

27 January 2026

Dear Parents/Guardians,

This letter provides information about the assessment in Semester 1 for the Primary 4 students and our continued commitment to holistic student assessment.

Weighted Assessment

1. Assessments are designed to support the holistic development of our students. Weighted assessments (WA) provide opportunities for students to demonstrate subject mastery, develop assessment skills, and receive constructive feedback from their teachers. In Semester 1, Primary 4 students will undertake WA1 and WA2, followed by WA3 in Term 3 and the End-of-Year Examination (EYE) in Term 4.
2. To keep assessments manageable, your child/ward will have no more than one WA per day. Subject teachers will share assessment details at least two weeks in advance.
3. Please refer to Annex A and B for more information on WA1 and WA 2.

P4 Subject-Based Banding (SBB)

4. SBB will be implemented for the Primary 4 students. Parents will receive the SBB Option Form at the end of the year. Details about SBB can be found on the Ministry of Education (MOE)'s [website](#). The slides shared by the Year Head are also available [here](#).

Attendance during Assessment

5. Students must arrive on time for all assessment papers. Students who are late will not be granted additional time to complete their assessments. This policy underscores our commitment to developing personal responsibility and the importance of punctuality.
6. If your child/ward is unwell or unable to attend a WA or EYE paper, you must submit a valid medical certificate to justify the absence. Please be advised that medical certificates (MCs) from Traditional Chinese Medicine (TCM) practitioners and parent/guardian letters will not be accepted.
7. The school will not conduct make-up sessions for any missed assessments, except for EYE Oral Examination in Term 4.
8. Students who fail to provide valid documentation for their absence will be awarded zero

marks for the missed assessment.

Holistic Development Profile (HDP)

9. The Holistic Development Profile (HDP) provides a complete picture of your child's educational journey at AMKP. Beyond academic grades, the HDP captures meaningful learning progress in **Personal Qualities (PQs)** – character traits aligned with our school values that develop your child into a confident person and caring citizen.

Four Levels of Attainment

10. There are four levels of attainment for 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. Please refer to Annex C for more information.
11. 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.
12. For any queries, please contact your child's/ward's Form Teachers or our covering Year Head, Mr. Razif at abdul_razif_mohammad_rizal@moe.edu.sg. or Assistant Year Head, Mdm. Nooraisha at nooraisha_mohamed_ibrahim@moe.edu.sg.

Yours sincerely,



Mr. Muhammad Farizal
Principal

Annex A**Assessment Weightings**

The table below presents the assessment weightings by subject for the year.

| Semester | Semester 1 | | Semester 2 | | |
|--|------------|--------|------------|--------|--|
| Term | Term 1 | Term 2 | Term 3 | Term 4 | |
| Core subjects: | | | | | |
| English Language, Mother Tongue Languages, Mathematics, Science | | | | | |
| Assessment type | WA | WA | WA | EYE | |
| Weightings | 15% | 15% | 15% | 55% | |
| Art | | | | | |
| Assessment type | WA | | WA | | |
| Weightings | 50% | | 50% | | |
| Music | | | | | |
| Assessment type | WA | | WA | | |
| Weightings | 50% | | 50% | | |
| Physical Education | | | | | |
| Assessment type | NA | WA | WA | NA | |
| Weightings | | 50% | 50% | | |
| Social Studies | | | | | |
| Assessment type | WA | | WA | | |
| Weightings | 50% | | 50% | | |

Primary 4

2026 Schedule and Coverage for Weighted Assessment (WA1 and WA2)

| Subject / Term | Term 1 (WA1) | Term 2 (WA2) |
|--------------------------------|--|---|
| English Language | Language Use Grammar Vocabulary Grammar Cloze Vocabulary Cloze | Guided Writing 3 pictures provided Guiding questions provided Helping words & phrases provided |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Mother Tongue Languages | Language Use & Comprehension Grammar Vocabulary Comprehension | Language Use & Comprehension Grammar Vocabulary Comprehension |
| | Week 8: 23 Feb - 27 Feb | Week 7: 04 May - 08 May |
| Mathematics | 4A Units 1, 2, 3 and 4* Numbers to 100 000 Factors and Multiples Four Operations of Whole Numbers *Tables and Line Graphs (up to end Practice 2 'Tables') | 4A Units 5, 6 and 7 Fractions (I) Fractions (II) Angles |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |
| Science | Systems Theme Plant System Chapter 1 Parts of Plants and their Function Human Systems Chapter 2 Human Body Systems and their Functions Parts and Function of Digestive System Different Parts of Digestive System Work Together | Systems Theme Plant System Chapter 1 Parts of Plants and their Function Human Systems Chapter 2 Human Body Systems and their Functions Parts and Function of Digestive System Different Parts of Digestive System Work Together Cycles Theme Matter Chapter 3 Definition of Matter Different States of Matter Around Us Properties of Matter Measuring Mass and Volume of Different States of Matter |
| | Week 9: 02 Mar - 06 Mar | Week 8: 11 May - 15 May |

