



NEW TOWN PRIMARY SCHOOL

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P1/2022/064

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Dear Parents / Guardians,

Primary 1 Holistic Assessment Plan

In line with PERI's [Primary School Education Review and Implementation] recommendations, Holistic Assessment [HA] will continue to support students' learning in Primary 1 and help them acquire knowledge and develop skills and values. The aims of HA are as follows:

- to use a range of assessment modes to allow teachers to gather information about students' learning;
- to provide feedback on their mastery of concepts and skills to enable students to track their own learning progress and plan for improvement.

As parents, you can look forward to richer feedback on your child's development and gain a more complete picture of his/her achievement and progress.

1. Holistic Assessment at Lower Primary

All assessment tasks in P1 & P2 are for **formative** purposes. Taking place throughout the year, formative assessment tasks are carried out using different subject-appropriate modes, such as mini-tests, performance tasks. They are used to gather information on students' learning progress for teachers to plan for the ongoing teaching and learning, **not used as scores to measure students' level of achievement in the subject**. It also serves as feedback for students to understand and reflect on the level of mastery of the concepts and/or skills. Parents can also use the information to provide the necessary support and encouragement for their child. Table 1.1. provides an overview of the various modes used in our formative assessments and the corresponding feedback given for the task.

Table 1.1 Overview of the Assessment Modes at P1

Assessment Modes	What They Are & How Students are Assessed	How Feedback is Given								
Topical Reviews & Quizzes	“Mini-tests” that assess mastery of the topic	<ul style="list-style-type: none">• Students are given a score								
Performance tasks	Activities for students to demonstrate the mastery of skills. Subject-specific examples include: <table><tr><th>Subjects</th><th>Performance Tasks</th></tr><tr><td>English L.</td><td>Show & Tell</td></tr><tr><td>Mother Tongue L</td><td>Reading Aloud</td></tr><tr><td>Mathematics</td><td>Measuring length of everyday items</td></tr></table>	Subjects	Performance Tasks	English L.	Show & Tell	Mother Tongue L	Reading Aloud	Mathematics	Measuring length of everyday items	<ul style="list-style-type: none">• Students are given a rubric which indicates the level of attainment of the skills they have demonstrated in the task. It also shows how the next level looks like.• Students may also receive written comments from teachers or peers• Students may also use success checklist to assess themselves.
Subjects	Performance Tasks									
English L.	Show & Tell									
Mother Tongue L	Reading Aloud									
Mathematics	Measuring length of everyday items									
Term Reviews	Assignments that assess students’ mastery of concepts & skills on one or more topics/units	<ul style="list-style-type: none">• Students are given a score.								

2. Gathering Evidence of Learning & Progress Reporting through Subject-Specific Learning Outcomes (LOs)

Since 2019, following the announcement by the Ministry of Education at the 2018 Work Plan Seminar, weighted assessment (*defined as assessment where scores form part of the computation of a student's overall results in a subject for the year*) has been removed at the Lower Primary levels with the aim of helping our children build intrinsic motivation and nurture their joy of learning. Following the removal of weighted assessment in 2019, the school has been reporting the lower primary students' learning progress through a set of subject-specific learning outcomes (LOs).

At the end of each semester, the information gathered from the formative assessment tasks, together with teachers' observations of the child's daily work and learning in class, will be used to report on his/her learning progress in the Holistic Development Profile. All subjects will report 5 – 8 learning outcomes each. For each outcome, the child will be rated **“Beginning”, “Developing” or “Competent”**. In general, if a learning outcome is rated **“Competent”**, the child has been assessed to be able to understand & apply the concept(s) consistently, and demonstrate the skill(s) with accuracy and minimal guidance from the teacher.

For illustration, Table 1.2 & 1.3 use the examples of English Language and Mathematics respectively to show how students are assessed for their learning and how the progress is reported.

