

AI-enabled features in SLS Quick Guides

Click on each feature to find out more!



**Authoring
Copilot
(ACP)**



**Data
Assistant
(DAT)**



**Learning
Assistant
(LEA)**



**Adaptive Learning
System
(ALS)**

TEACHING & LEARNING ASSISTANTS (TLAs)

LEARNING FEEDBACK ASSISTANTS (LFAs)

**Annotated
Feedback Assistant
(AFA)**

**Short Answer
Feedback Assistant
(SAFA)**

**Feedback Assistant -
Mathematics
(FA-Math)**

**Speech Evaluation Tool
(SET)**

Authoring Copilot (ACP)

ACP is an AI-enabled feature in SLS that supports **lesson planning** for all subjects and levels by generating a module and its corresponding sections, activities and components based on a teacher's inputs.

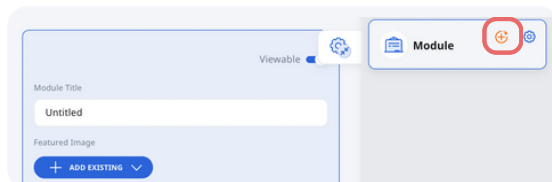
NOTE

As Authoring Copilot uses generative AI, its response is **probabilistic** in nature. Thus, it may at times generate a different number of Sections, Activities and Components than expected. Check that the content generated by Authoring Copilot is accurate and appropriate.

How to Access ACP

To create a module, click the following:

Create/Edit > Module/Section/Activity/Quiz > Locate ACP  icon in the settings.



Generating SLS Modules with ACP

Specify the number of Sections you want to generate.

Tag your Subject, Level, Content Map and Topic for greater accuracy in ACP's output. Section tags will automatically be tagged to new components created.

Click here for ACP to reference SLS templates



Click here for step-by-step video

Generating SLS Activities and Components

Specify the number of activities or components you want ACP to generate.

Pro-tip: Specify a greater number first to have a wider variety of suggestions to choose from.

Add specific instructions to ACP for it to generate your desired output.


Upload up to 20 Knowledge Bases* that can comprise text, PDFs or images.

Pro-tip: Title your Knowledge Bases so that you can easily find and append the relevant Knowledge Base(s) for different activities in a module, e.g. Reading 1 for Activity 1, Chapter 2 Notes for Activity 2, etc.

Click the paperclip icon to upload PDFs and images.

*Ensure that all uploaded materials do not infringe copyrights. Fair use policy for educational purpose is generally set at 10% of original work.

Regenerating Components

You can regenerate any component if you want to convert it to a different component type. In any Component card, locate ACP Regenerate  icon.

ACP will show the Original Component.

Specify how many new components you want, and select the component type(s) you want ACP to generate.

Pro-tip: ACP generates Suggested Answers when creating Free-Response questions. Simply Enable SAFA after adding the question.



Click here for step-by-step video

Sample instructions to ACP: [Generate activities according to pedagogical approaches](#)
"Suggest activities that support Inquiry-based/Collaborative/ Problem-based Learning."

[Generate differentiated activities](#)

"Use Bloom's Taxonomy to describe varying difficulties and suggest and label activities for high/medium/low progress learners."

[Convert print to SLS questions](#)

"Convert questions in the knowledge base to SLS questions. Do not change anything."



Lesson Ideas with ACP:

Create differentiated questions with ACP, e.g., Create MCQ, Fill-in-the-Blanks, and Free-Response questions for different student profiles.

Authoring Copilot (ACP)

Generate Images and Interactives

Use interactives and images in SLS modules to bring concepts to life, check for understanding, and design lessons that students can actively engage with.

NOTE

- As Authoring Copilot uses generative AI, its response is **probabilistic** in nature. At times, it may generate inaccurate, incomplete, or inappropriate content. Always review and verify that the content generated by Authoring Copilot is accurate, appropriate, and aligned with your lesson objectives. Images resembling iconic characters, artwork or styles should not be added.
- Avoid using prompts which carry a high risk of infringing intellectual property rights (e.g., avoid prompts such as “produce an image similar to [Artist X’s] works or “create an image incorporating [Brand Y’s] logo”). Refer to [Quick Guide to Gen AI Chapter 4 - Guidance on Use of Multimodal Generative AI Tools to Enhance T&L](#) (go.gov.sg/ai-chapter4) for more information.

About Interactives

Interactives in SLS allow teachers to embed dynamic, hands-on learning experiences directly for students to engage better with their modules. Different interactive types support different use cases and learning outcomes, such as:

- Game-based learning
- Simulation-based learning
- Data Visualisation

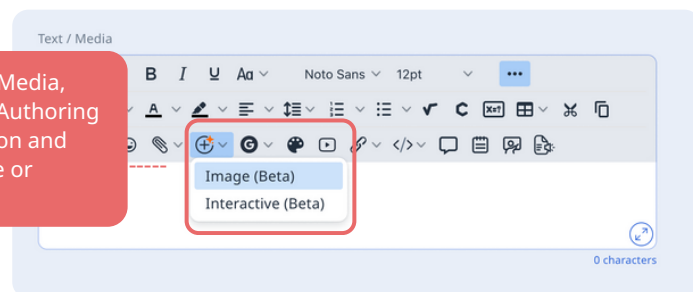
About Images

Generate images from various authoring components within SLS:

- In the text/media or question body
- Module/Section/Discussion Featured Image/Click-and-Drop Base Image
- [Gamification](#) elements (see Quick Guide on ACP Gamification)

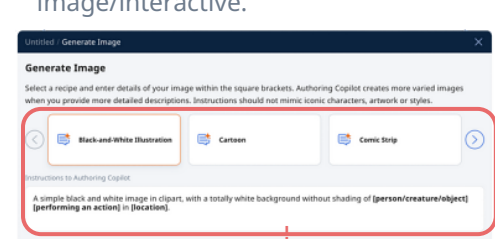
How to Access ACP to create Images & Interactives

Under Text/Media, click on the Authoring Copilot button and select Image or Interactive