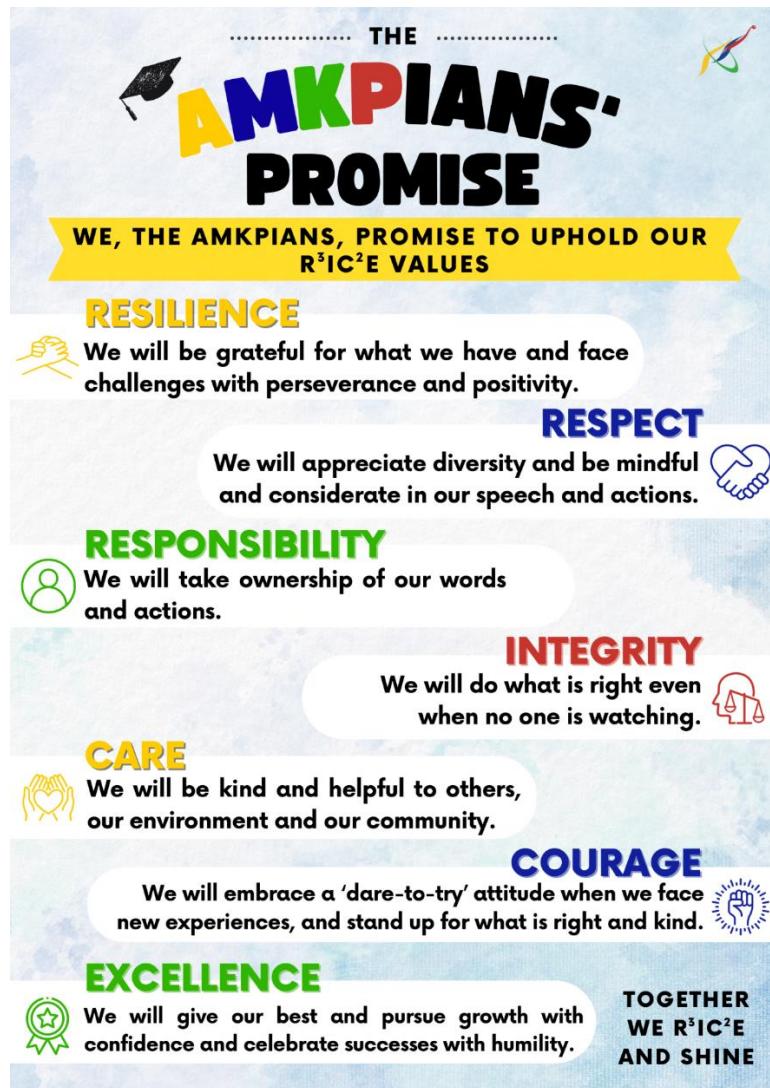
Primary 4

2026 Schedule and Coverage for Weighted Assessment (WA1 and WA2)

Art, Music, Physical Education and Social Studies

| Subject / Term | Term 1 (WA1) | Term 2 (WA2) |
|---------------------------|--|--|
| Art | Elegant Art Task Using Canva, create a surreal dreamscape of your imagined school of the future. Reflection Discuss and reflect with peers about the ideas, intentions and artistic processes in creating artworks. | Art Activity Learn to record information, discoveries and reflections. Elegant Art Task Create a painting of a classroom in the past/present/future that shows tonal values and emphasis. |
| | Weeks 2 - 8: 12 Jan - 27 Feb | Weeks 2 - 8: 30 Mar - 15 May |
| Music | Music Creation Task Create an arrangement for the Ukulele using the chords in C major for a rap performance using graphic notation. | Music Performance Task Play rhythmic patterns on non-pitched percussion instruments expressively and with accurate rhythm. |
| | Weeks 2 - 8: 12 Jan - 27 Feb | Weeks 2 - 8: 30 Mar - 15 May |
| Physical Education | NA | Skill-based Assessment Games & Sports Athletics Knowledge-based Assessment Staying safe during physical activity |
| | | Weeks 7 - 8: 04 May - 15 May |
| Social Studies | Performance Task Conduct research to share the plight of the early settlers Chapter 2: Settlers in Singapore Chapter 3: Lives and Contributions of Settlers in Singapore (1819 -1930) | |
| | T1 Week 3 - T2 Week 8: 19 Jan - 15 May | |

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 |