

26 January 2026

Dear Parents/Guardians,

This letter provides information about the assessment in Semester 1 for the Primary 1 students and our commitment to holistic student assessment.

### **Assessment**

1. Assessment is an integral component of teaching and learning that supports the holistic development of our students. Holistic assessment provides meaningful feedback on students' progress in achieving the desired learning outcomes across various domains.
2. Our school is committed to nurturing students' confidence and love for learning, encouraging them to enjoy the learning process and take ownership of their own learning.

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

3. The Holistic Development Profile (HDP) provides a complete picture of your child's educational journey at AMKP. Going beyond academic grades, the HDP captures meaningful learning progress in three key areas based on your child's daily classroom activities, interactions, and teacher observations:
  - a. **Learning Outcomes (LOs)** - How well your child is mastering essential knowledge, skills, and competencies across various subjects.
  - b. **Learning Dispositions (LDs)** - The positive behaviours and attitudes that help foster joy for lifelong learning.
  - c. **Personal Qualities (PQs)** - Character traits aligned with our school values aimed at developing your child into a confident person and caring citizen.

### **Four Levels of Attainment**

4. There are four levels of attainment for the LOs, LDs and PQs – *Rising, Glowing, Sparkling and Shining*. These levels embody our school motto of "*Rise and Shine*" and represent the journey of growth and illumination. The progression from "Rising" to "Shining" mirrors every child's learning journey at AMKP - starting with the courage to rise and grow, ultimately reaching the point where they shine with confidence, knowledge, and character. Each level

celebrates progress, encouraging every child to continue rising towards their own moment to shine.

5. Please refer to the Annexes for detailed information about Learning Outcomes (LOs), Learning Dispositions (LDs), and Personal Qualities (PQs).
6. We hope this complete picture of your child/ward's development will help you have meaningful conversations with our teachers and how we can work together to support your child/ward's continued growth and learning.
7. For any queries, please contact your child's/ward's Form Teachers or Year Head, Mr. Cavin Lee at [lee\\_chun\\_wan\\_cavin@moe.edu.sg](mailto:lee_chun_wan_cavin@moe.edu.sg) or Assistant Year Head, Ms. Junisha Erat at [junisha\\_erat@moe.edu.sg](mailto:junisha_erat@moe.edu.sg)

Yours sincerely,



Mr. Muhammad Farizal  
Principal

**Attainment Levels for Learning Outcomes (LOs)**

| <b>Levels of Attainment of Learning Outcomes for All Subjects</b> |  |
|---|--|
| <i>Level</i>  | <i>Descriptor</i>                                    |
| Rising  | Able to complete a task with extensive guidance      |
| Glowing   | Able to complete a task with moderate guidance       |
| Sparkling   | Able to complete a task with little guidance         |
| Shining   | Able to complete a task independently and accurately |

**Subject-specific Learning Outcomes****English Language**

| <b>Language Skills</b> | <b>Learning Outcomes</b>   | <b>Modes of Assessment</b>  |
|------------------------|--|---|
| 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>• Responses during class discussions during lessons using Shared Book Approach (SBA)</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 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> |   |
| 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> </ul> |
| Shapes         | <ul style="list-style-type: none"> <li>Identify, name, describe and sort shapes</li> </ul>  | <ul style="list-style-type: none"> <li>Maths Journals</li> </ul>            |
| Length         | <ul style="list-style-type: none"> <li>Measure and compare lengths of objects</li> </ul>  | <ul style="list-style-type: none"> <li>Practice Books</li> </ul>            |
| Picture Graphs | <ul style="list-style-type: none"> <li>Read and interpret picture graphs</li> </ul>   | <ul style="list-style-type: none"> <li>Topical Worksheets</li> </ul>        |
| Time           | <ul style="list-style-type: none"> <li>Tell time to 5 minutes</li> </ul>  | <ul style="list-style-type: none"> <li>Topical Worksheets</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> </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>         | <ul style="list-style-type: none"> <li>Listening Comprehension Practices</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> | <ul style="list-style-type: none"> <li>Read Aloud Practices</li> </ul>                                 |
| Writing         | <ul style="list-style-type: none"> <li>Write words, phrases and simple sentence(s) about daily life with guidance</li> </ul>   | <ul style="list-style-type: none"> <li>Show-and-Tell Exercises</li> <li>Written Expressions</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 artwork 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> </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>Music Activity Sheets</li> <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>                                     |   |