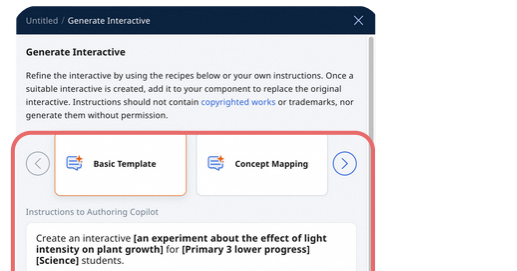


Generate Images and Interactives with pre-populated recipes

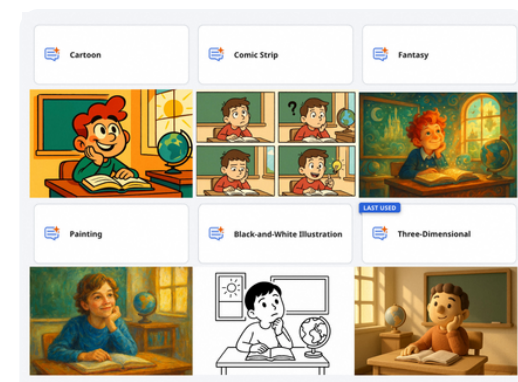
1. Select a pre-populated recipe that matches your learning outcome and student profile.
2. Replace the **[bold placeholders]** with your own details.
3. Refine colours, fonts, or styles when you're satisfied with the generated image/interactive.



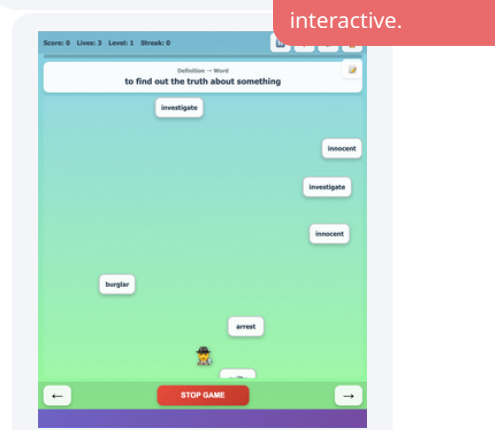
Select a pre-populated recipe according to your learning outcome, and fill in the **[parts in bold]** to specify the details for your image or interactive to be generated.



Upload up to 5 files and images in the Knowledge Base for ACP to **reference** to create the desired look of the interactive.



Collated samples when using a similar instruction with different recipes



Example of an interactive vocabulary game



Additional Tips for Generating Interactives

- If the first generated interactive meets your expectations, add it as a component first before refining it so that you have a working copy.
- Generated files that were not added will be discarded. Save your instructions on a notetaking app to reuse in future if needed.
- If you notice the same error appearing after 2 regenerations, check and edit your recipe instead.

Prompt Generator/Library: go.gov.sg/acpinteractive-resources

SLS Community: go.gov.sg/slscommunity for ideas and recipes from other teachers!



Authoring Copilot (ACP)

Generate Game Stories and Collectibles

Gamification allows game-based elements to be introduced in your Module. The game-based elements include Experience Points (XP) and Levels, Game Stories, and Collectibles. Through the use of Game Stories, you can also create scenarios such as Escape Room or Mystery Solving based on real world or fantasy settings.

NOTE

- As Authoring Copilot uses generative AI, its response is **probabilistic** in nature. At times, it may generate inaccurate, incomplete, or inappropriate content. Always review and verify that the content generated by Authoring Copilot is accurate, appropriate, and aligned with your lesson objectives. Images resembling iconic characters, artwork or styles should not be added.
- Avoid using prompts which carry a high risk of infringing intellectual property rights (e.g., avoid prompts such as “produce an image similar to [Artist X’s] works or “create an image incorporating [Brand Y’s] logo”). Refer to [Quick Guide to Gen AI Chapter 4 - Guidance on Use of Multimodal Generative AI Tools to Enhance T&L](#) (go.gov.sg/ai-chapter4) for more information.


Glossary of Terms

- Experience Points (XP)** – Points converted from assignment or assessment marks to track student progress in the game.
- Levels** – Progress stages unlocked when students accumulate sufficient XP.
- Game Stories** – Narrative elements that drive the storyline and character development across a module.
- Collectibles** – Rewards students earn during gameplay, including:

Achievements
Milestones awarded as students progress through a module.

Avatars
Characters or items that replace a student's SLS avatar within a module.

Digital Badges (for CRDOs only)
Special badges shown on profiles for completing MOE Library self-study modules.

 **Tip!** Use ACP to create game stories and collectibles **after you have created the module**, so that the game is better tailored to the lesson content.

How to Access Authoring Copilot

Using Authoring Copilot to generate Game Stories & Collectibles

Data Assistant (DAT)

DAT is an AI-powered tool that helps teachers analyse qualitative data from student responses. This provides teachers with quick insights into students' responses, and allows for more timely interventions.

NOTE

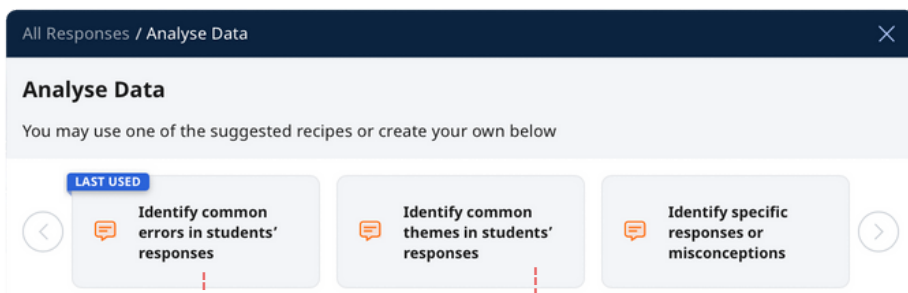
As Data Assistant uses generative AI, its responses are **probabilistic** in nature and may be inaccurate at times. It is crucial that teachers carefully review the analysis provided and validate its accuracy before making any interventions based on it.

How to Access DAT

In your Assignment, select a Free-Response question/ Discussion board/ Forum/ Interactive Thinking Tool > View All Responses > Data Assistant icon

Using DAT in Lessons

DAT can be used in class to quickly give feedback to groups of students or used after a lesson to conduct an in-depth analysis of students' discussions.