Table 1.2. How learning of English Language is assessed and reported

Learning Outcomes in P1 English Language		Ways of Gathering Evidence of Learning		Reporting of Learning Progress
		Formative Assessment Tasks (e.g.)	Daily lessons & assignments	
1.	Listen and follow instructions	Listening Comprehension	STELLAR Learning Sheets	For each outcome, the child will be rated “Beginning”, “Developing” or “Competent” .
2.	Speak clearly to express own ideas	Show & Tell	Class & group discussions	
3.	Read aloud texts with accuracy, fluency and expression	Reading aloud of a Passage	Shared Book Reading	
4.	Able to identify aspects of fiction, e.g. main characters and setting	Term Reviews	STELLAR Learning Sheets	
5.	Write a paragraph to recount appropriately sequenced events	Writing a story based on a series of pictures	Writing about learning experiences, e.g. Sandwich-making	

Table 1.3. How learning of Mathematics is assessed and reported

Learning Outcomes in P1 Mathematics		Ways of Gathering Evidence of Learning		Reporting of Learning Progress
		Formative Assessment Tasks (e.g.)	Daily lessons & assignments	
1.	Understand numbers up to hundred.	Math Quiz	<u>Assignments</u> <ul style="list-style-type: none"> • Workbook exercises • Topical reviews <u>Class Activities</u> <ul style="list-style-type: none"> • Math tasks that involve use of manipulatives • Factual fluency 	For each outcome, the child will be rated “Beginning”, “Developing” or “Competent”.
2.	Understand addition and subtraction.	Math Quiz		
	Add and subtract numbers.	Math Quiz		
3.	Understand multiplication and division.	Math Quiz		
4.	Identify, name, describe and sort shapes.	Math Quiz		
5.	Tell time to 5 minutes.	Math Quiz		
6.	Measure and compare lengths using everyday objects.	Performance Task		
7.	Read and interpret picture graphs.	Math Quiz		
8.	Understand numbers up to hundred.	Math Quiz		

For the learning outcomes of Mother Tongue Languages, P.E. Art, Music & Social Studies, please refer to Annex D (page 8 - 10) of this letter.

3. Assessment of Students' Learning Dispositions [R.E.A.D]

Recognizing the importance of cultivating positive attitudes towards learning, the school has identified 4 learning dispositions that our students should develop: **Responsible Learner**, **Enquiring Mind**, **Active Contributor** & **Determined Spirit**. (R.E.A.D.)

As part of Holistic Assessment, we will be providing feedback on your child's learning dispositions. The information is gathered through the teachers' observations on how he/she learns in class, during group work as well as the written assignments. At the end of each semester, we will share with you how your child has demonstrated the dispositions using a rubric. In line with the removal of all weighted assessments in P1 and P2, Edusave academic awards are also given out based on students' learning dispositions at the year of each academic year.

Learning Dispositions	Descriptors for Primary 1 & 2
<u>R</u>esponsible Learner	• Stays focused during lessons
	• Puts in effort to complete assignments
<u>E</u>nquiring Mind	• asks questions to help oneself think deeper
<u>A</u>ctive Contributor	• practises turn-taking, active listening and offers ideas during group work
<u>D</u>etermined Spirit	• does not give up when faced with difficulties

4. Holistic Assessment Plans and Subject-Specific Learning Outcomes (LOs)

For your easy reference, we have attached in this letter the Holistic Assessment Plans for English Language, Mathematics, and Mother Tongue Languages. The plans lay out the schedule of the formative assessment tasks and the feedback that accompanies each task to serve as milestone checks to keep track of your child's learning. A set of learning outcomes by subject is also attached for your reference.

A summary of the annexes to this letter is as follows:

Holistic Assessment Plans	Annexes	Learning Outcomes by Subject	Annexes
English Language	A (Page 5)	English & Mother Tongue Languages	D (Page 8)
Mathematics	B (Page 6)	Mathematics, Art, Music & Social Studies	D (Page 9)
Mother Tongue Languages	C (Page 7)	P.E.	D (Page 10)

We hope that our efforts in Holistic Assessment will provide you with a fuller picture of how your child is progressing in his/her learning throughout the year so that we can partner you in building his/her confidence and desire to learn. If you have any queries, please contact the respective key personnel:

Key Personnel	Name	Email Address
HOD / English Language	Mrs Serene Lee	teo_shiwei@schools.gov.sg
HOD / Mathematics	Mdm Chua Siao Wen	chua_siao_wen@schools.gov.sg
HOD / Mother Tongue Languages	Mdm Teh Sok Fun	teh_sok_fun@schools.gov.sg

Thank you for your partnership and support.

