

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.

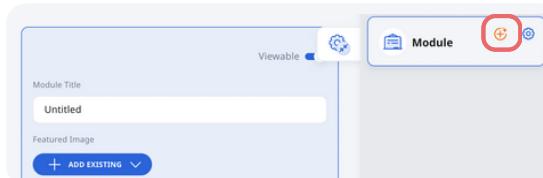
NOTE

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:

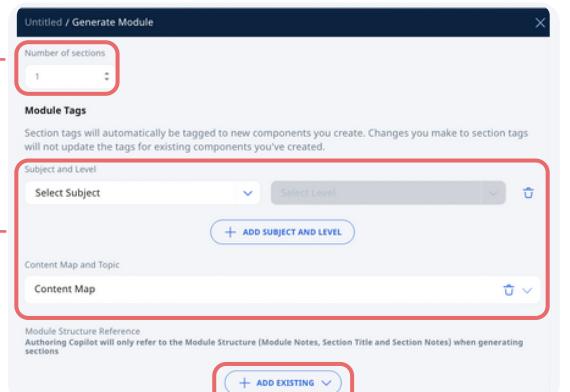
Create/Edit > Module/Section/Activity/Quiz > Locate ACP  icon in the settings.



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.

Number of activities/quizzes: 3
Number of components: 5

Additional Details: Instructions to Authoring Copilot

Knowledge Base: Add materials for Authoring Copilot to reference when generating activities/quizzes. You can use a maximum of 50 PDF pages and images for generation.

Knowledge Base Title: Activity A1

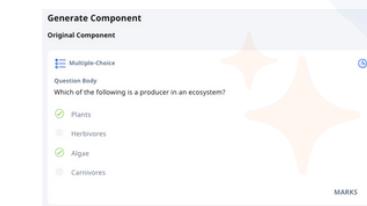
You may upload PDFs and images for generation.

Knowledge Base Content:  Click the paperclip icon to upload PDFs and images.

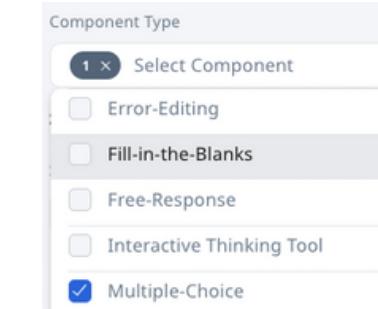
*Ensure that all uploaded materials do not infringe copyrights. Fair use policy for educational purpose is generally set at 10% of original work.

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.



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:

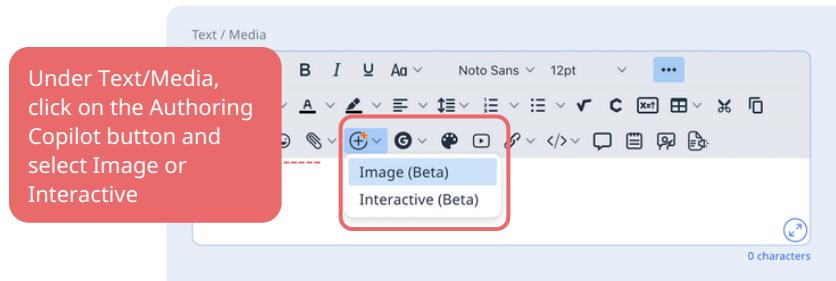
- Game-based learning
- Simulation-based learning
- Data Visualisation

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)

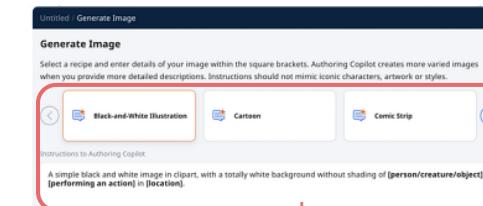
How to Access ACP to create Images & Interactives



