

**The Joy Of Learning
The Joy Of Assessment
CHIJ (Katong) Primary
P3 Assessment Briefing**



The Future is Now: Embracing opportunities to develop 21st Century Competencies

<https://www.weforum.org/videos/these-are-the-skills-kids-will-need-in-the-future/>

<https://www.weforum.org/videos/20265-this-is-what-we-need-to-teach-our-children-for-the-jobs-of-tomorrow/>

The Future Of Learning

Setting the Context For
The Future Of Assessment



The Future of Education

“The new education must teach the individual how to classify and reclassify information, how to evaluate its veracity, how to change categories, when necessary, how to move from the concrete to the abstract and back, how to look at problems from a new direction – how to teach himself. ***Tomorrow’s illiterate will not be the man who can’t read: he will be the man who has not learned how to learn***”

Herbert Gerjuoy, Psychologist, as quoted in Toffler’s *Future Shock* (1970)

Setting the context



Our Vision, Virtues and Theme



**Important Changes
to the system to
support the holistic
development of our
children**



A lot has changed... and will continue to change



Age of information
and misinformation

Globalisation and
increased
interconnectedness

Rapid technological
advancement

Changes in
employment
landscape

Desired Outcomes of Education

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgement, think independently and critically, and communicate effectively.
- **Self-directed learners** who take responsibility for their own learning, are curious, reflective, and persevering in the lifelong pursuit of learning, driven by their passion and purpose.
- **Active contributors** who are empathetic and open-minded to collaborate effectively in teams, exercise initiative, have courage to take risks responsibly, are innovative, and strive for excellence.
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation, and take active roles in improving the lives of others.

Future of Learning

A movement to transform what and how our students learn so that they are able to thrive and harness opportunities in our rapidly changing world.

**Strengthen
21st Century
Competencies**



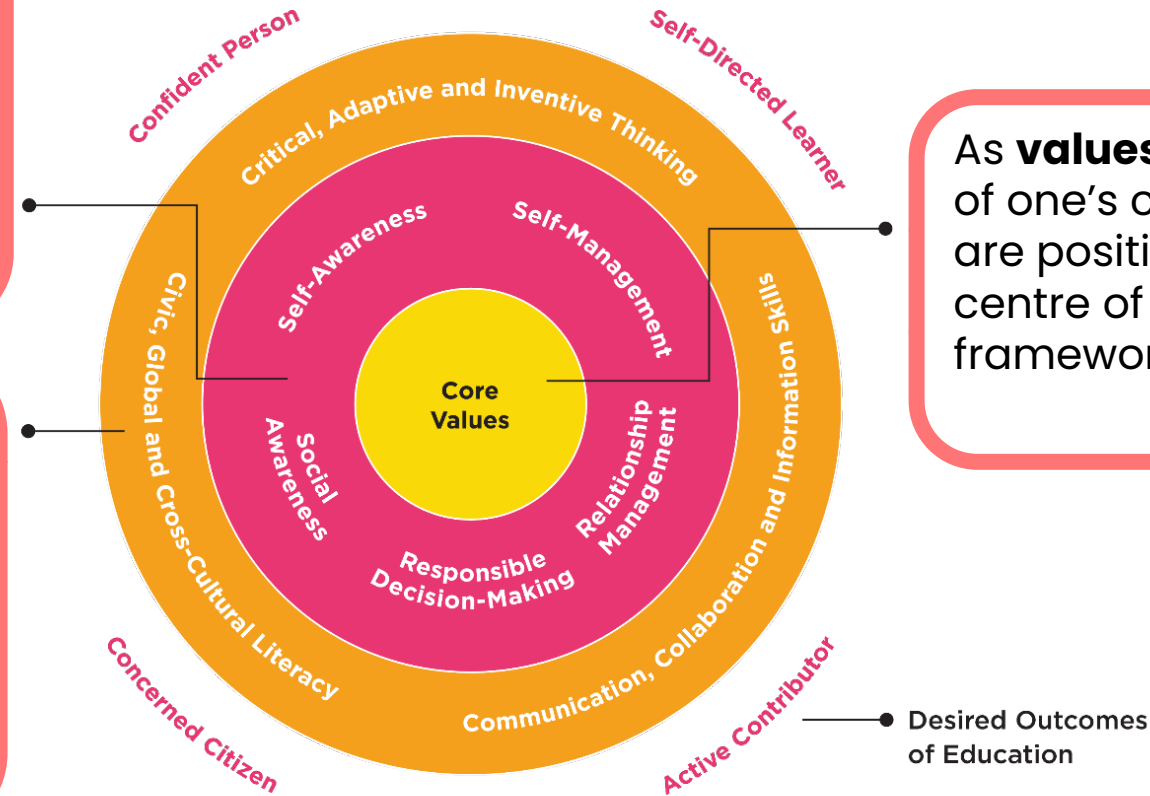
**Educational
Technology as
capability
multiplier**

**Reimagine learning spaces and partnerships to
provide rich learning contexts**

Intentional and holistic development of 21CC

The inner ring of **Social-Emotional Competencies (SEC)** are necessary for students to enact their values purposefully and demonstrate good character in all contexts of life.

The outer ring of **Emerging 21st Century Competencies (E21CC)** enable students to thrive in and beyond school while living, learning and working in rapidly changing, highly digitalised and interconnected environments.



As **values** form the core of one's character, they are positioned at the centre of the framework.

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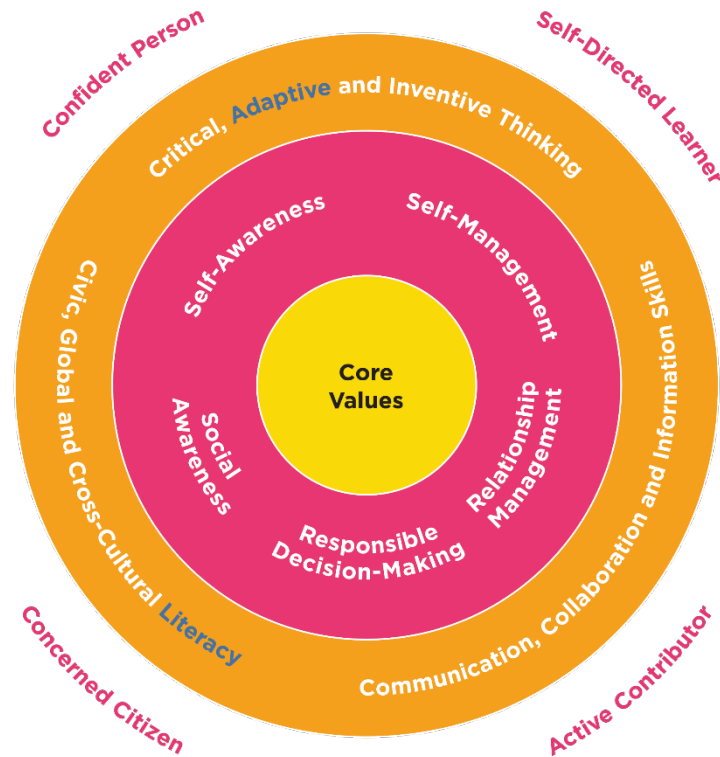
The development of values, SEC, and E21CC are (i) **complementary** and **mutually reinforce one another**; and (ii) should be **intentionally designed for and facilitated**.

To advance 21CC development in our system, our understanding of 21CC development has to evolve with the times

We have enhanced our **Framework for 21CC and Student Outcomes** to renew the understanding of how our students can be prepared for a more uncertain and complex world by:

Foregrounding Adaptive Thinking

- understanding the **variety of contexts, situations and environments** one is exposed to
- **managing complexity and ambiguity** more confidently



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Elevating the emphasis from awareness and skills to Literacy

- the **awareness** and **understanding** of social contexts
- **contributing constructively** to their community and nation, and **interacting respectfully** and **empathetically** with others in **diverse communities**

More information on the enhanced 21CC Framework can be found [here](#).

Within the E21CC priority areas, our students need to be...