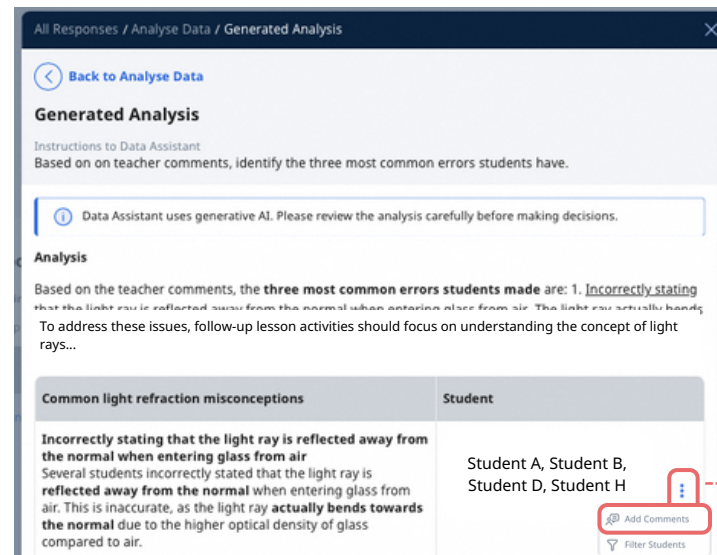
Use this recipe to address common **misconceptions** more quickly in class, e.g. spend more time revisiting specific concepts, modifying instructions, etc.

Use this recipe to **facilitate in-class discussions**, e.g., identifying common reflections following a camp or experiential learning activity

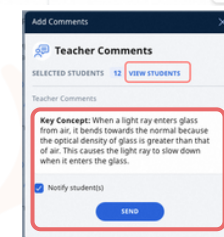
Provide Differentiation with the Analysis by DAT

Overall analysis for teachers to have a quick sensing of the students' overall performance of students' learning.

Student responses are categorised so that teachers can give targeted feedback to groups of students.



Click the Overflow (3-dot icon) to provide customised comments to groups of students.

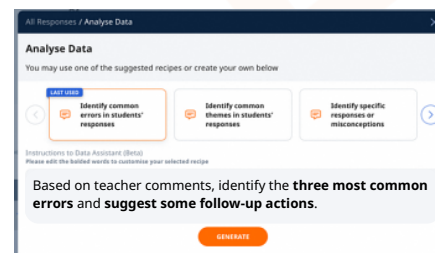


Edit the pre-populated comment to address your students directly, and select the **Notify student(s)** checkbox.

Additional Tips

Want to tap on DAT to suggest follow-up activities based on student responses?

Get DAT to suggest follow-up lesson activities by adding on the prompt 'Suggest follow-up lesson activities' and get lesson ideas in the Generated Analysis.



Using DAT in Mother Tongue languages? DAT supports multilingual analysis.

Write the recipe in the same MT language as the question and responses, so that DAT presents the analysis in the same language.



Learning Assistant (LEA)

LEA is the first student-facing* dialogic agent on SLS, which serves to guide students' learning via iterative questioning.

*Currently available for students in Primary 4 and above. Students should complete the Basic Module for AI-enabled features on SLS before teachers use LEA with them.

NOTE

As Learning Assistant uses generative AI, its responses are **probabilistic** in nature and may be inaccurate at times. Always verify that the content generated is appropriate. You may do so by clicking on 'Preview as Student' to test the responses generated first.

Ethical and Pedagogical Considerations

- Guardrails** have been put in place to prevent LEA from producing harmful or mischievous content.
- LEA has been designed to get students to stay focused on the given topic, and prevent off-topic discussions.
- LEA was designed **not to provide answers directly**, and instead probe thinking with questions for reflection.

How to Access LEA

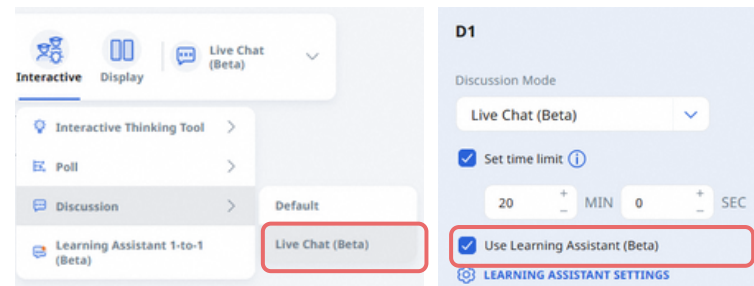
LEA can be enabled in two ways:

- Learning Assistant 1-to-1 (Beta) – Supports individual learning by guiding students through questions, reflection, and step-by-step reasoning at their own pace.

Tip: Teachers can manually end LEA 1-to-1 discussions when the learning task is completed. Closed conversations are saved as discussion posts, with earlier interactions recorded as comments for review.

Note: For Primary 4 to 6 students, it is recommended to use Learning Assistant with **in-class supervised use**. Please close LEA at the end of the lesson.

- Live Chat – Supports whole-class sense-making by prompting thinking, clarifying ideas, and sustaining discussion during lessons.



Students can tap on SALiS during Live Chat to ask questions, clarify ideas, or seek prompts to support their discussion.

SALiS can present ideas using structured responses (e.g. bullet points or simple tables) to help students organise and follow the discussion.

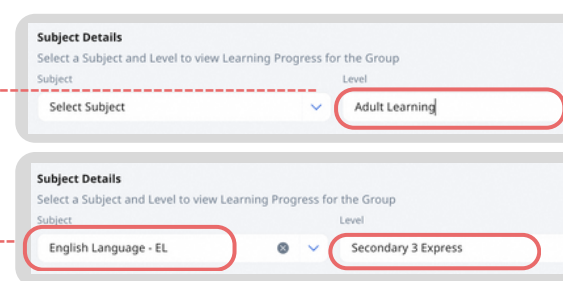
Teachers remain in control by setting limits on how often students can call upon SALiS during Live Chat discussions.



Access Settings for LEA

In your Class Group settings, ensure that the **level** is tagged correctly.

- For teachers, tag 'Adult Learning' for PD class groups
- For students, tag the subject and level (Pri 4 and above) accordingly.



Learning Assistant (LEA)

🔧 Tips on customising LEA Recipes

📖 6 Pre-populated Recipes

Start with one of the six built-in recipes — just tweak the settings in [square brackets] to match your students' needs!

🌐 Multilingual Support

LEA supports MT languages. Type your recipes in MTL for LEA to respond in the same language.

💡 **Pro-tip:** Add instructions e.g. “Ask the student to respond in MTL if student responds in English” to encourage consistent use of MTL.

Use the knowledge base effectively

✂️ Be Concise

Upload curated, concise content, instead of entire documents to help LEA respond more accurately.

📄 Text > PDFs

LEA reads text faster and better than PDFs.

⚖️ Respect Intellectual Property

Ensure that all uploaded materials do not infringe copyrights. Refer to [here](#) for more details about copyright FAQs.