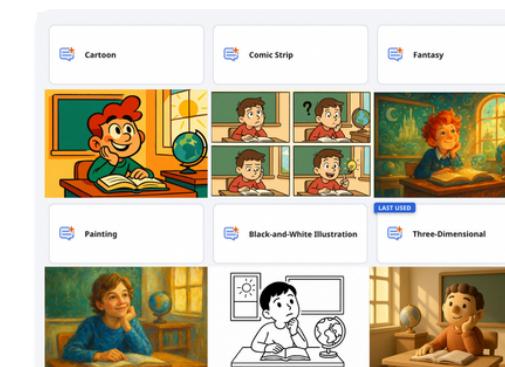
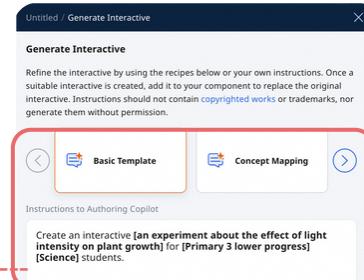
Under Text/Media, click on the Authoring Copilot button and select Image or Interactive

Generate Images and Interactives with pre-populated recipes

- Select a pre-populated recipe that matches your learning outcome and student profile.
- Replace the **[bold placeholders]** with your own details.
- 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.



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

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- 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.

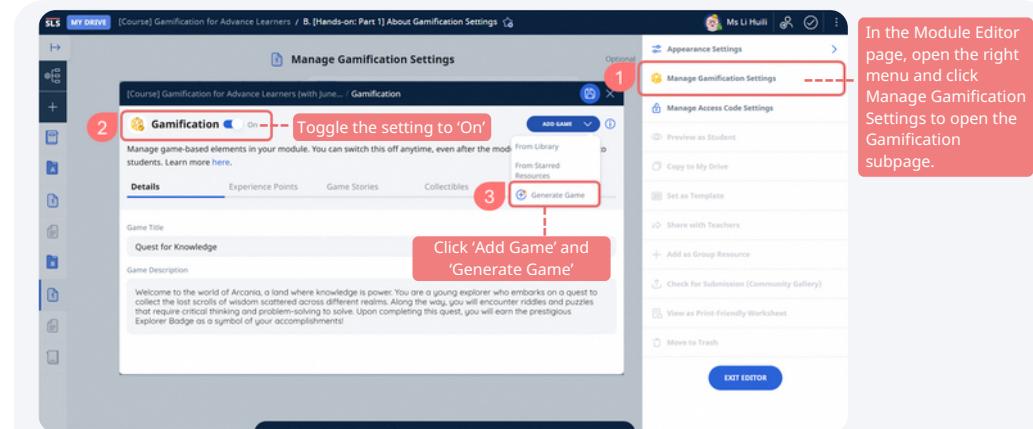
Avatars
Characters or items that replace a student's SLS avatar within a module.