Adaptive Thinking

- i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and
- ii. able to respond to changing contexts **nimbly**

Inventive Thinking

- i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and
- ii. cognitively **flexible** in approaching problem-solving

Civic Literacy

- i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and
- ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

Communication

- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures



Learner-centred Balanced Assessment

Three Shifts, One Assessment Vision

Shifting assessment mindsets	Strengthening student well-being	
• Recognise that assessment is integral to teaching and learning and should not end up disrupting regular T&L • Reduce the over relentless 'chase' of marks and grades • Emphasise the purpose of assessment for feedback on students' strengths and areas for growth, thus supporting their learning (i.e., support learning for life)	• Avoid undue anxiety among students by calibrating the assessment load and stakes	



Learner-centred Balanced Assessment

Three Shifts, One Assessment Vision

Learner-centred assessment	Balanced assessment
• Assessment is integral to the learning process, and • Learners are involved in their own assessment so that they develop as self-directed learners	• Assessment practices lie on a continuum • A balanced assessment system consists of both assessment <i>for</i> and <i>of</i> learning • A balanced assessment system assesses student learning in the academic and student-development aspects of the curriculum, e.g. 21CC

School-Based Assessment Changes: Through the Years

Before 2019	From 2019	From 2020 or 2021	From 2022 or 2023
Adjusting School-based Assessment Structures			
P1 > No examination, but weighted assessments are conducted throughout the year P2 > Weighted assessments throughout the year and year-end exam P3-6 > Mid-Year Exam (MYE) and End-of-Year Examination (EYE) in addition to weighted assessments throughout the year Secondary level > Most schools conduct MYE and EYE in addition to weighted assessments throughout the year	P1 & P2 > Removal of all weighted assessments (including P2 EYE) S1 > Removal of MYE From P3 to S4/5 > Schools to conduct no more than one weighted assessment per subject, per school term. This is in addition to MYE and EYE at levels where this is applicable	P3, P5, S3 > Removal of MYE	P4, P6, S2, S4/5 > Removal of MYE 

Image adapted from MOE Singapore Facebook, <https://www.facebook.com/moesingapore/posts/10157686745832004>

Understanding Full Subject-Based Banding (Full SBB)



What is Full SBB?

WHAT IS FULL SBB?

- Full SBB will be implemented in secondary schools from 2024, and aims for students to:



Have greater ownership of their learning according to their strengths, interests, abilities, talents and learning needs.



Develop a growth mindset and an intrinsic motivation to learn for life.

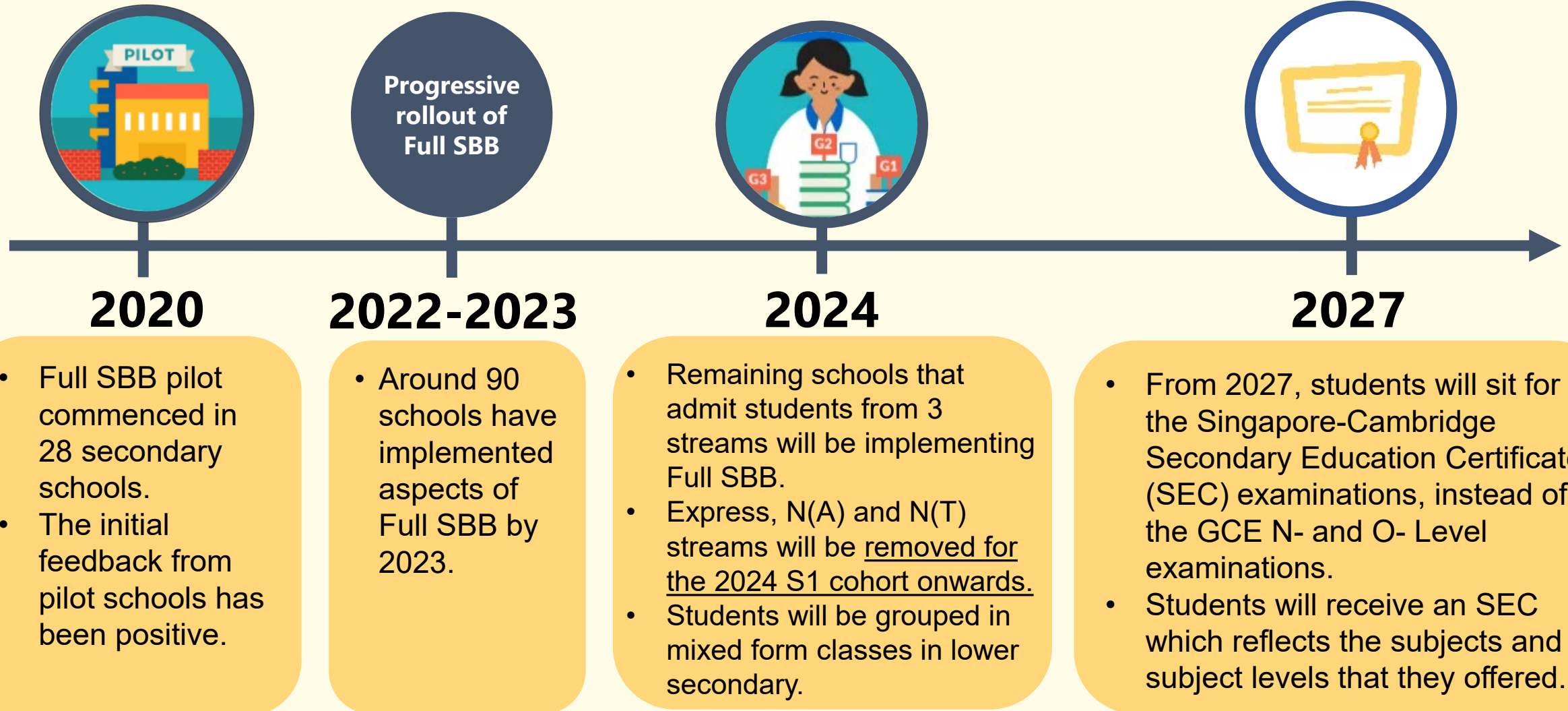


Have more opportunities to interact with friends of different strengths, interests, abilities and talents.



Have more options for post-sec pathways, while ensuring they have strong fundamentals and can thrive in their chosen pathway.

FULL SUBJECT-BASED BANDING (FULL SBB)



FULL SUBJECT-BASED BANDING (FULL SBB)

Secondary school experience under Full SBB

- **Mixed form classes** and **common curriculum subjects** at **Lower Secondary**.
- **Subjects to be offered at G1, G2 or G3**, mapped from the standards of the N(T), N(A) and Express subject levels respectively.
- **Greater flexibility** to customise students' learning by offering subjects at various subject levels.
- **Shift away from stream-based subject offerings.**

After PSLE

Start of Sec

End of Sec

Post Sec

From 2023:
Entry to S1
through 1 of 3
Posting Groups

From 2027:
Singapore-Cambridge
Secondary Education
Certificate (SEC)
examination

Updated post-
secondary admission
criteria

Key Observations

The curriculum now places greater emphasis on higher-order thinking skills and application of skills and knowledge in authentic contexts. This includes school – based and national examinations.

Two key observations:

- **Over-drilling**
- **Templatizing of answers**

Over-drilling/
Templatising
answers

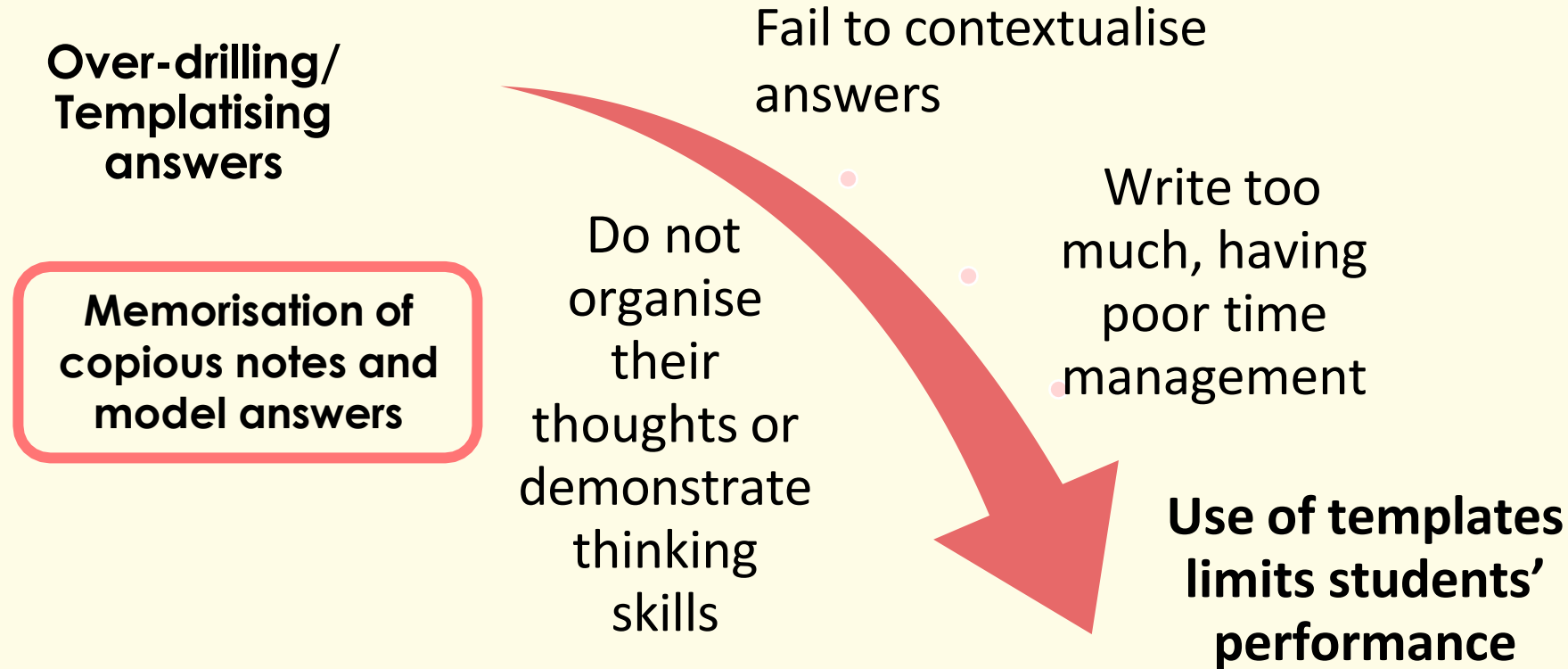
Turning a
thinking
question into a
lower order
question

Students are not
able to apply and
transfer
knowledge and
skills learnt

**Gaps in
Learning**

“Your students are strong in analysis but may not be strong in presenting their own arguments. As a result, they are not sufficiently engaged in the material or persuasive in their arguments.” ~ Cambridge Examiner

Key Observations



“Students actually download all they know on the topic. They were writing pages and pages answering the question they have learnt but not the question in front of them.” ~ Cambridge Examiner

Another Key Observation

Use tests to “motivate” learning

Singaporean students showed high motivation to excel academically:

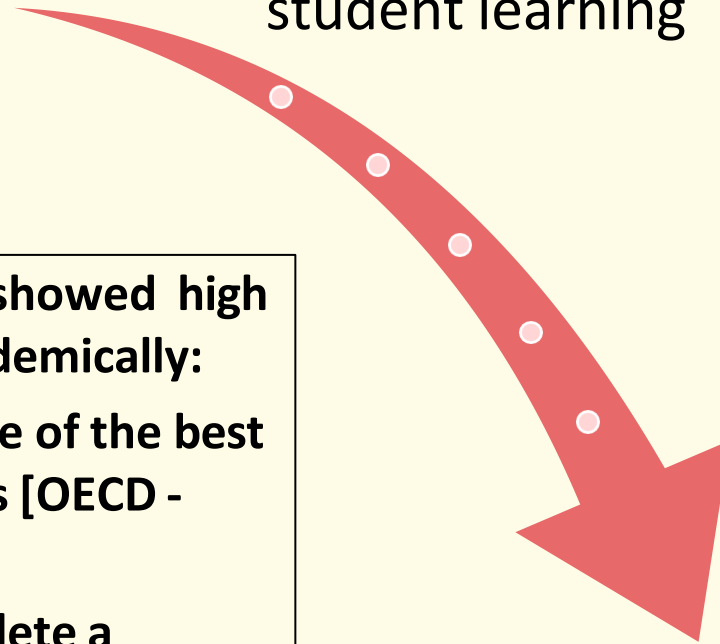
- 82% wanted to be one of the best students in their class [OECD - 59%]
- 63% wanted to complete a university degree [OECD - 44%]

Yields little information about student learning

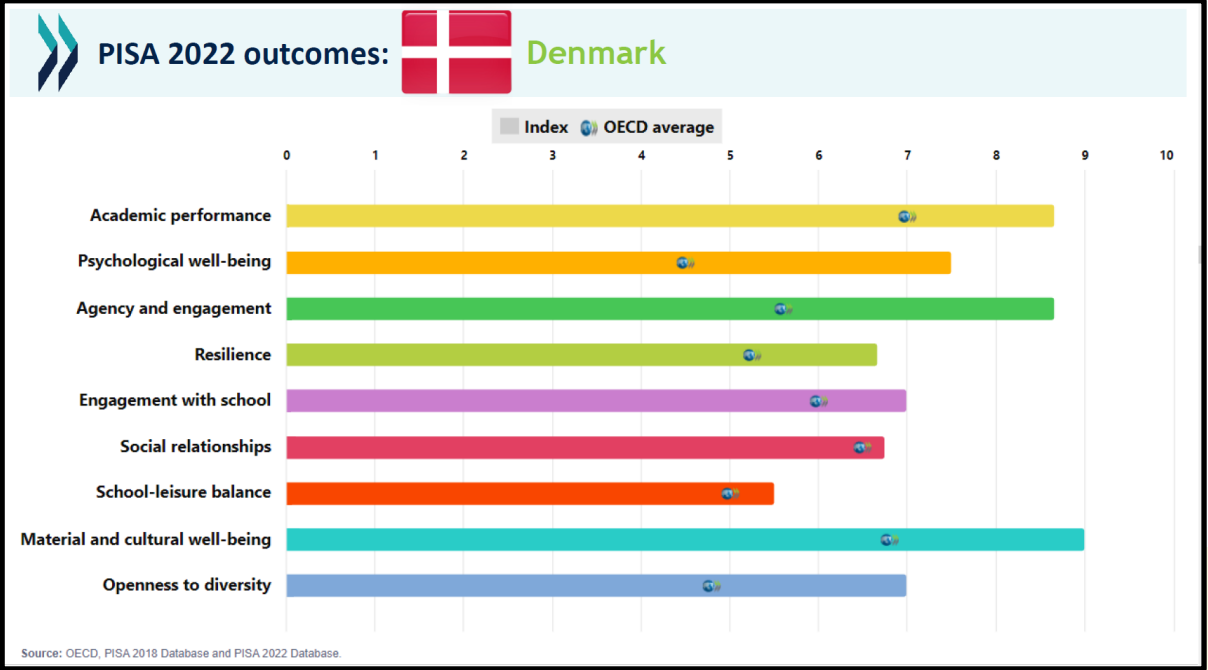
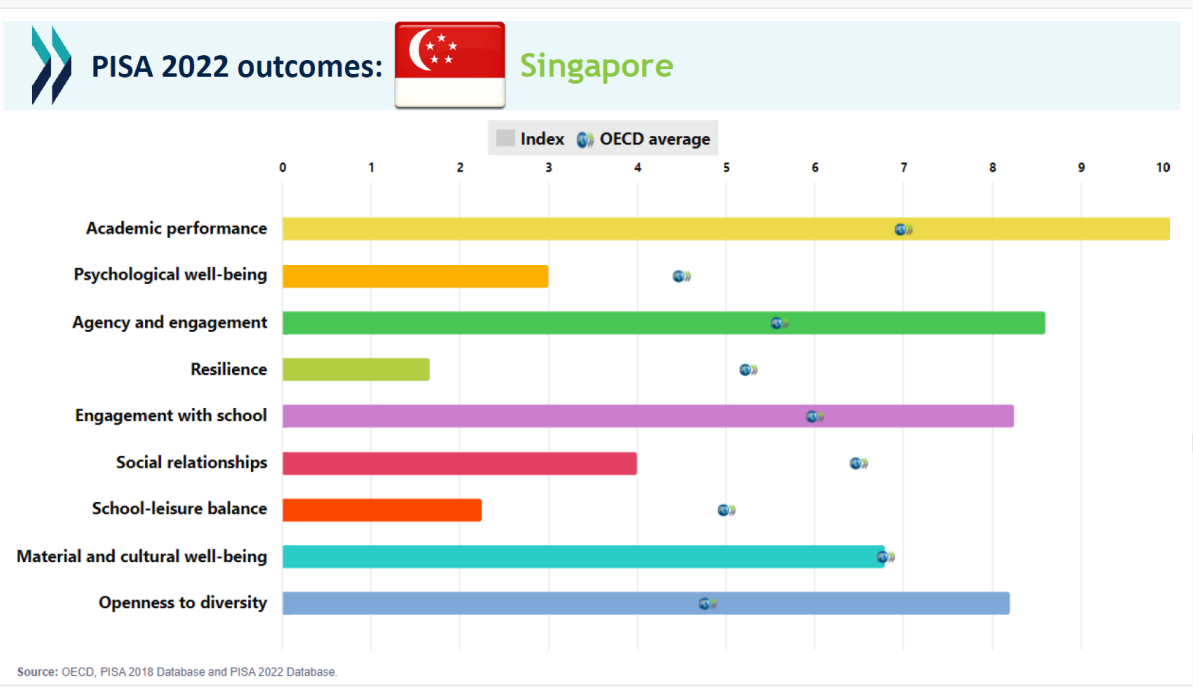
Students may get discouraged and develop a dislike for subject or school