 ANG MO KIO  
PRIMARY SCHOOL

# Learning Dispositions

## For Lower 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 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.

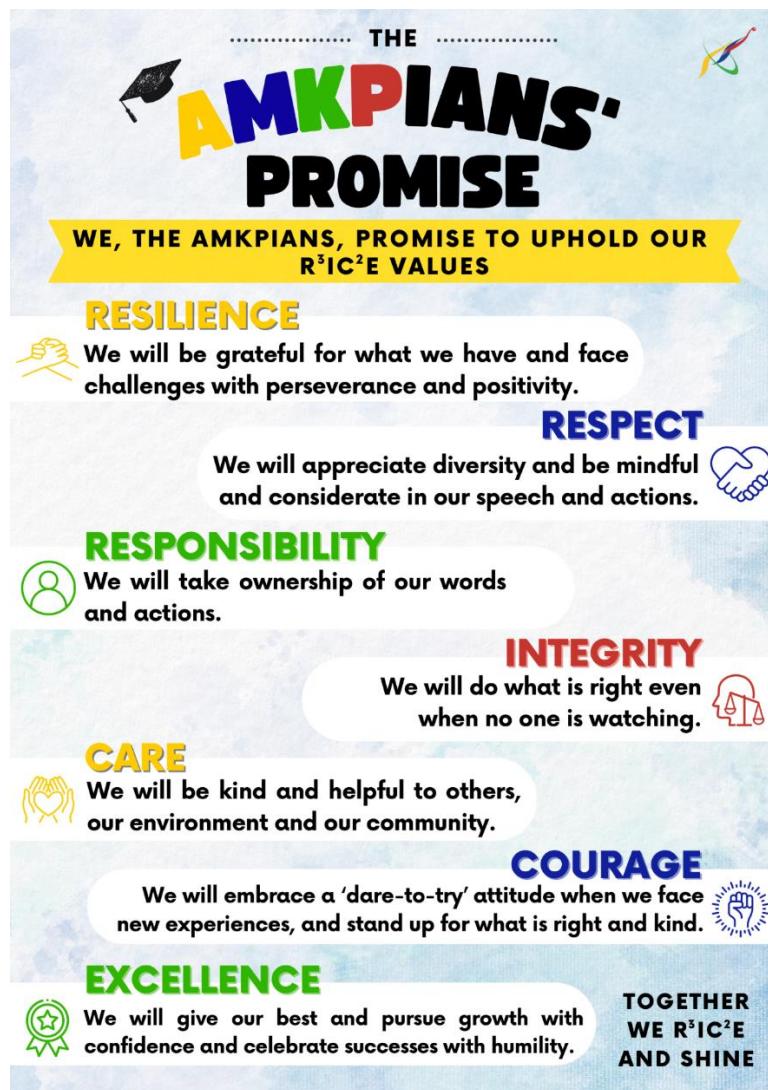


### Shining

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

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

## Personal Qualities (PQs) aligned with School Values



### Attainment Levels for Personal Qualities (PQs)

| Levels of Attainment of Personal Qualities (PQs) |  |
|--|--|
| Level  | Descriptor   |
| Rising   | Begins to demonstrate school values with support from teachers and peers |
| Glowing  | Demonstrates school values more independently, with minimal support      |
| Sparkling  | Demonstrates school values independently and consistently                |
| Shining  | Guides and influences peers to demonstrate school values                 |