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

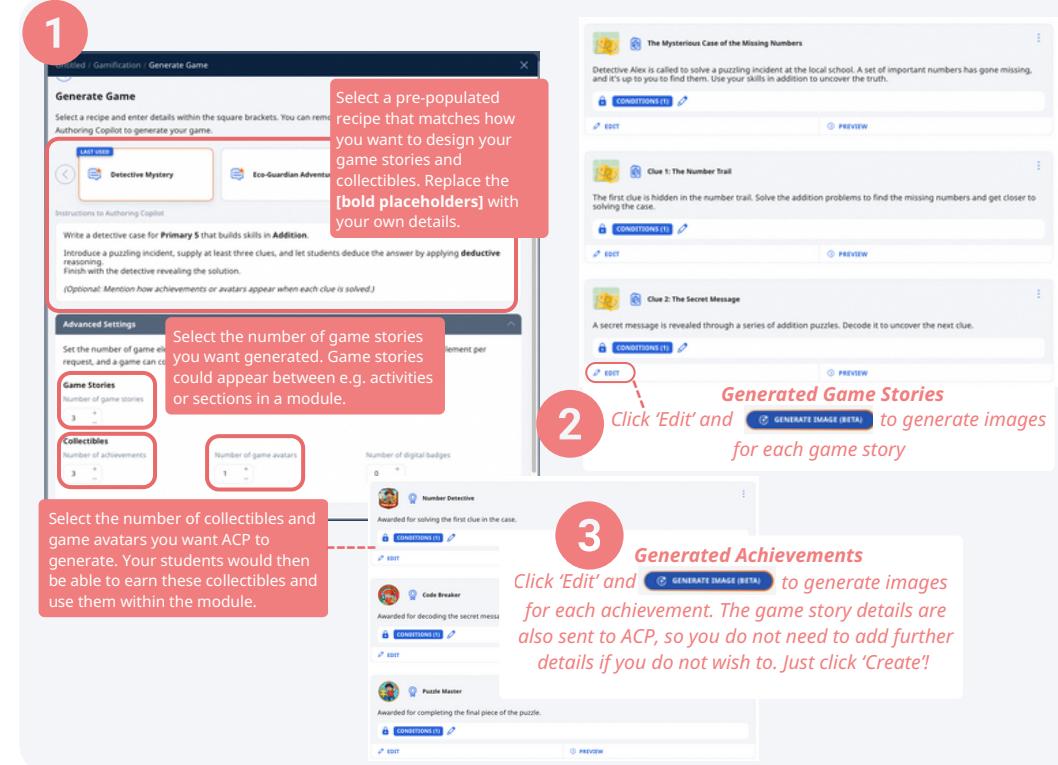
Tip! Use ACP to create game stories and collectibles **after you have created the module**, so that the game is better tailored to the lesson content.



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.

All Responses / Analyse Data

Analyse Data

You may use one of the suggested recipes or create your own below

LAST USED

- Identify common errors in students' responses
- Identify common themes in students' responses
- Identify specific responses or misconceptions

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

All Responses / Analyse Data / Generated Analysis

Back to Analyse Data

Generated Analysis

Instructions to Data Assistant
Based on teacher comments, identify the three most common errors students have.

Data Assistant uses generative AI. Please review the analysis carefully before making decisions.

Analysis

Based on the teacher comments, the **three most common errors students made** are: 1. **Incorrectly stating that the light ray is reflected away from the normal when entering glass from air**. The light ray actually bends towards the normal due to the higher optical density of glass compared to air. To address these issues, follow-up lesson activities should focus on understanding the concept of light rays...

Common light refraction misconceptions	Student
Incorrectly stating that the light ray is reflected away from the normal when entering glass from air	Student A, Student B, Student D, Student H

Add Comments

Filter Students

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

Add Comments

Teacher Comments

SELECTED STUDENTS 12 VIEW STUDENTS

Teacher Comments

Key Concept: When a light ray enters glass from air, it bends towards the normal because the optical density of glass is greater than that of air. This causes the light ray to slow down when it enters the glass.

Notify student(s)

SEND

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.

All Responses / Analyse Data

Analyse Data

You may use one of the suggested recipes or create your own below

LAST USED

- Identify common errors in students' responses
- Identify common themes in students' responses
- Identify specific responses or misconceptions

Instructions to Data Assistant (Beta)
Please edit the bolded words to customise your selected recipe

Based on teacher comments, identify the **three most common errors** and **suggest some follow-up actions**.

GENERATE

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

1 **Guardrails** have been put in place to prevent LEA from producing harmful or mischievous content.

2 LEA has been designed to get students to stay focused on the given topic, and prevent off-topic discussions.

3 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.

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

Access Settings for LEA

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

- 1 For teachers, tag 'Adult Learning' for PD class groups

- 2 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 MTL 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.

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

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.