Test anxiety

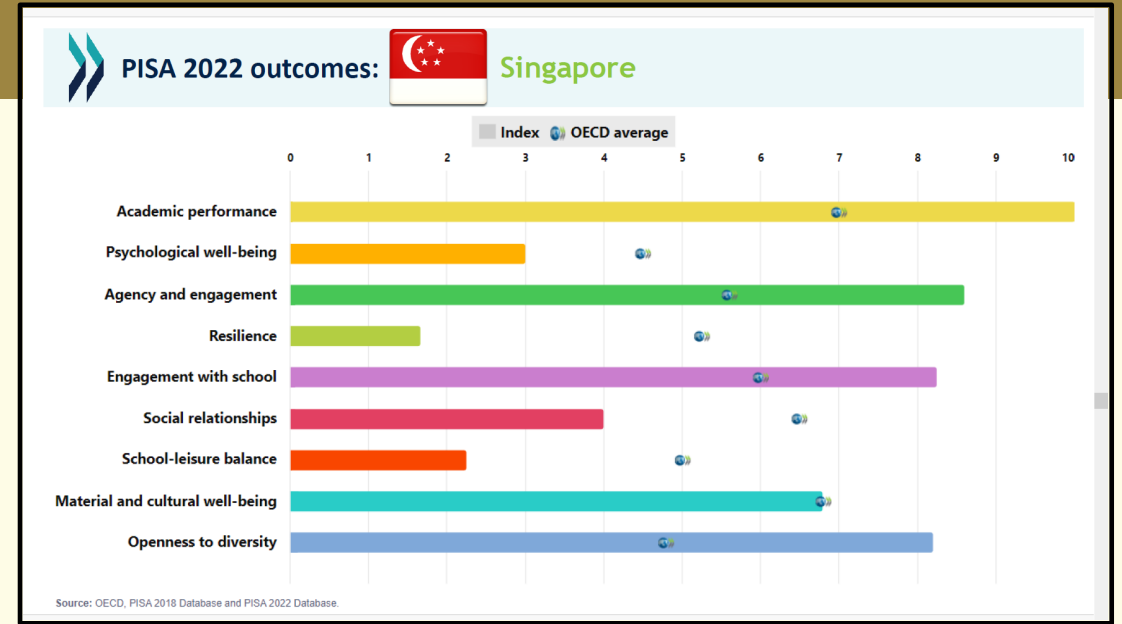
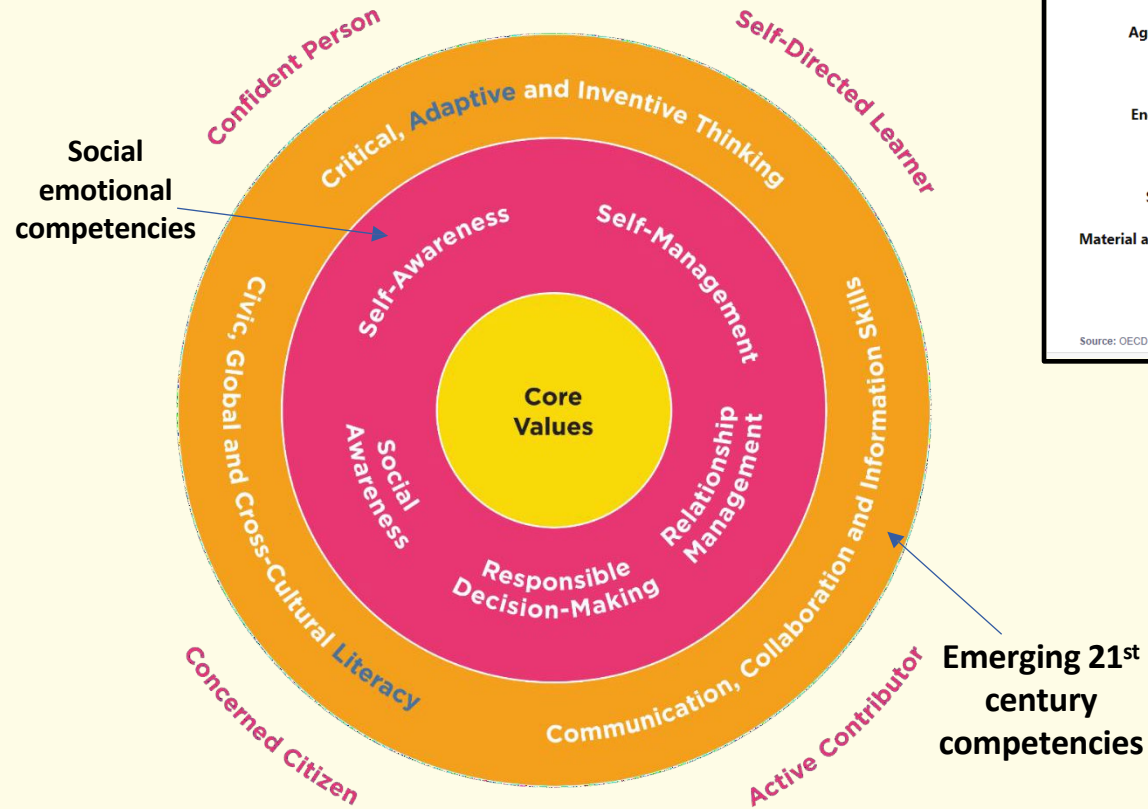
Affect Self-esteem and Self-confidence



Key Observations



Key Observations



We need to focus on whole person development.

To strengthen development of social emotional competencies, feedback, self-and peer assessment are key.

Engaging Learners in Assessment:

Strengthening Metacognition

WHY metacognition?



*As [our students] progress through our schools, we build on fundamentals by giving our students greater **confidence in themselves and their abilities**, with more opportunities to explore their interests and cultivate their curiosity, so that they are unafraid to try. And if they fail, they pick themselves up and try again. We cannot shield our children from all uncertainties and imperfections of this world. Nor should it be our aim. But we certainly can and want to equip them with the skills to manage the uncertainties and navigate the imperfections. This means creating **time and space for our students to develop the life skills they need for success, including the ability to deal with failure**, like inventive thinking, adaptability, and crosscultural skills...*

Mr Chan Chun Sing, Minister for Education, Committee of Supply Debate

Response <https://www.moe.gov.sg/news/speeches/20220307> moefy2022committee of supply debateresponse by minister for education chanchun sing

How can we develop students to be confident learners by changing certain assessment experience?



A simple example of metacognitive thinking (or reframing) is this:
"taking tests make me anxious." This is a statement, a thought. Turning to metacognition, this train of thought evolves into *"What about taking tests make me anxious...and what can do I to change that?"*

Reference: <https://go.gov.sg/allslink>

Involving Students in Assessment: Changing Culture and Reviewing Processes

Changing Mindsets (including parents)

Value learning over just performance
(Gradual release of responsibilities);

Growth mindset



Developing Students' Assessment Literacy

Forge a culture of learning how to learn (including assessing themselves), understanding and communicating their learning progress, and the purpose of assessment

Creating Positive Classroom Culture

Safe to explore and make mistakes;
willing to collaborate and help one another

Enacting Sound Assessment Practices

Appropriate pitching of assessment, transferrable skills to other subjects and the future; being adaptable and resilient

Assessment Planning & Designing

Seamless assessment experience from lower to upper primary

Students' Assessment Literacy: Initiating sound learning decisions

Where am I going?

