ASSESSMENT FOR LEARNING:

A SCHOOL- BASED INTERVENTION STUDY IN SINGAPORE

Thesis submitted by

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Abstract

In Singapore schools, assessment of learning practices have been dominant in shaping everyday classroom instruction. However, in the international literature, increasing emphasis has been placed on the role of assessment for learning (AfL) in effective teaching and learning. One reason for this is that AfL is claimed to enhance teachers' identification of and response to students' learning needs. Also, AfL has been argued to enhance student engagement and self-directed learning. The present research involved the introduction and implementation of some core AfL strategies such as peer feedback, student self-reflections, goal setting, use of performance standards, and teacher written feedback in one school context in Singapore as an intervention. As a result of the intervention, evidence of change and impact on (a) teachers' behaviours, attitudes and beliefs and (b) students' behaviours, attitudes and beliefs were examined. Positive changes included students taking more ownership and responsibility for their learning as they began to understand the language of assessment and learned what they 'know and do not know' and taking actions to address their learning needs. Possible links between AfL experiences and summative examination performance were included in the research. Finally, the research and its results revealed some of the possible barriers to a greater use of assessment for learning in Singapore, which helped formulate recommendations for sustaining AfL practices.

Declaration

I certify that this thesis does not incorporate without acknowledgement any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text.

……...
Rozi Binte Rahmat
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List of Abbreviations

AfL	Assessment for Learning
ANOVA	Analysis of Variance
CHC	Confucius-Heritage Culture
CT1	Common Test 1
CT2	Common Test 2
Fairmont	Fairmont Secondary School
GCE O' level	General Certificate of Education Ordinary Level
HHOD	Humanities Head of Department
NIE	National Institute of Education
OECD	Organisation of Economic Cooperation and Development
PLC	Professional Learning Community