Secondary – Reading)

Module Code: CEAEM219

### Course Outline

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 and adjustment of reading comprehension items	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	Dates for Instruction Workshop
Class 1 [CEAEM219-2401]	Ms A Valar Molee Mr S Ramachandran	20 August 2024



## Certificate in Examination and Assessment in Education Elective Modules

### Feedback from Past Participants

*Very relevant and relatable materials with learning points very easily brought into the classroom and shared with colleagues.*

- Participant from 2023 Secondary English Workshop



*The discussions are good opportunities for teachers to put what we have learnt into practice and to exchange views.*

- Participants from 2022 Primary CL Workshop

*The trainer is incredibly clear and knowledgeable. She is able to address all the questions posed clearly and gives very detailed yet understandable explanations to the complex and difficult task of marking critical thinking.*

- Participant from 2023 Social Studies Workshop



*It is directly relevant to teaching and learning and the instructors shared examples of past year PSLE questions and school exam questions to draw out learning points.*

- Participants from 2022 Primary Science Workshop

*There's a lot of use techniques and skills shared. And hands-on practices which are very much appreciated as it helps to ensure that we understand what was being conveyed. This is useful since being the subject head/coordinator plays an important role in relaying the correct information and guiding the other teachers in the unit.*

- Participant from 2022 Secondary ML Workshop





# Singapore Examinations and Assessment Board



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

### Course Fee

The fee for each of the elective modules is \$650 (excluding prevailing GST) per participant.

### Registration for Elective Modules

Click [here](#) to register now.

Contact us at [SEAB\\_Training@seab.gov.sg](mailto:SEAB_Training@seab.gov.sg) for more information. Registration will close when all the vacancies are taken up.