Assess students' interactions with LEA





View students' conversation logs under [VIEW CLASS SUBMISSIONS](#)

Use Data Assistant 📊 to analyse all the conversations for common themes or irrelevant responses.

Teachers may comment on students' posts only if they have **used up all the interactions**, to avoid interrupting the conversation with LEA.

What can LEA do?

LEA can take on different roles to suit the needs of your learning activities.

LEA's Predefined Role	When to use?	KAT (non-exhaustive)
Learning Facilitator	Deepen conceptual understanding of challenging topics through socratic questioning	Foster Conceptual Change 
Perspective Builder	Develop a well-supported argument with opposing viewpoints using structured steps	Facilitate Learning Together 
Paragraph Planner	Develop students' communication skills and ability to organise ideas into structured paragraphs	Embed Scaffolding 
Research Assistant	Improve research skills by clarifying understanding of the topic, providing steps on how to conduct good research and encouraging reflections	Enable Personalisation 
Idea Generator	Help students generate, expand, and refine ideas through the process of brainstorming and idea expansion	
Role Play	Enable students to learn about a historical figures lived experiences, beliefs and impact on history during that time period	

🌐 Useful Links

Click the following links to find out more:

- [User Guide](#)
- [LEA Video](#)
- Basic Modules for AI and AI-enabled Features in SLS:
 - [Lower Pri](#)
 - [Upper Pri](#)
 - [Secondary/Pre-U](#)
- [AI Ethics Primer](#)
- [SLS Community Group](#) for more prompts and lesson ideas



<https://go.gov.sg/lea-video>



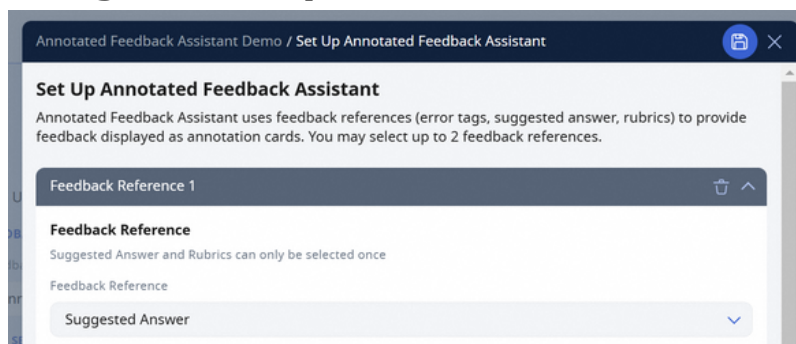
Annotated Feedback Assistant (AFA)

AFA provides students with targeted in-line feedback via annotation cards, based on Suggested Answers, Rubrics, or Error Tags. It provides students with more specific feedback and can be used across different subjects.

NOTE

As AFA uses generative AI, its feedback is **probabilistic** in nature. This means it may not always generate an accurate answer, rubric match or error tag. Please verify that the content is appropriate before use.

Using AFA to provide feedback

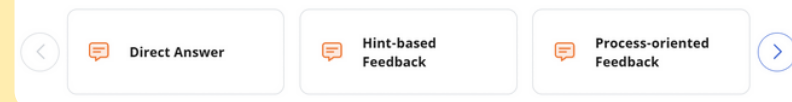


- 1 Suggested Answer**
Compare student responses against a marks scheme to quickly identify content gaps or misconceptions.
- 2 Rubrics**
Assess students' responses using performance levels to evaluate the depth and accuracy of their answers.
- 3 Error Tags***
Tag specific issues in student responses to provide targeted feedback for improvement across different subject areas.

Click on the links above to find out more on how to set up **Suggested Answer, Rubrics** or **Error Tags**.
*Note: Currently, grammar and language-related error tags are available only for English Language. Error tags for other subjects may be added in the future.

Additional Details

You may choose one of the suggested recipes below or customise your own recipe to control the level of detail and phrasing of the feedback



Select the type of feedback that you would like to provide and the recipes will be generated for you.

Tips on Customising AFA Feedback

- Use different feedback types strategically based on learner readiness**
Direct answers can help clarify; hints and Socratic prompts deepen thinking.
- Mix and match references**
Combine Rubrics with Error Tags or Suggested Answers to create layered feedback to provide **both** holistic and targeted feedback to students.
- Start small**
Begin with simple feedback or direct answer feedback types and build up to process-oriented or Socratic feedback as students grow more confident.

Sample feedback by AFA

Describe how a plant cell uses glucose during aerobic respiration.

FEEDBACK ASSISTANT
Annotated Feedback Assistant (Beta) will provide feedback for this question

Annotated Feedback Assistant (Beta) uses generative AI. Please review the feedback with your teacher if you need more explanation.

Aerobic respiration happens in the [chloroplast], where glucose is split by [sunlight] into ATP and water. First the glucose goes into glycolysis, then it skips straight to the [electron transport chain], and only after that does the [Krebs cycle] produce carbon dioxide. The [mitochondria] absorb light energy to make energy, and because respiration speeds up all reactions, the cell's enzymes work faster overall.

Q1 (5)

Annotated Feedback Assistant (Beta)
Annotation - 0

Aerobic respiration happens in the...

Aerobic respiration occurs in the mitochondria, not in the chloroplast.

Wrong Function

Annotated Feedback Assistant (Beta)
Annotation - 0

[sunlight]

Sunlight is not involved in aerobic respiration; it is used in photosynthesis.

Annotation cards for specific in-line feedback

Feedback given based on Socratic feedback, selected in the settings

Annotation is underlined to identify areas for specific feedback

Annotated Feedback Assistant (AFA)

Setting up Error Tags as a Feedback Reference

***Note:** Currently, grammar and language-related error tags are available only for English Language. Error tags for other subjects may be added in the future. Stay tuned!

Set Up Annotated Feedback Assistant
Annotated Feedback Assistant uses feedback references (error tags, suggested answer, rubric) to provide feedback displayed as annotation cards. You may select up to 2 feedback references.

Feedback Reference 1

Feedback Reference
Suggested Answer and Rubric can only be selected once

Feedback Reference

Feedback Reference

Error Tags

Annotation Underline Colour

Error Tags
Please tag at least one content map to the question through Question Settings to display error tags. To use error tags from another content map, add another feedback reference.

Content Map

QUESTION SETTINGS

Error Tags

Description

Select Error Tags as the desired Feedback Reference

Click here to start setting up the Error Tag Feedback Reference

Check this box to enable error tracking across assignments

Select the subject, level of learning, and the Content Map available. Click 'Save' after you have made your selection, and return to AFA settings.
Note: You do not need to select any Learning Outcomes.