Yours faithfully,

TAN-NG WIE PIN (MRS)

PRINCIPAL

English Language Holistic Assessment Plan – Annex A

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<u>Reading Aloud (Weekly)</u> <ul style="list-style-type: none"> Reading of High-frequency Booklet 	Checklist	Formative Non-weighted
2	<u>Performance Task (Week 5)</u> Read aloud a given text - I Am A Newscaster!	Rubric	Formative Non-weighted
	<u>Writing (Week 7)</u> <ul style="list-style-type: none"> Write sentences on a given topic 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Comprehension 	Score	
3	<u>Read Aloud (Week 5)</u> <ul style="list-style-type: none"> Read aloud a given text. 	Rubrics	Formative Non-weighted
	<u>Listening Comprehension (Week 6)</u> <ul style="list-style-type: none"> Picture Matching Sound Discrimination 	Score	
	<u>Writing (Week 7)</u> <ul style="list-style-type: none"> Write a story based on a given picture 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Comprehension 	Score	
4	<u>Performance Task (Week 5)</u> Show and Tell – My Favourite Toy	Rubric	Formative Non-weighted
	<u>Writing (Week 7)</u> Write a story based on a series of pictures	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Multiple-choice questions on grammar & vocabulary Comprehension 	Score	

Mathematics Holistic Assessment Plan – Annex B

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	<u>Topical Review</u> <ul style="list-style-type: none"> Addition and Subtraction up to 10 (Week 6) Ordinal Numbers (Week 10) 	Score	Formative Non-weighted
	<u>Math Quiz (Week 9)</u> <ul style="list-style-type: none"> Shapes 	Score	
2	<u>Topical Review (Week 3)</u> <ul style="list-style-type: none"> Numbers to 20 	Score	Formative Non-weighted
	<u>Math Quiz</u> <ul style="list-style-type: none"> Addition and Subtraction up to 20 (Week 5) Picture Graphs (Week 7) 	Score	
3	<u>Math Quiz (Week 2)</u> <ul style="list-style-type: none"> Numbers to 100 	Score	Formative Non-weighted
	<u>Performance Task (Week 6)</u> Topic: Length <ul style="list-style-type: none"> Assesses students' understanding on the concept of Length 	Checklist	
	<u>Factual fluency (Week 10)</u> <ul style="list-style-type: none"> Number bonds to 10 Multiplication tables of 2, 5 and 10 	Checklist	
4	<u>Math Quiz</u> <ul style="list-style-type: none"> Multiplication and Division (Week 3) Telling Time (Week 8) 	Score	Formative Non-weighted
	<u>Term Review (Week 9 – 10)</u> <ul style="list-style-type: none"> Short-answer questions Long-answer questions 	Score	

Mother Tongue Languages Holistic Assessment Plan – Annex C

Term	Assessment Tasks	Mode of feedback	Types of Assessment
1	Nil	NA	NA
2	<u>Topical Review (Week 2)</u> <ul style="list-style-type: none"> Response to audio stimulus 	Rubric	Formative Non-weighted
	<u>Oral Assessment (Week 6)</u> <ul style="list-style-type: none"> Reading aloud Picture conversation Guided dialogue 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> Written Assessment CL: Hanyu Pinyin, characters and phrases ML: Spelling and vocabulary, phrases TL: Letters and words 	Score	
3	<u>Topical Review (Week 3)</u> <ul style="list-style-type: none"> Response to audio stimulus 	Rubric	Formative Non-weighted
	<u>Integrated Task: Show & Tell (Term 6)</u> <ul style="list-style-type: none"> Show- and-tell (to include use of graphics stimulus / objects) Responding to questions from audience 	Rubric	
	<u>Term Review (Week 9)</u> <ul style="list-style-type: none"> CL: Hanyu Pinyin, characters, words, simple phrases, sentence structure and comprehension MCQ ML: Spelling & vocabulary, simple phrases and simple sentences TL: Letters, words and phrases 	Score	
4	<u>Topical Review (Week 3)</u> <ul style="list-style-type: none"> Response to audio stimulus 	Rubric	Formative Non-weighted
	<u>Oral Assessment (Week 5)</u> <ul style="list-style-type: none"> Reading aloud Picture conversation Guided dialogue 	Rubric	
	<u>Term Review (Week 8)</u> <ul style="list-style-type: none"> CL: Hanyu Pinyin, characters, words, simple phrases, sentence structure and comprehension MCQ ML: Spelling & vocabulary, simple phrases, simple sentences and comprehension MCQ TL: Letters, words and phrases 	Score	

