
Title	Perceptions of Singaporean primary students: What is self-assessment and feedback to me?
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Perceptions of Singaporean Primary Students: What is Self-Assessment and Feedback to Me?



By **Wong Hwei Ming**

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In a rapidly changing and globalising world, the Ministry of Education, Singapore has been changing its assessment mode to incorporate Assessment for Learning (AfL) into the curriculum. With this in mind, the focus of this research was to examine self-assessment as an AfL strategy that would engage students to deliberately reflect on what they are learning and how they are learning it (Wong, 2017), while using feedback from teachers to make efforts to improve their own performance. The research team wanted to elicit empirical evidence of the efficacy of academic self-assessment in the lower primary classroom context from the perspectives of students.

Purpose of Study

This study aimed to develop a systematic method of implementing self-assessment in lower primary school classrooms while examining changes, if any, in these students' perceptions of self-assessment over time. In addition, the study examined the kinds of feedback teachers gave to students, and how these students

perceived and used the feedback to support their own learning.

Research Design

A total of 160 Primary 3 students from five classes were administered a Self-Assessment Questionnaire twice within the year. The research team conducted a one-hour training session to explain the purpose of self-assessment as well as demonstrated the different descriptor levels for self-assessment criteria using exemplars. Students completed self-assessment rubrics twice a week. Five randomly selected students per class participated in focus group discussions on their perceptions of self-assessment and feedback. Each teacher was observed for an instructional unit of work with a focus on teacher feedback.

Findings and Implications for Practice

The data from the questionnaire ($n=160$) and focus group discussions ($n=24$) were triangulated, and the findings and implications for practice and policy are summarised in Table 1 on the following page.

In summary, the findings indicated that self-assessment training for students is necessary and could be implemented systematically. Self-assessment and feedback are also necessary skills and knowledge for pre-service and in-service teachers. More importantly, teachers' and

students' mindsets, engagement and commitment are important components for the sustained implementation of self-assessment.

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