

24 January 2025

Dear Parents/Guardians of Primary 1 Students,

### **Holistic Assessment for 2025**

Greetings!

#### **Assessment**

As an integral part of teaching and learning, assessment is used to support the holistic development of our students. The main intent of holistic assessment is to provide meaningful feedback on how our students are doing in achieving the desired learning outcomes across various domains. Our school is committed to helping our students build their confidence and desire to learn, guiding them to take ownership of their own learning and developing their capacity to learn for life.

#### **Holistic Development Profile (HDP)**

The HDP presents the various aspects of your child's/ward's progress in school and will be given out at the end of each semester. To capture students' learning progress, the HDP will report students' levels of attainment in subject-specific learning outcomes as well as AMKP's Four Learning Dispositions: Curiosity, Resilience, Collaboration and Excellence, based on their daily classroom activities, interactions and observations made by the subject teachers. Please refer to Annexes A and B for details about the learning outcomes and AMKP's Four Learning Dispositions respectively. You may use the feedback from the HDP to better support your child's/ward's learning and holistic development.

You may contact your child's/ward's Form Teachers or the Primary 1 Year Head, Mr Cavin Lee, should you have any queries.

Thank you for your continued support and partnership in the child's/ward's educational journey.

Yours sincerely,



Mr. Muhammad Farizal

Principal

### Attainment of Learning Outcomes

Levels of Attainment of Learning Outcomes for All Subjects	
<i>Level</i>	<i>Descriptor</i>
Beginning	Able to complete a task with extensive guidance
Developing	Able to complete a task with moderate guidance
Competent	Able to complete a task with little guidance
Accomplished	Able to complete a task independently and accurately

### Subject-specific Learning Outcomes

#### English Language

Language Skills	Learning Outcomes	Modes of Assessment
Listening	<ul style="list-style-type: none"> <li>Listen attentively and follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listening Comprehension Practices</li> <li>Read Aloud Practices</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Speak clearly to express their thoughts, feelings, and ideas</li> <li>Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>Demonstrate basic word recognition skills (e.g. know the letters of the alphabet and be able to pronounce words accurately)</li> <li>Read aloud Primary 1 STELLAR texts with accuracy, fluency and expression</li> <li>Understand Primary 1 STELLAR texts and be able to identify simple aspects of fiction (e.g. main characters and setting)</li> </ul>	<ul style="list-style-type: none"> <li>Responses during class discussions during lessons using Shared Book Approach (SBA)</li> <li>Stimulus-Based Conversation Practices</li> <li>Written Expressions</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing</li> <li>Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events</li> </ul>	

## Mathematics

Topics	Learning Outcomes	Modes of Assessment
Whole Numbers	<ul style="list-style-type: none"> <li>• Understand numbers up to hundred</li> <li>• Addition and subtraction of numbers</li> <li>• Understand multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic Assessment Tasks</li> <li>• Maths Journals</li> <li>• Practice Books</li> <li>• Topical Worksheets</li> </ul>
Shapes	<ul style="list-style-type: none"> <li>• Identify, name, describe and sort shapes</li> </ul>	
Length	<ul style="list-style-type: none"> <li>• Measure and compare lengths of objects</li> </ul>	
Picture Graphs	<ul style="list-style-type: none"> <li>• Read and interpret picture graphs</li> </ul>	
Time	<ul style="list-style-type: none"> <li>• Tell time to 5 minutes</li> </ul>	

## Mother Tongue Languages

Language Skills	Learning Outcomes	Modes of Assessment
Listening	<ul style="list-style-type: none"> <li>• Listen attentively to short, simple spoken content related to daily life</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation Practices</li> <li>• Listening Comprehension Practices</li> <li>• Read Aloud Practices</li> <li>• Show-and-Tell Exercises</li> <li>• Written Expressions</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts</li> <li>• Ask and/or respond to simple questions related to daily life</li> </ul>	
Reading	<ul style="list-style-type: none"> <li>• Recognise words taught in Primary 1</li> <li>• Read aloud Primary 1 texts with accuracy</li> <li>• Understand Primary 1 texts and be able to identify some details with guidance</li> </ul>	
Writing	<ul style="list-style-type: none"> <li>• Write words, phrases and simple sentence(s) about daily life with guidance</li> </ul>	