I understand what the subject is about, and I can formulate meaningful learning goals.

Where am I now?

I can learn through self and peer assessment and become better at reviewing my work.

How do I get there?

I understand what to do next to close my learning gaps, and deepen my learning.



Teachers' Role Sustaining sound learning

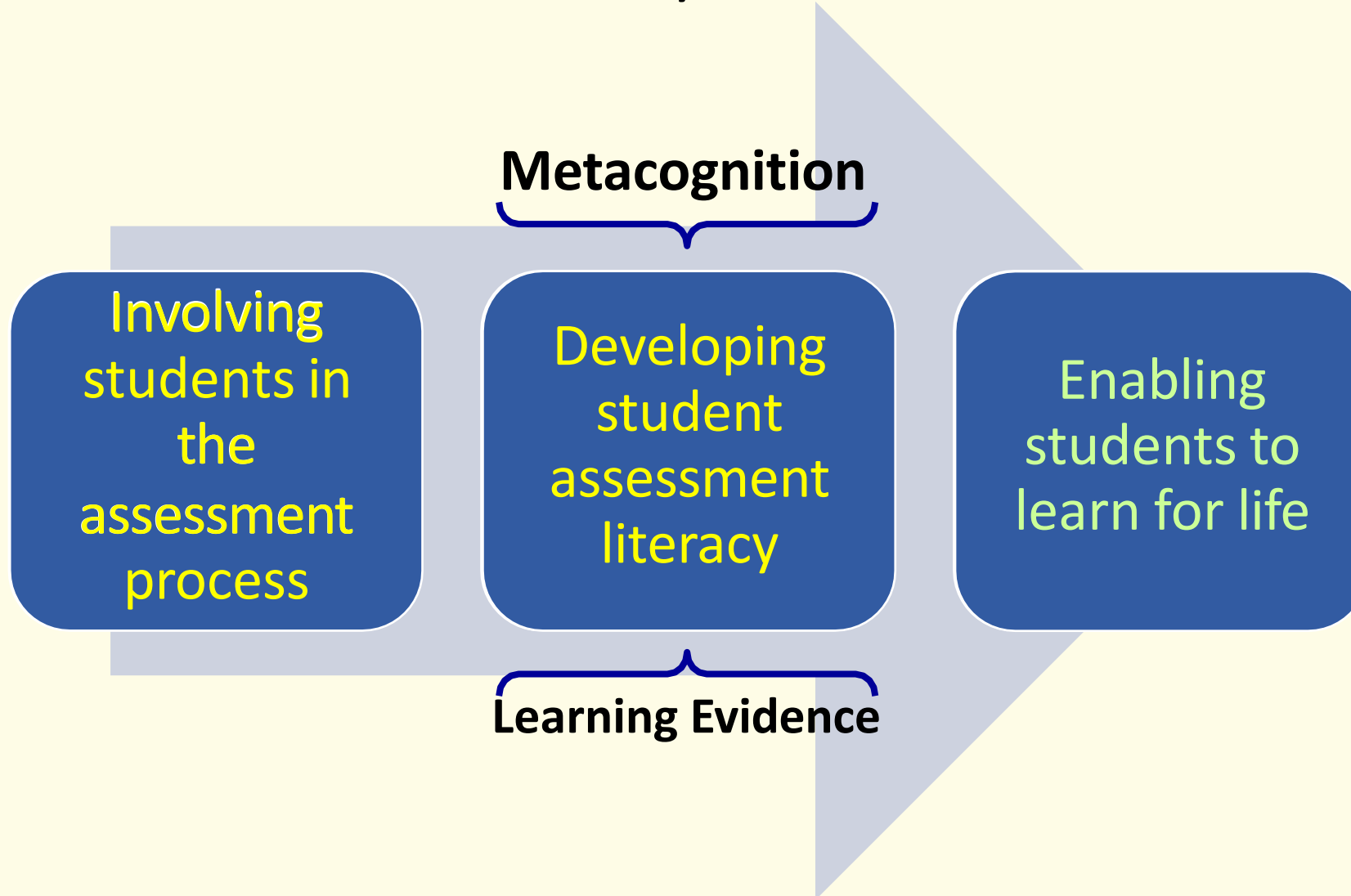
Develop in students an understanding of learning and the nature of the discipline.

Develop in students the competencies for *assessing their learning gaps and successes*, in particular, through self and peer assessment.

Develop in students *metacognition and feedback literacy*.



Future - ready Students



When more time can be spent on metacognitive activities

- Students given more autonomy to **reflect on and make judgements of their learning progress and achievements, across a series of tasks** (giving them opportunity to change or sharpen their judgements of their learning).
- Students are able to **transfer their learning** across topics or new scenarios, when they make use of general metacognitive strategies to help them tackle a problem.
- They are also able to be **more aware of their strengths and weaknesses** and adjust their own cognition and thinking.

When more time can
be spent on
metacognitive
activities and
triangulation of
learning

More opportunities for students and teachers to discuss students' learning progress
through different sources of learning evidence, and for students to plan the next steps
after reflecting on their strengths and areas for improvement

Metacognition and Triangulation of Learning Evidence Practices

Involve students in the assessment process through **metacognitive practices across tasks and time** (e.g., model thinking process, making thinking visible through think aloud protocol, peer and self assessment).

Enhance students' metacognition via **sense making different evidence of learning** rather than just rely on 'drill and practice' or test results alone