Annotation is underlined to identify areas for specific feedback

Annotation cards for specific in-line feedback

Annotation cards for specific in-line feedback

Feedback given based on Socratic feedback, selected in the settings



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

Error Tags

Annotation Underline Colour (Green, Red, Blue)

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

Choose an option

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

+ 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

QUESTION SETTINGS

Pri 6 English Language - 2020

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."

Incorrect use or omission of conjunctions to link sentences

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

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."	11
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."	24

Students	Class Group	Total Errors :
Macy Koh	ASPIRATION	24

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.

Maximum 6 bands

Maximum 6 criteria

Maximum 2000 characters

Rubrics

Title:

Hide rubric before attempt ⓘ

1. Band Descriptor 2. Band Descriptor

A. Enter criterion to be assessed

MARK RANGE: 0 - 1 Up to 2

Enter description of band

Marks [3] Total possible marks

Sample feedback using Rubrics

A. Content MARKS: 10

3. Excellent 9 - 10 Ideas are clear, relevant, and well-developed. Writing is engaging and on-topic.

Criterion Feedback
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

2. Satisfactory 5 - 8 Adequate vocabulary. Some variety in sentence structure. Some grammar errors, but meaning is generally clear.

Criterion Feedback
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

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.

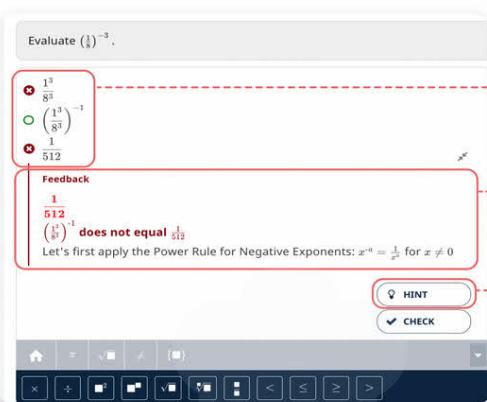
🔧 Tips for Crafting Suggested Answers

- Avoid overlap in ideas**
The marking may be inaccurate when multiple points have similar meanings.
- 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.
- Avoid "Do not accept"**
Do not include unacceptable answers as it might confuse the FA and be mistaken for acceptable answers.
- Keep answers succinct**
Keep the answers clear and remove any connective words (e.g. "and", "or", "because").
- Hide marks using Teacher-marked Quiz**
To hide marks for assessment for learning, use a Teacher-marked quiz
- 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.



Evaluate $(\frac{1}{8})^{-3}$.

Feedback: $\frac{1}{512}$ $(\frac{1}{8})^{-1}$ does not equal $\frac{1}{512}$. Let's first apply the Power Rule for Negative Exponents: $x^{-a} = \frac{1}{x^a}$ for $x \neq 0$.

Buttons: Hint, Check.

- each step is evaluated
- custom feedback
- hint available

Question Types

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

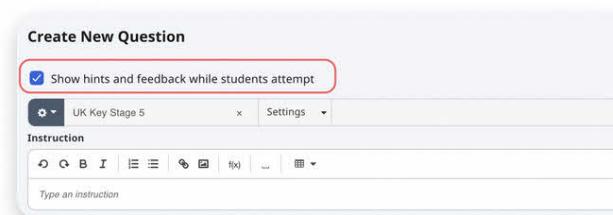
and many more...