[Back to Set Up Annotated Feedback Assistant](#)

Free-Response Details

Learning Progress
You should include and tag only one relevant subtopic for each content map to the question for an accurate representation on the Learning Progress.

☒ [Include in Learning Progress](#)

Question Tags
Subject and Level

English Language - EL

Primary 6

[+ ADD SUBJECT AND LEVEL](#)

Content Map and Topic

Pri 6 English Language - 2020 - 0 selected

Content Map

Pri 6 English Language - 2020

Error Tags

Please tag at least one content map to the question through Question Settings to display error tags. To use error tags from another content map, add another feedback reference.

Content Map

Pri 6 English Language - 2020

QUESTION SETTINGS

20 item(s) selected

Error Tags

Description

Adjective

Incorrect or inappropriate use of adjectives, such as using the wrong form (comparative, superlative). Incorrect: "She is more prettier than her sister." Correct: "She is prettier than her sister."

Adverb

Incorrect use of adverbs, such as using an adjective instead of an adverb. Incorrect: "He runs quick." Correct: "He runs quickly."

Capitalisation/ case

Incorrect use of uppercase and lowercase letters, especially for proper nouns and sentence beginnings. Incorrect: "I went to paris last summer." Correct: "I went to Paris last summer."

Collocation

Incorrect pairing of words that do not naturally go together in English. Incorrect: "She made a big effort." Correct: "She made a great effort."

After clicking 'Back to Set Up Annotated Feedback Assistant', you will see all the pre-populated Error Tags already selected.

You may select the Error Tags you want to use by checking or unchecking the boxes.

Assess for learning using Error Tracker

Error Tracker provides a consolidated summary of error tags across assignments. The overall Errors of students that have been annotated can be viewed in three ways: Error Tags, Monthly, and by Students.

View of Error Tags

Data is not updated in real time

Error Tags	Description	Total Error Tags
Adjective	Incorrect or inappropriate use of adjectives, such as using the wrong form (comparative, superlative). Incorrect: "She is more prettier than her sister." Correct: "She is prettier than her sister."	7
Adverb	Incorrect use of adverbs, such as using an adjective instead of an adverb. Incorrect: "He runs quick." Correct: "He runs quickly."	19
Capitalisation/ case	Incorrect use of uppercase and lowercase letters, especially for proper nouns and sentence beginnings. Incorrect: "I went to paris last summer." Correct: "I went to Paris last summer."	12
Collocation	Incorrect pairing of words that do not naturally go together in English. Incorrect: "She made a big effort." Correct: "She made a great effort."	
Conjunction	Incorrect use or omission of conjunctions to link clauses. Incorrect: "Although it was cold outside for a walk." Correct: "Although it was cold outside for a walk."	

1-10 of 20

Data is not updated in real time

Students	Class Group	Total Errors
Macy Koh	4 ASPIRATION	24

1-1 of 1

View by Students



Tips for Crafting Rubrics for Learning Feedback Assistants (Short Answer FA, Annotated FA)

NOTE

SAFA and AFA use generative AI to analyse student responses based on the rubrics provided by the teacher. As its output is probabilistic in nature, it may not always identify feedback areas accurately. Please review the generated feedback before releasing it to students.

Setting up Rubrics

Rubrics may be used for open-ended responses (e.g. Essays). You can set a maximum of 6 bands and 6 criteria, with descriptions of each band.

The screenshot shows the 'Rubrics' setup page. Annotations include:

- Maximum 6 bands:** Points to the 'Band Descriptor' input fields.
- Maximum 6 criteria:** Points to the 'Enter criterion to be assessed' input field.
- Maximum 2000 characters:** Points to the 'Enter description of band' input fields.
- MARKS [3]:** Points to the 'MARKS' field, indicating the total possible marks.

Other visible elements include a 'Title' field, a 'Hide rubric before attempt' checkbox, and buttons for '+ Add Band', '+ Add Criterion', 'Delete Band', and 'Delete Criterion'.

Sample feedback using Rubrics

The screenshot displays 'Sample English Writing Assignment Rubrics' with two sections:

- A. Content (MARKS: 10):** Shows a band of 3 (Excellent) with a description: 'Ideas are clear, relevant, and well-developed. Writing is engaging and on-topic.' It includes a 'Criterion Feedback' section: 'Your story is clear, relevant, and well-developed. The narrative is engaging and stays on-topic throughout, effectively capturing the emotions and events of the talent show.'
- B. Language Use (MARKS: 8):** Shows a band of 2 (Satisfactory) with a description: 'Adequate vocabulary. Some variety in sentence structure. Some grammar errors, but meaning is generally clear.' It includes a 'Criterion Feedback' section: 'You use an adequate range of vocabulary and sentence structures, which makes your story easy to follow. There are a few minor grammar errors, but they do not affect the overall clarity of your narrative.'

Marks allocated by FA by band

Student response is assessed by band and band descriptors

Feedback given by FA according to criterion

Pre-set criterion

You can search, star, and reuse rubrics from Search or Starred Resources when setting up Free-Response and Audio-Response questions.

ADD RUBRIC

Create New

From Library

From Starred Resources

Generate Rubric (Beta)

Need help with crafting rubrics?

Use Authoring Copilot to help you quickly generate rubrics for all kinds of questions!

Tips for Crafting Rubrics

- 1 Use 'Wide' mode**
Use 'Wide' mode under Appearance Settings to input your rubrics more easily.
- 2 Use whole numbers only**
Marks should be integers (e.g., 1, 2, or 3). SAFA currently does not support half marks.
- 3 "Do not accept" answers**
Avoid listing unacceptable responses — ShortAnsFA might treat them as valid and mark them incorrectly.
- 4 Student-facing instructions**
Add any task-specific guidance in the Feedback tab, not the rubric, so students see it before attempting the question.
- 5 Hide marks using Teacher-marked Quiz**
To hide marks for assessment for learning, use a Teacher-marked quiz
- 6 Use Data Assistant**
To analyse ShortAnsFA feedback for insights, use Data Assistant.



Tips for Crafting Suggested Answers for Learning Feedback Assistants (Short Answer FA, Annotated FA)

NOTE

SAFA and AFA use generative AI to analyse student responses based on the rubrics provided by the teacher. As its output is probabilistic in nature, it may not always identify feedback areas accurately. Please review the generated feedback before releasing it to students.