Reporting of P1 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 1
English Language	<p><u>Listening</u></p> <ol style="list-style-type: none"> 1. Listen attentively and follow simple instructions. <p><u>Speaking</u></p> <ol style="list-style-type: none"> 2. Speak clearly to express their thoughts, feelings and ideas. 3. Follow communication etiquette such as taking turns, and using appropriate eye contact and volume in conversations or discussions. <p><u>Reading</u></p> <ol style="list-style-type: none"> 4. Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). 5. Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression. 4. Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). <p><u>Writing</u></p> <ol style="list-style-type: none"> 7. Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. 8. Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events.
Mother Tongue Languages	<p><u>Listening</u></p> <ol style="list-style-type: none"> 1. Listen attentively to short, simple spoken content related to daily life. <p><u>Speaking and spoken interaction</u></p> <ol style="list-style-type: none"> 2. Speak with correct pronunciation using vocabulary and sentence structures from Primary 1 texts. 3. Ask and/or respond to simple questions related to daily life. <p><u>Reading</u></p> <ol style="list-style-type: none"> 4. Recognise characters taught in Primary 1. (CL)/ Recognise words taught in Primary 1. (ML)/ Recognise letters and words taught in Primary 1. (TL) 5. Read aloud Primary 1 texts with accuracy. 6. Understand Primary 1 texts and are able to identify some details with guidance. <p><u>Writing</u></p> <ol style="list-style-type: none"> 7. Write words, phrases and simple sentence(s) about daily life with guidance. (CL & ML)/ Write words and simple phrases with guidance. (TL)

Reporting of P1 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 1
Mathematics	<ol style="list-style-type: none"> 1. Understand numbers up to hundred. 2. Understand addition and subtraction. 3. Add and subtract numbers. 4. Understand multiplication and division. 5. Identify, name, describe and sort shapes. 6. Tell time to 5 minutes. 7. Measure and compare lengths using everyday objects. 8. Read and interpret picture graphs.
Social Studies	<ol style="list-style-type: none"> 1. Recognise that everyone is unique. 2. Identify the different roles that students play at home, in class and in school. 3. Describe people, places and events by making careful observations, with teacher guidance. 4. Share thoughts and feelings with group members, with teacher guidance. 5. Ask questions to learn more about self, people and places. 6. State ways to help people and care for the places around them.
Art	<ol style="list-style-type: none"> 1. Identify simple visual qualities in what they see around them. 2. Ask questions about what they see. 3. Draw from their imagination and observation. 4. Play with a variety of materials and tools to make art. 5. Share their imagination, thoughts and feelings through art making. 6. Show interest in looking at a variety of artworks. 7. Talk about what they see, feel and experience using basic art vocabulary of elements and principles of design such as lines, shapes, colours, patterns and proportion.
Music	<ol style="list-style-type: none"> 1. Perform Music (e.g. a variety of children's songs, folksongs) in both instrumental and vocal settings, individually and in groups, focusing on simple rhythm, pitch, tempo and dynamics. 2. Create Music (e.g. short rhythmic and melodic phrases) in both instrumental and vocal settings, individually and in groups. 3. Listen and respond to Music. 4. Appreciate Music from local and global cultures. 5. Understand musical elements and concepts

Reporting of P1 Students' Learning Progress
Subject Specific Learning Outcomes – Annex D

Subject	Primary 1
Physical Education	<p><u>Games and Sports</u></p> <p>1. Demonstrate a range of motor skills in rolling, catching, and throwing a variety of objects.</p> <p><u>Gymnastics</u></p> <p>2. Perform a gymnastic sequence of two different movements with smooth transition.</p> <p><u>Dance</u></p> <p>3. Perform a structured dance to the music 'Chan Mali Chan', and repeat with modifications to timing (i.e. unison, take turns).</p> <p><u>Outdoor Education</u></p> <p>4. Move across a variety of ground surfaces in a familiar environment safely and confidently.</p> <p><u>Physical Health and Fitness</u></p> <p>5. Acquire a range of personal safety practices in school, at home and when using the road.</p> <p>6. Demonstrate good health practices (drinking water, food choices and physical activities) and habits in personal care (eye care and UV-protection) and hygiene.</p>