

24 January 2025

Dear Parents/Guardians of Primary 3 Students,

### **Holistic Assessment for Semester 1**

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.

In line with the national effort to move away from an over-emphasis on academic results, we have removed the Primary 3 to Primary 6 Mid-Year Examinations and replaced them with termly Weighted Assessments (WAs) for Primary 3 to Primary 5. We will use the time to pace out teaching and learning, explore varied pedagogies and develop 21<sup>st</sup> Century Competencies in our students.

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

The HDP presents 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' academic results using the WAs and End-of-Year Examinations (EYE). Additionally, HDP will also include the students' levels of attainment in the respective subject-specific learning outcomes in Social Studies, Physical Education, Art and Music as well as AMKP's Four Learning Dispositions (Curiosity, Resilience, Collaboration and Excellence) based on the students' daily classroom activities, interactions and observations made by the subject teachers.

#### **Formative Assessment**

In addition, formative assessment will continue to be part of our classroom practices to help us monitor the students' learning and address learning gaps. Subject teachers will communicate verbal and written feedback to the students to chart their learning progress.

## Assessment Plan

The table below shows the assessment weightings for the respective subjects for the year.

Semester	Semester 1		Semester 2	
Term	Term 1	Term 2	Term 3	Term 4
<b>Core Subjects: English Language, Mother Tongue Languages, Mathematics, Science</b>				
Assessment type	WA	WA	WA	EYE
Weightings	10%	15%	15%	60%
<b>Art</b>				
Assessment type	WA	WA	WA	
Weightings	40%	30%	30%	
<b>Music</b>				
Assessment type	WA	WA	WA	
Weightings	30%	20%	50%	
<b>Physical Education</b>				
Assessment type	NA	WA	WA	NA
Weightings		50%	50%	
<b>Social Studies</b>				
Assessment type	WA	WA	WA	
Weightings	20%	30%	50%	

### Conduct of WAs and End-of-Year Examinations (EYE) for the Core Subjects

To manage the demands of assessment, there will be a maximum of one WA per day. The date of the WA will depend on the respective class timetables. Your child/ward's subject teachers will provide him/her with the details of the assessment at least two weeks before the date of the assessment.

Students must be punctual for all WAs and EYE. A student who is late for the WA/EYE may not be given make-up time for the paper. This is to instil in our students a sense of personal responsibility and inculcate in them the value of punctuality.

Should your child/ward be unwell and absent on the day of the WA/EYE, he/she must produce a valid medical certificate to cover his/her absence. Medical Certificates (MCs) from Traditional Chinese Medicine practitioners or letters of excuse from parents/guardians will not be accepted for the absence. No marks will be awarded for the WA/EYE if the student is unable to produce a valid supporting document.

Apart from Oral Examinations for the EYE, there will not be any make-up WA/EYE. In place of a score, the student will be given an 'MC' or 'Valid Reason (VR)' for the WA/EYE that they miss once they have submitted an MC or a valid supporting document to the school. In such cases, papers missed will be not used for the computation of the overall results.

Please refer to Annexes A and B for more details on the Primary 3 Schedule and Coverage for Weighted Assessments 1 and 2 and Learning Dispositions for Middle Primary respectively.

You may contact your child's/ward's Form Teachers or the Primary 3 Assistant Year Head, Ms Suganthi, should you have any queries.

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

Yours sincerely,



Mr. Muhammad Farizal

Principal

## PRIMARY 3 | SEMESTER 1

## Schedule and Coverage for Weighted Assessments 1 and 2

Subject/Term	Term 1 (WA1)	Term 2 (WA2)
English Language	<b>Listening Comprehension</b> <b>Language Use &amp; Comprehension</b> - Grammar - Vocabulary	<b>Listening Comprehension</b> <b>Language Use &amp; Comprehension</b> - Grammar - Vocabulary - Comprehension
	Week 8: 24 Feb - 28 Feb	Week 7: 05 May - 09 May
Mother Tongue Languages	<b>Language Use &amp; Comprehension</b> - Grammar - Vocabulary - Comprehension	<b>Language Use &amp; Comprehension</b> - Grammar - Vocabulary - Comprehension
	Week 8: 24 Feb - 28 Feb	Week 7: 05 May - 09 May
Mathematics	<b>3A Units 1, 2 and 3</b> - Numbers to 10 000 - Addition and Subtraction - Money	<b>3A Units 5, 6 and 7</b> - Multiplication and Division - Word Problems - Bar Graphs
	Week 9: 03 Mar - 07 Mar	Week 8: 13 May - 16 May
Science	<b>Diversity of Living and Non-Living Things</b> - Classification - Living and Non-living things - What do Living Things Need and Can Do  <b>Classification of Living Things</b> - Similarities and Differences between Plants and Animals - Groups of Living Things and their Unique Characteristics	<b>Diversity of Materials</b> - Different types of Materials Around Us - Physical Properties of Materials - How are Different Materials Used
	Week 9: 03 Mar - 07 Mar	Week 8: 13 May - 16 May

Subject/Term	Term 1 (WA1)	Term 2 (WA2)
Art	<p><b>Elegant Art Task</b> Using basic geometric and organic shapes to create a mascot for AMKP Kaleidoscope on ProCreate.</p> <p><b>Portfolio</b> Select artefacts/learning evidence for portfolio and display and explain why they were chosen.</p> <p><b>Art Booklet</b> Compare and contrast the ways in which time, traditions, resources and cultures and presented in Singapore artworks.</p>	<p><b>Art Activity</b> Distinguish the visual qualities in what they see.</p> <p><b>Elegant Art Task</b> Develop an installation proposal on environmental issues.</p>
	Weeks 2 - 8: 13 Jan - 28 Feb	Weeks 2 - 8: 31 Mar - 16 May
Music	<p><b>Music Creation Task</b> Create a 2-part rhythmic phrase of at least 4-bars using standard notation.</p> <p><b>Music Performance Task</b> Perform rhythmic patterns using standard notation on percussion instruments with accurate rhythm and expression.</p>	<p><b>Music Analysis Tasks</b> Describe the sound produced by instruments of the Western Orchestra and how they are played. Describe ways in which elements of music are used for different purposes in a musical story.</p>
	Weeks 2 - 8: 13 Jan - 28 Feb	Weeks 2 - 8: 31 Mar - 16 May
Physical Education	NA	<p><b>Skill-based Assessment</b> - Gymnastics - Games &amp; Sports</p> <p><b>Knowledge-based Assessment</b> - Making Healthier Food Choices</p>
		Weeks 7 - 8: 05 May - 16 May
Social Studies	<p><b>Activity Book Assignment</b> Book 1: Lost and found in Singapore</p>	<p><b>Individual Performance Task</b> Conduct research on how reusing an item can help to reduce waste and find a reusable item at home to upcycle to create something that could benefit others.</p> <p>Book 2 : Reuse, Reduce, Recycle!</p>
	Weeks 6 - 7: 10 Feb - 21 Feb	Weeks 7 - 8: 05 May - 16 May

## Learning Dispositions for Middle Primary



# Learning Dispositions

## For Middle Primary AMKPians



### 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 and with others.  
I work well with others in a group setting.  
I contribute to group goals.



### 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 quality work.  
I take the initiative to check my work.  
I use feedback to improve my learning.  
I assess my own 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 am beginning to learn and do things on my own.



**Glowing**

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



**Sparkling**

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



**Shining**

I am able to guide my peers to learn and do things.

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