Configuring Feedback Behaviour

- Teachers can provide additional instructions to guide how SAFA generates feedback.
- Preset feedback styles (e.g. feedback structure, marking guidance, language simplification) can be selected, or custom instructions can be added.

Set Up Feedback Assistant

Short Answer Feedback Assistant

Short Answer Feedback Assistant uses suggested answer or rubrics to provide marks and feedback. Feedback will be displayed in the feedback tab or rubrics.

Feedback Reference
Suggested Answer

Additional Details

You may choose one of the suggested recipes below or customise your own recipe to control the leniency of the marking and phrasing of the feedback.

Present the feedback according to a framework

Provide additional marking guidance

Simplify the language of the feedback

Instructions to Short Answer Feedback Assistant

For example, award only [number] marks if student does not mention [specific concept] in his response.

Setting up Suggested Answers

Suggested Answers may be used for close-ended questions with a fixed answer key.

Suggested Answer

Feedback

☒ Suggested Answer

(1 mark): Clothes were not in her favourite colour / material.
 (1 mark): Clothes were [passed on] from her sister to her.

MARKS 1

- 1 Mark Allocation**
Write mark allocation as:
(1 mark): Idea 1
(1 mark): Idea 2
- 2 Alternative Answers**
Use slash / for alternative answers for the same point.

Leave a space before and after the dash.
- 3 Use of brackets**
Use circular brackets () to indicate marks, and square brackets [] to indicate keywords.

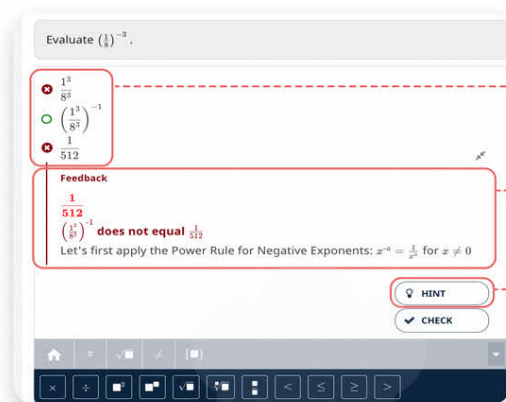
Tips for Crafting Suggested Answers

- 1 Avoid overlap in ideas**
The marking may be inaccurate when multiple points have similar meanings.
- 2 Do not allocate half marks**
All marks should be integers (e.g. 1, 2 or 3) as the FAs do not recognise 0.5 marks.
- 3 Avoid "Do not accept"**
Do not include unacceptable answers as it might confuse the FA and be mistaken for acceptable answers.
- 4 Keep answers succinct**
Keep the answers clear and remove any connective words (e.g. "and", "or", "because").
- 5 Hide marks using Teacher-marked Quiz**
To hide marks for assessment for learning, use a Teacher-marked quiz
- 6 Use Data Assistant**
To analyse ShortAnsFA feedback for insights, use Data Assistant.



Feedback Assistant - Mathematics (FA-Math)

FA-Math is a rules-based engine that offers step-by-step hints and feedback to students' workings, and suggested marks. It can generate randomised questions and support many question types including for geometry and graphs.








 each step is evaluated

 custom feedback

 hint available

Question Types

-  Geometry and Graphs
-  Written Arithmetic
-  Arithmetic Notebook
-  Number Line
-  Multistep

and many more...



<https://go.gov.sg/fa-math-playlist>



<https://go.gov.sg/fa-math-video>

Click on the links above for more video resources on FA-Math

How you can use FA-Math

Create New Question

☒ Show hints and feedback while students attempt

UK Key Stage 5 x Settings

Instruction

Q B I         

Type an instruction



Immediate Feedback

☒ Show hints and feedback while students attempt

Students receive line-by-line feedback and can view hints as they attempt questions.

This allows scaffolding to be provided to students who may require more help.



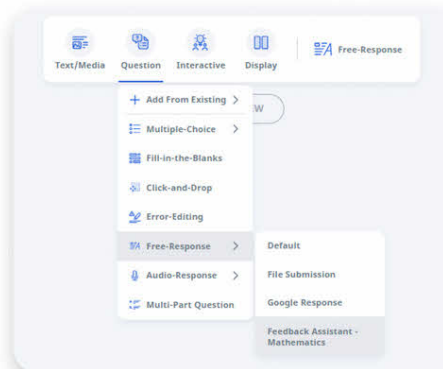
Delayed Feedback

☐ Show hints and feedback while students attempt

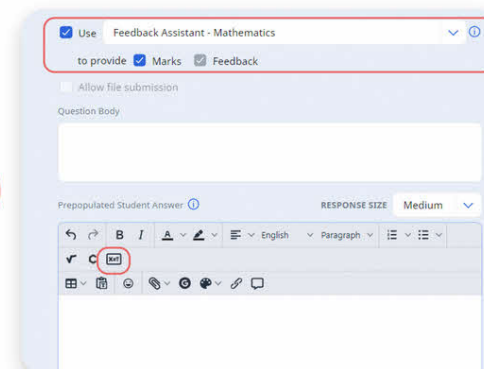
Students are provided feedback only **after** completing the lesson.

This allows students to attempt questions on their own first, before checking back to learn from their mistakes.

Adding FA-Math to Questions



OR



1 Access via Questions in Component Bar

Select Free-Response then Feedback Assistant - Mathematics

1 Access via Free-Response Question

☒ Use and select Feedback Assistant - Mathematics

☒ Marks

2 Select

Explore how to add various question types and generate similar questions by randomising variables (e.g. number values) through our user guide. Search #FA_Math in SLS Community Gallery for a sample.



Speech Evaluation Tool (SET)

SET offers instant, automated feedback on pronunciation, reading fluency, and speech clarity to help students improve their speaking abilities for English and Mother Tongue Languages

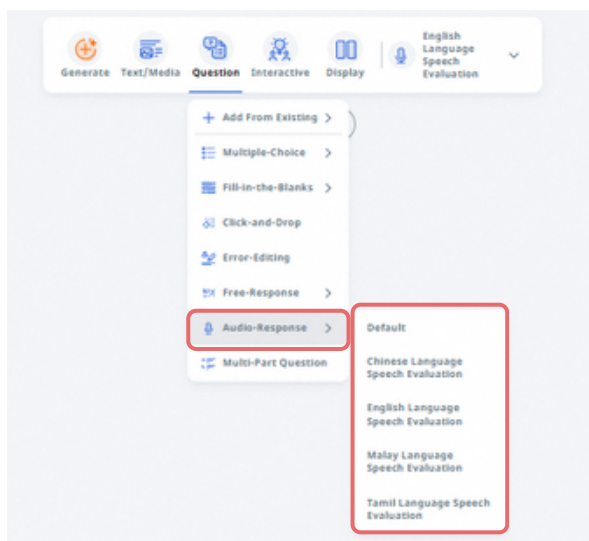
NOTE

As Speech Evaluation Tool uses machine learning, its results may be inaccurate at times. SET's capabilities will be continually improved over time and updates will be shared on Singapore Learning Designers Circle (SgLDC).

