

AMKPS/SCH-22/017A

28 January 2022

Dear Parents/Guardians of Primary 1 Students,

### **Holistic Assessment for 2022**

Greetings!

#### **Holistic Assessment**

Assessment is an integral part of the interactive process of teaching and learning and 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. 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 in them the capacity to learn for life.

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

We will be using subject-specific learning outcomes and qualitative descriptors to report students' learning progress. The descriptors given are derived from the daily classroom interactions and observations made by the subject teachers. They serve to indicate the various aspects of your child/ward's progress and you can use the feedback to better support your child/ward's learning and development. The HDP will be given out at the end of each semester.

Please refer to the attached document for more details on the Primary 1 Holistic Assessment. Do feel free to contact your child/ward's Form Teachers/Year Head should you have any queries.

Thank you for your continued support and partnership in our children's educational journey.

Yours sincerely,



Mrs Lim Bee Lay  
Principal

## English Language

Language Skills	Learning Outcomes	Modes of Assessment
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
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> <li>Shared Book Approach (SBA) Lessons</li> <li>Stimulus-Based Conversation Practices</li> <li>Written Expressions</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; able to pronounce words accurately)</li> <li>Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression</li> <li>Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting)</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
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
Whole Numbers	<ul style="list-style-type: none"> <li>Understand numbers up to hundred</li> <li>Understand addition and subtraction</li> <li>Add and subtract numbers</li> <li>Understand multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Activity Book</li> <li>Holistic Assessment Tasks</li> <li>Math Journal</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
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
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 Assessment on Language Use</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 are 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>	

## Social Studies

Categories	Learning Outcomes	Modes of Assessment
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
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 Book</li> <li>Class Discussions</li> <li>Reflections</li> <li>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>	

## Physical Education

Modules	Learning Outcomes	Modes of Assessment
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
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>• Checklists (Learning Cues)</li> <li>• Gymnastics Sequencing Plan</li> <li>• Knowledge-Based Assessment (Quizzes)</li> <li>• Skills-Based Assessment</li> </ul>
Gymnastics	<ul style="list-style-type: none"> <li>• Perform a gymnastic sequence of two different movements with smooth transition</li> </ul>	
Dance	<ul style="list-style-type: none"> <li>• Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns)</li> </ul>	
Physical Health and Fitness	<ul style="list-style-type: none"> <li>• Acquire a range of personal safety practices in school, at home and when using the road</li> <li>• Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene</li> </ul>	
Outdoor Education	<ul style="list-style-type: none"> <li>• Move across a variety of ground surfaces in a familiar environment safely and confidently</li> </ul>	

## Art

Art Skills	Learning Outcomes	Modes of Assessment
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
Seeing Expressing Appreciating	<ul style="list-style-type: none"> <li>• Show interest in looking at a variety of artworks</li> <li>• Identify simple visual qualities in what they see around them.</li> <li>• Ask questions about what they see</li> <li>• Talk about what they see, feel and experience using art vocabulary</li> <li>• Draw from their imagination and observation</li> <li>• Play with a variety of materials and tools to make art</li> <li>• Share their imagination, thoughts and feelings through art making</li> </ul>	<ul style="list-style-type: none"> <li>• Art Discussions</li> <li>• Artworks</li> <li>• Reflections</li> <li>• SLS Packages</li> <li>• Worksheets</li> </ul>

## Music

Music Skills	Learning Outcomes	Modes of Assessment
<i>What will my child be learning?</i>		<i>How will I know my child has learnt?</i>
Performing Creating Listening Responding Appreciating	<ul style="list-style-type: none"> <li>• Listen and respond to music</li> <li>• Perform music in both instrumental and vocal settings, individually and in groups</li> <li>• Create music in both instrumental and vocal settings, individually and in groups</li> <li>• Understand musical elements and concepts</li> <li>• Appreciate music in local and global cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Class Discussions</li> <li>• Music Worksheets</li> <li>• Self-Assessment Tools</li> <li>• SLS Packages</li> </ul>

## LEARNING DISPOSITIONS FOR PRIMARY 1 AND PRIMARY 2 STUDENTS

Learning Dispositions (LD)	Actions <i>How will this learning disposition look like?</i>
<b>Curiosity</b>	<ul style="list-style-type: none"> <li>• Asks questions to find out more</li> <li>• Shows an interest in learning new things</li> <li>• Thinks up new ideas</li> </ul>
<b>Resilience</b>	<ul style="list-style-type: none"> <li>• Stays on task and manages distractions</li> <li>• Shows perseverance in challenging situations</li> <li>• Knows what to do when faced with difficulty</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Respects ideas/perspectives shared by peers</li> <li>• Work well with others in a group learning setting</li> <li>• Learns with and from others</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Puts effort into checking his/her work<sup>^</sup></li> <li>• Uses feedback and learns from mistakes to improve own learning</li> <li>• Knows where one is in his/her learning and what his/her next steps are</li> </ul>

<sup>^</sup> Work: both process and product