## Art

Art Skills	Learning Outcomes	Modes of Assessment
See	<ul style="list-style-type: none"> <li>Identify simple visual qualities in what they see around them</li> <li>Draw to express curiosity, ideas and things that relate to their personal interests and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Art Booklets</li> <li>Art Talks</li> </ul>
Express	<ul style="list-style-type: none"> <li>Play with a variety of materials and tools to create different effects in their art</li> <li>Explore and use visual qualities, materials and artistic processes to share personal interests, imagination and curiosity in their art making</li> <li>Collect artefacts/learning evidence for their portfolio based on given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Class Discussions</li> <li>Elegant Art Task</li> <li>Reflections</li> </ul>
Appreciate	<ul style="list-style-type: none"> <li>Share and talk about their artworks using appropriate art vocabulary</li> <li>Discuss and relate artworks created by others to their own artworks and experiences</li> </ul>	

## Music

Music Skills	Learning Outcomes	Modes of Assessment
Listen and respond to music	<ul style="list-style-type: none"> <li>Describe how instruments are played and the sound produced by the instruments</li> <li>Describe the ways in which the elements of music are used for different purposes in the music</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Discussions</li> <li>Music Activity Sheets</li> </ul>
Create in both vocal and instrumental settings individually and collaboratively	<ul style="list-style-type: none"> <li>Create rhythmic ostinato of at least 1 bar to accompany a melodic piece</li> <li>Create a melodic phrase of at least 1 bar, based on the C-pentatonic scale</li> <li>Create and perform soundscapes to a given stimulus (e.g. poem, story, visuals)</li> <li>Use graphic or standard notation and/or technology to record music ideas</li> </ul>	<ul style="list-style-type: none"> <li>Performance Checklists</li> <li>Reflections</li> </ul>
Perform in both vocal and instrumental settings individually and collaboratively	<ul style="list-style-type: none"> <li>Sing with accuracy and expression</li> <li>Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively</li> </ul>	

## Physical Education

Modules	Learning Outcomes	Modes of Assessment
Games and Sports	<ul style="list-style-type: none"> <li>• Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects</li> </ul>	<ul style="list-style-type: none"> <li>• PE Journals</li> <li>• Skill-based assessments using checklists based on learning cues</li> </ul>
Dance	<ul style="list-style-type: none"> <li>• Perform a movement experience to a stimulus, that includes timing (i.e., unison and take turns)</li> </ul>	
Physical Health and Safety	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of healthy eating practices in the consumption of fruit, vegetables, and snacks</li> </ul>	
Outdoor Education	<ul style="list-style-type: none"> <li>• Discover through sensory cues different places within the school compound safely</li> </ul>	
Gymnastics	<ul style="list-style-type: none"> <li>• Perform a gymnastic sequence of two different movements with smooth transition</li> </ul>	

## Social Studies

Categories	Learning Outcomes	Modes of Assessment
Knowledge	<ul style="list-style-type: none"> <li>• Recognise that everyone is unique</li> <li>• Identify the different roles that students play at home, in class and in school</li> </ul>	<ul style="list-style-type: none"> <li>• Activity Books</li> <li>• Class Discussions</li> <li>• Reflections</li> <li>• Student Learning Space (SLS) Packages</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Describe people, places and events by making careful observations with teacher guidance</li> <li>• Share thoughts and feelings with group members with teacher guidance</li> </ul>	
Outcome	<ul style="list-style-type: none"> <li>• Ask questions to learn more about self, people, and places</li> <li>• State ways to help people and care for the places around them</li> </ul>	

## Learning Dispositions for Lower Primary



# Learning Dispositions

## For Lower Primary **AMK**Pians



### Resilience

I stay focused to complete my work.  
I keep trying when faced with challenges.  
I know what to do when faced with challenges.



### Collaboration

I listen to and respect ideas shared by others.  
I learn from others.  
I work well with others in a group setting.



### Curiosity

I ask questions to find out more.  
I show an interest in learning new things.  
I think up new ideas.



### Excellence

I put effort into completing my work.  
I take the initiative to check my work.  
I use feedback to improve my learning.

**Every Child, a Confident Person, a Joyful Learner and a Caring Citizen.**



# Where am I at? (Learning Dispositions)



**Rising**

I need reminders and/or support from others (teachers and peers).



**Glowing**

I am beginning to learn and do things on my own.



**Sparkling**

I am able to learn and do things on my own.



**Shining**

I am learning to encourage my peers to learn and do things.

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