CHIJ KCP Curriculum



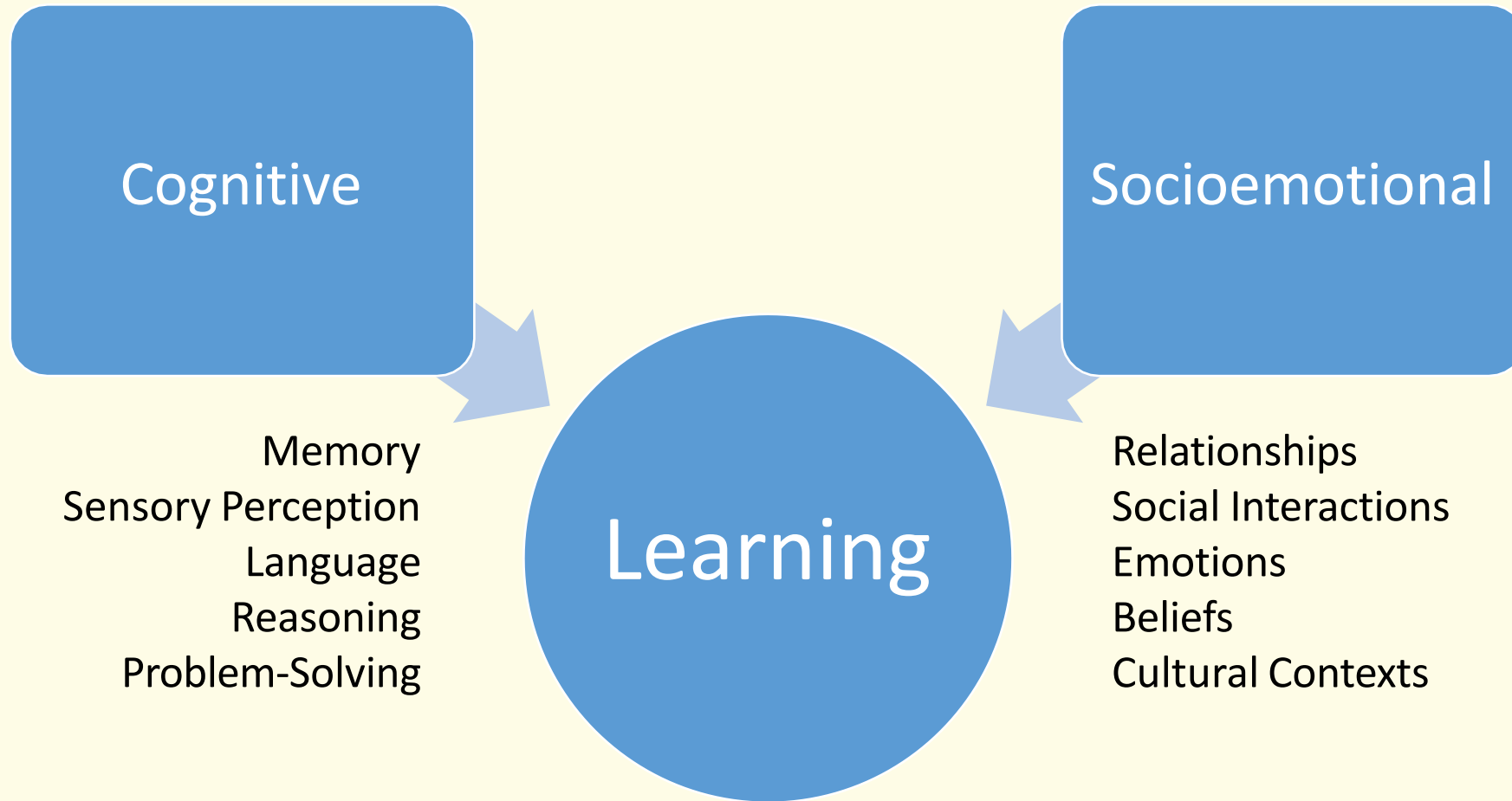
A Curriculum that Empowers and Engages

- **Authentic Learning Experiences that bring about the Joy Of Learning.**
- **Innovative and Engaging teaching strategies that engage learners.**
- **Assessment AS Learning.**
 - Assessment as part of Teaching and Learning in the classroom.
 - A balanced assessment system should have both Assessment of Learning (such as mid – year examinations) as well as Assessment For Learning (classroom assignments and assessments).
 - Assessment should lead to meaningful learning.
 - The continuous use of assessment information guide teachers in improving their teaching so as to address the needs of their students.
 - This can come in the form of formative assessment strategies such as feedback; one to one consultation; exit card; journals; reflections and detailed rubrics.

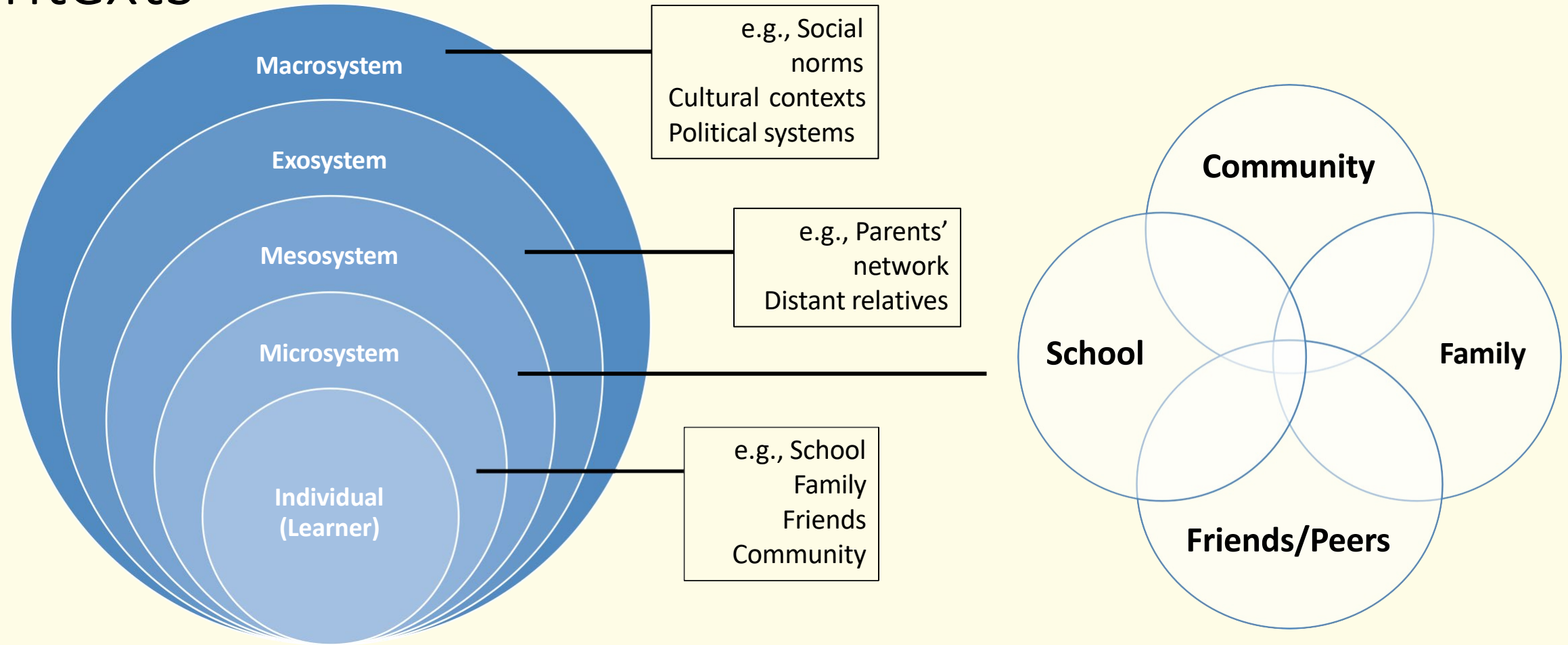
Assessment changes aimed to Empower and Engage our students

- As we reduce the assessment load, the aim is not to erode the pursuit of excellence. We are starting from a high point of rigour.
- Have more time and space to deepen their learning.
- Better enjoy the process of learning and develop dispositions for lifelong learning.

Cognitive and socioemotional factors of learning



Learning exists across many social contexts



Every child wants to and can learn.
Assessment is integral to teaching and learning.
Assessment helps our students become selfdirected learners.

Assessment
practices
should

Recognise each child's efforts

Provide opportunities for all students to progress

Be mindful of the impact on students' wellbeing

Provide feedback to students

Develop metacognition to monitor their learning and learn better

Enabling
students to

Focus on mastery rather than grades

Experience greater joy and ownership of learning

Become motivated to learn deeply, and learn for life

How do we engage with students who have such sentiments?

Performance mindset

I rather just study once and score for that exam....