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

Type an instruction

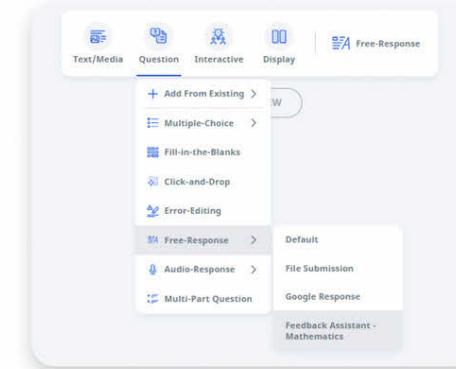
Immediate Feedback

- 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



Text/Media

Question

Interactive

Display

Free-Response

Add From Existing

Multiple-Choice

Fill-in-the-Blanks

Click-and-Drop

Error-Editing

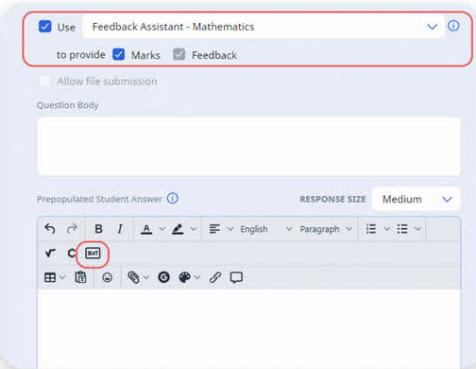
Free-Response

Audio-Response

Multi-Part Question

Feedback Assistant - Mathematics

OR



Use Feedback Assistant - Mathematics to provide Marks Feedback

Allow file submission

Question Body

Prepopulated Student Answer

RESPONSE SIZE Medium

Feedback Assistant - Mathematics

1 Access via Questions in Component Bar

Select Free-Response then Feedback Assistant - Mathematics

1 Use and select Feedback Assistant - Mathematics

2 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

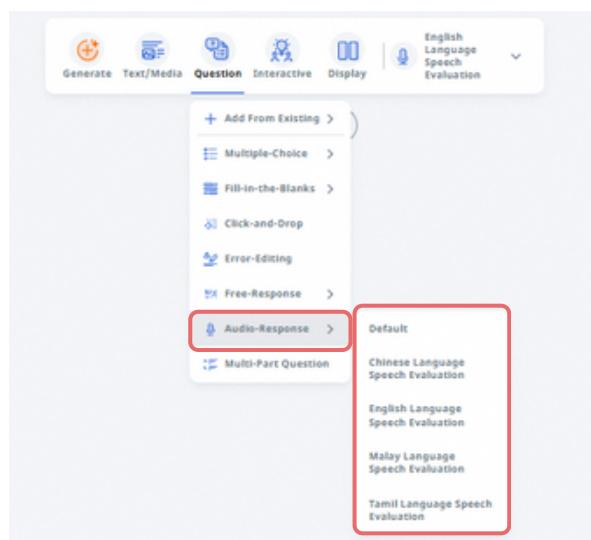
NOTE

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).

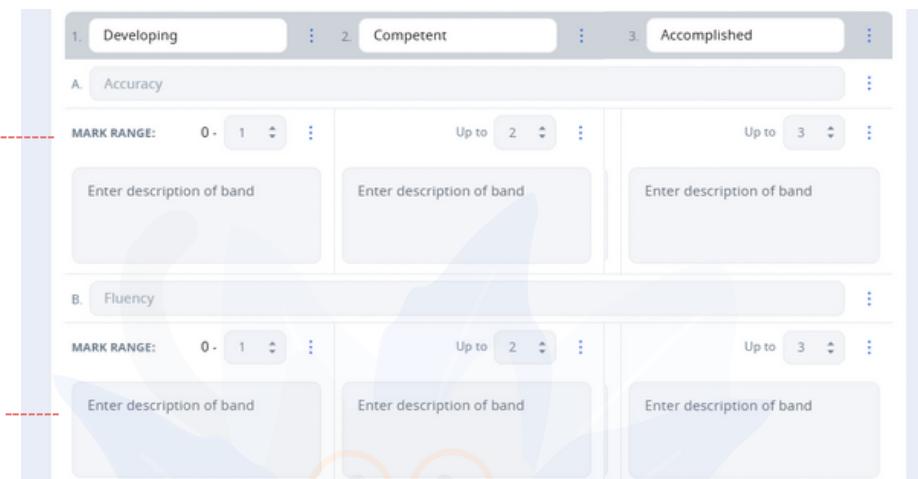
How to access SET?

