



TECK WHYE PRIMARY SCHOOL
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23 January 2024 (Updated 5 March 2024)

Dear Parents/Guardian,

Assessment Plan for 2024 (P1 - P6)

To achieve a holistic understanding of the students' progress, both weighted and non-weighted assessments are used to inform teachers of students' learning and to address learning gaps. There is no weighted assessment at Primary 1 & 2, instead qualitative descriptors will be used to report students' learning progress for academic subjects and learning outcomes will be used to report non-academic subjects. In addition, a set of Learning Dispositions (LDs) will be used to assess students' confidence and their desire to learn.

A summary of the assessment plan is shown in the table below.

	P1	P2	P3	P4	P5	P6
Non-Weighted Assessment	✓	✓				Review (Term 1 & 2)
Weighted Assessment			✓ (Term 1 to 3)	✓ (Term 1 to 3)	✓ (Term 1 to 3)	x
Preliminary Examinations						✓ (Term 3)
End-of-year Examination (Term 4)			✓	✓	✓	PSLE

Besides the assessment of academic subjects, our students are also assessed on their demonstration of the school's core values for their Conduct grades and their attainment of learning outcomes in Music, Art, PE and Social Studies.

Your child's progress in his/her learning will be shared with you at the end of Semester 1 during the Parent-Child-Teacher Meeting (PCTM). More details about the PCTM will be provided at a later date.

The Assessment Plan for 2024 is attached for your reference.

We hope the information provided is useful for you to partner us in supporting your child/ward in his/her learning.

Best regards

Mrs Chay Gek Noi

Vice-Principal (Academic)



Teck Whye Primary School Primary 1 Assessment Plan 2024

To minimise excessive peer comparison and to promote joy of learning, there are no weighted assessments in Primary One and Primary Two. Instead, to gather information about the student's learning progress, the school uses a variety of non-weighted tests and formative assessments such as bite-sized tasks and daily work. Bite-sized tasks and daily work may include class quizzes, short writing and reading assignments, show and tell, in-class work, homework etc. Teachers will diagnose each student's learning progress from these tests, tasks and daily work. As these are formative in nature, parents/ guardians should not overstress your children with unnecessary preparation. Each student will be given feedback on their learning progress in the form of four levels of Qualitative Descriptors (QD) (see table below) for each of the Learning Outcomes (LO) identified for each subject.

Qualitative Descriptors	What it Means
Accomplished	Strong understanding and application of concepts and skills Thorough understanding of all or nearly all key concepts and skills and routinely makes connections/or demonstrates them
Competent	Good understanding and application of concepts and skills Understands most key concepts and skills and makes connections to them/or demonstrates them
Developing	Basic understanding and application of concepts and skills Understands some key concepts and skills and occasionally makes connections to them/or displays them in action
Beginning	Minimal understanding and application of concepts and skills Displays very little understanding of basic concepts and skills and rarely makes connections to them/or displays them in action

Summary of Plan for Academic Subjects

Subject	Term 1	Term 2	Term 3	Term 4
English	No assessments	<ul style="list-style-type: none"> • Listening Comprehension (Week 4) • Reading Aloud (Week 6) 	<ul style="list-style-type: none"> • Show & Tell (Week 3) • Comprehension (Week 7) 	<ul style="list-style-type: none"> • Grammar (Week 3) • Writing (Week 7)
Mathematics		<ul style="list-style-type: none"> • Non-Weighted Assessment 1 (Week 5) - Numbers to 10, - Addition and subtraction within 10 - Shapes - Ordinal Numbers - No. to 20 	<ul style="list-style-type: none"> • Non-Weighted Assessment 2 (Week 3) - Addition & Subtraction within 20 - Picture Graph - Numbers to 100 • Performance Task 1 (Week 9) - Length - Addition & Subtraction within 100 	<ul style="list-style-type: none"> • Non-Weighted Assessment 4 (Week 7) - Multiplication & Division - Time • Performance Task 2 (Week 9) - Money
Mother Tongue		<ul style="list-style-type: none"> • Listening Comprehension (Week 4) • Situational Dialogue (Week 7) 	<ul style="list-style-type: none"> • Reading (Week 4) • Show & Tell (Week 6) 	<ul style="list-style-type: none"> • Language Usage (Written) (Week 7)

Non-Academic Subjects

Subject	Semester 1 (Knowledge/Skills Assessed)	Semester 2 (Knowledge/Skills Assessed)
Art	All About Me! <ul style="list-style-type: none"> • Activity 1: Arranging shapes into form • Activity 2: Collage Self Portrait (Final Artwork) • Artwork Presentation (Show and Tell) 	Action! <ul style="list-style-type: none"> • Activity 1: Experimentation of non-conventional painting tools • Activity 2: Make meanings of an Abstract Painting (Final Artwork) • Artwork Presentation (Show and Tell)
Music	<ul style="list-style-type: none"> • Describe the sound of percussion instruments and how they are played. • Sing 'Singapura' with actions. • Use stick notation to record music ideas. • Play rhythmic and melodic patterns accurately. 	<ul style="list-style-type: none"> • Create and perform a repeating pattern to accompany a song. • Describe how dynamics and tempo are used in music. • Create and perform a soundscape. • Create a melodic phrase with 3 notes.

PE	<p>Games & Sports</p> <ul style="list-style-type: none"> • <u>Self toss and catch various sized objects with 1 & 2 hands at medium or high level</u> • <u>Catch using two hands a gently thrown ball from 3 meters away, at waist level.</u> <p>Gymnastics</p> <ul style="list-style-type: none"> • Perform a sequence of two different movements (e.g., a traveling action to a rotating action) with smooth transition. <p>Dance</p> <ul style="list-style-type: none"> • Perform a structured dance to the music “Chan Mali Chan”, and repeat with modifications to timing. 	<p>Games & Sports</p> <ul style="list-style-type: none"> • <u>Roll using the underhand movement pattern, a small object towards a target</u> • <u>Throw using the overhand movement pattern, a shuttlecock over a barrier from a distance, showing good movement form.</u> <p>Outdoor Education</p> <ul style="list-style-type: none"> • Move through simple physical obstacles in a familiar environment safely and confidently, while watching out for your own and friends’ safety. <p>Physical Health & Safety</p> <ul style="list-style-type: none"> • Caring for Your Health and Well-being • Staying Safe at School • Making Healthier Food Choices • Staying Safe on the Road • Caring for Your School Environment
Social Studies	<p><u>Knowledge, Skills, Values:</u></p> <ul style="list-style-type: none"> • Recognise that they are unique • Identify the roles that they play at home, in class and in school • Share thoughts and feelings with group members, with teacher guidance <p><u>Modes of Assessment:</u></p> <ul style="list-style-type: none"> • Evaluation of Activity Book • Show and Tell: My Role • Class Participation 	<p><u>Knowledge, Skills, Values:</u></p> <ul style="list-style-type: none"> • Describe people, places and events by making careful observations, with teacher guidance • State ways to help people and care for the places around them • Ask questions to learn more about self, people and places <p><u>Modes of Assessment:</u></p> <ul style="list-style-type: none"> • Evaluation of Activity Book • Poster: My Favourite Place in the Neighbourhood • Class Participation

Conduct Grade

Conduct Criteria	Descriptors
Attendance & Punctuality	Punctual for all school activities and attends school regularly.
Self-Management	<p>Well-behaved at all times within and beyond school premises. Being respectful and attentive in class.</p> <p>Always neat & tidy in appearance.</p> <p>Being prompt in submission of work assigned.</p>