How to access SET?

SET can be found under the Audio-Response Question in the Authoring Component bar.

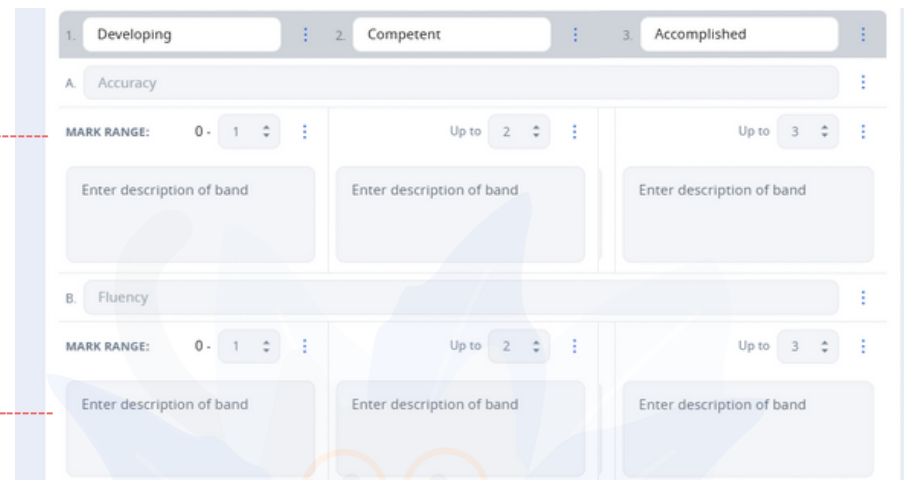
Authoring Component bar > Question > Audio-Response > Select Language Evaluation Tool



Key Feature 1: Rubrics for reading aloud that require minimal adjustment

Adjust the marks for each band

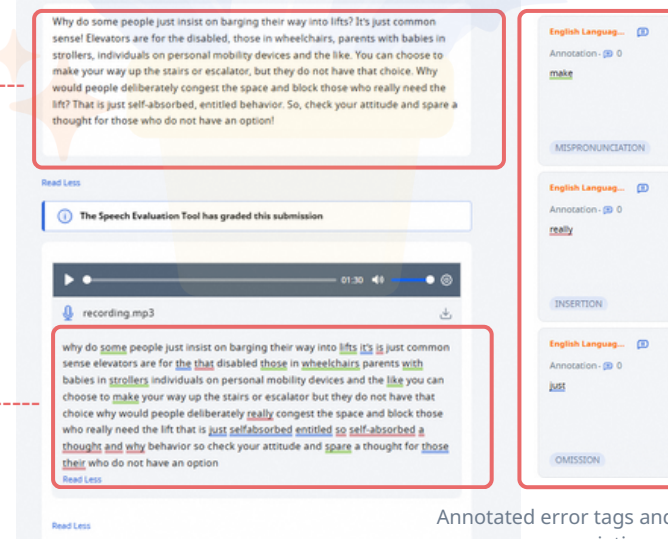
(Optional) maximum 2000 words



Key Feature 2: Highlighting of errors

Question Body

Auto-generated transcript and highlighting of errors



Annotated error tags and actual pronunciation

*Available for English, Chinese, Malay and Tamil Languages.

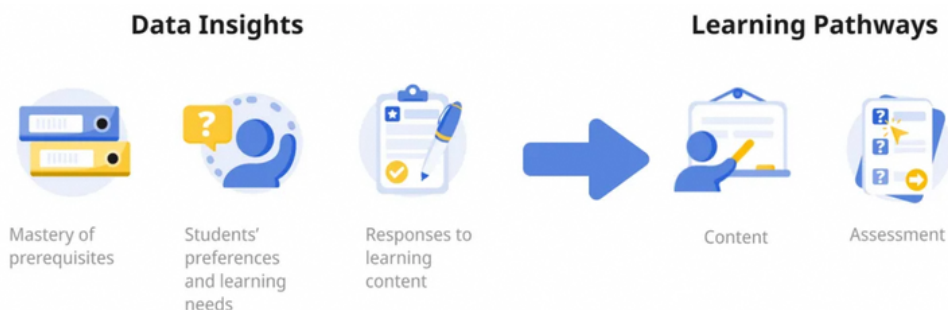


Adaptive Learning System (ALS)

Available for Math (Pri 5 - Sec 2) and Geography (Sec 3 - 5)

What is ALS?

ALS is an AI-enabled system which recommends customised learning pathways for each student by analysing their responds to learning content and questions.



ALS supports students' self-directed learning by giving them guided choice about what, how and how fast they learn.

When can ALS be used for learning?



How to access ALS?

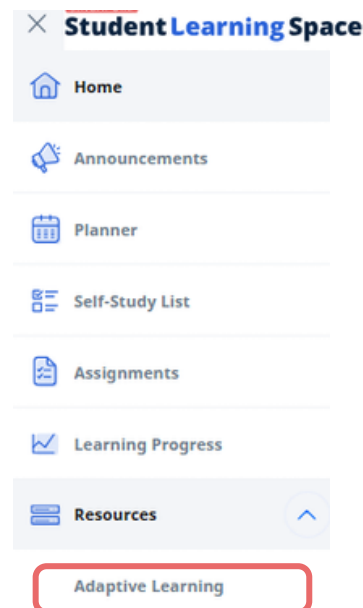
Access for Teachers

Teachers who wish to experience ALS should switch to your student account, and ensure that you are a "student" in a Math/Geog class group tagged to Pri 5-Sec 2/ Sec 3-5 respectively. Follow the steps below to access ALS.