Lack of confidence and anxiety

Without examinations... I don't know if I am learning well

Fear of national examinations

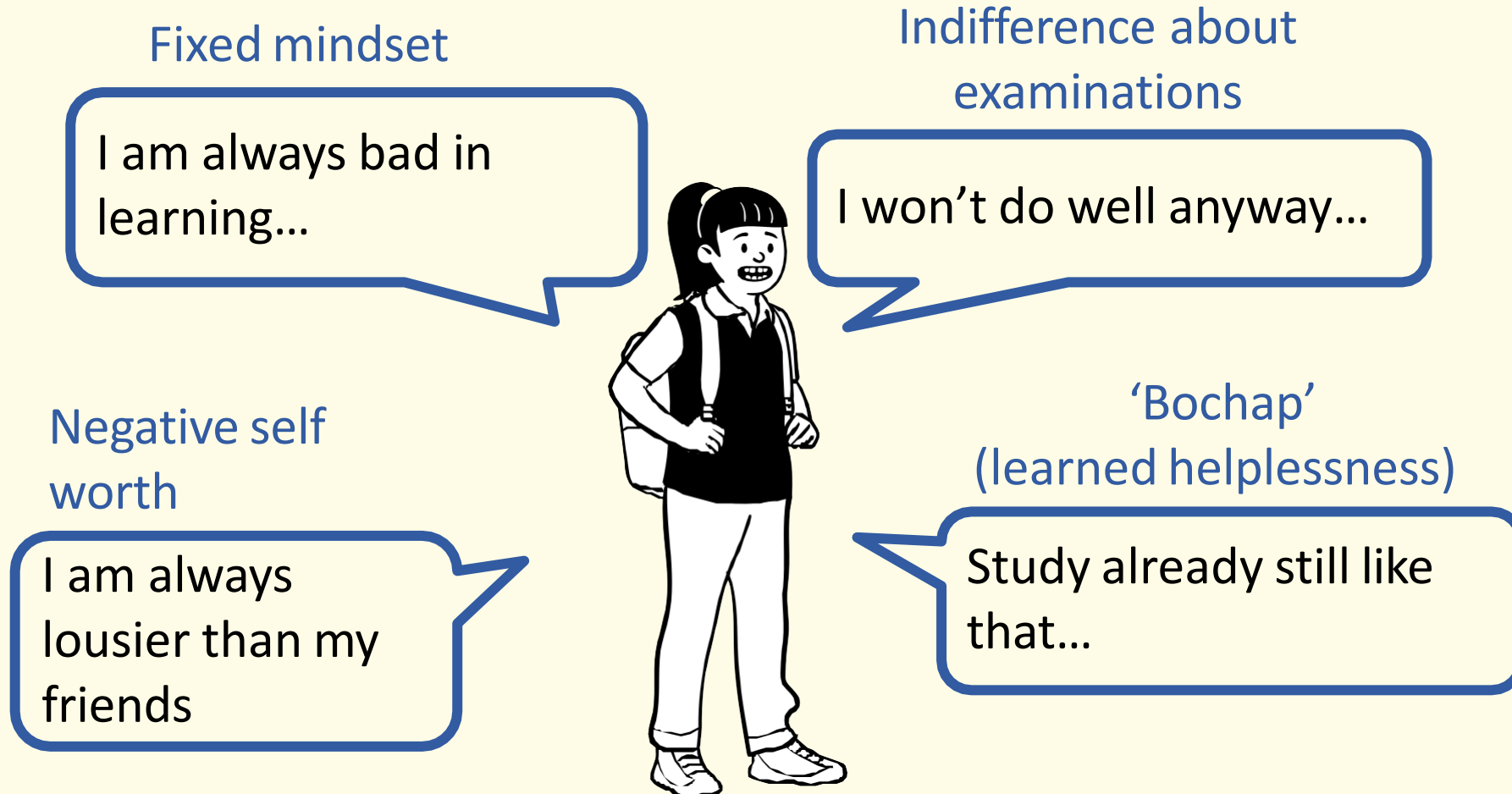
I feel scared...

'Huntum'
(‘Anyhow hit’)

I guess I just keep drilling examination questions... (the more I do correctly the better)



How do we engage with students who have such sentiments?

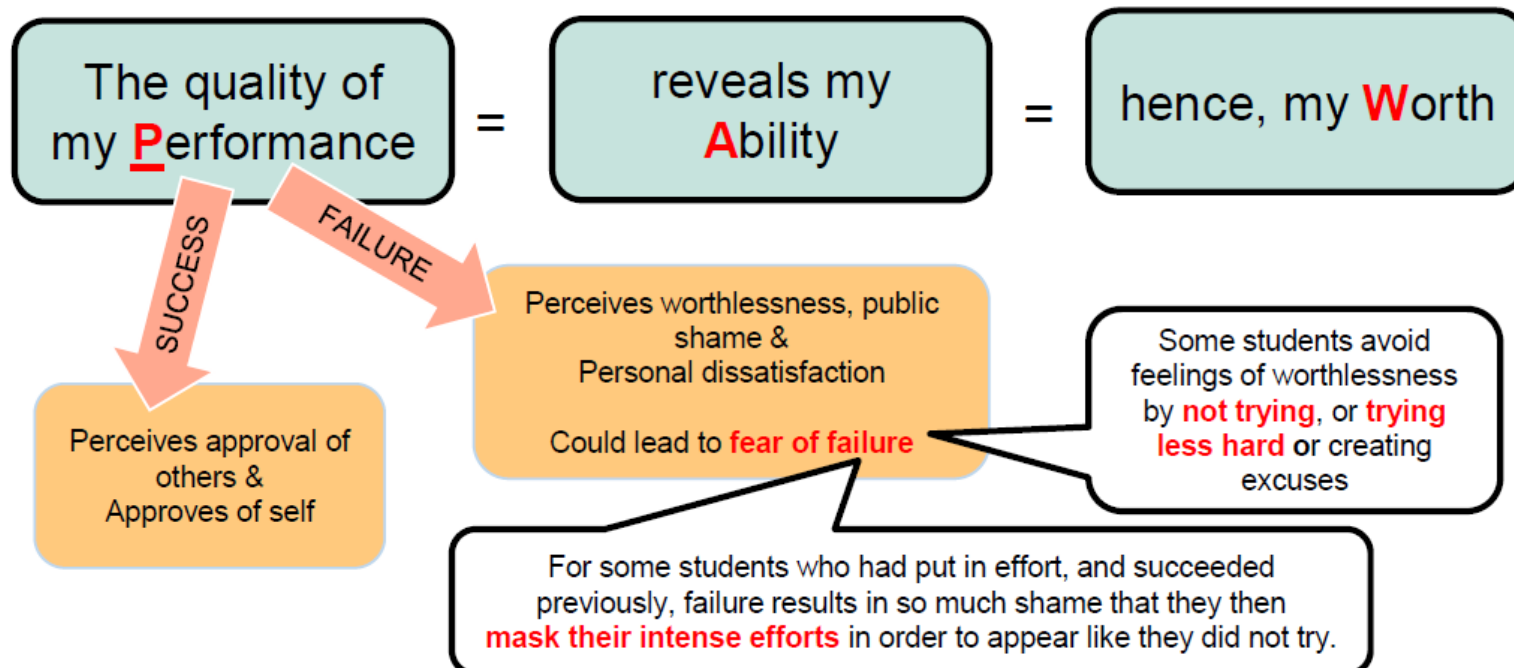


Assessment and Student Well - Being

Students' motivation and efforts in their studies are related to their sense of self-worth.

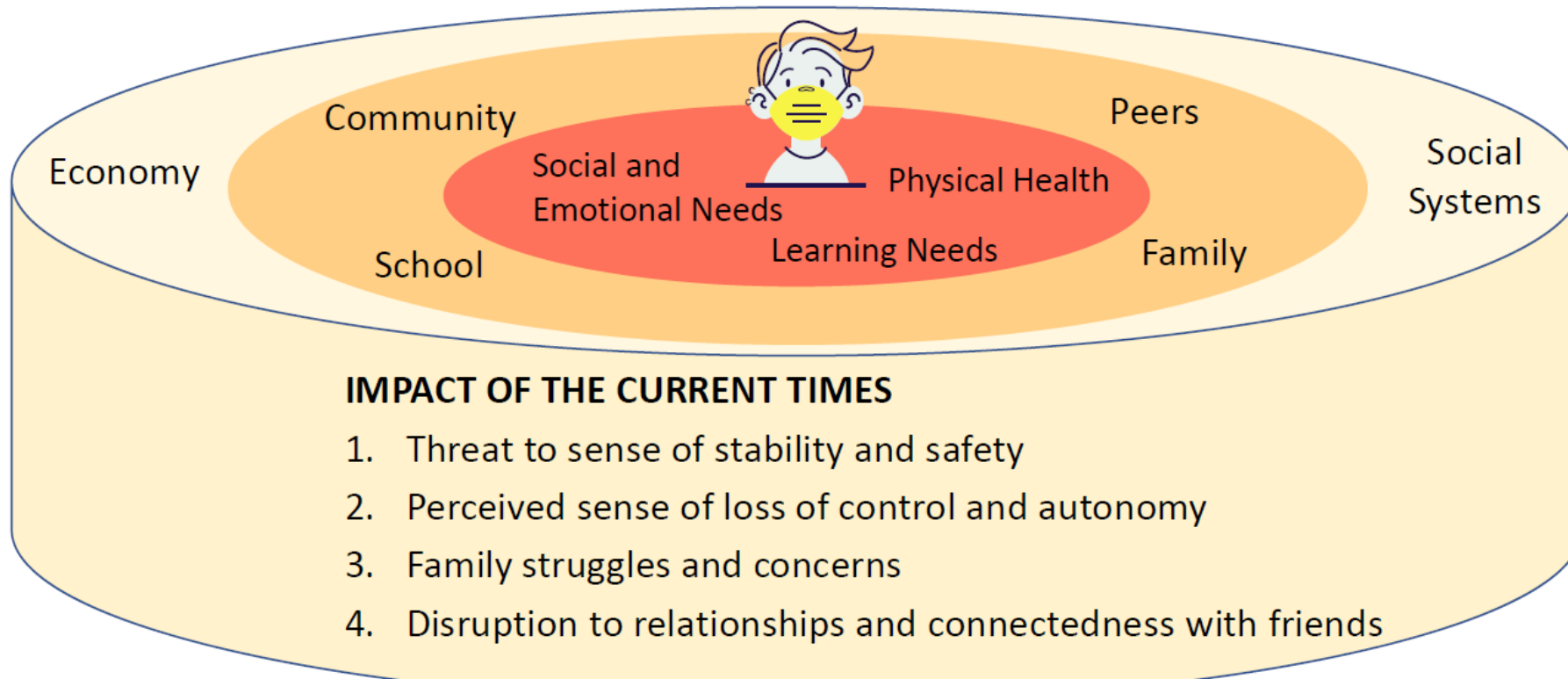
Self-Worth Theory

individuals strive to give their lives meaning by *seeking the approval* of others. Which usually means *accomplishing things that are valued* by the larger group that one belongs to or hopes to belong to.