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



Key Feature 2: Highlighting of errors

Question Body

Auto-generated transcript and highlighting of errors

Annotations on the right:

- English Language... Annotation - 0 make
- MISPRONUNCIATION
- English Language... Annotation - 0 really
- INSERTION
- English Language... Annotation - 0 just
- OMISSION

Annotated error tags and actual pronunciation

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



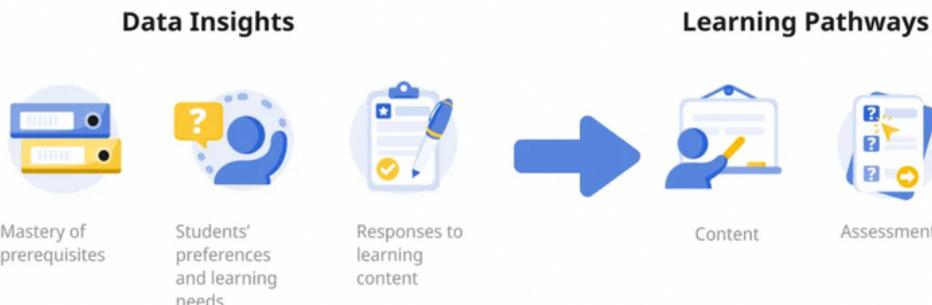


Adaptive Learning System (ALS)

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

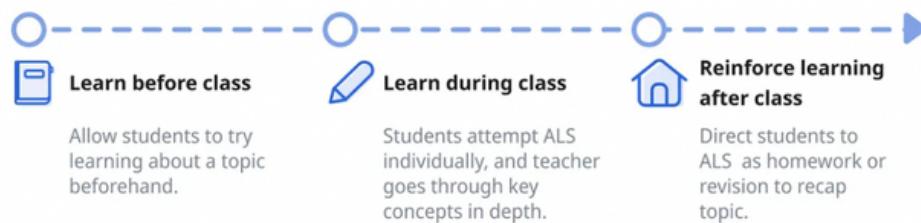
What is ALS?

ALS is an AI-enabled system which recommends customised learning pathways for each student by analysing their responses 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

X **Student Learning Space**

Home

Announcements

Planner

Self-Study List

Assignments

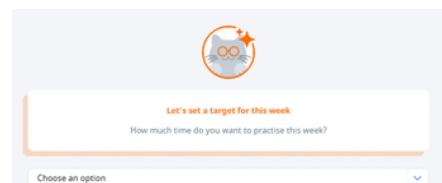
Learning Progress

Resources

Adaptive Learning

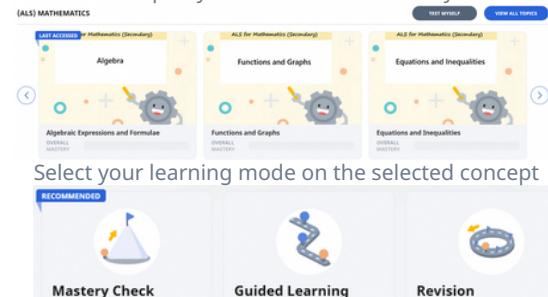
2 Set up learning profile & learning goals

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:

Students	Mastery	Concepts Mastered	Total Number of Concepts
Edward	<div style="width: 20%;"></div>	6	/31
Alvin	<div style="width: 45%;"></div>	14	/31
Jeffory	<div style="width: 35%;"></div>	12	/31
Jessie	<div style="width: 10%;"></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



Ministry of Education



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

- 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

ADD FROM STARRED RESOURCES

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 (selected)
- 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
- 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?

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

Subgroup List

NEW SUBGROUP

ALS GEO(EUNICE)	Explorers	Sub Group - STUDENTS 2
ALS GRO(EUNICE)	Highlander	Sub Group - STUDENTS 2



Educational Technology Division

Ministry of Education

Updated on: May 2025

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-aied-guide-checklist