Access for Students

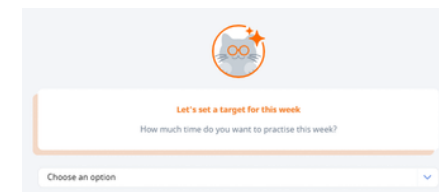
1 Select Adaptive learning

Under Resources



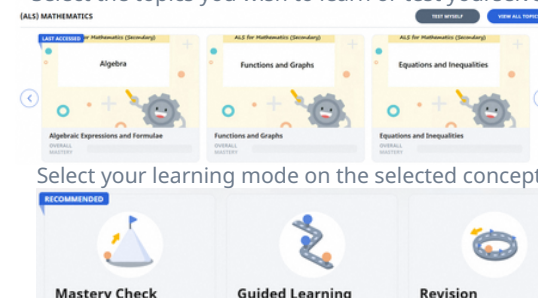
2 Set up learning profile & learning goals

You will be asked some questions for the AI system to get to know you better and find out your goals



3 Test Myself or Start Learning!

Select the topics you wish to learn or test yourselves.



Using Learning Progress Dashboard

Monitor students' learning in the ALS and decide on appropriate interventions:

ALS Concepts Mastered		Total Number of Concepts	
Students	Mastery	Concepts Mastered	Total Number of Concepts
Edward	<div></div>	6	/31
Alvin	<div></div>	14	/31
Jeffory	<div></div>	12	/31
Jessie	<div></div>	7	/31

Monitor by class or by individual student



Identify learning gaps and address them in class.



Set further practices or provide remediation for students who have not mastered specific subtopics.



Group students by readiness level and assign differentiated activities.



STAY TUNED!

ALS will be expanded to more levels and subjects over time.



Click here for
[ALS video resources](#)





Adaptive Learning System (ALS)

Available for Math (Pri 5 - Sec 2) and Geography (Sec 3 - 5)

Section (Adaptive)

Teachers can create Section (Adaptive) in a module to assign ALS content directly to students and track their completion in the assignment heatmap. This enables the integration of adaptive and non-adaptive learning.

Create New

+ ADD FROM STARRED RESOURCES

Activity
Create an activity to engage students in learning

Section
Create a section to organise activities and quizzes for a module

Quiz
Create a quiz to assess students' understanding

Section (Adaptive)
Recommend personalised learning content for students

Module
Create a module to organise sections for a few modules or a topic

Select your learning modes and tag your level and subject, topics or concepts you wish to assign.

Adaptive Learning Settings

Learning Mode

☒ Guided Learning/Mastery Check/Revision
Learning mode recommended by Adaptive Learning based on students' learning profile

☐ Test Myself
Personalised questions recommended to students based on the selected learning outcome(s)

Learning Outcome(s)

☒ For Guided Learning/Mastery Check/Revision, you can only select one learning outcome

Subject and Level

Geography - G3GEOG Secondary 3

Adaptive Learning Content Map and Learning Outcome(s)

(ALS) Upper Secondary Geography - Geography - 1 selected

Adaptive Learning Content Map

(ALS) Upper Secondary Geography - Geography

Learning Outcome

Secondary Geography

- Geography in Everyday Life
- Tourism
 - What is a tourism system?
 - Components of the tourism system

Do you know?

In the "Test Myself" mode, you can select up to 50 learning outcomes and the Adaptive Learning System can generate personalised questions based on the selected topics/concepts!

Learning Outcome

- Secondary Geography
 - Geography in Everyday Life
 - Tourism
 - What is a tourism system?
 - Components of the tourism system
 - Relationship between tourist generating and destination regions
 - Interactions between tourism and the environment
 - What led to the growth of tourism?
 - How do tourist destination regions develop over time?

Track your students' attempts

You're viewing Edward

Revision (What is a tourism system?)

Page

1 2 3 4 5 6 7 8

Q1

What percentage of the world's carbon emissions is contributed by tourism activities?

8% 28% 48%

1. Revision (What is a tourism... A 1 Pg 1 Revision (What is a tourism syst...

Teachers can track students' completion and questions attempted in Section (Adaptive) under the Monitoring Assignment page.

Determine your next step

Based on your students' mastery level for each concept, determine your next teaching action. Students can also receive recommendations drawn from resources in the class groups they are active in.

Your Mastery Level

Great work! Here's how you did on this quiz.

Interactions between tourism and the environment	Progressing
Relationship between tourist generating and destination regions	Progressing
Components of the tourism system	Progressing

▲ You're improving!

Pro Tip!

You can create "subgroups" in your SLS class group to organise students by mastery level for differentiated instruction.

Subgroup List

ALS GEOEUNICE1 Explorers Sub Group - STUDENTS 2

ALS GEOEUNICE1 Highlander Sub Group - STUDENTS 2

Overview of AI-enabled features in SLS



Authoring Copilot (ACP)

- Supports lesson planning
- Uploads up to 20 Knowledge Bases
- Autogenerates activities & quizzes



Data Assistant (DAT)

- Analyses and groups responses in FRQs, ITTs, Discussions, Forums
- 3 pre-populated recipes or use your own
- Mass-add comments



Learning Assistant (LEA)

- Student-facing chatbot
- 6 pre-populated recipes
- Knowledge base
- View students' conversation logs
- Use with Data Assistant



Adaptive Learning System (ALS)

- Personalised learning paths
- Encourages self-directed learning
- Curriculum-aligned questions:
 - Mathematics (Upper Primary)
 - Geography (Upper Secondary)

TEACHING & LEARNING ASSISTANTS (TLAs)

Click on each feature to find out more!

LEARNING FEEDBACK ASSISTANTS (LFAs)

Annotated Feedback Assistant (AFA)

- Specific in-line feedback for content & language, no marks allocated
- Use Suggested Answer, Rubrics, or Error Tags as references
- Customisable feedback output

Short Answer Feedback Assistant (ShortAnsFA)

- Holistic feedback for free-response questions
- Use Suggested Answer or Rubrics as references
- To hide marks for AfL, use Teacher-marked Quiz
- Use Data Assistant to analyse feedback for insights

Feedback Assistant - Mathematics (FA-Math)

- Offers line-by-line hints and feedback for Math questions
- Supports many question types including Geometry and Graphs

Speech Evaluation Tool (SET)

- Provides marks and feedback on audio responses based on rubrics and:
 - Accuracy
 - Fluency Scores
 - Words Correct Per Minute

Useful Resources

EdTech Masterplan (Intranet required):
go.gov.sg/edtech-mp2030-resources

AIEd Implementation Guide & Checklist (Intranet required):
go.gov.sg/edtechmp-ai-ed-guide-checklist