Assessment and Student Well - Being

Recognize the unique factors in the child's ecosystem that can negatively impact the learning and well-being of the child.



Assessment is an inherently social and emotional process

Impact of assessment experiences on students

Students need to **feel competent** to build confidence and self esteem

Students' **motivation and efforts** in their studies are related to their sense of **self-worth**.

Parent's Support

- Support and partnership of parents are crucial in realising these changes.
- These changes provide more time and space to deepen students' learning, help them enjoy the process of learning and develop dispositions for lifelong learning.
- Parents can play a part to encourage Joy of Learning and Learn for Life.

Encourage Joy of Learning!

Encourage Joy of Learning by

- not over-emphasising academic performance
- focus on your child's learning journey, rather than compare them to others



Don't focus only on results

Encourage them to pursue their strengths, interests and try new things.



Set goals together

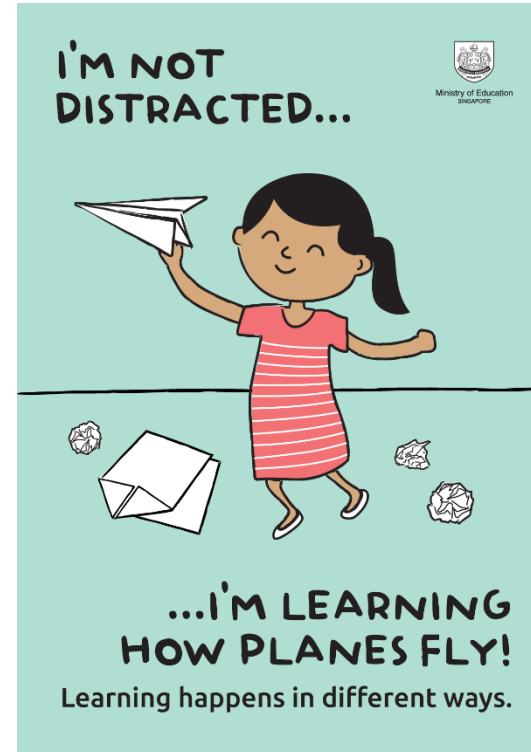
Talk about their strengths, abilities and goals and how they can achieve them.



Don't compare

celebrate their successes instead of comparing with others.

Give our children the time and space to deepen learning

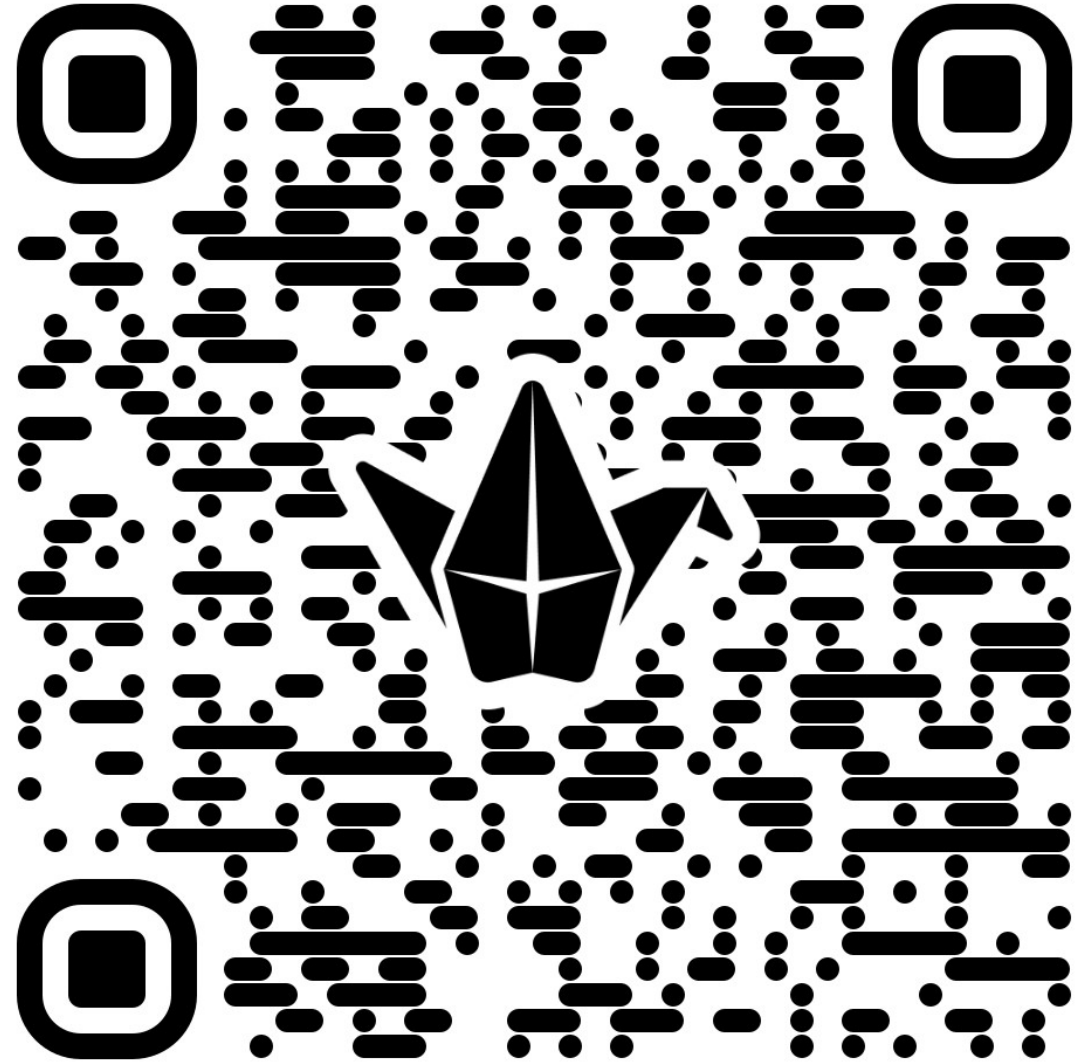


Be the agent to poise in your daughters a lifetime of joy in their endeavours

- Imbue in them a strong set of values.
- Demonstrate how to take pride in themselves and their work.
- Cultivate in them a thirst for learning.

What is one small change
you can make today to
empower your daughter for
the future of learning?

Call to Action



Student Voice: Insights from the P3 & P4 In-Conversation

Summary of Primary 3 and 4 student feedback at CHIJ (Katong) Primary, detailing factors driving engagement and areas for improvement.

HIGHLIGHTS OF STUDENT HAPPINESS

STRONG SOCIAL CONNECTIONS

Students are most motivated by making new friends and meeting new teachers.

JOY IN EXPERIENTIAL LEARNING

The new Science lab, garden, and library are major highlights for students.

RECESS AS A PRIORITY

Students value time in the library, playing in the courtyard, and eating with friends.

Student Suggestions for Self-Organized Activities during Recess

SPORTS

- Football
- Badminton
- Basketball
- Skipping

CREATIVE

- Origami
- Art

LITERACY

- Borrowing books and visiting the new library

AREAS FOR GROWTH & IMPROVEMENT

CULTIVATING A KIND CULTURE

Students wish to replace "hurtful behavior" and shouting with kinder speaking habits.

MANAGING PHYSICAL & ACADEMIC LOAD

Heavy school bags and excessive homework are primary concerns for student well-being.

FACILITY STEWARDSHIP

Students identified canteen and classroom cleanliness as top priorities for improvement.