

24 January 2025

Dear Parents/Guardians of Primary 2 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 2 Assistant Year Head, Ms Junisha, 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"> Listen attentively and identify relevant information | <ul style="list-style-type: none"> Listening Comprehension Practices Class discussions during Shared Book Approach (SBA) Lessons Read Aloud Practices Spelling Practices Stimulus-Based Conversation Practices Written Expressions |
| Speaking | <ul style="list-style-type: none"> Speak clearly to express their thoughts, feelings, and ideas Build on others' ideas in the conversations or discussions respectfully | |
| Reading | <ul style="list-style-type: none"> Read multi-syllabic words accurately Read aloud Primary 2 STELLAR texts with accuracy, fluency and expression Understand Primary 2 STELLAR texts and are able to identify the big ideas in the texts and recall sequence of main events | |
| Writing | <ul style="list-style-type: none"> Apply basic spelling strategies using knowledge about phonic elements and spelling rules Write short paragraphs to recount appropriately sequenced events, describe details, and use tenses and connectors accurately | |

Mathematics

| Topics | Learning Outcomes | Modes of Assessment |
|-------------------------|---|---|
| Whole Numbers | <ul style="list-style-type: none"> Understand numbers up to thousand Solve mathematical problems involving addition and subtraction Multiply and divide numbers within multiplication tables | <ul style="list-style-type: none"> Holistic Assessment Tasks Maths Journals Practice Books Topical Worksheets |
| Shapes | <ul style="list-style-type: none"> Identify, name, describe and sort shapes and objects | |
| Length, mass and volume | <ul style="list-style-type: none"> Measure, compare and order objects by length, mass or volume | |
| Picture Graphs | <ul style="list-style-type: none"> Read and interpret picture graphs with scales | |
| Time | <ul style="list-style-type: none"> Tell time to the minute | |
| Fraction | <ul style="list-style-type: none"> Understand fractions | |

Mother Tongue Languages

| Language Skills | Learning Outcomes | Modes of Assessment |
|-----------------|---|---|
| Listening | <ul style="list-style-type: none"> Listen attentively to short, simple spoken content related to daily life Identify main idea and some details | <ul style="list-style-type: none"> Conversation Practices Listening Comprehension Practices Picture description exercises Read Aloud Practices Written Expressions |
| Speaking | <ul style="list-style-type: none"> Speak with correct pronunciation using vocabulary and sentence structures from Primary 2 texts Participate in short conversations related to daily life with some guidance | |
| Reading | <ul style="list-style-type: none"> Recognise words taught in Primary 2 Read aloud Primary 1 texts with accuracy and fluency Understand Primary 1 texts and be able to identify some details with some guidance | |
| Writing | <ul style="list-style-type: none"> Write short sentences about daily life with some guidance | |

Art

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

Music

| Music Skills | Learning Outcomes | Modes of Assessment |
|--|---|--|
| Listen & Respond to music | <ul style="list-style-type: none"> Describe how instruments are played and the sound produced by the instruments Describe ways in which the elements of music are used for different purposes in the music they listen to, create and perform | <ul style="list-style-type: none"> Classroom discussions Music Activity Sheets |
| Create music in both vocal and instrumental settings individually and collaboratively | <ul style="list-style-type: none"> Create rhythmic ostinato of at least 2 bars to accompany a melodic piece Create a melodic phrase of at least 2 bars, based on the C-pentatonic scale Create and perform soundscapes to a given stimulus (e.g. poem, story, visuals) Use graphic or standard notation and/or technology to record music ideas | <ul style="list-style-type: none"> Performance Checklists Reflections |
| Perform music in both vocal and instrumental settings individually and collaboratively | <ul style="list-style-type: none"> Sing with accuracy and expression Play rhythmic and melodic patterns on pitched and non-pitched classroom instruments expressively | |

Physical Education

| Modules | Learning Outcomes | Modes of Assessment |
|----------------------------|---|--|
| Games and Sports | <ul style="list-style-type: none"> • Demonstrate a range of motor skills in catching, dribbling and striking a variety of objects | <ul style="list-style-type: none"> • PE Journals • Skill-based assessments using checklists based on learning cues |
| Dance | <ul style="list-style-type: none"> • Perform a movement experience to a stimulus, that includes timing (i.e., match and lead/follow) | |
| Physical Health and Safety | <ul style="list-style-type: none"> • Demonstrate an understanding of healthy eating practices in the consumption of brown rice, wholemeal bread and drinks | |
| Outdoor Education | <ul style="list-style-type: none"> • Discover and make connections to the different places within the school compound safely | |
| Gymnastics | <ul style="list-style-type: none"> • Perform a gymnastic sequence of two different movements with smooth transition and different start and end body positions | |

Social Studies

| Categories | Learning Outcomes | Modes of Assessment |
|------------|--|---|
| Knowledge | <ul style="list-style-type: none"> • Identify at least one custom and tradition practised by an ethnic group in Singapore • Identify the six National Symbols of Singapore | <ul style="list-style-type: none"> • Activity Books • Class Discussions • Reflections • Student Learning Space (SLS) Packages |
| Skills | <ul style="list-style-type: none"> • Select relevant information to meet the objectives of a task, with teacher guidance • Work together with other group members towards a common goal, with teacher guidance | |
| Outcome | <ul style="list-style-type: none"> • Show respectful and acceptable behaviour towards people of different ethnic and religious groups • State ways to contribute at home, in class, in school and in the neighbourhood | |

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.

Levels of Attainment of Learning Dispositions



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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